



Teacher Guidelines

Bibletime Levels 3 and 4

A Series
Lessons 7-12

Bible Educational Services

Registered Charity UK (No 1186004)

Mission Statement

Producing Bible lessons for intermediaries to present the truth of Jesus Christ to the next generation worldwide.

Vision Statement

To reach the next generation with our full curriculum, in their own language by developing and supporting a global network of committed partners.

GENERAL INFORMATION

What Bible Educational Services does

Bible Educational Services (BES UK) publish "Bibletime", "New Life" and "Gleaners" Bible lessons in English and support Postal Bible Schools and similar organizations using BES lessons in the UK and overseas, by visiting, networking, advising and training. BES is also currently working in partnership with groups in other countries who are involved in translation, design, publishing and distribution of lessons. Lessons must be provided free of charge to all students.

Bibletime lessons were first used in Southern Ireland over 60 years ago. Bible Educational Services maintain editorial responsibility for Bibletime Lessons in English and in all foreign languages. Bibletime lessons have been normally published in an A4 format which enables students in some areas, every four weeks, to send the lessons back to a Postal Bible School Centre for marking. More recently, thanks to Every Home Crusade (Revival Movement) in Belfast, lessons for six months have been published in an A5 format, which has made usage in churches and schools overseas much easier, especially where there is no effective postal system.

The BES lessons are unique in that they are prepared with home or group (church/school) study in view, following a planned syllabus which allows students to continue studying for up to 20 years. Five levels of lessons are available for specific age groups, Pre-school (Level 0), 5-7's (Level 1), 8-10's (Level 2), 11-13's (Level 3), 14-16's (Level 4). There is a three-year syllabus for each age group. (See page 4) The age groups can be varied according to ability. The Bibletime Resource gives children the opportunity of studying God's Word, learning Bible Stories and facing the challenge of the relevance of the Gospel in their lives.

Printed copies of the lessons are available in English from the BES website – www.besweb.com or from the International Secretary. They are also available on the website in other languages. BES has documents which may be helpful to those who are considering partnering with BES, and these are also available on the website.

BES Contact Addresses

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TEACHER GUIDELINES

Originally, Bibletime lessons were produced to be used in a postal system with a Postal Bible School Centre but the lessons are increasingly being used where the postal system is unreliable or non-existent especially in churches and schools in Africa, India and other locations. Teacher Guidelines are produced for those using Bibletime lessons in such situations. The Teacher Guidelines in this booklet are designed for use with Level 3 and 4.

Each Guideline follows the same Bible Reference as the Bibletime lesson. The Bibletime lessons and Guidelines are designed to be used on a weekly basis. The April lessons are especially related to Easter and the December lessons to Christmas.

Some locations will be using an A4 monthly edition with 4 lessons and others will be using the A5 booklet with 24 lessons included. Normally the teacher or leader will give out the monthly A4 lesson and each week the lesson will be either filled in, in the church or school or taken home and returned the following week. At the end of the month the teacher or leader will collect the lesson and do the necessary marking, returning the marked lessons as soon as possible to the student.

Ideally, when using the booklets, they are collected and marked at the end of each session. We realise that in many situations this is impossible. In the classroom they may be distributed to other students and the teacher or leader will work through the lessons and the students will mark their friend's lessons and give them a score. At the back of the booklets there is a place for scores for each month's lesson and a place for a comment about progress that the student has made. There is also a certificate that can be detached and given to the student with an indication of the percentage obtained for the six months of lessons.

Feedback on the use of Teacher Guidelines and also for the Bibletime booklets is always appreciated and should be directed to stephen.gillham@besweb.com

PREPARATION FOR TEACHERS

The Teacher Guidelines are not prescriptive and giving no room for teachers to adapt things in their own way with their own ideas and initiatives. These are suggestions which could help in the use of Bibletime.

- **Be familiar with the story** - Teachers should be as familiar as possible with the Bible story and also with the Bibletime lesson that accompanies it. Ideally, the Bibletime lesson should be completed by the teacher before the lesson. The Guidelines for each lesson should also be carefully considered as a planning aid for the lessons.
- **Understand the lessons to be learned** - At the top of each lesson plan are the words "We are learning that", followed by two learning intentions which the children will hopefully have grasped after listening to the teacher's presentation and completing the Bibletime lesson. The first learning intention is to do with knowledge about the story, whereas the second encourages the children to think about the knowledge, apply it and make a response. These learning intentions are a precise statement of the main concepts/truth taught in the lesson and teachers may wish to use them for their personal evaluation of the teaching and learning which has occurred.
- **Introduce it** - All lessons start "where the children are" with their own experience of a situation. Various ways have been suggested that might be used to enable the children to be interactive in discussing the starting point of the story.
- **Teach It** - The Key Points of the story are given. Hopefully teachers would not have to refer to these when actually telling the story but would be familiar with the story and be able to teach it in an interesting and inspiring way. The teacher will want the children to understand the main lessons from the story and help them to understand the response they can make from the story. As appropriate we have tried to interweave some explanations into the story telling. These are always included in *ITALICS*.
- **Learn It** - There is a Key Verse attached to each story. On some occasions, there are two Key Verses, since we have added another Key Verse which may be easier for children to learn. We hope that the children can learn the Key Verses and will be reminded of it as often as possible so that they begin to build up knowledge of Key Bible Verses.
- **Complete It** - In a school situation the teacher will be aware of the abilities of children to complete worksheets and the amount of teacher support required. For some, it will be a requirement that the teacher reads over the text of the lesson as the children follow what is now a familiar narrative. Other children may be able to read the text independently. In either case, it may be an idea to draw the children's attention to

specific instructions relating to the questions. If Bibletime is used in a non-school context, it is important that teachers are available to help so that the lesson is not perceived as a chore or test. It should be enjoyable; encouragement and praise while working on the task are important.

- **Remember it** - Wherever possible, quizzes, acting etc. are suggested to assist the learning, and as a means of revising the story.
- **Show it** - In some situations, visuals will be very difficult to obtain but wherever possible it is important to focus on pictures or objects to help in the understanding of the story. Visual aids can be a great help in telling the stories. Where appropriate in each lesson we have given the information about pictures from www.freebibleimages.org pictures (FBI) which can be downloaded from their website. At the end of the Teacher Guidelines there are some Appendices with hyperlinks to a variety of different Free Bible Images suitable for each story.
- Where a photocopier is available some Bibletime pictures could be enlarged, coloured, and used in teaching.

Time Plan

- **Order.** There is the same order in the Teacher Guidelines for each Lesson, but it may be the teachers will want to change this from time to time.
 - The introduction and telling the story - approximately 15 minutes
 - Teaching the Key Verse – 5-10 minutes
 - Completing the worksheet - 20 minutes
 - Quiz and other activities 5-10 minutes.

Remember the important saying:

“Tell me and I may forget,
Show me and I’ll remember,
Involve me and I’ll understand.”

Bibletime Syllabus

| | LEVEL 0 (Pre-School) LEVEL 1 (Ages 5-7) LEVEL 2 (Ages 8-10) | LEVEL 3 (Ages 11-13) | LEVEL 4 (Ages 14+) |
|----------|--|---|---|
| SERIES A | <ol style="list-style-type: none"> 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Abraham 6. Abraham 7. Peter 8. Peter 9. Jacob 10. Early Christians 11. Paul 12. The Christmas Story | <ol style="list-style-type: none"> 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. Prayer 9. Paul 10. Paul 11. Paul 12. The Christmas Story | <ol style="list-style-type: none"> 1. Creation & Fall 2. Early developments - Genesis 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. The Christian Life 9. Paul 10. Paul 11. Paul 12. The Christmas Story |
| SERIES B | <ol style="list-style-type: none"> 1. Early Life of Christ 2. Miracles 3. Bethany 4. The Cross 5. Parables 6. Joseph 7. Joseph 8. People Jesus met 9. Moses 10. Moses 11. Moses 12. The Christmas Story | <ol style="list-style-type: none"> 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Joseph 7. Joseph 8. Gospel Writers 9. Moses 10. Moses 11. Moses 12. The Christmas Story | <ol style="list-style-type: none"> 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Jacob & his family 7. Joseph 8. Acts 2: 42 - The way ahead 9. Moses 10. Moses 11. The Law 12. The Christmas Story |
| SERIES C | <ol style="list-style-type: none"> 1. Daniel 2. More Miracles 3. People Jesus met 4. Death of Christ 5. Ruth & Samuel 6. David 7. David 8. Joshua 9. Elijah 10. Elisha 11. Jonah 12. The Christmas Story | <ol style="list-style-type: none"> 1. Daniel 2. People Jesus met 3. More Miracles 4. Death of Christ 5. Ruth 6. Samuel 7. David 8. Joshua 9. Elijah 10. Elisha 11. Men used by God - OT 12. The Christmas Story | <ol style="list-style-type: none"> 1. Daniel 2. The sayings of Jesus 3. The Lords Power 4. Death of Christ 5. Ruth 6. Samuel 7. David 8. Joshua 9. Elijah 10. Elisha 11. More OT Characters 12. The Christmas Story |

| | A7 – LEVEL 3 Lesson 1 – The life of Jacob Topic – The deceiver | A7– LEVEL 4 Study 1 – Jacob Topic – The deceiver |
|---------------------|---|---|
| | <p>Bible Focus: Genesis 25: 21-34 & Genesis 27: 1-29</p> <p>Key Verse: Psalm 32: 1</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jacob tricked his brother and deceived his father. 2. God can forgive us when we sin. 3. God wants to bless each of us. | <p>Bible Focus: Genesis 25: 19-34 & Genesis 27: 1-41</p> <p>Key Verse: Romans 5: 8</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jacob tricked his brother and deceived his father. 2. Cheating and lying bring trouble and unhappiness. 3. God has a plan for everyone's life, even lives like Jacob's. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Discuss what is meant by temptation, and in what situations we are most tempted to lie. • List some of these situations and discuss why we might lie. • Also talk about being jealous and situations when we might get jealous, and why we would do so. | <ul style="list-style-type: none"> • We have to live with the consequences of our actions. • Relate this to your own life e.g. when did you or someone you know get into trouble, maybe even with the police because of their cheating or lying? • Consider why law-breaking (sins) should be punished. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. After Isaac prayed, Rebekah gave birth to twins, Esau was the eldest and Jacob the youngest. 2. There was favouritism in the home; Isaac loved Esau the hunter and Rebekah loved Jacob who preferred to stay at home. 3. <i>Explain the importance of birthrights in the ancient Middle East.</i> 4. Esau had been hunting and was hungry; Jacob was cooking a stew, but would only give his brother some if he gave up his birthright. 5. When Isaac was old, he wanted to give a blessing to his oldest son, but Rebekah and Jacob plotted to deceive Isaac who was almost blind. Whilst Esau was hunting to give his father a meal, Rebekah and Jacob made a quick meal and disguised Jacob who told Isaac he was Esau, so he received from his father the elder son's blessing. <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix A – The deceiver.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. After Isaac prayed, Rebekah gave birth to twins; Esau was the elder and Jacob the younger. 2. There was favouritism in the home; Isaac loved Esau the hunter and Rebekah loved Jacob who preferred to stay at home. 3. <i>Explain the importance of birthrights in the ancient Middle East.</i> 4. Esau had been hunting and was hungry; Jacob was cooking a stew, but would only give his brother some if he gave up his birthright. He showed how crafty and selfish he was. 5. When Isaac was old, he wanted to give a blessing to his older son, but Rebekah and Jacob plotted to deceive Isaac who was almost blind. Whilst Esau was hunting to give his father a meal, Rebekah and Jacob made a quick meal, disguised Jacob who told Isaac he was Esau, so he received from his father the elder son's blessing. 6. <i>Discuss this example of deceit and explain the importance of honesty.</i> 7. When Esau returned he was very angry and pleaded with his father to give him a blessing but it was too late. He had lost his birthright and his blessing. He wanted to kill Jacob. <p>Explain the Key Verse and encourage students to learn it. Complete Study 1.</p> <p>Show it: see FBI links in Appendix A – The deceiver.</p> |
| REVIEW IT | <ol style="list-style-type: none"> 1. Think about the sins Jacob committed in this lesson. 2. What sort of sins do we need to be forgiven for? Think collectively and then privately. 3. Make a graffiti board, or a spider diagram of lots of the student's replies. 4. Consider how we can ask God, and maybe others for forgiveness. Read Psalm 32: 1-5 to help you. | <ol style="list-style-type: none"> 1. Consider how Esau would have felt when he realized the deceit and lies of his brother and his mother. 2. Think of times when you got into trouble because you lied or cheated and write down two ways in which you will try to live differently in the future. |
| LIVE IT | <p>How does the lesson challenge us: Write some sins you've committed on a piece of paper then rip it up and put it in the bin or put it through a shredder. Alternatively write some sins in sand or dusty ground then wipe clean afterwards.</p> | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Consider the plans that God had for Jacob and may have for your life based on Biblical principles like Jeremiah 29: 11. 2. Invite God to show you more about your future. Be positive! |

| | A7 – LEVEL 3 Lesson 2 – The life of Jacob Topic – The dreamer | A7 – LEVEL 4 Study 2 - Jacob Topic – The dreamer |
|---------------------|--|---|
| | <p>Bible Focus: Genesis 27: 41-46 & Genesis 28: 10-22</p> <p>Key Verse: Genesis 28: 16</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Even though Jacob had done wrong, God was still with him and loved him very much. 2. The same can be said for us. | <p>Bible Focus: Genesis 27: 41-46 & Genesis 28: 1-22</p> <p>Key Verse: Genesis 28: 16</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Even though Jacob had messed up, he had some amazing encounters with God who spoke promises into his life. 2. God always treats us as He treated Jacob. |
| INTRODUCE IT | <ol style="list-style-type: none"> 1. Consider how God is in control of our lives and knows whatever we do! 2. Think about ways we can communicate with other people, and consider that God sometimes speaks to us in various ways. 3. Ask the students to think about ways that God could speak to us today. | <ol style="list-style-type: none"> 1. Ask students to share an experience of a time when someone who had faith in God was given a dramatic supernatural experience/surprise. 2. Do we have to be perfect in order to experience such things? |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Esau thinks about killing Jacob after his Father's death. Rebekah suggests that Jacob goes and stays with his Uncle Laban until Esau's anger has died down. 2. Isaac blesses Jacob and he sets out to go to Paddan Aram. 3. Jacob stops for the night and has a dream. He sees a stairway leading up to Heaven. Then the Lord speaks to him, making promises to him about the land his family would inherit and also that He would be with him on his journey. 4. Jacob awakes and calls the place, Bethel, which means the House of God. 5. Jacob makes a vow to God. If God will look after him then Jacob would make the Lord his God! 6. <i>Consider lessons that can be learnt from Jacob's time at Bethel.</i> 7. <i>Discuss and explain the idea of God's love to Jacob but not his sin.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix A – The dreamer.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Esau thinks about killing Jacob after his Father's death. Rebekah suggests that Jacob goes and stays with his Uncle Laban until Esau's anger has died down. 2. Isaac blesses Jacob and he sets out to go to Paddan Aram. 3. Jacob stops for the night and has a dream. He sees a stairway leading up to Heaven. Then the Lord speaks to him, making promises to him about the land his family would inherit and also that He would be with him on his journey. 4. Jacob awakes and calls the place, Bethel, which means the House of God. 5. Jacob makes a vow to God. If God will look after him then Jacob would make the Lord his God! 6. <i>Discuss and explain the idea of God's love to Jacob but not his sin.</i> 7. <i>Discuss and explain the surprises that we might have when God is working in our lives.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 2.</p> <p>Show it: see FBI links in Appendix A – The dreamer.</p> |
| REVIEW IT | <p>Work in small groups, mentioning places you were when you were aware of God being with you, using the title "God was with me here." Think of the significance of Hebrews 13: 5 in everyday life.</p> | <ol style="list-style-type: none"> 1. Consider how else God can speak to people today. 2. What promises does He make which might be relevant to students in their everyday lives? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Do you have an experience of a time when you sinned yet still knew God had not turned His back on you, and instead was blessing you? 2. How does this kind of experience make you feel? 3. How would you expect God to speak to you in your life? | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Has God ever given you dreams? Have you ever had a dream with a spiritual meaning? What meaning do you think it had? In what way did it help you in life? 2. Look in the Bible for four promises which God makes. Pray using these. |

| | A7 – LEVEL 3 Lesson 3 – The life of Jacob Topic – The disappointment | A7 – LEVEL 4 Study 3 - Jacob Topic – The disappointments |
|---------------------|---|---|
| | <p>Bible Focus: Genesis 29: 1-30</p> <p>Key Verse: Galatians 6: 7</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jacob- the deceiver is deceived! 2. Life is like sowing and reaping. 3. There are no promises that life will always be easy. | <p>Bible Focus: Genesis 29: 1-30 & 31: 1-21</p> <p>Key Verse: Galatians 6: 7</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jacob- the deceiver is deceived! 2. Life is like sowing and reaping. 3. What God says, He means. 4. We should treat others as we would like to be treated. |
| INTRODUCE IT | <ol style="list-style-type: none"> 1. Talk about sowing and reaping in gardens, farms, etc. and explain that whatever seed is sown will produce the same crop. 2. Talk about how our behaviour, good or bad, has consequences. We reap what we sow! 3. Think of some modern people who have behaved badly and reaped the consequences. | <ol style="list-style-type: none"> 1. Talk about sowing and reaping in gardens, farms, etc. and explain that whatever seed is sown will produce the same crop. 2. Talk about how our behaviour, good or bad, has consequences. 3. Look through the local newspapers or gossip magazines for examples of sowing and reaping and make a collage by cutting out their image and adding words. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Jacob reaches Aram and meets shepherds who are providing water for their sheep. 2. Rachel, his cousin comes to water her sheep and Jacob helps her, and when she tells her father Laban that Jacob has come, he welcomes him into their home. 3. Jacob works for Laban and he is promised that if he works for Laban for 7 years he can marry Rachel, who he has fallen in love with. 4. After the wedding, Jacob discovered that he had been tricked by Laban and he had been married to Leah, Rachel's sister. 5. Later he was also given Rachel to be his wife and had to work another 7 years for her. 6. <i>Discuss how Jacob, the trickster, was reaping the results of his deceit years before in his own home.</i> 7. <i>Discuss also the many ways in which people deal with disappointment.</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix A – The disappointment.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Jacob reaches Aram and meets shepherds who are providing water for their sheep. 2. Rachel, his cousin comes to water her sheep and Jacob helps her, and when she tells her father Laban that Jacob has come, he welcomes him into their home. 3. Jacob works for Laban and he is promised that if he works for Laban for 7 years he can marry Rachel, who he has fallen in love with. 4. After the wedding, Jacob discovered that he had been tricked and he had been married to Leah, Rachel's sister. 5. Later he was also given Rachel to be his wife and had to work another 7 years for her. 6. <i>Discuss how Jacob, the trickster, was reaping the results of his deceit years before in his own home.</i> 7. Later God tells Jacob to go back to his home country. God has blessed him and he has large flocks and a large family. He doesn't tell Laban he is going away but flees when Laban is away from his home. 8. <i>Think about the failures of Jacob and discuss how God is still at work in lives that are far from perfect.</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Study 3.</p> <p>Show it: see FBI links in Appendix A – The disappointments.</p> |
| REVIEW IT | <p>Choose one of the examples from No.7 above and write it on a big class chart so that everyone can see theirs on display. (If available, post-it's could be used and stuck on to paper instead)</p> | <p>Think of examples of sowing and reaping in people's lives, first in a negative way, then in a positive way. Write or sketch your responses trying to provide two of each.</p> |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. When were you last disappointed? 2. How exactly did you deal with it? 3. Is there a better way you could have dealt with it? 4. List three examples of sowing and reaping under two columns. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Do you know of a cheat who later was cheated? 2. Can you think of other examples of when specific, wrong behaviour came back to haunt people? |

| | A7– LEVEL 3 Lesson 4 – The life of Jacob Topic – The discovery | A7– LEVEL 4 Study 4 – Jacob Topic – The discovery |
|---------------------|---|---|
| | <p>Bible Focus: Genesis 32 : 1-21 & Genesis 33: 1-11</p> <p>Key Verse: 1 John 1: 9</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. With God’s help it is possible to forgive people, even for bad things they did to us, as happened in Jacob’s life. 2. God always forgives us when we repent and ask Him to. | <p>Bible Focus: Genesis 32: 1-32 & Genesis 33: 1-17</p> <p>Key Verse: 1 John 1: 9</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jacob has come to a crisis in his life but it was more important for Jacob to meet God than even his long lost brother. 2. Even though an adult now, God still had new plans for Jacob’s life. |
| INTRODUCE IT | <ol style="list-style-type: none"> 1. Remind students that Jacob is obeying God and returning to his home, but he is concerned about meeting Esau who years before had threatened to kill him. 2. Consider whether Esau might be prepared to forgive him. 3. List some of the things that usually happen to you when you: a) don’t forgive and b) do forgive. | <ol style="list-style-type: none"> 1. Talk about what is involved in meeting a special person, and how we might prepare for that. 2. After years of no contact with God, Jacob now meets with God. Jacob was never the same again, and he received help to go and meet with Esau. 3. If possible, internet research “The End of the Spear” book, or watch in DVD how Jim Elliott’s wife forgave her husband’s killers. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Consider the reasons why Jacob was afraid to return home after many years. 2. Jacob becomes even more afraid when he learns that Esau is coming to meet him with 400 men. 3. Jacob does three things: 1) He divides his family into two hoping that at least one group will be safe. (32: 7-8) 2) He prays. (32: 9-12) 3) He sends gifts to Esau. (32: 13-16) 4. That night Jacob had a very strange experience meeting with God and seeking His blessing. (32: 22-31) 5. Jacob’s fears were unfounded. Esau embraces him and seems to have forgiven him. Jacob introduces his family and persuades Esau to receive his gifts. 6. Still he did not return to his father and deceives Esau once again by not returning immediately. 7. <i>Consider why Jacob doubted and did not accept God’s promises.</i> 8. <i>Share fears and explain that most fears don’t actually happen, even though we spend a lot of time focusing on them.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix A – The discovery.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Consider the reasons why Jacob was afraid to return home after many years. 2. Jacob becomes even more afraid when he learns that Esau is coming to meet him with 400 men. 3. Jacob does three things: 1) He divides his family into two hoping that at least one group will be safe. (32: 7-8), 2) He prays (32: 9-12), 3) He sends gifts to Esau. (32: 13-16). 4. That night Jacob had a very strange experience meeting with God and seeking His blessing. (32: 22-31) 5. Jacob’s fears were unfounded; Esau embraces him, and seems to have forgiven him. Jacob introduces his family and persuades Esau to receive his gifts. 6. Still he did not return to his father and deceives Esau once again by not returning immediately. 7. <i>Consider why Jacob doubted and did not accept God’s promises.</i> 8. <i>Consider real life stories of people who forgave others.</i> 9. <i>Think about the harm we do to ourselves and others when we don’t forgive.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 4.</p> <p>Show it: see FBI links in Appendix A – The discovery.</p> |
| REVIEW IT | Referring to the above section, use some of your thoughts to write a letter to God. Ask the students to consider what they would confess to God, what they would ask for and also give thanks for. | Consider what it means to meet with God <ol style="list-style-type: none"> a) When can that be done? b) How can it be done? c) Why can it be done? Ask the students whether they have ever had a personal meeting with God. |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. What can be learnt from this Bible passage that can relate to our lives? 2. Give examples of someone forgiven recently. 3. Ask for God’s help to forgive someone? | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Ask the students if they have had someone who failed to forgive them recently, or has forgiven them. 2. How did it make them feel? 3. Is there someone they should forgive? |

| | A8– LEVEL 3 Lesson 1 – Being a Christian Topic – What is prayer? | A8 – LEVEL 4 Study 1 – Being a Christian Topic – Learning about prayer |
|---------------------|--|---|
| | <p>Bible Focus: Psalm 5: 1-8</p> <p>Key Verse: Psalm 5: 2</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Prayer is talking and listening to God. 2. Prayer is very special because God is very special. 3. We sometimes don't get our prayers answered and there are reasons for this. | <p>Bible Focus: Luke 11: 1-10 & Matthew 6: 5-15</p> <p>Key Verse: Luke 11: 9</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. We should recognise that prayer is a great privilege. 2. We should pray often. 3. We should not draw attention to ourselves in prayer. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Think about the problems of trying to get in touch with friends and family who are away. • Consider the amazing fact that we can communicate with God. • Ask the students if they pray. Why? Why not? | <ul style="list-style-type: none"> • Think about the problems of trying to get in touch with friends and family who are away. • Consider the amazing fact that we can communicate directly with God. • Think about the sort of things we should pray about. • Think about whether students have had prayers answered. What was their reaction to answered prayer? |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Consider who we are speaking to when we pray and think about some of the titles David uses in the Psalm. 2. Think about what time of day David prayed and discuss when we can pray. 3. From the Psalm discuss what could prevent God hearing our prayers. 4. Also from the Psalm find what lessons we can learn which will help us prepare to speak to God in prayer. 5. David had a special relationship with the Lord because he refers to My King and My God in verse 2. How can we too, have that special relationship? 6. <i>Discuss and explain how important prayer is e.g. what life would be like without prayer.</i> 7. <i>What can we pray about?</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix A – What is prayer?</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. On one occasion Jesus was praying and His disciples asked to be taught how to pray. 2. Consider who we are speaking to when we pray and think about the title Jesus used. 3. Jesus started the sample prayer with praise to God. <i>What part of our prayers should praise have?</i> 4. Think about the THREE main requests that Jesus made in the sample prayer. 5. Read the parable that Jesus then told (Luke 11: 5-10) and think about the main lesson concerning persistence in prayer that Jesus was teaching. 6. Think about the lessons Jesus taught about prayer in Matthew 6: 5-15. 7. <i>Consider why we pray more when things go wrong.</i> 8. <i>Also think about reasons why we find prayer difficult at times.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 1.</p> <p>Show it: see FBI links in Appendix A – Learning about prayer.</p> |
| REVIEW IT | <ol style="list-style-type: none"> 1. Are there things and people who need our prayers? 2. How often should we pray? And for how long? 3. Think about the prayers of one other person in the Bible and the lessons that can be learnt from their prayer life. | <ol style="list-style-type: none"> 1. Briefly talk about the FIVE aspects of prayer mentioned in Study 1 and ask students to work in groups to prepare prayers that contain all aspects. 2. Make a prayer diary. |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Should you do more talking or listening in prayer? 2. Maybe we should start to listen to what God may be saying as we pray. | <p>How does the lesson challenge us:</p> <p>Think about situations personally, in the family, in the local community, country and worldwide that could be prayed for. Think about giving thanks for prayers that have been answered.</p> |

| | A8– LEVEL 3 Lesson 2 – Being a Christian Topic – Does God hear our prayers? | A8 – LEVEL 4 Study 2 – Being a Christian Topic – Learning about the Bible |
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| | Bible Focus: Luke 18: 9-14 Key Verse: James 4: 6 We are learning that: <ol style="list-style-type: none"> We don't need to go to Church to pray to God: we can pray anywhere and at anytime. God wants us to be humble and honest in prayer. | Bible Focus: Acts 17: 10-14 & 2 Timothy 3: 14-17 Key Verse: Psalm 119: 105 We are learning that: <ol style="list-style-type: none"> It is important to read the Bible. We can trust the Bible because it is the Word of God. |
| INTRODUCE IT | <ul style="list-style-type: none"> Review the lessons learnt about prayer in Lesson 1. The Bible says "Pride comes before a fall." (Proverbs 16: 18) Consider what you think this means. Illustrate it either from a real life situation or a fictional one. | <p>Consider the fact that there are more Bibles in the world than any other book. It is the world's best seller. Over the years countries have tried to ban it, burn it or even bury it but it has survived. This is because it is God's Word. (see 1 Peter 1: 24-25)</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Jesus was teaching that we always ought to pray and not give up. (verse 1) He was also explaining that those who were proud and lacked humility were not in the right attitude to pray. (verse 9) Look at how many times the religious man (Pharisee) used the word "I". Ask the students to describe the prayer and the attitude of the tax collector. <i>Contrast the different approaches to prayer these two men had.</i> <i>Consider which man pleased God more and why.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix A – Does God hear our prayers?</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> The Bible is for the Christian the most important book there is, but how can we be sure it is the truth? The Bible Reading tells us that all Scripture is God-breathed, which means God inspired it. God cannot lie so we recognize that the Bible is true. Many things were predicted in the Old Testament that actually took place sometimes hundreds of years afterwards. For instance all the references in the Old Testament to the birth of Jesus. Around 40 different people wrote parts of the Bible spanning many centuries, but there is one main theme and message bringing a unity to the book. Briefly explain the situation in Berea, and show how the Bereans valued the Scriptures (Acts 17: 10-12) The reading of the Bible and following its teaching can, with the help of the Holy Spirit, change people's lives. No wonder the Bible is so important. Think of the many reasons why we should read the Bible. <p>Explain the Key Verse and encourage students to learn it. Complete Study 2.</p> <p>Show it: see FBI links in Appendix A – Learning about the Bible.</p> |
| REVIEW IT | <p>On a sheet of paper write qualities the tax collector displayed and on another, the qualities the Pharisee showed.</p> | <p>Think about the Key Verse and then draw a picture of a beam of light coming out of the sky. Below it sketch or write some of the things you need God's light on e.g. a decision you need to make, help when you are feeling upset.</p> |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> What does the word "humble" mean and how do we become more humble? Give examples of how we can show humility. What does the word "proud" mean and how can we become less proud? Give examples of how we show pride. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> What practical things would make it easier to read the Bible? Think about praying and asking God to help us read the Bible more often, understand it better and apply it to our lives. |

| | A8 - LEVEL 3 Lesson 3 – Being a Christian Topic – How should we pray? | A8 – LEVEL 4 Study 3 – Being a Christian Topic – Living for God |
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| | <p>Bible Focus: Matthew 6: 5-15</p> <p>Key Verse: Matthew 6: 8</p> <p>We are learning that:</p> <ol style="list-style-type: none"> We should pray regularly and not just when things go wrong. We don't need our prayers to be fancy or long. The "Lord's Prayer" is meant to help us structure our prayers. | <p>Bible Focus: John 15: 1-17 & Galatians 5: 19-23</p> <p>Key Verse: John 15: 5</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Christians should become more and more like Jesus. The secret is to stay close to Him as illustrated by the vine and its branches. Christians need God's touch in pruning in order to produce more fruit. |
| INTRODUCE IT | <ol style="list-style-type: none"> Review Lessons 1 & 2 and all that has already been learnt about prayer. Consider why so many find regular prayer difficult. What would be the advantages of praying out loud to help concentration? What would be the advantages of writing down prayers to help with the right words? | <ol style="list-style-type: none"> Discuss the phrase- " We get like the company we keep." The Bible is often referred to as a picture book. It has word pictures. In this study the Christian's life is likened to a branch of a vine tree. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> The Lord taught about prayer in the Sermon on the Mount. Explain why prayer is private between us and God. Explain why just repeating prayers is not true prayer. Discuss why prayer is necessary if "The Father knows what we need before we ask Him". Think about the Lord's Pattern prayer in terms of Praise and Prayer Requests. Consider the importance of believing that God will answer when we pray and putting our prayers into action. <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix A – How should we pray?</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Explain the picture of the Father as the gardener, the Lord as the vine and Christians as the branches. Explain that God wants to see fruitfulness in our lives, and this is best illustrated in Galatians 5: 22-23. Think about how fruit trees look before and after pruning and why the process is vital to fruit yields being higher. Contrast from Galatians 5: 19-20 where there is the fruit of human nature with no working of the Holy Spirit and no faith in Christ. Remind students that God's purpose is that as Christians we should be more like Christ, who displayed all the fruit of the Spirit in His life. <p>Explain the Key Verse and encourage students to learn it. Complete Study 3.</p> <p>Show it: see FBI links in Appendix A – Living for God.</p> |
| REVIEW IT | <ol style="list-style-type: none"> Think about 1 Timothy 2: 1 and discuss various types of prayer. Think about places where we might be able to pray privately. List them as the students suggest places. | <ol style="list-style-type: none"> Think about fruitful Christians who display lots of the fruit of the Spirit and think about how their lives are fruitful. Explain how God can work in our lives to remove unhelpful and maybe sinful things, just as the gardener prunes a vine. |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> Prayer is not a passive thing but an active thing. Think about what that might mean for you at the moment. Ask for God's help to have faith when you pray. Use the pattern given in the Lord's Prayer for students to make up their own prayers. | <p>How does the lesson challenge us:</p> <p>Ask the students to prayerfully read Galatians 5: 22-23, asking God to show them which of these qualities/fruit they need His help to develop.</p> |

| | A8– LEVEL 3 Lesson 4 – Being a Christian Topic – Does God answer prayer? | A8 – LEVEL 4 Study 4 – Being a Christian Topic – Giving to God |
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| | <p>Bible Focus: 1 Samuel 1: 1-20</p> <p>Key Verse: 1 Samuel 1: 20</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah prayed for a son. Our prayers aren't always answered in the way we want, or as quickly as we wish. God's answers and plans are always better than ours. | <p>Bible Focus: Mark 12: 41-44 & Matthew 6: 1-4</p> <p>Key Verse: 2 Corinthians 9: 7</p> <p>We are learning that:</p> <ol style="list-style-type: none"> We should give to God cheerfully, as an important aspect of our Christian lives. Giving to God is not limited to money. |
| INTRODUCE IT | <p>Introduce Hannah and her situation. Create a wall display using pictures and words to show Hannah's feelings: BEFORE PRAYER + AFTER PRAYER.</p> | <p>In small groups, sit in a circle and make a list of things God gives to us, and then things that we can give to Him.</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Briefly explain Hannah's situation and her family. Also explain the annual visit to the House of the Lord for sacrifices and worship. Explain how Hannah felt when she had no children and was provoked by Peninnah. Think about Hannah's prayer and the promise she made to the Lord. Explain Eli the priest's reaction to Hannah praying. Explain how God answered Hannah's prayer. Think about how differently she must have felt after she had prayed and left her concern with the Lord. <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix A – Does God answer prayer?</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Describe the situation in the Temple as Jesus watched people giving money. Explain why the poor widow's offering was so different from the offerings of everybody else. Why was Jesus so pleased with the lady's little offering? What does this incident teach us about giving our time, talents, treasures to the Lord? Why does God instruct us to give in secret? <i>Think about the promise that God gives for those who give in secret.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 4.</p> <p>Show it: see FBI links in Appendix A – Giving to God.</p> |
| REVIEW IT | <ol style="list-style-type: none"> Ask the students if they have ever felt really sad over something. Consider what they could do to help at that time. Give students a piece of card, and ask them to write down their worries and encourage them to leave them with the Lord. | <p>Look up any other related Bible verses about giving e.g. "Jesus said 'it is more blessed to give than to receive'." (Acts 20: 35.) Ask God for help in understanding this principle.</p> <p>.</p> |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> Think about someone who could benefit from knowing that God can carry their worries and make them feel better. Could they be visited soon and told this story? | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> Consider what ways we can give to the Lord. Choose one thing which can be put into practice as a result of today's study. Challenge students to make sure they have the proper motive when they give. <p>.</p> |

| | A9 - LEVEL 3 Lesson 1 – The adventures of Paul Topic – The persecutor | A9 - LEVEL 4 Study 1 – Paul Topic – His conversion |
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| | <p>Bible Focus: Acts 9: 1-19</p> <p>Key Verse: 2 Corinthians 5: 17</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Saul (Paul) was changed after he met Christ. 2. God still changes lives today. | <p>Bible Focus: Acts 9: 1-30</p> <p>Key Verse: 2 Corinthians 5: 17</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Saul (Paul) was changed after he met Christ. 2. Only God can change lives. 3. Being a Christian can be difficult, but God is with Christians especially in difficult times. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Introduce Saul as one of the main characters in the New Testament. Explain his link with the death of Stephen. (Acts 6: 58) • Use the example of a caterpillar changing into a butterfly to introduce the concept of conversion. | <ul style="list-style-type: none"> • Introduce Saul as one of the main characters in the New Testament. Explain his link with the death of Stephen. (Acts 6: 58) • Use the example of a caterpillar changing into a butterfly to introduce the concept of conversion. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Explain that Paul is referred to as Saul until much later in the story. 2. Give details of why he was travelling to Damascus. 3. Explain carefully what happened, and what was said when Saul met the Lord. The accounts that Paul gave later may be helpful. (Acts 22: 1-13, and 26: 9-18) 4. Describe what happened after he was taken to Damascus and the challenge he was given. 5. <i>Think about the meaning of the word 'conversion'. Conversion is a work of God's grace in creating someone anew in Christ. Link this with being born again. (John 3: 3).</i> 6. Describe how Paul was changed after encountering Christ. 7. <i>Emphasise how essential this message is in the Christian faith.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix B – The persecutor.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Explain that Paul is referred to as Saul until much later in the story. 2. Give details of why he was travelling to Damascus. 3. Explain carefully what happened, and what was said when Saul met the Lord. The accounts that Paul gave later may be helpful. (Acts 22: 1-13, and 26: 9-18) 4. Describe what happened after he was taken to Damascus and the challenge he was given. 5. Being a Christian is never easy. Describe some of the problems that Saul faced in his early days of following the Lord. 6. <i>Think about the nature of conversion as a work of God's grace in creating someone anew in Christ. Link this with John 3: 3 and being born again.</i> 7. Also consider how Saul was not made 'religious'; he already was religious before his conversion. <p>Explain the Key Verse and encourage students to learn it. Complete Study 1.</p> <p>Show it: see FBI links in Appendix B – His conversion.</p> |
| REVIEW IT | <p>Create a wall display on the theme 'Saul – before and after'. Use the caterpillar and butterfly to help illustrate this.</p> | <ol style="list-style-type: none"> 1. Discuss the ways in which Paul's life changed when he became a Christian. 2. What difficulties did he face? 3. In what ways do our lives change when we become Christians? 4. What difficulties might we face? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Challenge students about their own situation. 2. What can we learn about obedience from the example of Ananias? Make a 'to do' list based on what can be learned about obedience. 3. Think of ways Christians can be an encouragement to a new Christian. List these and draw up an action plan. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Challenge students about their own situation. 2. Pray for Christians today who are facing persecution. 3. Read 1 Timothy 1: 12-16. Think about sharing verse 15 with non-Christian friends. |

| | A9 - LEVEL 3 Lesson 2 – The adventures of Paul Topic – Problems | A9 - LEVEL 4 Study 2 – Paul Topic – His travels |
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| | <p>Bible Focus: Acts 9: 19-30</p> <p>Key Verse: Romans 1: 16</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Saul found the early days of his Christian life very difficult. 2. Sometimes it can be difficult to be a Christian since not everyone appreciates the Gospel message. 3. It is important to encourage new Christians. | <p>Bible Focus: Acts 11: 19-26; 13: 1-12</p> <p>Key Verse: Acts 13: 12</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Saul found the early days of his Christian life very difficult. 2. Conversion is the beginning of new life in Christ. 3. It is important to teach new Christians so they can grow in their understanding of the Christian life. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Discuss the importance of encouragement. • Ask the students to give examples of when they have been encouraged in their lives and explain why this was so important. | <ul style="list-style-type: none"> • Discuss using examples of how important food is for growth for our physical growth. • Introduce the idea of spiritual growth for Christians. • If Bibles are available, ask someone to read 1 Peter 2: 2 and 2 Peter 3: 18. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Describe what happened when Saul started to preach in Damascus, and also explain what his message was. 2. Explain why the Jews hated him and also how he managed to escape. 3. Discuss the nature of Saul's problems and why people objected to the Gospel message. Why was Saul not ashamed of the Gospel? (see Key Verse) 4. Describe the problems he faced when he got back to Jerusalem. 5. Talk about how important Barnabas was to Saul and the importance of encouragement in the Christian life. Read 1 Samuel 30: 6. <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix B – Problems.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Following the death of Stephen, Christians were scattered over a wide area and some came to Antioch. 2. They spread the good news about Jesus and many believed and turned to the Lord. 3. Barnabas was sent from Jerusalem to help the new Christians. He realised that this was a big task so he brought Saul to Antioch and for a whole year they taught large numbers in the Church. 4. Around that time the Holy Spirit told the Church to send Barnabas and Saul away on a new work. 5. They set out for Cyprus where they faced the opposition of a man called Elymas, a sort of magician who tried to prevent one of the leading men, Sergius Paulus, from becoming a Christian. Saul spoke out, and Elymas was blinded and Sergius Paulus believed on the Lord Jesus. 6. <i>Emphasise the importance of preaching the word in evangelism. (Acts 11: 19-20).</i> 7. <i>Emphasise also the importance of growing as Christians. (1 Peter 2: 2).</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 2.</p> <p>Show it: see FBI links in Appendix B – His travels.</p> |
| REVIEW IT | <p>Discuss some of the difficulties of the Christian life using Saul as a model.</p> | <p>Review the lesson using the following questions:</p> <ol style="list-style-type: none"> 1. Was the mission of Paul and Barnabas successful? Explain your answer. 2. What lessons can we learn from Paul's encounter with Elymas about the power of God over evil spirits? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Sometimes people expect life to be 'problem free' when they become Christians. What advice do you think Paul would give to those who adopt this view? Consider 2 Corinthians 11: 23-33. 2. Write a prayer of encouragement for Christians facing difficulties. Design a bookmark with the prayer on it and give it to a Christian you know who might be facing difficulties. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Ask the students to speak to a Christian preacher you know and ask them about some of the amazing conversion stories they have experienced in their ministry. How does this challenge you? 2. Discuss with a Christian leader you know how to develop a better understanding of the Bible and develop your own Bible reading plan. |

| | A9 - LEVEL 3 Lesson 3 – The adventures of Paul Topic – The preacher | A9 - LEVEL 4 Study 3 – Paul Topic – His preaching |
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| | <p>Bible Focus: Acts 13: 1-12</p> <p>Key Verse: Acts 13: 12</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Saul (Paul) now became a preacher and missionary. 2. The Holy Spirit was working and the Gospel message was being proclaimed in new places. 3. There can be satanic opposition to the Gospel. | <p>Bible Focus: Acts 13: 13-52</p> <p>Key Verse: Acts 13: 49</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Saul (Paul) now became a preacher and missionary. 2. The message about Christ is rooted in the Old Testament and that the death and resurrection of Christ was according to God’s plan. 3. Forgiveness of sins is only through Jesus Christ. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Introduce students to the conflict between God and Satan. • Trace this back to the Garden of Eden and discuss the story of the Fall. • Point out that Satan is still active in different forms and opposed to the preaching of the Gospel of the Lord Jesus. | <ul style="list-style-type: none"> • Ask students to think about the importance of forgiveness. Think about everyday situations when they might forgive someone. • Consider why we need God’s forgiveness. Discuss how central Christ is to the Christian message of forgiveness of sins. • Explore some false ideas about forgiveness. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Following the death of Stephen, Christians were scattered over a wide area and some came to Antioch. 2. They spread the good news about Jesus and many believed and turned to the Lord. 3. Barnabas was sent from Jerusalem to help the new Christians. He realised that this was a big task so he brought Saul to Antioch and for a whole year they taught large numbers in the Church. 4. Around that time the Holy Spirit told the Church to send Barnabas and Saul away on a new work. 5. They set out for Cyprus where they faced the opposition of a man called Elymas, a sort of magician who tried to prevent one of the leading men, Sergius Paulus, from becoming a Christian. 6. Saul spoke out and Elymas was blinded and Sergius Paulus believed on the Lord Jesus. 7. <i>Discuss the reality and the nature of demon possession.</i> 8. <i>Discuss the importance of the Gospel message in those days and today.</i> 9. <i>Consider why God’s judgement fell on Elymas.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix B – The preacher.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul now arrives at another Antioch. (Pisidian) 2. In his first message, he gave them a detailed account of Jewish history, culminating in the coming of Jesus, His death, and resurrection. He concluded by saying that “Through Jesus the forgiveness of sins is proclaimed to you.” (verse 38) 3. After his first message in the synagogue he was invited to return the following Sabbath. 4. The next Sabbath almost the whole town turned out to hear Paul which made the Jewish leaders very jealous. 5. Paul said that because they had rejected the Word of God, he would now go to the Gentiles as Isaiah 49: 6. 6. <i>Explain why the Jewish leaders wanted Christ to die.</i> 7. <i>Consider why Jesus had to die and how the death and resurrection of Christ was part of God’s plan.</i> 8. <i>Think about the uniqueness of Christ as Saviour. (see verse 38-39)</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 3.</p> <p>Show it: see FBI links in Appendix B – The persecutor.</p> |
| REVIEW IT | <p>Review the study by asking students to illustrate how God defeats Satan in the lesson just studied.</p> | <p>Quiz the students on today’s study as a means of reviewing the lesson.</p> |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Contrast the response of Elymas with Sergius Paulus to the Gospel message. Challenge the students to their response to the Gospel. 2. In many films today the theme of sorcery is common. Should Christians view these films? Have a classroom discussion. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. How does the uniqueness of Christ as Saviour challenge our culture? 2. Read Ephesians 4: 32 and challenge the students on how Paul’s words about forgiveness affects them! |

| | A9 - LEVEL 3 Lesson 4 – The adventures of Paul Topic – ‘A divided city’ | A9 - LEVEL 4 Study 4 – Paul Topic – His problems |
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| | <p>Bible Focus: Acts 13: 13-16; 42-52</p> <p>Key Verse: Acts 13: 49</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul continues his missionary journey 2. It is important to listen to God’s Word. 3. The message about Christ is for everyone and brought joy to those who received it. | <p>Bible Focus: Acts 14: 1-28</p> <p>Key Verse: Mark 16: 20</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul continues his missionary journey 2. The message of Christ divides people and that some reactions to the Christian message are extreme. 3. Faithfulness to Christ as shown by Paul is so important. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Ask the students why they think the Bible is so important. (Note the number of times the Word of the Lord is mentioned in the Bible Reading for this study) • Introduce students to the idea that the Bible centres on the message of Christ which is for all people. Remind them that Christians have come from a wide diversity of cultural backgrounds. | <ul style="list-style-type: none"> • Ask the students to define the word ‘faithful’. • Ask students to think of examples of routine faithfulness, and people who show faithfulness. • Consider why faithfulness is so important. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul now arrives at another Antioch (Pisidian), where after his first message in the synagogue he was invited to return the following Sabbath. 2. The next Sabbath almost the whole town turned out to hear Paul which made the Jewish leaders very jealous. 3. Paul said that because they had rejected the Word of God, he would now go to the Gentiles as Isaiah 49: 6. 4. Emphasise Paul’s audience. (verses 16, 42, 43 and 48) 5. Explain why the Gospel was first preached to the Jews. 6. Describe how the Word of God spread. (verse 49) <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix B – A divided city.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. When Paul and Barnabas came to Iconium many Jews and Gentiles believed but some Jews stirred up opposition. 2. The city was divided because of the Gospel but some plotted to stone Paul and Barnabas so they had to flee to Lystra. 3. Here God used Paul to heal a lame man and the result was the people of that city thought that they were gods, and they wanted to offer sacrifices to them. 4. Paul and Barnabas told the crowd that they were trying to bring them away from their worthless idols to the living God. They explained all that God gives to us. (verse 17) 5. Jews came from Antioch and Iconium and persuaded the crowd to stone Paul and he was dragged out of the city, believed to be dead. Thankfully Paul survived and the next day they went to Derbe. Here a large number became disciples. 6. They then returned to Lystra, Iconium and Antioch to encourage the Christians, possibly risking their lives in the process. 7. <i>Emphasise who God is. (verses 15-17)</i> 8. <i>Consider the importance of perseverance – Just like Paul and Barnabas. Look carefully at verse 22.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 4.</p> <p>Show it: see FBI links in Appendix B – His problems.</p> |
| REVIEW IT | <p>Review the lesson by asking the students to illustrate how God defeats Satan in the lesson just studied.</p> | <ol style="list-style-type: none"> 1. Quiz the students on today’s study as a means of reviewing the lesson. 2. What was the purpose of ‘the signs and wonders’ in verse 3? 3. Were Paul and Barnabas taking their faithfulness to God too seriously in this passage? Does God expect us to give our lives for His work? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Consider the Gentile response to the message about Christ in verses 42 and 48. What can we learn from this about our response to the message of Christ? 2. Study the work of one missionary society in their attempt to bring the message of Christ to other cultures. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. How can we be faithful to God? 2. Create a wall display considering how the message of Christ challenges our own idolatry in today’s society. |

| | A10 - LEVEL 3 Lesson 1 – The adventures of Paul Topic – Suffering for the Lord | A10 - LEVEL 4 Study 1 – Paul Topic – Paul in Philippi |
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| | <p>Bible Focus: Acts 14: 1-21</p> <p>Key Verse: 1 Peter 4: 16</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul and Barnabas continue on their missionary journey. 2. Christians sometimes suffer for their faith and should not 'give up' when things are difficult. 3. Christians have faith in the Living God who is the Creator who provides for us. | <p>Bible Focus: Acts 16: 9-40</p> <p>Key Verse: Acts 16: 31</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul and Silas continue on their missionary journey. 2. It is important to listen to and obey God's guidance. 3. God opens people's hearts and that salvation for anyone is through the Lord Jesus Christ. 4. Christians obey the Lord Jesus by being baptised. |
| <p>INTRODUCE IT</p> | <ul style="list-style-type: none"> • Explore with the students why it is important to believe in God the Creator. • Focus on the idea of responsibility and accountability before God. | <ul style="list-style-type: none"> • Pose the question as to why we all need God's salvation. • Explain the nature of God's salvation and how we are saved through believing what God has done through the Lord Jesus and not by our own works. |
| <p>COMPLETE IT</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. When Paul and Barnabas came to Iconium many Jews and Gentiles believed but some Jews stirred up opposition. 2. The city was divided because of the Gospel but some had plotted to stone Paul and Barnabas so they had to flee to Lystra. 3. Here God used Paul to heal a lame man and the result was the people of that city thought that they were gods, and they wanted to offer sacrifices to them. 4. Paul and Barnabas told the crowd that they were trying to bring them from worthless idols to the living God. They explained all that God gives to us. 5. Jews came from Antioch and Iconium and persuaded the crowd to stone Paul and he was dragged out of the city believed dead. 6. Thankfully Paul survived and the next day they went to Derbe. 7. <i>Emphasise who God is. (verses 15-17)</i> 8. <i>Consider the importance of perseverance – Just like Paul and Barnabas.</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix B – Suffering for the Lord.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul was clearly guided not to go to other parts of Asia, but he received a vision one night telling him to go to Macedonia. (Europe) 2. Describe the events which led to the gospel going to Europe. (verse 9) 3. In Philippi he met a group of women praying by the river. These included Lydia. 4. Explain what is meant by God opening Lydia's heart. (verse 14) 5. When Paul told an evil spirit to come out of a fortune teller girl, he and Silas ended up in the local prison. 6. There was an earthquake and all the prisoners were free. The jailer was about to take his life but Paul assured him that nobody had escaped. 7. Explain clearly the question the jailer asked and the answer which Paul gave. (Acts 16: 31) 8. <i>Emphasise the centrality of the Lord Jesus Christ to salvation.</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Study 1.</p> <p>Show it: see FBI links in Appendix B – Paul in Philippi.</p> |
| <p>REVIEW IT</p> | <ol style="list-style-type: none"> 1. Connect the Bible lesson with Exodus 20: 1-6. Help the students to understand the reality of the Living God. 2. Create a poster illustrating some of the idols which today separate us from God. | <p>Review the lesson through the following questions:</p> <ol style="list-style-type: none"> 1. Describe the events following the jailer's conversion. 2. What is the nature of and qualification for baptism in this passage? (verses 15, 31-33) |
| <p>LIVE IT</p> | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Think about the idea of accountability before God and how that challenges us? What changes should this make to our Christian lives? 2. What does 14: 15 teach us about 'hero' worship? | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. To grasp the idea that salvation is only by God's grace. 2. The importance of believers' baptism. |

| | A10 - LEVEL 3 Lesson 2 – The adventures of Paul Topic – A friend for life | A10 - LEVEL 4 Study 2 – Paul Topic – Paul in Thessalonica and Berea |
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| | <p>Bible Focus: Acts 16: 1-3; 2 Timothy 1: 1-5</p> <p>Key Verse: 2 Timothy 3: 15</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Reading and knowing the Scriptures makes us wise to salvation. 2. It is important to have Christian friends and to pray for each other. | <p>Bible Focus: Acts 17: 1-14</p> <p>Key Verse: Acts 17: 11</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul and Silas continue their travels to Thessalonica and Berea. 2. Jesus is the Christ, who was prophesied in the Old Testament, and whose death and resurrection were necessary. 3. It is important to search the Scriptures to establish what the Christian faith is. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Discuss what things most influence our lives for good or bad. • Explore with the students the importance of having Christian influences in our lives. • Talk about who has influenced you in the Christian faith and what ways they influenced you. | <ul style="list-style-type: none"> • Ask the students who they regard as important people and why they think they are important. • Explain that the Christian message is about a unique person. Invite them to listen to the message as it is read in Acts 17: 1-14. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Explain about Timothy’s family. 2. Explain how important Timothy’s grandmother and mother were to his faith. 3. <i>Think about how important it is to value a Christian family.</i> 4. Consider why Paul believed it was necessary to circumcise Timothy. What lessons can we learn from this? 5. Timothy then began to travel with Paul and became a great help to him. 6. Look at Paul’s words to Timothy in his letter to him. (2 Timothy 1: 3-5) <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix B – A friend for life.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul travelled from Philippi to Thessalonica where he preached in the synagogue. 2. <i>Explain the message Paul preached in the synagogue at Thessalonica. Also explain what the title ‘Christ’ means i.e. God’s anointed Saviour.</i> 3. <i>Think about the implications of the message.</i> 4. <i>Consider the following words: “These that have turned the world upside down.” (verse 6)</i> 5. Paul and Silas, once again, had to leave quickly by night and then went to Berea. 6. The Jews in Berea were very different from those in Thessalonica, and studied the Scriptures every day. (verses 11-12) 7. However there was more opposition and Paul had to be escorted to Athens. 8. Compare the opposition that Paul and Silas experienced to the opposition that today’s Christians face to their faith. <p>Explain the Key Verse and encourage students to learn it. Complete Study 2.</p> <p>Show it: see FBI links in Appendix B – Paul in Thessalonica and Berea.</p> |
| REVIEW IT | Learn the Key Verse and discuss with the class how the verse summarises today’s lesson. | Read Joshua 1: 8 and compare it with the Key Verse. (Acts 17: 11) What are the challenges to us as Christians? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. To understand the importance of having Christian friends. 2. To seek Christian friendships. 3. To pray for our friends and relatives that they will have faith in the Lord Jesus. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. The importance of reading the Bible and basing our views on the Bible. (see Key Verse) 2. How believing Jesus is King should make a difference in our lives. |

| | A10 - LEVEL 3 Lesson 3 – The adventures of Paul Topic – Paul in prison | A10 - LEVEL 4 Study 3 – Paul Topic – Paul in Athens and Corinth |
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| | <p>Bible Focus: Acts 16: 16-34</p> <p>Key Verse: Acts 16: 31</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul's experiences in Philippi. 2. Salvation is through the Lord Jesus Christ. 3. Those who are saved should be baptized. | <p>Bible Focus: Acts 17: 15-34; 18: 1-18</p> <p>Key Verses: Acts 17: 30-31</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul now visits Athens and Corinth. 2. Repentance is commanded by God. 3. God will judge the world. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Share with the students a story about being rescued. • Use the story to explain the meaning of the words: 'saved', 'Saviour', 'salvation'. • Encourage students to share if they know salvation in their lives. | <ul style="list-style-type: none"> • Ask students for a definition of repentance. • Use 1 Thessalonians 1: 9 as a means of explaining the concept of 'repentance'. • Focus on the idea of turning to God as Saviour and that this involves leaving behind our old way of life. • Testimonies of people transformed by the Gospel should be encouraged to reinforce the meaning of repentance. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Describe the events which led to the gospel going to Europe. (verse 9) 2. In Philippi he met a group of women praying by the river. These included Lydia. 3. Explain what is meant by God opening Lydia's heart. (verse 14) 4. When Paul told an evil spirit to come out of a fortune teller girl, he and Silas ended up in the local prison. 5. There was an earthquake and all the prisoners were free. The jailer was about to take his life but Paul assured him that nobody had escaped. 6. Explain clearly the question the jailer asked and the answer which Paul gave. (Acts 16: 31) 7. <i>Emphasise the authority in the name of Jesus. (verse 18)</i> 8. <i>Explain that sometimes Christians can be treated unjustly. (verse 23)</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix B – Paul in prison.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul has arrived in Athens and is wandering around waiting for his colleagues to also come to Athens. He is upset by the number of idols. 2. In the market place and in the synagogue Paul started to preach about Jesus. 3. Paul was taken to a central place where he was asked to explain the new teaching. 4. Paul spoke of the great Creator God who made the world, but he also said He is not far from anyone of us. He also said that God would judge the world by the man He had appointed whom He had raised from the dead. 5. When they heard of the resurrection most mocked him, but some believed. Paul soon moved on to Corinth. 6. Here he met Aquila and Priscilla who became his helpers. He stayed in Corinth for 18 months and many people became believers 7. Acts 18: 9 - God gave him the assurance that in Corinth, he would be kept safe. 8. <i>Emphasise what Paul teaches about God in verses 24-31.</i> 9. <i>Think about the nature of judgement.</i> 10. <i>Consider how people reacted to Paul's message in Athens and Corinth.</i> <p>Explain the Key Verses and encourage students to learn them. Complete Study 3.</p> <p>Show it: see FBI links in Appendix B – Paul in Athens and Corinth.</p> |
| REVIEW IT | <p>Create a graffiti board on the story of Paul and Silas in Philippi.</p> | <p>Compare the approach of Paul when preaching in Athens to that of Corinth. Was there any difference in these approaches? Why?</p> |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. About the importance of personally knowing salvation through our Lord Jesus Christ. 2. About publically identifying with Christ in baptism. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. About the importance of repentance and how the Christian must daily turn to God from sin. 2. About telling others about the Gospel and how God will one day judge the world. |

| | A10 - LEVEL 3 Lesson 4 – The adventures of Paul Topic – City of Athens | A10 - LEVEL 4 Study 4 – Paul Topic – Paul in Ephesus |
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| | <p>Bible Focus: Acts 17: 10-34</p> <p>Key Verse: Acts 17: 30</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul continues his travels to Athens 2. God is the Living God who made the earth. 3. God commands all people to repent. 4. God will judge the world in righteousness. | <p>Bible Focus: Acts 19: 1-41</p> <p>Key Verses: Ephesians 2: 8-9</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul journeys on to Ephesus. 2. God's word and God's work spread in Ephesus. 3. The name of the Lord Jesus was magnified. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Ask the class what they understand by idols. • Ask them for their definition of an idol. • Discuss with them the first two commandments in Exodus 20. • Use 1 Thessalonians 1: 9 to explain the meaning of repentance from idol worship. | <ul style="list-style-type: none"> • Review the lessons learnt in Study 3. • Think about repentance and what it can mean in everyday life. • Develop the idea that repentance brings a change of life-style. Discuss Acts 19: 18-20. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul has arrived in Athens and is wandering around waiting for his colleagues to also come to Athens. He is upset by the number of idols. 2. In the market place and in the synagogue Paul started to preach about Jesus. 3. Paul was taken to a central place where he was asked to explain the new teaching. 4. Paul spoke of the great Creator God who made the world, but he also said He is not far from any one of us. He also said that God would judge the world by the man He had appointed whom He had raised from the dead. 5. When they heard of the resurrection most mocked him but some believed. Paul soon moved on to Corinth. 6. <i>Emphasise what Paul taught about God. (verse 24 -31)</i> 7. <i>Emphasise the significance of the resurrection of Jesus. (verse 31)</i> 8. <i>Discuss the reaction to Paul's preaching. (verses 32-34)</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix B – City of Athens.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul now moves to Ephesus where he meets some disciples who have not received the Holy Spirit. 2. Explain why it was necessary for Paul to baptize John's disciples. 3. After the Jews of the synagogue had once again rejected Paul's preaching he moved to a lecture hall and stayed for two years. 4. God did extraordinary miracles through Paul. (verse 11) As a result of the power of the Holy Spirit being shown through Paul many believed and declared their faith openly. Explain what they did. 5. Briefly describe the events leading up to the riot in Ephesus. (verses 23-41) 6. <i>Explain what is meant by the term 'Kingdom of God'. (verse 8)</i> 7. <i>Describe how the Word of God prevailed in Ephesus. (verse 20)</i> 8. <i>Discuss how new Christians might have to deal with their past practices and habits.</i> <p>Explain the Key Verses and encourage students to learn them. Complete Study 4.</p> <p>Show it: see FBI links in Appendix B – Paul in Ephesus.</p> |
| REVIEW IT | <ol style="list-style-type: none"> 1. In groups discuss how the Christian message could be presented in a challenging way in your community. 2. Develop this through an evangelistic event. | <p>Write a newspaper article on the events described in Acts 19.</p> |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. About personal repentance. What it means to turn to God from sin? 2. About the importance of evangelism. How can we share the message of the Gospel? | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. The Christian faith is known as 'The Way'. (verse 9) What does this mean? How does this challenge us? 2. What practical lessons can we learn about our public duties from the actions of the town clerk in verses 35-41? |

| | A11 - LEVEL 3 Lesson 1 – The adventures of Paul Topic – Sharing with others | A11 - LEVEL 4 Study 1 – Paul’s Trials Topic – Jerusalem and the mob |
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| | <p>Bible Focus: Acts 18: 1-11</p> <p>Key Verses: Acts 18: 9-10</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul visited Corinth. 2. Paul’s message wherever he went was that Jesus was the Christ. 3. God was with Paul and encouraged him in a vision. | <p>Bible Focus: Acts 21: 17-40; 22: 1-30</p> <p>Key Verses: Acts 22 : 14 & 15</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. After Paul was arrested in the Temple he gave his testimony to the crowds. 2. The Jews hated the fact that the Gentiles had received and responded to the Gospel. 3. Paul appeals to his Roman citizenship when they started to flog him. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Tell the students a story from your own experience of how God encouraged you. • Discuss the meaning and importance of encouragement in the Christian life. • Ask students to give examples of encouragements they have received. | <ul style="list-style-type: none"> • Briefly introduce the opposition that Paul faced when he came to Jerusalem. • Using the Voice of the Martyrs website (or another source), give examples of Christians who witnessed for Christ and were not afraid to suffer. • Ask students why a Christian would do this. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul arrives in Corinth, and meets Aquila and Priscilla who become his helpers. 2. As usual every Sabbath he goes to the synagogue to persuade the Jews that Jesus is the Messiah they have been waiting for. 3. When the Jews became abusive he moves next door and now preaches more to the Gentiles. Many believe and were baptised. 4. 18: 9 - God gave him the assurance that in Corinth, He would be with Paul and would keep him safe. Explain what a great encouragement this would have been to Paul. 5. <i>Emphasise how Paul spread the message. (verses 4 & 11)</i> 6. <i>Consider how the Word of God spread in Corinth and the importance of baptism.</i> <p>Explain the Key Verses and encourage students to learn them. Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix C – Sharing with others.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul arrives in Jerusalem and goes to the Temple. He was wrongly accused of taking a Gentile person into the Temple and there was a riot. 2. He was rescued by the Roman commander and allowed to speak to the crowd from the steps of the barracks. 3. Paul gave a very clear testimony. (22: 1-21) When he mentioned he had been sent to the Gentiles, there was another riot. 4. He was taken into the barracks and they would have flogged him had he not explained he was a Roman citizen and could not be flogged until found guilty of a crime. 5. <i>Emphasise why Paul went to the Temple.</i> 6. <i>Also emphasise the nature of Paul’s conversion.</i> 7. <i>Explain why the crowd was hostile towards Paul.</i> <p>Explain the Key Verses and encourage students to learn them. Complete Study 1.</p> <p>Show it: see FBI links in Appendix C – Jerusalem and the mob.</p> |
| REVIEW IT | Review the story through a quiz. | Have a classroom debate on whether Paul was wise to enter the Temple when in Jerusalem. |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Read <i>Psalm 23</i> and think of how the promise of God’s presence encourages us as Christians. 2. Consider ways in which we can encourage people by being with them. Act on this. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Christians are arrested on a daily basis throughout the world. 2. Arrange a regular prayer time, thinking about persecuted Christians. 3. Ask the students to review their week and consider opportunities which might have been missed to witness for Christ. 4. Ask them to ask God for help and courage to be faithful in the future in witnessing. 5. Ask the students to prepare their own simple testimony. |

| | A11 - LEVEL 3 Lesson 2 – The adventures of Paul Topic – The plot to kill him | A11 - LEVEL 4 Study 2 – Paul’s Trials Topic – Caesarea and the governors |
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| | <p>Bible Focus: Acts 23: 10-24; 24: 22-27</p> <p>Key Verse: Psalm 18: 30</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Paul has now arrived in Jerusalem. God encouraged Paul when the Jews tried to kill him. Paul continued to faithfully preach the Word of God even as a prisoner. | <p>Bible Focus: Acts 23: 23-26; 24: 1-27; 25: 1-12</p> <p>Key Verse: 1 Peter 3: 15</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Paul was taken to Caesarea for safety and eventually appeals to Caesar. In the various trials he faced, Paul preached about righteousness, self-control and judgement to come. (24: 25) |
| INTRODUCE IT | <ul style="list-style-type: none"> Remind students of the power of the Roman Empire in the days of Paul. Explain what a buckler (shield) is. Provide illustrations from the ancient Greco-Roman world of a Roman soldier with a buckler. Explain how the LORD is a buckler to His people. Encourage the students to learn the Key Verse – Psalm 18: 30. | <ul style="list-style-type: none"> Relate the story of Martin Luther and his stand for Christ at the Imperial Diet of Worms in 1521. Consider this statement by Luther at Worms: "Unless I am convinced by Scripture and plain reason ... my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. God help me. Amen." Use this as an introduction to Paul's experiences. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Paul has been brought before the Council of Religious Jews. (The Sanhedrin) There was a big disturbance because Paul mentioned the resurrection; some believed but others didn't, so there was uproar. (23: 9) Paul's life was in danger so he was rescued by the Roman Commander. That night the Lord stood by Paul and told him to have courage because he would go to Rome to spread the Gospel. Some Jews took a vow that they would not eat or drink until Paul was dead and they formed a plot to kill him. Fortunately Paul's nephew heard about the plot, told the Commander and he had Paul guarded and taken to Caesarea. Paul then had to appear before the Roman Governor, Festus, and once again he explained the Gospel. <i>Emphasise the message Paul preached to Felix and its relevance for us today.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix C – The plot to kill him.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Paul is taken to Caesarea for his own safety and brought to the Governor, Felix. Then there was the trial before Felix when the Jewish leaders accused him of desecrating the Temple and causing riots. Paul answers his accusers, and Felix has another interview with Felix when he spoke clearly about faith in Christ Jesus. (24: 24) Paul was left in prison for two years until there was another Governor. Now Paul appears before Festus and again the Jewish leaders come and accuse him. Paul refuses to go to Jerusalem and appeals to Caesar and Festus says he will go to Rome. <i>Discuss how Paul defends himself before Felix.</i> <i>Consider why Felix trembled at Paul's preaching. (24: 25)</i> <i>Think about why Paul appealed to Caesar and what this meant.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 2.</p> <p>Show it: see FBI links in Appendix C – Caesarea and the governors.</p> |
| REVIEW IT | <p>Write a diary entry for Paul entitled: 'Waiting on God's promise'.</p> | <p>Create a Graffiti board entitled 'Paul takes his stand for Jesus Christ.'</p> |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> Think about the promise Paul was given by God during the night. Could anything or anyone stop this promise coming true? How does this encourage us today? Felix trembled and was afraid on hearing the Word of God. (Acts 24: 25) Do we tremble at God's Word? | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> Read and reflect on 2 Timothy 2: 3. Make a list of hardships we have endured as Christians. Beside this list note how God has encouraged us and brought us through the difficult times. Paul used his Roman citizenship to help spread the Gospel. How can we use the privileges we enjoy to spread the Gospel? |

| | A11 - LEVEL 3 Lesson 3 – The adventures of Paul Topic – Before the king | A11 - LEVEL 4 Study 3 – Paul’s Trials Topic – Caesarea and the king |
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| | <p>Bible Focus: Acts 25: 13-22; 26: 13-32</p> <p>Key Verse: Acts 26: 22</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Now Paul had to defend himself before Festus. King Agrippa was almost persuaded to be a Christian. | <p>Bible Focus: Acts 25: 13-27; 26: 1-32</p> <p>Key Verse: Acts 26: 28</p> <p>We are learning that:</p> <ol style="list-style-type: none"> God is intervening in Paul’s life. Festus regarded Paul unworthy of death, while Agrippa thought he should be set free. Paul clearly proclaimed the message of the Gospel and sought to persuade Agrippa to be a Christian. |
| INTRODUCE IT | <ul style="list-style-type: none"> Ask the students how they think someone can become a Christian? Explain that people do not become Christians by force. Discuss the importance of persuading people to be Christians. From your experience give examples of how people are sometimes forced to do things but remain unconvinced of the things they are forced to do. | <ul style="list-style-type: none"> Talk about the sort of opposition we might face to our Christian faith. How could students cope with that? Reflect on the promises made to Christ’s disciples in Luke 21: 12-15. Consider how these would be fulfilled in this study. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Paul has been in prison for two years. Now there is a new Governor, Festus. The Jews wanted him to bring Paul to Jerusalem for trial, but Paul said he wanted to be tried in Rome. King Agrippa and his wife Bernice arrive in Caesarea and want to hear about the prisoner Paul. Paul is brought before Agrippa. Paul explains to him the story of his life. (26: 1- 23) Festus says he is mad! Agrippa confesses that he is almost persuaded to be a Christian. Both agree Paul could be set free but since he has appealed to Caesar he had to go to Rome. <i>Emphasise Paul’s defence before Festus and his verdict. (26: 24-25) Consider, also how Paul sought to persuade Agrippa to be a Christian.</i> <i>Think about how Paul responded to Agrippa’s confession. (26: 29)</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix C – Before the king.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Paul has been in prison for two years. Now there is a new Governor, Festus. The Jews wanted him to bring Paul to Jerusalem for trial, but Paul said he wanted to be tried in Rome. King Agrippa and his wife Bernice arrive in Caesarea and want to hear about the prisoner Paul. Paul is brought before Agrippa. Paul explains to him the story of his life. (26: 1- 23) Festus says he is mad! Agrippa confesses that he is almost persuaded to be a Christian. Both agree Paul could be set free but since he has appealed to Caesar he had to go to Rome. <i>Emphasise Paul’s defence before Festus and his verdict. (26: 24-25) Consider also how Paul sought to persuade Agrippa to be a Christian.</i> <i>Think about how Paul responded to Agrippa’s confession. (26: 29)</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Study 3.</p> <p>Show it: see FBI links in Appendix C – Caesarea and the king.</p> |
| REVIEW IT | Create a Church poster with the title: ‘Almost persuaded?’ | Reflect on the study and discuss the following statement: ‘Being persuaded is much better than being forced’. How does this statement relate to what we have learned in the study? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> Consider how Paul’s approach to evangelism in this passage challenges us. What adjustments would be made in our approach? Set up a classroom debate where one student is trying to convince another to become a Christian. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> Contrast the attitude of the Jewish authorities with the Roman authorities to the Gospel message in the book of Acts. What lessons can be learnt from this about people’s responses to the Gospel message? Consider how today’s lesson challenges us about our approaches to telling the Gospel message. |

| | A11 - LEVEL 3 Lesson 4 – The adventures of Paul Topic – Shipwreck | A11 - LEVEL 4 Study 4 – Paul’s Trials Topic – Mediterranean shipwreck |
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| | <p>Bible Focus: Acts 27: 13-14, 20-44; 28: 1-9</p> <p>Key Verse: Acts 27: 25</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul is travelling to Rome to be tried. 2. God promises to help us through every situation we face in life. 3. God’s purposes always come to pass. | <p>Bible Focus: Acts 27: 1-44; 28: 1-10, 28-31</p> <p>Key Verses: Acts 27: 24-25</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul is travelling to Rome to be tried. 2. God is in control of every situation we face in life and promises to help us through them. 3. The rejection of the Gospel by some, results in opportunity for others to hear the Gospel. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Ask the students if they have ever experienced a storm. • Explore how they felt and whether they prayed for God’s deliverance. • Create the atmosphere and relate their experiences to Paul’s shipwreck. | <ul style="list-style-type: none"> • Discuss the idea of fear with the students. • Ask them to describe their worst fears. • Consider the importance of God’s promises in the midst of fearful situations. (Psalm 23: 4) |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul is now on his voyage to Rome. Paul advised them not to continue the voyage in the winter but nobody listened to him. 2. There was a tremendous storm which lasted for many days. One night Paul had a vision and was told that all in the ship would be safe. He told everybody he had faith in God and everything would happen just as he had been told. 3. Eventually they came close to Malta, ran the ship aground and all 276 managed to get to the shore safely. 4. The people of Malta were very kind to them, and Paul did some miraculous things on the island. 5. <i>Emphasise how God encouraged Paul during the storm.</i> 6. <i>Emphasise how Christians are not immune from hardship.</i> 7. <i>Consider how when we go through the storms of life, we can also know the presence and power of the Lord.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix C – Shipwreck.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul is now on his voyage to Rome. They were already experiencing difficulties at Crete so Paul advised them not to continue the voyage in the winter but nobody listened to him. 2. There was a tremendous storm which lasted for many days. The sailors gave up hope of being saved. 3. One night Paul had a vision and was told that all in the ship would be safe. He told everybody he had faith in God and everything would happen just as he had been told. After 14 days without food Paul encouraged them to eat and then they began to get near land. 4. Eventually they came close to Malta and all 276 managed to get to the shore safely. 5. The people of Malta were very kind to them, and Paul did some miraculous things on the island. 6. Eventually they reached Rome, and Paul was under house arrest but used the opportunity to tell people about the Lord Jesus. 7. <i>Emphasise how God encouraged Paul during the storm.</i> <p>Explain the Key Verses and encourage students to learn it. Complete Study 4.</p> <p>Show it: see FBI links in Appendix C – Mediterranean shipwreck.</p> |
| REVIEW IT | <ol style="list-style-type: none"> 1. Ask the students to imagine they are Paul. 2. Ask them to write a letter to a friend who is experiencing problems and ask them to relate how God brought them through a storm on the way to Rome. Use that experience to encourage the friend. | <ol style="list-style-type: none"> 1. Reflect on the events in the life of Paul you have studied and note how God’s faithfulness shines in his life. 2. Look up the dictionary meaning of the word ‘perseverance’. How is this seen in Paul’s life? Challenge the students as to how they compare with Paul on this matter. |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Ask how the story of Paul’s shipwreck challenges and encourages us. 2. What lessons can be learnt from other Bible stories of how God delivered people through difficult times e.g. Joseph, Daniel, etc. 3. Compose a prayer of thanksgiving to God for His sovereignty in our lives. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Emphasise how Christians are not immune from hardship. 2. Consider how when we go through the storms of life, we can also know the presence and power of the Lord. See Isaiah 43: 2 |

| | A12– LEVEL 3 Lesson 1 – The first Christmas Topic - The impossible! | A12 – LEVEL 4 Study 1– The Saviour’s birth Topic – The angel’s messages |
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| | <p>Bible Focus: Luke 1: 5-20, 57-66</p> <p>Key Verse: Luke 1: 37</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Zechariah and Elizabeth were an old couple who experienced God answering their prayers. 2. Nothing is impossible for God. | <p>Bible Focus: Matthew 1: 18-25 & Luke 1: 26-38</p> <p>Key Verse: Matthew 1: 21</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus’ birth was accurately predicted by an angel who told Joseph important details about his life. 2. Mary was also told that she would conceive a child by the Holy Spirit. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Talk about how sometimes people have to wait to see God answering their prayers. • Explain the situation with Zechariah and Elizabeth and how they had to wait so long for their prayer to be answered that it seemed virtually impossible. | <ul style="list-style-type: none"> • Think about ways in which great events are flashed around the world, almost as soon as they have happened. However no one can predict exactly what will happen before the event. • But God can! Both Joseph and Mary were given messages from God about the birth of the Lord Jesus, before He was born. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Explain that Zechariah and Elizabeth wanted children. Remind the students of the shame and pain couples experienced in the Middle East in Bible times if you had no children. 2. Zechariah was privileged as a priest to be working in the Temple. 3. An angel appeared to him and Zechariah is frightened. The angel then tells him Elizabeth will have a son who will be great in the sight of the Lord, and will make ready a people prepared for the Lord. (Luke 1: 17) 4. Zechariah says that they are too old to have children. The angel says that because he has not believed the Word of the Lord he will be unable to speak until it happens. 5. When the baby is born Elizabeth says he is to be called John and Zechariah confirms this in writing. As soon as he does that, he is able to speak and is filled with the Holy Spirit and prophesied all that John would do. 6. <i>Consider the response of the neighbours, etc. (1: 65-66)</i> 7. <i>Contrast Elizabeth’s response to the message of the angel with the response of Zechariah. What can be learnt by this?</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix C – The impossible.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Mary and Joseph were engaged to be married. Then Mary receives a message from an angel that she is going to give birth to a son, conceived by the Holy Spirit. 2. When Joseph hears this he wants to quietly divorce her. However in a dream he is told about the birth of the Baby, the reason He will be born, and the prophecy which will be fulfilled at His birth. 3. <i>Explain about engagements in the Jewish culture.</i> 4. Joseph and Mary both believed the message they received, and as instructed Joseph gave the Baby the name Jesus “because He will save His people from their sins”. 5. <i>Consider three questions:</i> <ol style="list-style-type: none"> a) <i>Why was Jesus conceived miraculously by the Holy Spirit and not in the normal way?</i> b) <i>Why were Mary and Joseph chosen to be His earthly parents? (Look at the list of their ancestors - Matthew 1 and Luke 3)</i> c) <i>Why did God choose to send His only Son into this world?</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 1.</p> <p>Show it: see FBI links in Appendix C – The angel’s message.</p> |
| REVIEW IT | <p>Under the title of “The impossible became possible” allow students to write things which actually happened (especially examples from the Bible) even though they’d thought they were impossible. Write at the bottom: Thank you God!</p> | <ol style="list-style-type: none"> 1. Has God ever told you or someone you know something that was hard to believe and trust? 2. What prophecies have we read in the Bible Readings for this study which were fulfilled when the Lord Jesus came? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. What has been learnt as a result of this study? 2. Think about how the importance of keeping on praying, even though there seems to be no immediate answer. 3. Think about the importance of trusting God’s Word, the Bible, even though some things may seem impossible. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. What can you take away from today’s study and apply to your life? 2. What is the significance to us of the coming of the Lord Jesus? 3. Prepare thank you prayers for all that God has done in sending His Son. See 2 Corinthians 9: 15 |

| | A12– LEVEL 3 Lesson 2 - The first Christmas Topic – A special task | A12 – LEVEL 4 Study 2 – The Saviour’s birth Topic – The Emperor’s command |
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| | <p>Bible Focus: Luke 1: 26-38</p> <p>Key Verse: Luke 1: 38</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Mary and Joseph were a very special couple, who God used in a remarkable way. The birth of Jesus, God’s Son, was a miracle. | <p>Bible Focus: Luke 2: 1-7</p> <p>Key Verse: Luke 2: 7</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The Roman Empire had rulers called Caesars. The Caesar ordered a decree which meant Mary and Joseph had to go to Bethlehem to register. This fulfilled an Old Testament prophecy. |
| INTRODUCE IT | <ul style="list-style-type: none"> Think about the fact that one of the first things to do when a baby is born is to give the baby a name. Jesus has many names or titles. Glance through the details of the birth of Jesus in Luke 1 and 2, and Matthew 1 and 2 and list some of His names and titles. Which one do you like best and why? | <ul style="list-style-type: none"> In small groups write down the names of as many places as you can that are mentioned in the Bible Reading. Do the same for the people’s names. Check your answers by re-reading the Bible Reading. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Mary is probably a teenager who is engaged to Joseph. She has a visit from the angel Gabriel and is troubled when she hears that God has highly favoured her. The angel tells her she is to give birth to a child whose name is to be Jesus. He is the Son of the Highest and will have the throne of his ancestor David. Mary is confused since she is still a virgin but the angel explains that the baby will be conceived by the Holy Spirit. Mary’s response is quite amazing, she says, “May it be to me as you have said” <i>Think of the sort of things you think would have been going through Mary’s head when the angel told her she was highly favoured and going to conceive. See also verses 46 & 47.</i> <i>“Nothing is impossible with God.” Think of other Bible babies who were born in humanly impossible circumstances.</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix C – A special task.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Both Mary and Joseph were descendants of King David, and so when the order was given for the census, they had to go to Bethlehem. This was at least 70 miles and a very difficult journey for Mary about to give birth to a child. Presumably Bethlehem was very crowded so they had to settle down, probably in some sort of stable or cave. Here Jesus was born in the most humble, poor circumstances. Think about the number of things that had to happen in order for Jesus to be born in Bethlehem just like Micah had said, and be amazed at the power of God to make all this come true. (Micah 5: 2) <i>Read John 3: 16, and Galatians 4: 4 and think about the meaning of these verses to help everybody understand this great event.</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Study 2.</p> <p>Show it: see FBI links in Appendix C – The Emperor’s command.</p> |
| REVIEW IT | <p>Answer these questions:</p> <ol style="list-style-type: none"> What was this angel’s name? What was Mary’s first reaction to the news? What was the promise the angel gave to Mary? What was her response to the promise (verse 38) How did she feel some time later? (see verses 46 & 47). | <p>Answer these questions:</p> <ol style="list-style-type: none"> Name a town or city about 70 miles from where you live. How would students like to walk that distance, even without being heavily pregnant? What was different about the surroundings of the birth of Jesus compared with a modern day birth? |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> In small groups write down the name of all the places mentioned in this Bible passage. Do the same for people’s names. Check to see if you’ve left any out by re-reading the passage. Think about the significance of everything that has been written down. | <p>How does the lesson challenge us:</p> <p>Discuss how the coming of Jesus into the world has affected human history and how it affects our lives.</p> |

| | A12– LEVEL 3 Lesson 3 – The first Christmas Topic - In Bethlehem | A12 – LEVEL 4 Study 3 – The Saviour’s birth Topic – The shepherds’ visit |
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| | <p>Bible Focus: Luke 2: 1-20</p> <p>Key Verse: Luke 2: 11</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. It was God’s plan that Jesus would be born in poor and difficult circumstances. 2. God was in control of all that happened and still is today. | <p>Bible Focus: Luke 2: 8-20</p> <p>Key Verse: Luke 2: 11</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. The angel appeared to the shepherds while they were going about their everyday business. 2. They believed what they heard and took immediate action. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Ask the students to name some of the greatest events of history. • Explain that the coming of the Son of God was a major event. • Draw a timeline showing all the events of this passage. | <p>In small groups turn this passage into drama. Use some simple props like tea towels for shepherd’s scarves.</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Both Mary and Joseph were descendants of King David and so when the order was given for the census, they had to go to Bethlehem. 2. This was at least 70 miles and a very difficult journey for Mary who was about to give birth to a child. 3. Presumably Bethlehem was very crowded so they had to settle down, probably in some sort of stable or cave. Here Jesus was born in the most humble, poor circumstances. 4. We presume the birth happened at night and the shepherds were some of the few people awake. 5. They received the news of the birth of the Saviour Christ the Lord. 6. A great company of the heavenly host appeared to the shepherds praising God. 7. The shepherds decided to go to Bethlehem and see what had happened. They found Mary and Joseph and the baby. 8. They spread the news of all they had seen and then returned praising and glorifying God 9. <i>Consider the first greeting angels give as recorded here and elsewhere in the Bible.</i> 10. <i>Think about how the young couple felt on their journey.</i> 11. <i>Discuss the lessons that can be learnt from the story of the shepherds.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix C – In Bethlehem.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. We presume the birth happened at night and the shepherds were some of the few people awake. 2. They received the news of the birth of the Saviour - Christ the Lord. 3. A great company of the heavenly host appeared to the shepherds praising God. 4. The shepherds decided to go to Bethlehem and see what had happened. They found Mary and Joseph and the baby, exactly as they had been told. 5. They spread the news of all they had seen and then returned praising and glorifying God. 6. <i>Discuss the lessons that can be learnt from the story of the shepherds</i> 7. <i>Consider that God through the angel appeared as these men were working. He can speak to us today as we go about our daily lives.</i> 8. <i>When we hear about what God has done for us we should tell others.</i> <p>Explain the Key Verse and encourage students to learn it. Complete Study 3.</p> <p>Show it: see FBI links in Appendix C – The shepherds’ visit.</p> |
| REVIEW IT | <p>Answer these questions.</p> <ol style="list-style-type: none"> 1. Why do you think angels greet people as in verse 10? 2. Do you think God speaks through angels to ordinary people like shepherds today? Why/why not? 3. What do you think was in Mary’s mind? (Verse 19) 4. What did the shepherds do on returning to their sheep? | <p>Answer these questions.</p> <ol style="list-style-type: none"> 1. Why do you think the shepherds acted so quickly once the angel left them? 2. The shepherds were blessed for their quick action. Can you put verse 20 into modern day words? 3. What do you think was in Mary’s mind? (Verse 19) |
| LIVE IT | <p>How does the lesson challenge us: Pretend you were a shepherd. Using verses 8-17 write a diary entry describing what you heard and saw and felt.</p> | <p>Consider keeping a diary to record things God says to you and the date so you can look back and be encouraged at what God is doing in your life.</p> |

| | A12– LEVEL 3 Lesson 4 – The first Christmas Topic – In the temple | A12 – LEVEL 4 Study 4 – The Saviour's birth Topic – The wise men's gifts |
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| | <p>Bible Focus: Luke 2: 22-40</p> <p>Key Verse: Luke 2: 30</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Simeon and Anna rejoiced at Jesus's birth because they understood its significance. 2. It is important to thank God for sending Jesus into the world. | <p>Bible Focus: Matthew 2: 1-23</p> <p>Key Verses: Matthew 2: 11</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. These men understood that Jesus was someone very special. 2. Although wise men brought treasures, Jesus was the real treasure. |
| INTRODUCE IT | <ul style="list-style-type: none"> • Think about all the excitement when a baby is born. • What was different about the birth of Jesus? • Explain that Jewish law demanded that parents had to go to the Temple to give offerings for purification of the mother and thanks to God. (<i>Leviticus 15</i>) | <ul style="list-style-type: none"> • Think about all the excitement when a baby is born. Think about family and friends making a journey to see the new baby. • Introduce the wise men and the long journey they made. • Think about how in this story God was always a step ahead of Satan. List the examples from the passage. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. After Jesus was born He is taken to the Temple in Jerusalem. 2. Both Mary and Joseph had been told to name the baby Jesus. Now they offered sacrifices as the Law instructed them. 3. They met Simeon who had been told that he would not die until he had seen the "Lord's Christ". 4. He took the baby in his arms and praised God because he recognised that Jesus was the Saviour. 5. They also met an old lady called Anna, who also gave thanks to God and "spoke about the child to all who were looking forward to the redemption of Jerusalem." 6. <i>Consider how Simeon and Anna both knew that Jesus was very special.</i> 7. <i>Think about the things which they said would happen to Jesus. (see verses 31-32, 34, 35, and 38)</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix C – In the temple.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. The wise men saw a star in the East and from their studies decided that a new king had been born and they wanted to pay homage to Him. 2. They came to Herod in the Palace in Jerusalem, assuming the new king would be there. 3. Herod is troubled, thinking he has a rival but through the religious men he is told of Micah 5: 2 and the birth of the King in Bethlehem. 4. The wise men go to Bethlehem, find the Baby, give Him their treasures and worship Him. 5. They are warned in a dream to go home another way and not to tell Herod what they had found. 6. Joseph is told to take Mary and the Baby to Egypt for safety. 7. Herod realises that he has been outwitted and orders the death of all boys in Bethlehem under two years old. 8. Eventually Joseph is told it is safe to return and come to live in Nazareth. 9. <i>Think about how God had planned all this hundreds of years before with the various prophecies. See verses 5-6, 15, 17-18, and 23)</i> 10. <i>Also think about how Herod was doing Satan's work.</i> <p>Explain the Key Verse and encourage students to learn it.</p> <p>Complete Study 4.</p> <p>Show it: see FBI links in Appendix C – The wise men's gifts.</p> |
| REVIEW IT | <ul style="list-style-type: none"> • Simeon said that he would be a Light. In small groups/pairs think about all the positive things that light does. • In what ways can they see verse 32 a bit differently now? • Challenge students to pray that God would send more of His light into their lives. Encourage them to think of specific areas where they need help and turn that into a prayer. | <ol style="list-style-type: none"> 1. Consider the gifts that were given to Jesus- Gold suggesting He is a King, Myrrh suggesting He is a Saviour who would suffer and die, and Frankincense suggesting He is God who we worship. 2. Consider all the ways in which Jesus is like a treasure, a free gift to anyone who will accept him as Saviour and Lord. |
| LIVE IT | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. What can be learnt and applied to the student's lives from this lesson? 2. Remember salvation means wholeness and is not just a one off event but a life-long process. | <p>How does the lesson challenge us:</p> <ol style="list-style-type: none"> 1. Think about what we can bring to the Lord Jesus as an offering. 2. List some everyday examples or anecdotes in which Satan is 'The Deceiver.' Be aware of how he works. |

Guidance for Teachers Marking Lessons

Level 3 lessons

- The students cannot complete these lessons without referring to the Bible and may have to refer to one or more Bible Readings.
- Questions are in various forms including cross words and word grids, missing words, etc.
- They have been particularly designed to be answered by the NIV, Good News, RSV New King James, Authorised Version and Common English Bible versions.
- Our aim is that all students, whatever Bible they possess, will be able to answer the questions.
- Twenty marks are allocated for each week with a maximum of 80 for the month, when the lessons are completely correct.
- Level 3 - Usually 1 mark per answer required, as indicated.

Level 4 Studies

- These are a harder edition to Level 3 lessons.
- More complex questions and answers required.
- Twenty marks per week and 80 for the month, when the lessons are completely correct and the questions have a full answer.

MARKING HINTS

The teachers are asked, first to:

- Check through each lesson and mark the answers correct or incorrect.
- Award the necessary points as instructed.
- Always mark in a contrasting colour, and TICK each correct answer.
- Put in the correct answer, where necessary and correct any spelling errors, though NO marks are deducted for these.
- Give fewer marks for partially correct answers.
- Add the total for the month and write this on the back page in the space provided.

It is necessary to be fairly generous and to do everything possible to encourage the students with their Bible Study. It is helpful, where possible each month for the teacher to write a word of encouragement to the student and there is a space provided on the lesson sheet for this to be done. Comments can be made about good colouring, neatness, marks attained, the student's understanding of the lesson, etc.

We try to keep comments as varied as possible. Questions, statements, observations, encouragements, etc. can all be used to maintain variety. It requires thought, but it is important to keep the interest of the student alive. If the same statement or question is being repeated every month, it loses its impact.

LEVEL 3

General comments

"Great work! You obviously read the questions very carefully. I especially liked your answer to the last question which was very well worded."

"Hi Jonathan. Thank you for all your hard work. It was great that you managed nearly all the answers. I have filled in the missing ones for you."

Spiritual comments

"Moses had some difficult times with the children of Israel, but God didn't leave him to sort out all the problems by himself."

"Joseph never forgot that his father had taught him to love God. He remembered this even when he was far away from home."

"Bartimaeus was determined to get to the Lord Jesus. He wasn't disappointed for he was now able to see and he now knew the Lord Jesus was someone really special."

LEVEL 4

General comments

"Another excellent set of lessons. You seem to have a good grasp of these Bible stories and I really hope you have enjoyed them. Thank you for taking the time to do the lessons carefully. It would be easy to rush through them, so I appreciate all your effort."

"A very good try, Rachel. I think by your answers, you may not fully have understood the story. Perhaps you could try reading it through again."

Spiritual comments

"Parables are sometimes called earthly stories with heavenly, or deeper, meaning. Can you think what the deeper meaning is in the parable in study 3?"

"Stephen died a cruel death and yet he was not afraid to die, for he knew that God was still in control and he knew he would be with the Lord Jesus in Heaven."

Appendix A - Level 3 Free Bible Images

| | Title | Story Images |
|----|-------------------|---|
| A7 | The Life of Jacob | The Deceiver |
| | | https://www.freebibleimages.org/illustrations/yo-jacob-esau/ |
| | | https://www.freebibleimages.org/illustrations/esau-jacob/ |
| | | https://www.freebibleimages.org/illustrations/jacob-deceives/ |
| | | The Dreamer |
| | | https://www.freebibleimages.org/illustrations/jacob-dream/ |
| | | The Disappointment |
| | | https://www.freebibleimages.org/illustrations/jacob-wedding/ |
| A8 | Prayer | The Discovery |
| | | https://www.freebibleimages.org/illustrations/jacob-returns/ |
| | | https://www.freebibleimages.org/illustrations/jacob-esau-reunited/ |
| | | What is prayer? |
| | | https://www.freebibleimages.org/illustrations/david-psalms/ |
| | | https://www.freebibleimages.org/illustrations/gnpi-036-lords-prayer/ |
| | | Does God hear our prayers? |
| | | https://www.freebibleimages.org/illustrations/pharisee-tax-collector/ |
| A8 | Prayer | How should we pray? |
| | | https://www.freebibleimages.org/illustrations/gnpi-036-lords-prayer/ |
| | | Does God answer prayer? |
| | | https://www.freebibleimages.org/illustrations/samuel-born/ |

Appendix A - Level 4 Free Bible Images

| | Title | Story Images |
|----|-------------------|---|
| A7 | Jacob | The Deceiver |
| | | https://www.freebibleimages.org/illustrations/esau-jacob/ |
| | | https://www.freebibleimages.org/illustrations/jacob-deceives/ |
| | | The Dreamer |
| | | https://www.freebibleimages.org/illustrations/jacob-dream/ |
| | | The Disappointments |
| | | https://www.freebibleimages.org/illustrations/jacob-wedding/ |
| | | https://www.freebibleimages.org/illustrations/jacob-returns/ |
| A8 | Being a Christian | The Discovery |
| | | https://www.freebibleimages.org/illustrations/jacob-esau-reunited/ |
| | | Learning about Prayer |
| | | https://www.freebibleimages.org/illustrations/gnpi-036-lords-prayer/ |
| | | https://www.freebibleimages.org/illustrations/jonah-disobeys/ |
| | | Learning about the Bible |
| | | https://www.freebibleimages.org/illustrations/paul-thessalonica-berea/ |
| | | https://www.freebibleimages.org/illustrations/paul-ephesus-antioch/ |
| | | Living for God |
| | | https://www.freebibleimages.org/illustrations/gnpi-088-vine-branches/ |
| A8 | Being a Christian | Giving to God |
| | | https://www.freebibleimages.org/illustrations/gnpi-088-vine-branches/ |
| | | https://www.freebibleimages.org/photos/lumo-widow-mite/ |

Appendix B - Level 3 Free Bible Images

| | Title | Story Images |
|-----|------------------------|---|
| A9 | The Adventures of Paul | The Persecutor |
| | | https://www.freebibleimages.org/illustrations/paul-conversion/ |
| | | Problems |
| | | https://www.freebibleimages.org/illustrations/paul-conversion/ |
| | | The Preacher |
| | | https://www.freebibleimages.org/illustrations/paul-cyprus/ |
| | | A Divided City |
| | | https://www.freebibleimages.org/illustrations/paul-antioch-iconium/ |
| A10 | The Adventures of Paul | Suffering for God |
| | | https://www.freebibleimages.org/illustrations/yo-paul-turkey/ |
| | | https://www.freebibleimages.org/illustrations/paul-antioch-iconium/ |
| | | https://www.freebibleimages.org/illustrations/paul-lystra-derbe/ |
| | | A Friend for Life |
| | | https://www.freebibleimages.org/illustrations/paul-antioch-philippi/ |
| | | https://www.freebibleimages.org/photos/bt-paul-lydia/ |
| | | https://www.freebibleimages.org/illustrations/paul-last-days/ |
| | | Paul in prison |
| | | https://www.freebibleimages.org/illustrations/yo-paul-earthquake/ |
| | | City of Athens |
| | | https://www.freebibleimages.org/illustrations/paul-thessalonica-berea/ |
| | | https://www.freebibleimages.org/illustrations/paul-athens/ |
| | | https://www.freebibleimages.org/illustrations/athens/ |

Appendix B - Level 4 Free Bible Images

| | Title | Story Images |
|-----|--------------|---|
| A9 | Apostle Paul | His Conversion |
| | | https://www.freebibleimages.org/illustrations/paul-conversion/ |
| | | His Travels |
| | | https://www.freebibleimages.org/illustrations/paul-cyprus/ |
| | | https://www.freebibleimages.org/illustrations/bj-paul-maps/ |
| | | His Preaching |
| | | https://www.freebibleimages.org/illustrations/yo-paul-cyprus/ |
| | | https://www.freebibleimages.org/illustrations/paul-antioch-iconium/ |
| | | His Problems |
| | | https://www.freebibleimages.org/illustrations/yo-paul-turkey/ |
| | | https://www.freebibleimages.org/illustrations/paul-lystra-derbe/ |
| A10 | Paul | Paul in Philippi |
| | | https://www.freebibleimages.org/photos/bt-paul-lydia/ |
| | | https://www.freebibleimages.org/photos/bt-paul-fortune-teller/ |
| | | https://www.freebibleimages.org/photos/bt-paul-prison/ |
| | | Paul in Thessalonica and Berea |
| | | https://www.freebibleimages.org/illustrations/paul-thessalonica-berea/ |
| | | Paul in Athens and Corinth |
| | | https://www.freebibleimages.org/illustrations/paul-athens/ |
| | | https://www.freebibleimages.org/illustrations/paul-corinth/ |
| | | Paul in Ephesus |
| | | https://www.freebibleimages.org/illustrations/paul-ephesus/ |
| | | https://www.freebibleimages.org/illustrations/paul-demetrius-artemis/ |

Appendix C - Level 3 Free Bible Images

| | Title | Story Images |
|---|-------|---|
| A11 | Paul | Sharing with others |
| | | https://www.freebibleimages.org/illustrations/paul-corinth/ |
| | | The plot to kill him |
| | | https://www.freebibleimages.org/illustrations/yo-paul-prisoner/ |
| | | Before the King |
| | | https://www.freebibleimages.org/illustrations/paul-festus-agrippa/ |
| | | Shipwreck |
| | | https://www.freebibleimages.org/illustrations/yo-paul-storm/ |
| | | https://www.freebibleimages.org/illustrations/bpa-shipwrecked/ |
| | | A12 |
| https://www.freebibleimages.org/illustrations/zechariah-elizabeth/ | | |
| https://www.freebibleimages.org/illustrations/gnpi-002-zechariah/ | | |
| A special task | | |
| https://www.freebibleimages.org/illustrations/gnpi-003-birth-announcement/ | | |
| https://www.freebibleimages.org/photos/mary-angel/ | | |
| In Bethlehem | | |
| https://www.freebibleimages.org/illustrations/gnpi-007-birth-jesus/ | | |
| https://www.freebibleimages.org/illustrations/yo-christmas-story/ | | |
| In the temple | | |
| https://www.freebibleimages.org/illustrations/gnpi-010-simeon-anna/ | | |
| https://www.freebibleimages.org/photos/simeon-anna-temple/ | | |

Appendix C - Level 4 Free Bible Images

| | Title | Story Images |
|---|---------------------|---|
| A11 | Paul | Jerusalem and the mob |
| | | https://www.freebibleimages.org/illustrations/paul-jerusalem-return/ |
| | | https://www.freebibleimages.org/illustrations/paul-arrested-jerusalem/ |
| | | Caesarea and the governors |
| | | https://www.freebibleimages.org/illustrations/paul-felix/ |
| | | https://www.freebibleimages.org/illustrations/paul-festus-agrippa/ |
| | | Caesarea and the king |
| | | https://www.freebibleimages.org/illustrations/paul-festus-agrippa/ |
| | | Mediterranean Shipwreck |
| | | https://www.freebibleimages.org/illustrations/paul-shipwrecked/ |
| https://www.freebibleimages.org/illustrations/paul-rome/ | | |
| A12 | The Christmas Story | The Angels Message |
| | | https://www.freebibleimages.org/photos/joseph-angel/ |
| | | https://www.freebibleimages.org/photos/mary-angel/ |
| | | The Emperor's Command |
| | | https://www.freebibleimages.org/photos/jesus-birth/ |
| | | https://www.freebibleimages.org/illustrations/christmas-jesus-birth/ |
| | | The Shepherd's Visit |
| | | https://www.freebibleimages.org/photos/shepherds-angels/ |
| | | https://www.freebibleimages.org/illustrations/christmas-shepherds/ |
| | | The Wise Men's Gifts |
| https://www.freebibleimages.org/photos/wise-men/ | | |
| https://www.freebibleimages.org/illustrations/christmas-wisemen/ | | |



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