



Teacher Guidelines

Bibletime Levels 3 and 4

C Series
Lessons 1-6

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 curriculum₃ 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 lessons approximate ages 11-14+.

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+) |
|-----------------------|--|---|---|
| STARTER SERIES | Introduction Starter Lesson. | Introduction Starter Lesson. | Introduction Starter Lesson. |
| SERIES A | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 |

| | C1 – LEVEL 3 Lesson 1 – Daniel Topic – The strange country | C1 – LEVEL 4 Study 1 – Daniel Topic – Serving God |
|---------------------|--|--|
| | Bible Focus: <i>Daniel 1: 1-21</i> Key Verse: <i>Matthew 6: 33</i> We are learning that: <ol style="list-style-type: none"> God is still in control even when difficult times come. Daniel stood up for what he believed in. | Bible Focus: <i>Daniel 1: 1-7, 2: 1-49</i> Key Verse: <i>Daniel 2: 28</i> We are learning that: <ol style="list-style-type: none"> Daniel and his friends trusted in God to help them and to provide the answers which they needed. God is still in control, even when difficult times come. |
| INTRODUCE IT | Find two pictures of food, one showing healthy fruit and vegetables and the other a feast of rich food. Ask which picture the children would prefer to eat and why. | Ask students to think of a number between 1 and 20 and get other students to guess which number they have chosen. Explain that we can't know what other people are thinking. In this study, King Nebuchadnezzar was expecting his magicians to know his dream without him telling them. |
| COMPLETE IT | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> King Nebuchadnezzar invaded Jerusalem taking temple objects and hostages back to Babylon. <i>(1: 1-2)</i> Ashpenaz, a chief court official, chose clever, handsome, and wise young men to train for the king's service for three years. <i>(1: 3-5)</i> Daniel did not want to eat the king's rich food because it has been offered to idols. <i>(1: 8)</i> Daniel negotiated to have vegetables and water instead, for a ten-day trial period. <i>(1: 11-14)</i> At the end of the trial period Daniel and his friends were found to be in far better physical condition than those who had eaten the royal food. <i>(1: 15-16)</i> God gave to Daniel and his friends knowledge and understanding of all kinds of literature and learning. Daniel was even given the ability to explain the meaning of visions and dreams. <i>(1: 17)</i> Daniel and his friend's hard work succeeded, and the king was impressed. He found them ten times better than all the magicians in his whole kingdom. <i>(1: 20)</i> Explain the Key Verse and encourage students to learn it. Complete Lesson 1. Show it: see FBI links in Appendix A – The strange country. | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> King Nebuchadnezzar invaded Jerusalem taking Temple objects and hostages back to Babylon. <i>(1: 1-2)</i> Ashpenaz, a chief of court official, chose clever, handsome, and wise young men to train for the king's service. <i>(1: 3-5)</i> The king was deeply troubled by a dream. He demanded that the wise men tell him his dream and the meaning of the dream. <i>(2: 1-2)</i> The king said that if the wise men did not remind him of the dream and explain, it they would all die. Consequently, Daniel and his friends' lives were also in danger. <i>(2: 13)</i> When Daniel realised what was happening, he and his friends prayed to God for help. <i>(2: 18)</i> God revealed the dream and its meaning to Daniel, and Daniel praised God for giving him the meaning of the dream. <i>(2: 19-23)</i> When Daniel met the king, he told him that only God could explain the dream. He then told the king what the dream meant. <i>(2: 27-45)</i> The king then gave Daniel and his friends positions of authority. <i>(2: 48-49)</i> <i>(It's probably not wise to try and discuss the actual content of the dream and its explanation)</i> Explain the Key Verse and encourage students to learn it. Complete Study 1. Show it: see FBI links in Appendix A – Serving God. |
| REVIEW IT | What advice would you give to a Christian who is starting a new school or moving to a different class? How is their situation similar to Daniel and his friends in Babylon? | How did Daniel and his friends respond to their problem in finding out about the dream? How should we respond to difficult situations? Read <i>Philippians 4: 6-7</i> . |
| LIVE IT | How does the lesson challenge us? <ol style="list-style-type: none"> When we are put in new situations, do we stand up for what is right? Are we prepared to follow God and His ways rather than following others who may lead us away from God? What can we learn from the story about the importance of healthy eating? | How does the lesson challenge us? <p>Sometimes we face what seems like impossible situations. God was able to help Daniel and his friends. Could God do the same for us? Read <i>Luke 1: 37</i>.</p> |

| | C1 – LEVEL 3 Lesson 2 – Daniel Topic – The fiery furnace | C1 – LEVEL 4 Study 2 - Daniel Topic – Standing for God |
|---------------------|--|--|
| | <p>Bible Focus: <i>Daniel 2: 48-49; 3: 1-30</i></p> <p>Key Verse: <i>Daniel 3: 17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. If we are Christians, we should like Daniel's three friends be prepared to stand up for the God at all costs. 2. If we put the Lord Jesus first in our lives, He will look after us in this life and reward us in the future for being faithful to Him. | <p>Bible Focus: <i>Daniel 3: 1-30</i></p> <p>Key Verse: <i>Daniel 3: 17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Just as Shadrach, Meshach, and Abednego trusted God to deliver them, we should faithfully serve God. 2. It is important to stand up for what is right, |
| INTRODUCE IT | Remind the children that in the land of Babylon, people worshipped idols. The idol in this lesson was an image made of gold. Its height was 90 feet, and its width was 9 feet. Nebuchadnezzar commanded that when people heard the music they were to fall down and worship it. However, the three young Jews, Shadrach, Meshach, and Abednego refused to worship the idol because they belonged to the only true God. | Remind students that in the land of Babylon, people worshipped idols. The idol in this study was an image made of gold. Its height was 90 feet, and its width was 9 feet. Nebuchadnezzar commanded that when people heard the music they were to fall down and worship it. However, the three young Jews Shadrach, Meshach and Abednego refused to worship the idol because they belonged to the only true God. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Shadrach, Meshach, and Abednego refused to worship the idolatrous image. (3: 12) 2. Nebuchadnezzar was angry with them and threatened to have them thrown in the blazing furnace. (3: 15) 3. Shadrach, Meshach, and Abednego told Nebuchadnezzar that if they were put in the furnace, God would rescue them. (3: 17) 4. Then Nebuchadnezzar ordered the fiery furnace to be heated seven times hotter than usual and the three young Jews be thrown into it. The furnace was so hot that the men who threw them in were killed themselves. However, when the king looked in, he was astonished to see four men – one of whom was the Son of God. (3: 19-25) 5. The Jews were unharmed! The king was so impressed that he did not allow anyone to speak against the God of the Jews. He also promoted these young men even though they had refused to obey him! (3: 28-30) <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 A – The fiery furnace.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Shadrach, Meshach, and Abednego refused to worship the idolatrous image. (3: 12) 2. Nebuchadnezzar was angry with them and threatened to have them thrown in the blazing furnace. (3: 15) 3. Shadrach, Meshach, and Abednego told Nebuchadnezzar that if they were put in the furnace God would be able to rescue them. (3: 17) 4. Then Nebuchadnezzar ordered the fiery furnace to be heated seven times hotter than usual and the three young Jews be thrown into it. The furnace was so hot that the men who threw them in were killed themselves. However, when the king looked in, he was astonished to see four men – one of whom was the Son of God. (3: 19-25) 5. The Jews were unharmed! The king was so impressed by what had happened that he did not allow anyone to speak against the God of the Jews. He also promoted these young men, even though they had refused to obey him! <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 A – Standing for God.</p> |
| REVIEW IT | <p>Discuss with the children how the Key Verse summarises the events in this lesson.</p> <p>Also look up John 10: 28 and discuss the great promise the Lord Jesus made to those who follow Him.</p> | <ol style="list-style-type: none"> 1. Exodus 20: 1-6 – Read and discuss what it says about not worshipping idols. Shadrach, Meshach, and Abednego obeyed this. Talk of the importance of knowing what the Bible teaches about pleasing God. 2. Acts 5: 27-32 – Read and discuss how Peter and the Apostles, like these three young men, told the High Priest and the Council that they would obey God and not men. (verse 29) |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. If we are Christians, we learn from this lesson that the Lord Jesus can help us in our troubles or is with us in trouble. 2. Just as the king was impressed by the way these young men were faithful to God, so those who are not Christians should be impressed by the lives and faith of Christians. 3. Shadrach Meshach and Abednego were prepared to be faithful to God no matter what the cost. As Christians we should be prepared to live like this today. | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. The faith of these three young men was special. It has been called the "if not" faith. They said, 'Our God is able to deliver us but if not, we will still refuse to bow'. Ask God to give you that kind of faith. (Hebrews 11: 1) 2. Shadrach, Meshach, and Abednego were friends and stood together in this trial. Make sure you stand together with those who love the Lord Jesus. |

| | C1 – LEVEL 3 Lesson 3 – Daniel Topic – The mysterious hand | C1 – LEVEL 4 Study 3 – Daniel Topic – Speaking for God |
|--------------|--|---|
| | <p>Bible Focus: <i>Daniel 5: 1-31</i></p> <p>Key Verse: <i>Daniel 5: 23</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. King Belshazzar, like his father Nebuchadnezzar, ignored God in the way he behaved. 2. It's easy to forget the lessons taught us by our parents and the lessons we can learn from the Bible. | <p>Bible Focus: <i>Daniel 5: 1-31</i></p> <p>Key Verse: <i>Daniel 5: 23</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. King Belshazzar was proud and had ignored God just like his father Nebuchadnezzar. 2. God is in control of everything and we need to trust and obey Him. |
| INTRODUCE IT | Think of some of the rules we have in our country, or in your school. Try and write a striking message in no more than FOUR words. Discuss what impact it might have e.g. No running in School! | Think of some of the rules and laws in your country and discuss the consequences if those laws are ignored and why law-breaking must be punished. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. King Belshazzar had a great feast for a 1000 of his nobles. He ignored all the lessons his father had learned about following God. He demanded to use the silver and gold goblets from God's Temple in Jerusalem. (5: 1-2) 2. Human fingers suddenly appeared and wrote a message on the wall. The king was terrified. Nobody could tell what the message meant. (5: 5-9) 3. Daniel was brought in as the only person able to interpret the writing on the wall. (5: 10-16) 4. Daniel explained that God was telling the king that he had not learned from all that had happened to his father. He was not honouring God who holds in His hand his life and all his ways! <i>God holds our lives and all our ways in His hand, just like the king. (5: 17-28)</i> 5. God punished Belshazzar and he died that very night, and his kingdom was divided. Darius the Mede became the ruler. (5: 30-31) <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 mysterious hand.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. King Belshazzar had a great feast for 1,000 of his nobles. He was proud and he chose to ignore all the lessons his father had learned about following the one true God. He demanded to use silver and gold goblets from God's Temple in Jerusalem. (5: 1-2) 2. Belshazzar and his friends showed no respect for God and the treasures from the Temple. Instead, they worshipped idols. 3. Human fingers suddenly appeared and wrote a message on the wall. The king was terrified. Nobody could tell what the message meant. (5: 5-9) 4. Daniel was brought in as the only person able to interpret the writing on the wall. (5: 10-16) 5. Daniel explained that God was telling the king that he had not learned from all that had happened to his father. Also, that God was not pleased with his choices, attitudes, and actions. 6. He was not honouring God who holds in His hand his life and all his ways! <i>God holds our lives and all our ways in His hand, just like the king. (5: 17-28)</i> 7. God punished Belshazzar and he died that very night, and his kingdom was divided. Darius the Mede became the ruler. (5: 30-31) <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 –Standing for God.</p> |
| REVIEW IT | Make a spider diagram using sticky notes to suggest how God speaks to people today. | Discuss in small groups, then feedback to the whole group: <ol style="list-style-type: none"> 1. What causes people to ignore God? 2. What punishment can we expect if we ignore God? |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Does God still speak today? In what ways? 2. Have we ignored God and His ways like Belshazzar? 3. Do we need to confess our sin and ask God for forgiveness? Read Romans 6: 23. | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. God wants us to give Him first place in our lives. 2. What can we do that would be pleasing to God? Look at Matthew 6: 33, and Hebrews 11: 6. |

| | C1 – LEVEL 3 Lesson 4 – Daniel Topic – The den of lions | C1 – LEVEL 4 Study 4 – Daniel Topic – Suffering for God |
|--------------|--|---|
| | <p>Bible Focus: <i>Daniel 6: 1-28</i></p> <p>Key Verse: <i>Daniel 6: 23</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Daniel was faithful to God despite all the persecution he faced. 2. Christians know that God is always with them, whatever difficulties they have to go through. | <p>Bible Focus: <i>Daniel 6: 1-28</i></p> <p>Key Verse: <i>Daniel 6: 23</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 3. Daniel was faithful to God despite all the persecution he faced. 4. It is important to put God first in our lives whatever experiences we may go through. |
| INTRODUCE IT | Think of examples from the Bible or history where someone stood up for what they believed in and suffered as a result. | What sort of opposition might people who follow Jesus come up against? If possible research- www.opendoorsuk.org |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. King Darius now reigned over Babylon. Daniel had a significant ruling role. The king liked Daniel and respected him because he was very successful in everything he did. (6: 1-3) 2. The other princes or satraps were jealous and devised a plan to get Daniel into trouble. They convinced King Darius that everyone should bow down and worship only him for 30 days. (6: 4-9) 3. Daniel continued each day to go to his room and pray to God three times a day. (6: 10) 4. This was reported to the king. He tried to override his own command, but he could not. The king had no alternative but to put Daniel into the lions' den. (6: 11-17) 5. <i>Daniel trusted in God and was prepared to put his time of praying to God in front of his own safety. Daniel believed that God was in control and could protect him in the lions' den.</i> 6. The king had a sleepless night worrying about Daniel, but he was delighted to find Daniel alive and well the next morning. God had shut the lions' mouths! (6: 18-23) 7. The conspirators were thrown into the lions' den and eaten immediately. (6: 24) 8. King Darius commanded that Daniel's God should be respected and honoured. (6: 25- 26) <i>Explain in simple terms what this means.</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 A – The den of lions.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. King Darius now reigned over Babylon. Daniel had a significant ruling role. The king liked Daniel and respected him because he was very successful in everything he did. (6: 1-3) 2. The other princes or satraps were jealous and devised a plan to get Daniel into trouble. They convinced King Darius that everyone should bow down and worship only him for 30 days. (6: 4-9) 3. Daniel continued each day to go to his room and pray to God three times a day. (6: 10) 4. This was reported to the king. He tried to override his own command, but he could not. The king had no alternative but to put Daniel into the lions' den. (6: 11-16) 5. <i>Daniel trusted in God and was prepared to put his time of praying to God before his own safety. Daniel believed that God was in control and could protect him in the lions' den.</i> 6. The king had a sleepless night worrying about Daniel, but he was delighted to find Daniel alive and well the next morning. God had shut the lions' mouths! Daniel was then released. (6: 18-23) 7. The conspirators were thrown into the lions' den and eaten immediately. (6: 24) 8. King Darius commanded that Daniel's God should be respected and honoured. (6: 25- 27) <i>Explain in simple terms what this means.</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 A – Suffering for God.</p> |
| REVIEW IT | <p>Discuss in small groups, then feedback to the whole group: In what ways could Christians be criticised for standing up for God in school?</p> <p>How does the story of Daniel help us to learn how to deal with this?</p> | <p>Discuss in small groups, then feedback to the whole group: Nobody likes difficulties. How did Daniel's' difficult experiences affect him?</p> <p>When we face difficulties, what should our attitude be?</p> |
| LIVE IT | <p>How does the lesson challenge us?</p> <p>Why should we not be afraid to stand up for God?</p> <p>Read Joshua 1: 9.</p> <p>Does this mean they will never face any difficult circumstances?</p> | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Daniel had a daily routine of praying 3 times a day. What lessons can be learnt from that which could be helpful in our Christian lives? 2. In groups, work on the sort of prayer Daniel might have prayed each time he went to his room. |

| | C2 – LEVEL 3 Lesson 1 – People Jesus met Topic – Jesus meets a man in Jericho. | C2 – LEVEL 4 Study 1 – The Sayings of Jesus Topic – About sin |
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| | <p>Bible Focus: <i>Luke 19: 1-10</i></p> <p>Key Verse: <i>Luke 19: 10</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met a man called Zacchaeus - an unhappy, dishonest tax-collector. 2. Zacchaeus' life was changed when he met Jesus. | <p>Bible Focus: <i>Luke 19: 1-10</i></p> <p>Key Verse: <i>Luke 19: 10</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Meeting Jesus was the most important thing that had ever happened to Zacchaeus. 2. Zacchaeus was never the same again after that day. His life was changed. |
| INTRODUCE IT | Describe playing a game when someone cheated. How did you react to someone who ignored the rules? Today's lesson is about a man who was very unpopular because he was dishonest. People thought he was bad, but Jesus showed love to him, and wanted to meet him. | Zacchaeus was not a popular person. Are there unpopular people in your class or school? What kind of things make people unpopular? How could you show love as Jesus did to so many types of people? |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Zacchaeus was rich, but he was unpopular because he worked as a tax collector for the Romans. (19: 1-2) He was sometimes dishonest and took more money than he should. 2. Zacchaeus wanted to see Jesus when He came to Jericho and climbed up a tree to do this because he wasn't very tall! (19: 3-4) 3. Jesus asked Zacchaeus to come down and said he wanted to come to Zacchaeus's house. (19: 5-6) 4. Zacchaeus welcomed Jesus to his house, but the people weren't very happy about this. 5. Zacchaeus was sorry for his sins and told Jesus he would give his money to poor people and to people he had cheated. (19: 8) 6. Jesus said salvation had come to Zacchaeus's house. (19: 9) 7. Jesus said He had come to find and save lost people like Zacchaeus. This is good news! (19: 10) <i>Explain what this means to young people today.</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 A – Jesus meets a man in Jericho.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Zacchaeus was rich, but he was unpopular because he worked as a tax collector for the Romans. (19: 1-2) People didn't trust tax collectors and would have considered Zacchaeus a traitor. He was sometimes dishonest and took more money than he should. 2. Zacchaeus wanted to see Jesus when He came to Jericho and climbed up a tree to do this because he wasn't very tall! (19: 3-4) 3. Jesus knew who Zacchaeus was and where he was. He knew all about him. He asked Zacchaeus to come down and said he wanted to come to his house. (19: 5-6) 4. Zacchaeus welcomed Jesus to his house, but the people weren't very happy about this, because Jesus was going to the house of such an unpopular man. 5. Zacchaeus was sorry for his sinful behaviour and wanted to put things right. He offered to give his money to the poor and to anybody he had cheated. (19: 8) 6. Jesus said salvation had come to Zacchaeus's house. (19: 9) 7. Jesus said he had come to find and save lost people like Zacchaeus. This is good news! (19: 10) 8. <i>When we repent, we need to be sorry for our sins but also to turn away from them and live our lives for God, wherever possible putting the wrong things we have done right. If we ask Him, the Lord Jesus will save us and help us to live our lives for God.</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 A – About sin.</p> |
| REVIEW IT | In pairs, imagine you are carrying out an interview with Zacchaeus for radio or television about the day he met Jesus and how it changed his life. Prepare some questions and answers. One person can be the interviewer and the other can be Zacchaeus. Remember to base your interview on the story in Luke 19: 1-10 . | Individually or in pairs, imagine you are Zacchaeus. Write a blog entry about the day you met Jesus and how this changed your life. |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Do people have to be perfect or popular for God to change their lives? No! Zacchaeus was unpopular and sinful, but Jesus changed him. 2. Since Jesus came to find and save lost people, how should Christians treat people who are 1) unpopular? 2) sinful? 3) do not believe in God? | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. What difference should following Jesus make in our lives a) at home, b) at school or college, c) in the church? 2. Following the example of Jesus, how should Christians treat people who are unpopular or who disregard the Bible's rules? |

| | C2 – LEVEL 3 Lesson 2 – People Jesus met. Topic – Jesus meets a woman at a well. | C2 – LEVEL 4 Study 2 – The Sayings of Jesus Topic – About sight |
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| | <p>Bible Focus: <i>John 4: 5-30</i></p> <p>Key Verse: <i>John 4: 29</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met a woman at the well who was despised and lonely. 2. Jesus loves, knows, and can help everybody. | <p>Bible Focus: <i>John 9: 1-41</i></p> <p>Key Verse: <i>John 9: 5</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met and healed a blind man. 2. People who do not follow the Lord Jesus are spiritually blind. Only Jesus can give them true sight. |
| INTRODUCE IT | Discuss going for a run or a long walk on a hot day. Would you get thirsty? What would it feel like when someone gave you a drink? Make a list of adjectives to describe how it feels to be given a cool drink when you are very thirsty. | <p>Group discussion questions:</p> <ul style="list-style-type: none"> • Do they know any blind people? • What is life like for them? • How would their lives change if they could suddenly see the world around them? • How can sighted people help those who are blind? |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. When Jesus stopped on His journey through Samaria to rest by a well, he met a Samaritan woman. (4: 4-7) 3. The Jews did not like Samaritans, and they would not talk to them. The Lord Jesus was different. He loves everyone whoever they are. The woman was surprised when Jesus asked her for a drink. Usually, Jewish people would not even speak to her. (4: 7-9) 4. When Jesus told her, He could give her living water, she was confused. (4: 10-14) 5. Jesus knew all about the Samaritan woman's life and family. She thought He must be a prophet. (4: 17-19) 6. Jesus told the woman that He was the Messiah her people were waiting for. (4: 26) 7. The woman believed Him and went immediately to tell her friends and neighbours in the town. She left her water jar behind at the well. She had discovered the living water that only Jesus can give - eternal life. (4: 28-30) 8. <i>Explain how we physically need water, but Jesus was talking about our spiritual need for the water of life.</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 A – Jesus meets a woman at a well.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Jesus met a man who had been blind since birth. His disciples asked if his blindness was a punishment from God. Jesus said that He was going to heal the man so that everyone could see the works of God in His life. (9: 1-3) 2. Jesus put mud on the man's eyes and told him to go and wash it off in the Pool of Siloam. The man obeyed Jesus and miraculously was able to see. (9: 6-7) 3. The Pharisees were told about the miracle and said Jesus could not have come from God because He had healed on the Sabbath day. They did not believe the Lord Jesus was God's Son. (9: 13-17) 4. The man who had been blind began to realise that it was Jesus who had made him see again. He believed the Lord Jesus was God's Son and he worshipped Him. (9: 35-38) 5. <i>The blind man could see physically when the Lord Jesus healed him, but he also realised who Jesus was and he believed Him. He could then see spiritually as well as physically. The Pharisees could see physically, but they refused to believe that Jesus was the Son of God. They were blind spiritually.</i> 6. <i>The Lord Jesus is the Light of the World. He came so that we could be set free from spiritual blindness.</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 A – About sight.</p> |
| REVIEW IT | <ol style="list-style-type: none"> 1. Following the example of Jesus, how should we treat other people? Give examples. 2. What did the woman do when Jesus told her He was the Messiah? Why? What was the result of what she did? | <p>Pair discussion: Read the Bible passage again and discuss the reaction after the miracle of:</p> <ol style="list-style-type: none"> a) The neighbours. b) The blind man's parents. c) The Pharisees. d) The man who was blind. |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Have you received the "living water" the Lord Jesus gives? Have you believed in Him? Look at John 7: 37-39 2. Have you told other people about Him? | <p>How does the lesson challenge us?</p> <p>Look at John 8: 12 and consider how we can know the "light of life" in our lives.</p> |

| | C2 - LEVEL 3 Lesson 3 – People Jesus met. Topic – Jesus meets a man at night | C2 – LEVEL 4 Study 3 – The Sayings of Jesus Topic – About shepherds |
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| | <p>Bible Focus: <i>John 3: 1-16</i></p> <p>Key Verse: <i>John 3: 16</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met Nicodemus who was a religious Pharisee but who wanted help. 2. Jesus told him he needed to be born again to have God's gift of new life. This is offered to us if we believe in Jesus. | <p>Bible Focus: <i>John 10: 1-33</i></p> <p>Key Verse: <i>John 10: 9</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus taught that we are like sheep and He is like a Shepherd who looks after us. 2. If we trust Him, we are His sheep and as the Shepherd He will never let us down. |
| INTRODUCE IT | Talk to the group about the birth of a new baby. Why is it such an exciting time? Think about new life and the importance of birthdays and their significance. | Make a list of jobs that shepherds do (e.g. protect their sheep; lead their sheep; find sheep when they get lost; provide sheep with food and water). |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Nicodemus was a Jewish religious ruler who came to see Jesus at night. We do not know why. Maybe he was embarrassed coming to see Jesus and preferred to come when it was dark. 2. Nicodemus said that Jesus must have come from God because no one could do the miracles Jesus did without God's help. (John 3: 1-2) 3. Jesus said no one could see God's Kingdom unless they are born again. Nicodemus could not understand how an older person could be born as a baby again. (3: 3-4) 4. Jesus said to enter God's Kingdom people need to be born again to receive God's life, which is given by the Spirit. (3: 5-8) 5. He also explained to Nicodemus that He would be lifted up on a cross, just like the brass snake that Moses lifted up in the desert. If the sick people who were bitten by snakes looked at the brass snake, they did not die but were made well again. (Numbers 21: 4-9) (John 3: 14) 6. <i>He told Nicodemus that God loved the world so much that He gave us His Son, Jesus. Jesus was lifted up when He died on the cross. Whoever turns to Jesus and believes in Him will not die but have eternal life. (John 3: 16- Key Verse)</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 – Jesus meets a man at night.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Jesus told the Pharisees that He is the Shepherd and, He is like the Gate for the sheep. He protects us as the shepherd guards the gate of the sheep fold. (10: 7-11) Jesus used these ideas like pictures to explain more about Himself to the people. 2. Jesus said that in contrast to the other leaders, He had come to give people life. (10: 10) 3. Jesus said He is the Good Shepherd who gave His own life for the sheep. (10: 11 & 14) 4. Some people thought Jesus was mad. Others refused to believe He was God's Son. (10: 21 & 24-25) 5. Jesus told the Jews that the great things He was doing showed that He was the Messiah come from God. When they heard this, some of the Jews refused to believe Him. They tried to kill Jesus by stoning Him. These people were not His sheep. (10: 31-33) 6. However, some people believed Jesus. These people were His sheep. 7. Left on our own, we wander away from God. We need the Lord Jesus to lead us in the way we should go and to give us eternal life. (10: 28) (See Isaiah 53: 6) <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 – About shepherds.</p> |
| REVIEW IT | <p>Quiz:</p> <ol style="list-style-type: none"> 1. What did Jesus say had to happen before someone could see the Kingdom of God? 2. Did Jesus say that Nicodemus would have to become a baby again? 3. Do we have to pay for God's new life? 4. What happened when sick people looked up to the brass snake Moses held up in the desert? What happened if they didn't? 5. What must we do to receive God's gift of eternal life? 6. What will happen if we believe Jesus? | <p>Group discussion: What did Jesus mean when He said He was:</p> <ol style="list-style-type: none"> 1. The Gate for the sheep? (10: 9) 2. The Good Shepherd? (10: 11 & 14) |
| LIVE IT | <p>How does the lesson challenge us?</p> <p>Have you asked the Lord Jesus to give you God's new life?</p> | <p>How does the lesson challenge us?</p> <p>Look at the list of jobs shepherds do. What difference does it make when we know Jesus as our Shepherd?</p> |

| | C2 – LEVEL 3 Lesson 4 – People Jesus met Topic – Jesus meets a blind man. | C2 – LEVEL 4 Study 4 – The Sayings of Jesus Topic – About salvation |
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| | <p>Bible Focus: <i>John 9: 1-38</i></p> <p>Key Verse: <i>John 9: 25</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met and healed a blind man. 2. People who do not follow the Lord Jesus are spiritually blind. Only Jesus can give them true sight. | <p>Bible Focus: <i>John 3: 1-16</i></p> <p>Key Verse: <i>John 3: 16</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met Nicodemus who was a religious Pharisee but who wanted help. 2. Jesus told him he needed to be born again to have God's gift of new life. This is offered to us if we believe in Jesus. |
| INTRODUCE IT | Discuss meeting a blind person. What are the challenges that blind people face? In pairs, make a list of these and compare with the whole group. Consider also how a sighted person could help a blind person. | Group or pair discussion: The birth of a new baby is an exciting time. Why? Think about new life and the importance of birthdays and their significance. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Jesus met a man who had been blind since birth. His disciples asked if his blindness was a punishment from God. Jesus said that He was going to heal the man so that everyone could see the works of God in His life. (9: 1-3) 2. Jesus put mud on the man's eyes and told him to wash it off in the Pool of Siloam. The man obeyed Jesus and miraculously was able to see. (9: 6-7) 3. The Pharisees were told about the miracle and said Jesus could not have been from God because He had healed the blind man on the Sabbath day. They did not believe the Lord Jesus was God's Son. The blind man said that he thought Jesus was a prophet (9: 13-17) 4. The man who had been blind realised that it was Jesus who had made him see again. He believed the Lord Jesus was God's Son and he worshipped Him. (9: 35-38) 5. <i>The blind man could see physically when the Lord Jesus healed him, but he also realised who Jesus was and he believed in Him. He could then see spiritually as well as physically. The Pharisees could see physically, but they refused to believe that Jesus was the Son of God. They were blind spiritually.</i> 6. <i>The Lord Jesus is the Light of the World. He came so that we could be set free from spiritual blindness.</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 A – Jesus meets a blind man.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Nicodemus was a Jewish religious ruler who came to see Jesus at night. We do not know why. Perhaps he wanted to keep the conversation secret. 2. Nicodemus said Jesus must have come from God because no one could do the miracles Jesus did without God's help. (John 3: 1-2) 3. Jesus said no one can see God's Kingdom unless they are born again. Nicodemus could not understand how an older person could be born as a baby again. (3: 4) Jesus explained that the second birth He was describing was spiritual rather than physical. 4. Jesus said to enter God's Kingdom, people need to be born again so they can receive God's gift of new life. This is given by the Holy Spirit. (3: 5-8) 5. Jesus also explained to Nicodemus that He would be lifted up on a cross, just like the brass snake that Moses lifted up in the desert. If the sick people who were bitten by snakes looked at the brass snake, they did not die but were made well again. (Numbers 21: 4-9) (John 3: 14) 6. <i>Jesus told Nicodemus that God loved the world so much that He gave us His Son, Jesus. Jesus was lifted up when He died on the cross. Whoever turns to Jesus and believes in Him will not die but have eternal life. (John 3: 16 - Key Verse)</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 A – About salvation.</p> |
| REVIEW IT | Create a comic strip storyboard of the events in today's story. Alternatively, a larger version could be completed in pairs and displayed on the wall. | Group discussion: <ol style="list-style-type: none"> 1. What does the conversation that Nicodemus had with the Lord Jesus teach us about becoming a Christian? 2. What difference does it make to our lives when we believe in Jesus? |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. How did the following people differ in their attitudes? a) the Blind man b) the Pharisees, c) the neighbours d) his parents? 2. Think about your personal response to the Lord Jesus. Are you willing, like the blind man, to put your faith in Him? | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Have you trusted in Jesus for eternal life? 2. Have you been born again? |

| | C3 - LEVEL 3 Lesson 1 – More miracles Topic – Jesus helps a sick man | C3 - LEVEL 4 Study 1 – Healing the sick Topic – The Lord's power |
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| | Bible Focus: <i>John 5: 1-16</i> Key Verse: <i>John 5: 9</i> We are learning that: <ol style="list-style-type: none"> 1. Jesus met a man who had been ill for many years. 2. The man could not make himself better. Only Jesus could do that. | Bible Focus: <i>John 5: 1-16</i> Key Verse: <i>John 5: 24</i> We are learning that: <ol style="list-style-type: none"> 1. God is powerful and kind. He has mercy and blesses people when they trust Him, not because they obey certain laws. 2. It is more important to trust God and believe in the Lord Jesus than to follow a set of religious rules and regulations. |
| INTRODUCE IT | The man in today's story had been waiting for 38 years to be healed. Calculate how many days occur in 38 years. Research some things that happened or took place 38 years ago to give some idea of this length of time. | In this story, the Jews persecuted the Lord Jesus for not doing things the way they thought He should. God's ways might seem different than our ways, but we need to obey Him rather than follow our own ideas. |
| COMPLETE IT | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. When Jesus was here, many people lay beside a pool in Jerusalem called Bethesda. They were hoping to be healed when the waters bubbled up. (5: 1-3) 2. One Sabbath day, Jesus saw a man who had been waiting there for 38 years! Jesus asked him if he wanted to get well. (5: 5-6) 3. The man explained that he had no one to help him to get into the pool to be healed. Someone always got there before him. Jesus told the man to get up, pick up his mat and walk. The man got up at once. Jesus had healed the man! (5: 7-9) 4. The man did not know who had made him better. Later, Jesus saw the man again in the Temple. When the man realised who had healed him, he went to tell people it was Jesus who had healed him. (5: 14-15) 5. The Jews persecuted Jesus because He healed the man on the Sabbath. They believed that no work should be done on the Sabbath. They did not understand or accept that Jesus was doing God's work. (5: 16) 6. <i>Explain that Jesus not only healed people in those days but now He can also save all who come to Him and trust in Him.</i> Explain the Key Verse and encourage students to learn it. Complete Lesson 1. Show it: see FBI links in Appendix B – Jesus helps a sick man. | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. When Jesus was here, many people lay beside a pool in Jerusalem called Bethesda. They were hoping to be healed when the waters bubbled up. (5: 1-3) 2. One Sabbath day, Jesus saw a man who had been waiting there for 38 years! Jesus asked him if he wanted to get well. (5: 5-6) 3. The man explained that he had no one to help him to get into the pool to be healed. Someone always got there before him. Jesus told the man to get up, pick up his mat and walk. The man got up at once. Jesus had healed the man! (5: 7-9) 4. The man did not know who had made him better. Later, Jesus saw the man again in the Temple. When the man realised who had healed him, he went to tell people it was Jesus who had healed him. (5: 14-15) 5. The Jews persecuted Jesus because He healed the man on the Sabbath. They believed that no work should be done on the Sabbath. They did not understand or accept that Jesus was doing God's work. (5: 16) 6. <i>Explain that Jesus not only healed people in those days but now He can also save all who come to Him and trust in Him.</i> Explain the Key Verse and encourage students to learn it. Complete Study 1. Show it: see FBI links in Appendix B – Healing the sick. |
| REVIEW IT | The children could write a short newspaper article about the events that took place in today's story. They should think of a suitable headline for their articles. You could create a wall display with the articles produced by the class. | Write two short diary entries: one by the man who was healed, and the other by one of the Jews who disapproved of the Lord Jesus healing the man on the Sabbath. |
| LIVE IT | How does the lesson challenge us? <ol style="list-style-type: none"> 1. Jesus helped a man in need. How can we help others in need? 2. The Lord Jesus can save us immediately if we believe Him and put our trust in Him. Look at Acts 16: 31 and see the relevance to everyone. | How does the lesson challenge us? <ol style="list-style-type: none"> 1. Reflect on the different attitudes to the Lord Jesus in this story. 2. Have you put your trust in Him or do you prefer to try to please God by keeping a set of rules? 3. According to this story, what is God's way? |

| | C3 - LEVEL 3 Lesson 2 – More miracles Topic – Jesus helps a sad man | C3 - LEVEL 4 Study 2 – Raising the dead Topic – The Lord's power |
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| | <p>Bible Focus: <i>Mark 5: 21-43</i></p> <p>Key Verse: <i>Mark 5: 42</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met a man whose daughter was very ill and no-one else was able to help her. 2. Jesus proved He not only had power over disease but also over death. | <p>Bible Focus: <i>Luke 8: 40-56</i></p> <p>Key Verse: <i>John 11: 25</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Jesus met a man whose daughter was very ill and no-one else was able to help her. 2. Jesus proved He not only had power over disease but also, over death. |
| INTRODUCE IT | <p>Explain the background to the story. Jairus was the leader of the local synagogue, where the Jews met to worship when they could not go to the Temple in Jerusalem. He would have been responsible for the worship, running the weekly school and caring for the building. Many of the synagogue leaders had close ties to the Pharisees who wanted to kill Jesus. He came to Jesus because he was desperate for help.</p> | <p>Explain the background to the story. Jairus was the leader of the local synagogue. Many of the synagogue leaders had close ties with the Pharisees who wanted to kill Jesus. He came to Jesus because he was desperate for help. People such as the woman with the incurable condition were considered unclean by the Rabbis. Society avoided them but Jesus reached out and helped them.</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Jairus came to Jesus and pleaded with Him to come to heal his daughter. Jesus immediately responded and set out for Jairus' house. (5: 22-24) 2. On His way to the girl's home, Jesus was delayed by a woman who had been ill for 12 years and no doctor was able to heal her. (5: 25-26) In faith, she touched His garment and was healed. Jesus made her confess publicly what had taken place. (5: 27-34) Jesus was not angry with her, but commended her faith, and told her to go home in peace. 3. As Jesus continued to Jairus' home, Jairus had a message that his daughter had just died but Jesus encouraged him to not be afraid but to believe. (5: 35-36) When Jesus arrived at Jairus' home, there were many mourners there, but Jesus put them all outside. 4. With just three disciples and the girl's parents present, Jesus raised the girl to life again. They were so surprised when she stood up, walked, and ate food! Only Jesus could make her alive again! (5: 41-43) 5. <i>Jesus showed His mighty power over disease and death when He healed the women He had met in the street and His mighty power over death when He raised the girl to life.</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 B – Jesus helps a sad man.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. It would have been unusual for a respected synagogue leader, like Jairus, to fall at the feet of Jesus and beg Him to heal his daughter! (Luke 8: 40-42) 2. On His way to Jairus' house, Jesus was delayed by a woman who had been ill for twelve years. Jesus knew the woman had intentionally touched Him but wanted to teach her that it was not His cloak, but her faith in Him that had healed her. He also wanted to teach the Jewish crowd a lesson too for avoiding her in her pitiful condition. Jesus was not angry with her, but commended her faith, and told her to go home in peace. (8: 43-48) 3. As Jesus continued to Jairus' home, Jairus had a message that his daughter had just died. Jesus told Jairus to not be afraid but to believe and went to his house. (8: 49-50) When Jesus arrived at Jairus' home, there were many mourners there, but Jesus put them all outside. 4. With just three disciples and the girl's parents present, Jesus raised the girl to life again. They were so surprised when she stood up, walked, and ate food! Only Jesus could make her alive again! (8: 51-56) 5. <i>Jesus showed His mighty power over disease when He healed the woman He had met in the street and His mighty power over death when He raised the girl to life.</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 B – Raising the dead.</p> |
| REVIEW IT | <p>Review by discussing the four characters in the story:</p> <ol style="list-style-type: none"> 1. The Girl's Father – What position did he hold? Why did he come to Jesus? What obstacle did he meet? 2. Jesus – His sympathy and encouragement. 3. The Girl – The sad situation, dying at 12 years old. 4. Mockers – How serious it was to mock the Lord Jesus. | <p>You have been asked to write an article for the newspaper, The Galilee Times, about Jairus' daughter being brought back to life again and the woman being cured. Discuss in pairs, and report back to the group what it should contain. Make sure to highlight that Jesus could rise from the dead because He was God. (Romans 1: 4)</p> |
| LIVE IT | <p>How does the lesson challenge us?</p> <p>When we put our faith in the Lord Jesus, He changes our lives forever. He has power over life and death.</p> | <p>How does the lesson challenge us?</p> <p>In times of difficulty do what Jairus did – put your faith in the Lord Jesus and trust the promises He has given in the Bible to those who belong to Him.</p> |

| | C3 - LEVEL 3 Lesson 3 – More miracles Topic – Jesus helps a soldier's servant | C3 - LEVEL 4 Study 3 – Helping the needy Topic – The Lord's Power |
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| | Bible Focus: <i>Luke 7: 1-10</i> Key Verse: <i>Luke 7: 9</i> We are learning that: <ol style="list-style-type: none"> 1. Jesus met a centurion whose servant was very ill. 2. The centurion's faith in the words and works of Jesus is an example to everybody. | Bible Focus: <i>Matthew 8: 1-13</i> Key Verse: <i>Matthew 8: 13</i> We are learning that: <ol style="list-style-type: none"> 1. Jesus helps two more people, both of whom showed great faith in Him. 2. Jesus shows His love and help to everyone whoever they are. |
| INTRODUCE IT | <p>Explain the background to the story. The Romans had taken over the country; the centurion (a non-Jew) was probably in charge of 100 men at a base in Capernaum. The Jewish elders came to Jesus to ask Him to heal the centurion's servant. It was a strange position for them to be in since they did not believe in Jesus, but they had been asked to approach Jesus.</p> | <p>Ask the students to think of various groups of people which are marginalised in our society and often despised and rejected. Remind them that in the days of Jesus, people suffering with leprosy and slaves were often ignored and rejected.</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. The centurion had heard of Jesus' power to heal. He was very kind to the Jews and even built them a synagogue and so the Jewish elders obeyed his request and came to Jesus. (7: 1-4) 2. They told Jesus that the Gentile centurion was a good man, so Jesus set out for the centurion's house. (7: 5-6) 3. The centurion did not consider himself worthy for Jesus to enter his house or come to him. He sent friends to Jesus with a message. However, he did believe that Jesus could heal his servant without being there in person. A word from Him would heal the servant. He recognised that just as he was under the authority of the Roman Government and his soldiers were under his authority, Jesus had the same kind of authority over disease. (7: 6-8) 4. Jesus marvelled at the faith of the centurion for none of the Jews had admitted that Jesus had absolute authority and they should have known better! (7: 9-10) 5. <i>In Mark 6: 6, Jesus marvelled at the unbelief of the Jews! The great faith of the centurion was rewarded when the servant was healed. His faith in Jesus is an example to everyone.</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 B – Jesus helps a soldier's servant.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Leprosy was a terrifying disease for which there was no cure and generally a priest banished a person with leprosy from his home, so he had to live with a community of other lepers, until he got better or died. 2. The man with leprosy came begging Jesus to help him. 3. When Jesus showed love to the man, reached out and touched this leper, he was cured. The law required the healed leper be examined by a priest and so Jesus sent him to the priest to prove his leprosy was gone and he could return home. (8: 1-4) 4. The centurion also came to Jesus asking for help for his servant. Jesus promised to come to his house. The centurion showed his respect and humility by saying he was not worthy for Jesus to come to his house. 5. The faith of the Roman centurion, a Gentile, stands in marked contrast to that of the Jews. In an unusual act of love and compassion, he asked Jesus to heal one of his servants. He believed Jesus could heal even from a distance. (8: 5-9) 6. The centurion's genuine faith amazed Jesus – in fact, this Gentile's faith put to shame many of the Jewish religious leaders of the day. Jesus rewarded the centurion's faith, and his servant was healed immediately! (8: 10-13) <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 B – helping the needy.</p> |
| REVIEW IT | <p>Review the lesson by discussing the following:</p> <ul style="list-style-type: none"> • What was the centurion's request? • What was wrong with his servant? • How did Jesus regard the centurion's faith? • What did Jesus say about his faith? • What does Hebrews 11: 6 say we need to have before we can please God? | <ol style="list-style-type: none"> 1. Compare the Centurion's servant healing in this story with Luke 7: 1-10. Discuss differences and similarities. 2. Compare the way in which Jesus healed the leper in this story with the cleansing of the lepers in Luke 17: 11-19. 3. What surprised you about this story? |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Just as the centurion was concerned about his servant, so Christians should be concerned about bringing others to Jesus. 2. Always remember that the Lord Jesus has ultimate authority on earth and in Heaven, regardless of what others may say. | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Only Christ's healing touch can take away the disease of sin and make us fit to worship the Lord Jesus. 2. The Lord Jesus was delighted with the faith of the centurion. If you are trusting Jesus, make it your aim to please the Lord Jesus too. If you do, He will honour you and bless you. |

| | C3 - LEVEL 3 Lesson 4 – More miracles Topic – Jesus helps a hungry crowd. | C3 - LEVEL 4 Study 4 – Feeding the hungry Topic – The Lord's Power |
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| | Bible Focus: <i>John 6: 1-15</i> Key Verse: <i>John 6: 35</i> We are learning that: <ol style="list-style-type: none"> 1. Jesus showed His power by feeding a great crowd of people. 2. Jesus can meet the needs of all who come to Him and trust Him. | Bible Focus: <i>John 6: 1-15</i> Key Verse: <i>John 6: 35</i> We are learning that: <ol style="list-style-type: none"> 1. This miracle was another of the signs in John's Gospel proving that Jesus was truly the Son of God. 2. We can trust Jesus to provide for our daily physical and spiritual needs. |
| INTRODUCE IT | Read the first six verses of the Bible reading. Then set the scene by imagining how difficult it would have been feeding such a great crowd in a remote place. Think about the problems the disciples faced when Jesus told them to provide food for the crowd. | This miracle is special because it is the only one recorded by the four Gospel writers. It is also the only miracle where a great crowd received a blessing. Remind students that Jesus has a love for everyone and wants everyone to trust and follow Him. |
| COMPLETE IT | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. When the Lord Jesus saw the great crowd, on this occasion, His first thought was to give them something to eat. He asked Philip where bread could be bought but Philip thought about the cost and not on the fact that Jesus had the power to feed everybody. (6: 1-7) 2. Although Andrew also thought it would be difficult to feed the crowd, he mentions the boy with the five loaves and two fish. Although he did not have much, the lad gave all he had to Jesus. (6: 8-9) 3. After giving thanks, Jesus gave the food to the disciples to distribute. The people ate as much as they wanted and Jesus asked His disciples to gather up the leftovers, teaching us that there must be no wasting of the things He gives us day by day. (6: 10-13) 4. <i>Jesus used this miracle to explain that "He was the bread of life" who gives us eternal life so we shall be spiritually satisfied. (see the Key Verse)</i> Explain the Key Verse and encourage students to learn it. Complete Lesson 4. Show it: see FBI links in Appendix B – Jesus helps a hungry crowd. | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. Jesus had travelled from Jerusalem to the northern shore of the Sea of Galilee and a great crowd of people followed, probably because they saw the miracles He had done. This crowd were like 'sheep without a shepherd' (Mark 6: 34) and so Jesus had compassion on them. 2. The disciples' faith was weak when it came to feeding the crowd. Philip thought about the cost and not on the fact that Jesus had the power to feed everybody. Andrew noticed a boy with five loaves and two fish but questioned what use such a small amount of food was. (6: 1-9) 3. Jesus made all the people sit down, and after giving thanks, He multiplied the bread and fish and gave the food to the disciples, to distribute to the crowd. (6: 10-11) 4. There was no scarcity of food and as well as being told the people were filled, we are told how the Lord Jesus instructed the disciples to gather in the remaining fragments! A mighty miracle had been performed! (6: 12-13) 5. The crowd recognised it was a miracle and even acknowledged Jesus was the prophet foretold in Deuteronomy 18: 15. However, their faith was not genuine, and they were not willing to admit Jesus was the Son of God or confess their sins and accept him as their Saviour. Explain the Key Verse and encourage students to learn it. Complete Study 4. Show it: see FBI links in Appendix B – feeding the hungry. |
| REVIEW IT | Review the lesson by asking the children to imagine this story told in a local newspaper. What might the journalist have said about: <ol style="list-style-type: none"> (i) The condition of the crowd? (ii) The kindness of the Lord Jesus? (iii) The questions of the disciples? (iv) The provision of the Lord Jesus? (v) The attitude of the Lord Jesus to wasting food? | Divide these Bible Readings between 3 groups. Matthew 14: 13-21, Mark 6: 33-44, Luke 9: 10-17 Discuss what each group learned from the account studied by their group that was not in John's Gospel. All three groups report back and share their findings. |
| LIVE IT | How does the lesson challenge us? <ol style="list-style-type: none"> 1. The Key Verse tells us that we need to come to Jesus, who is the Bread of Life, who can satisfy the emptiness within us. 2. Jesus needs young people to serve Him. Just as the young boy did. What he gave enabled Jesus to perform a wonderful miracle. | How does the lesson challenge us? <ol style="list-style-type: none"> 1. If you are trusting Jesus, He will provide for both your daily physical and spiritual needs. 2. Just as Jesus multiplied the five loaves and two fishes, He can use and multiply whatever we give Him if we belong to Him. This may be our talents, time, or money. If we give to Him, He will reward us. |

| | C4 - LEVEL 3 Lesson 1 – The death of Christ Topic – The betrayer's kiss | C4 - LEVEL 4 Study 1 – The Lord Jesus Topic – Tried and crucified |
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| | Bible Focus: <i>Matthew 26: 36-56</i> Key Verse: <i>Matthew 26: 39</i> We are learning that: <ol style="list-style-type: none"> 1. Jesus prayed in the Garden of Gethsemane and was betrayed by Judas to the authorities. 2. The importance of prayer in difficult times. | Bible Focus: <i>Luke 23: 1-33</i> Key Verse: <i>Romans 5: 8</i> We are learning that: <ol style="list-style-type: none"> 1. Jesus was condemned to death even though He was innocent. 2. It was God's plan of salvation that Jesus should be crucified on the cross for our sins. |
| INTRODUCE IT | Ask the children what kind of experiences make them worried, distressed or frightened. What would they do to make things easier for themselves? | Ask the students if they have ever been accused of something which they did not do. Ask them to make a list of the feelings they might have in this experience. |
| COMPLETE IT | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. Jesus and His disciples went to the Garden of Gethsemane. He asked them to pray. Jesus knew what was going to happen to Him, which made Him very distressed. (26: 36-38) 2. In His own prayer, Jesus said that He was willing to do whatever His Father wanted Him to do. The thought of all the sufferings He had to face made Him so sad. (26: 39) 3. Three times Jesus came to His disciples and each time they were sleeping. (26: 40-44) 4. Then Jesus' disciple, Judas, came and betrayed Him to the soldiers. (26: 47-49) 5. Jesus could have escaped but He went willingly with the soldiers, because He knew that this was the Father's Will. (26: 47-56) 6. <i>Consider how important it was for the Lord Jesus to be obedient to the will of His Father and go to the cross for the salvation of mankind.</i> Explain the Key Verse and encourage students to learn it. Complete Lesson 1. Show it: see FBI links in Appendix B – The betrayer's kiss. | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. Jesus was tried by the Roman governor Pilate. He was accused of opposing the payment of taxes to Caesar and claiming to be Christ the King. Pilate declared that He was innocent. (23: 1-4) 2. When Pilate realised that Jesus was from Galilee, he sent Him to King Herod who was in charge of that area. King Herod ridiculed and mocked Him and sent Him back to Pilate without finding Him guilty of anything. (23: 6-15) 3. Pilate had another prisoner called Barabbas, who had killed someone. At this time of the year, he usually released one prisoner and he wanted to let Jesus go. The people demanded that Pilate should let Barabbas go and crucify Jesus. (23: 18-23) 4. Pilate was too weak to stand up to the people, so he allowed them to take Jesus away to crucify Him. (23: 24-25) Explain the Key Verse and encourage students to learn it. Complete Study 1. Show it: see FBI links in Appendix B – Tried and crucified. |
| REVIEW IT | Write the following seven statements on separate pieces of paper. Mix them up and get the children to arrange them in the right order. <ol style="list-style-type: none"> 1. Jesus went to Gethsemane with His disciples. 2. Jesus took three disciples with Him and went to pray. 3. The three disciples fell asleep. 4. Judas arrived with a large crowd. 5. Judas kissed Jesus. 6. The soldiers arrested Jesus. 7. All the disciples ran away. | The trial of Jesus has often been described as totally illegal. Ask the students to think of how many things happened to Jesus in this story that were unfair or against the law. |
| LIVE IT | How does the lesson challenge us? In what ways do Christians 'betray' the Lord Jesus today? Discuss how they might prevent this happening. | How does the lesson challenge us? Have I thanked Jesus for dying on the cross for my sins? (Key Verse) Do I stand up for Jesus when many people in the world hate Him and make fun of those who belong to Him? |

| | C4 - LEVEL 3 Lesson 2 – The death of Christ Topic – The governor’s choice | C4 - LEVEL 4 Study 2 – The Lord Jesus Topic – Buried and risen! |
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| | Bible Focus: <i>Matthew 27: 1, 2, 11-31</i> Key Verse: <i>Matthew 27: 22</i> We are learning that: <ol style="list-style-type: none"> 1. Pilate the Roman governor knew that Jesus was innocent, but under pressure, Pilate let a murderer go free and sent Jesus to be crucified. 2. It was God’s plan of salvation that Jesus should be crucified on the cross for our sins. | Bible Focus: <i>Luke 23: 44-56 & 24: 1-12</i> Key Verse: <i>2 Timothy 2: 8</i> We are learning that: <ol style="list-style-type: none"> 1. After Jesus died, Joseph took His body and buried it in a new tomb. 2. In a few days’ time, as Jesus had told His disciples, the tomb was empty, and Jesus had risen from the dead! |
| INTRODUCE IT | Ask the students to share some choices they had to make recently. Ask them to list good choices and bad choices. Did they find it easy or hard to make up their minds? | Ask the students to share some sad times or some dark times that have happened to them. Ask them to compare those experiences with some happy events in their lives. |
| COMPLETE IT | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. After His arrest, Jesus was eventually taken to the Roman governor, Pilate. Jesus made no replies to Pilate’s questions. Pilate was convinced that Jesus had committed no crime. (27: 11-14) 2. Pilate had another prisoner called Barabbas, who had started a riot, and killed somebody. At this time of the year, he usually released one of the prisoners and he wanted to let Jesus go. The people demanded that Pilate should let Barabbas go and crucify Jesus. (27: 15-23) 3. Pilate saw he was getting nowhere, and that there would be a riot if he let Jesus go. So Pilate gave in to the pressure of the crowd and allowed them to have Jesus to crucify Him, and then he let Barabbas go. (27: 24-26) 4. <i>All of us must decide what we will do with the Lord Jesus. We can either receive Him as our Lord and Saviour or refuse to accept Him into our hearts and lives.</i> Explain the Key Verse and encourage students to learn it. Complete Lesson 2. Show it: see FBI links in Appendix B – The governor’s choice. | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> 1. After Jesus died on the Friday afternoon, a man called Joseph from the town of Arimathea had permission to take Jesus’ body down from the cross and place it in a tomb. He rolled a huge stone across the entrance of the tomb. (23: 50-53) 2. On Sunday morning, some women came with spices to anoint the body of Jesus. They found that the stone had been moved and that Jesus’ body was gone. (24: 1-3) 3. Two angels appeared and told the women that Jesus was alive. (24: 4-8) 4. The women rushed off to tell the disciples. The disciples were too amazed to believe the women. (24: 9-11) 5. Peter ran to the tomb to look but went away wondering what had happened. (24: 12) 6. <i>Use 1 Corinthians 15: 3-4 to summarize the importance of this great event.</i> Explain the Key Verse and encourage students to learn it. Complete Study 2. Show it: see FBI links in Appendix B – Buried and risen! |
| REVIEW IT | Ask the children to list as many differences as they can between Jesus and Barabbas. | From the Bible Reading of this study, consider the different reactions of a) the Roman officer, b) the crowds of people, c) the women on Sunday morning, d) the disciples, and e) Peter. |
| LIVE IT | How does the lesson challenge us? Pilate allowed himself to be persuaded by the pressure of the crowd. We too, must be careful that we are not led astray by others who could lead us to make wrong decisions! | How does the lesson challenge us? Read Romans 10: 9 and consider its implications for everyone. |

| | C4 - LEVEL 3 Lesson 3 – The death of Christ Topic – The rich man's tomb | C4 - LEVEL 4 Study 3 – The Lord Jesus Topic – Seen and heard |
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| | Bible Focus: <i>Mark 15: 37, 42-47 and Mark 16: 1-8</i> Key Verses: <i>1 Corinthians 15: 3-4</i> We are learning that: <ol style="list-style-type: none"> After Jesus died, Joseph took His body and buried it in a new tomb. In a few days' time, as Jesus had told His disciples, the tomb was empty, and Jesus had risen from the dead! | Bible Focus: <i>Luke 24: 13-35</i> Key Verse: <i>Luke 24: 26</i> We are learning that: <ol style="list-style-type: none"> On the same day that Jesus rose from the dead, he joined two of his followers walking to Emmaus. Like many people, they were confused about all that had happened and did not understand that Jesus was alive. |
| INTRODUCE IT | Ask the students to share some sad times or some difficult times that have happened to them. Ask them to compare those experiences with some happy events in their lives. | Ask the students how far they have ever walked in one journey. What did they talk about on their journey? In this story two travellers walked eleven kilometres and back again the same day. Help the students understand how far this would be. |
| COMPLETE IT | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> After Jesus died on the Friday afternoon, a man called Joseph from the town of Arimathea had permission to take Jesus' body down from the cross and place it in a tomb. He rolled a huge stone across the entrance of the tomb. (15: 42-47) On Sunday morning, some women came with spices to anoint the body of Jesus. They found that the stone had been moved and that Jesus' body was gone. (16: 1-5) An angel appeared and told the women that Jesus was alive. (16: 6) The angel instructed the women to tell the disciples what had happened. The women were very frightened, so they ran away and told no one. (16: 7-8) Use <i>1 Corinthians 15: 3-4</i> (the Key Verses) to summarize the importance of this great event. Explain the Key Verses and encourage students to learn them. Complete Lesson 3. Show it: see FBI links in Appendix B – The rich man's tomb. | Present the Bible Story Discuss and Explain: <ol style="list-style-type: none"> Two of the followers of Jesus were walking from Jerusalem to Emmaus. They were very confused by all that had happened. (24: 13-15) They were joined by another traveller, but they did not recognise that it was Jesus. They thought He was a stranger. They explained they were sad because Jesus had died. (24: 18-24) As they walked along, Jesus explained how the Old Testament in many prophesies had predicted all the events that had just happened in Jerusalem. (24: 25-27) Because it was getting late, the disciples asked Jesus to come into their house to stay the night. While they were eating, they suddenly recognised that the stranger was Jesus; immediately He disappeared! (24: 28-31) The two disciples returned in a hurry to Jerusalem late at night to tell the others what had happened, and to bring the good news that Jesus was alive. (24: 33-35) Explain the Key Verse and encourage students to learn it. Complete Study 3. Show it: see FBI links in Appendix B – Seen and heard. |
| REVIEW IT | <ul style="list-style-type: none"> What evidence is there in this story that Jesus really died? What evidence is there in this story that Jesus really rose again? How would you convince someone who was uncertain about these events that they were true? | <ul style="list-style-type: none"> How did the two travellers feel at the start of the story? How did they feel at the end of the story? What do you think made the difference? Research some of the prophesies Jesus may have used to show that He had to die! |
| LIVE IT | How does the lesson challenge us? If I have trusted the Lord Jesus as my Saviour, I should be willing to go out of my way to make sure that other people know about Him, and especially that He is ALIVE! | How does the lesson challenge us? If I have trusted the Lord Jesus as my Saviour, I should be willing to go out of my way to make sure that other people know about Him, and especially the fact that He is ALIVE! |

| | C4 - LEVEL 3 Lesson 4 – The death of Christ Topic – The stranger’s words | C4 - LEVEL 4 Study 4 – The Lord Jesus Topic – Doubted and believed |
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| | <p>Bible Focus: <i>Luke 24: 13-35</i></p> <p>Key Verse: <i>Luke 24: 26</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> On the same day that Jesus rose from the dead, he joined two of his followers walking to Emmaus. Like many people they were confused about all that had happened and did not understand that Jesus was alive. | <p>Bible Focus: <i>John 20: 19-31</i></p> <p>Key Verse: <i>John 20: 29</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> After He rose from the dead, Jesus appeared to His disciples. Thomas was not there and did not believe that the others had really seen Jesus. We have not seen the Risen Lord Jesus, but Jesus said, "Blessed are those who have not seen and yet have believed". |
| INTRODUCE IT | Ask the children how far they have ever walked in one journey. What did they talk about? In this story two travellers walked eleven kilometres, and back again the same day. Help the children understand how far this would be. | Did a friend ever tell a true story which you found hard to believe? Ask some of the students to give examples of such stories. How did they feel when they found out that the story was true after all? |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Two of the followers of Jesus were walking from Jerusalem to Emmaus. They were very confused by all that had happened. (24: 13-15) They were joined by another traveller, but they did not recognise that it was Jesus. They thought He was a stranger. They explained they were sad because Jesus had died. (24: 18-24) As they walked along, Jesus explained how the Old Testament in many prophecies had predicted all the events that had just happened in Jerusalem. (24: 25-27) Because it was getting late, the disciples asked Jesus to come into their house to stay the night. While they were eating, they suddenly recognised that the stranger was Jesus; immediately He disappeared! (24: 28-31) The two disciples returned in a hurry to Jerusalem late at night to tell the others what had happened, and to bring the good news that Jesus was alive. (24: 33-35) <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 B – The stranger’s words.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Although they had heard that Jesus had risen, the disciples had locked themselves in because they were afraid of the Jewish leaders. (20: 19) That same night, Jesus suddenly appeared inside the locked house. He showed them the wounds from His crucifixion. This convinced them that He really was alive and made them full of joy. (20: 20) One of the disciples, called Thomas, was not there that night and he did not believe that the others had really seen Jesus. He wanted to see the evidence himself before he would believe. (20: 24-25) One week later, all the disciples, including Thomas, were together again. Jesus appeared just as He had done before. He showed Thomas His hands and feet, so Thomas knew He really was Jesus. (20: 26-27) Now Thomas was certain that Jesus was alive, and he called Him "My Lord and my God." (20: 28) <i>Thomas is often called "Doubting Thomas" because he would not believe until He saw Jesus alive. Today we cannot see Him, but we can believe that He is alive and is now in Heaven.</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 B – Doubted and believed.</p> |
| REVIEW IT | <ul style="list-style-type: none"> How did the two travellers feel at the start of the story? How did they feel at the end of the story? What do you think made the difference? Research some of the prophecies which Jesus may have used to show that He had to die. | <ul style="list-style-type: none"> What convinced the disciples that they were really seeing Jesus? What persuaded Thomas that he had been wrong? How does the Key Verse apply to you today? Look at John 20: 30-31 and consider why John wrote his gospel in the way that he did. |
| LIVE IT | <p>How does the lesson challenge us?</p> <p>The disciples were overjoyed to realise that Jesus was alive! He had proved that He was truly the Son of God. They wanted to tell others this good news. What impact should this have on our lives today?</p> | <p>How does the lesson challenge us?</p> <p>Some people today may doubt whether Jesus is alive because they have not seen Him. How does John 20: 29 reassure those who do believe?</p> |

| | C5 - LEVEL 3 Lesson 1 – Ruth Topic – Wrong decisions | C5 - LEVEL 4 Study 1 – Ruth Topic – A family away from God |
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| | <p>Bible Focus: <i>Ruth 1: 1-14</i></p> <p>Key Verse: <i>Judges 21: 25</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> The story in Ruth Chapter 1 involves various people making choices. At times, we all have to make important decisions. We should involve God as we make them. Our choices can affect others. | <p>Bible Focus: <i>Ruth 1: 1-14</i></p> <p>Key Verse: <i>Judges 21: 25</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> The story in Ruth Chapter 1 involves various people making choices. Our decisions have consequences; it is best to ask for God's help in making them. |
| INTRODUCE IT | <p>In groups or pairs ask the children to discuss:</p> <ul style="list-style-type: none"> Reasons why people move to live in a new area or country. Difficulties they may have to deal with as they settle into a new environment. <p>Ideas may be listed or displayed as 'spider' diagrams. Alternatively, if children have moved to a new area, they may be prepared to share their experiences.</p> | <p>How important are decisions? Call out examples of decisions and ask students to rate their importance by holding up one of three cards- X (not important), ~ (fairly important) ! (very important)</p> <p>Examples: What to eat for lunch, to stay in bed or go to church, what colour of clothes to buy, whether to trust Jesus as your Saviour, which subjects to study, whether to report a bullying incident, etc.</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Israel had turned from God; everyone pleased themselves in what they did. (Key Verse) As this story unfolds, people make important decisions, some better than others. Elimelech, Naomi, and their sons, Mahlon and Kilion lived in Bethlehem, which meant 'House of Bread', but famine had come to the land. Elimelech decided to take his family to Moab, a country where people worshipped idols. We are not told that he prayed. <i>Should he have trusted God to provide for them in their own land? (1: 1-2)</i> In Moab tragedy struck; Elimelech dies. Mahlon & Kilion marry Moabite girls, Ruth & Orpah, but Mahlon & Kilion also died. (1: 3-5) When Naomi heard that the famine was over, she wanted to return to Bethlehem. The daughters-in-law want to go with her. She appreciates their kindness but begs them to return to their families. Eventually Orpah goes back but Ruth decides to go on with Naomi. (1: 6-14) <i>Explain why Naomi wanted the girls to return, and why Orpah eventually decided to go back to Moab. Consider how difficult it would be for Ruth to decide to go to a foreign country.</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 C – Wrong decisions.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Context: The time of the Judges, there was a lack of godly leaders, everyone pleased themselves. (Key Verse) This was the reason for a famine crisis in Israel, despite God's promise of a land "flowing with milk and honey." (Deuteronomy 30: 15-20) Elimelech chose to take his family to Moab, a country of idolatry. God is ignored in their plan. (1: 1-2) Tragedy struck twice; Elimelech died, leaving Naomi a widow. After marrying local girls, Ruth & Orpah, the sons Mahlon & Kilion also died before either had children. (1: 3-5) Naomi decided to return because now there was food in Bethlehem. She was responsible for her daughters in law. She appreciated their kindness to her but realised that she cannot provide them with new husbands. Naomi begged them to return to their families. Individual choices were made: Orpah went back, Ruth went on with Naomi. (1: 6-18) <i>Explain why Naomi wanted the girls to return, and why Orpah eventually decided to go back to Moab. Consider how difficult it would be for Ruth to decide to go to a foreign country.</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 C – A family away from God.</p> |
| REVIEW IT | <p>Ask children to write down some choices they will have to make, some during next week, others later in life. Use numbers to put them in order of priority (1= most important, etc.)</p> | <p>In pairs, imagine how a conversation between Ruth and Orpah might have gone as they discuss the pros and cons of going to Bethlehem with Naomi or going back to their families in Moab.</p> |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> Discuss how the choices we make have consequences - for ourselves, and for others. Elimelech's decision brought his family to a culture where God was not recognised. Naomi's decision to return meant that Ruth and Orpah had a choice to make. We can get help from God as we make decisions. (Pray, read the Bible, ask older Christians for advice). Our most important decision in life will be how we respond to the Lord Jesus Christ. | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> The choices we make have consequences - for ourselves, and others. Think about decisions about career, choice of friends, marriage, use of time and money, etc. Read Proverbs 3: 5 & 6 and 14: 12. The best decisions will be made when we involve God in making them. How can we do this? |

| | C5 - LEVEL 3 Lesson 2 – Ruth Topic –The widows return | C5 - LEVEL 4 Study 2 – Ruth Topic – Naomi returns to God |
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| | <p>Bible Focus: <i>Ruth 1: 14-22 and 2: 1-3</i></p> <p>Key Verses: <i>Ruth 1: 16-17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Love for Naomi and faith in Naomi's God helped Ruth to have the courage to go to live in a new country. 2. Each of us has to decide whether we put our trust in God or have other priorities in our lives. | <p>Bible Focus: <i>Ruth 1: 15-22</i></p> <p>Key Verses: <i>Ruth 1: 16-17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Love for Naomi and faith in Naomi's God helped Ruth to have the courage to go to live in a new country. 2. Faith in God and commitment to Him, enable us to make difficult decisions, to step into the unknown. 3. Loyalty to family and friends and devotion to the Lord Jesus are pleasing to God. |
| INTRODUCE IT | <p>Ask the children to think of an older person who they really admire. Ask them to list up to five reasons why they admire that person so much. Some reasons might be shared with the whole group.</p> <p>In the story, Ruth is devoted to her mother-in-law. Could the qualities she saw in Naomi have encouraged her to trust Naomi's God?</p> | <p>Ask students to draw around their hand on a sheet of paper. Write 'LOYALTY' across the palm. On each finger and thumb write a word or phrase to show what it means to be loyal to someone. Share ideas. Ruth showed tremendous loyalty to Naomi, and also to Naomi's God, Ruth and Orpah had to make their own decisions.</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Ruth and Naomi are on their way back to Bethlehem. Then Ruth expressed her love for Naomi, her commitment to Naomi's people and her trust in Naomi's God. Only death would separate them. (See Key Verses) 2. There was excitement in Bethlehem when Naomi and Ruth returned, just as barley harvest was beginning. (1: 19) 3. Names often have meanings; sometimes the name suits the person, sometimes not. Naomi means 'pleasant' but now she wanted to be called Mara, which means 'bitter'. 4. Naomi had reasons for wanting her name changed; she had gone away 'full', with her husband and sons, but come back 'empty', without them. The Almighty God had brought difficulties and sadness into her life. (1: 20-21) 5. Ruth's willingness to work to provide for herself and Naomi. She found work in the fields of Boaz, a wealthy farmer who was, in fact, related to Elimelech. (2: 1-3) 6. <i>Consider how God was working in Ruth's life bringing her to Bethlehem and leading her to the field where she would meet Boaz.</i> <p>Explain the Key Verses and encourage students to learn them.</p> <p>Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix C – The widow returns.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. There was a tearful farewell as Orpah decided to return to her family and their false gods. (1: 14) 2. Ruth made a declaration of her faith in God, her loyalty to Naomi, her desire to live with her, to accept Naomi's people as her own, to trust Naomi's God as her God, to die where Naomi died. Only death would separate them. (Key Verses) 3. <i>It is important to be loyal to family and friends; commitment to the Lord Jesus is even more important.</i> 4. The arrival of Naomi and Ruth in Bethlehem caused a stir. It was the start of the barley harvest. Naomi requested to be called Mara meaning 'bitter', rather than Naomi which meant 'pleasant'. She had left Bethlehem 'full', with husband & sons, but come back 'empty'. (1: 19-22) 5. <i>Painful circumstances were used to start Naomi on her path back to God. She admitted the mistakes of the past and God, in His kindness, brought her safely home.</i> <p>Explain the Key Verses and encourage students to learn them.</p> <p>Complete Study 2.</p> <p>Show it: see FBI links in Appendix C – Naomi returns to God.</p> |
| REVIEW IT | <p>In pairs, carry out a mock interview with Naomi, each thinking of 2 or 3 questions to ask her.</p> | <p>Write a short newspaper article for the Bethlehem News, giving it the title 'Disillusioned Widow Returns Home'.</p> |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Difficulties in life do not always come because of the bad choices we have made, but, if we do make bad choices, we should be prepared to admit failure and ask for forgiveness from God (and maybe others whom we have let down). 2. Do we really trust God to help us when we have to face new situations e.g., changing schools? | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Why do you think Naomi inspired such loyalty in Ruth? Would others want to put their trust in Christ because of what they see in you and me? 2. Read Luke 15: 11-24 or 1 John 1: 9. How do these verses encourage us to admit it when we have done wrong (sinned)? 3. What do they teach about God's Forgiveness? |

| | C5 - LEVEL 3 Lesson 3 – Ruth Topic – The wealthy relative | C5 - LEVEL 4 Study 3 – Ruth Topic – Widows guided by God |
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| | <p>Bible Focus: <i>Ruth 2: 1-23</i></p> <p>Key Verse: <i>Ruth 2: 20</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> God was looking after Ruth and Naomi by bringing Ruth to a field belonging to Boaz, a relative, who would be kind to her and protect her from harm. Even when life is difficult, we can trust God to direct our lives for the best. | <p>Bible Focus: <i>Ruth 2: 1-23</i></p> <p>Key Verse: <i>Ruth 2: 20</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> Harvest time gave Ruth a good employment opportunity to provide for Naomi and herself. Boaz is generous in his care and provision for Ruth, a foreigner, recognising her hard work and loyalty. We should always work to a standard which pleases God. |
| INTRODUCE IT | Imagine you are on your way to your first day in a new job in a foreign land. Discuss in groups/pairs what would be going through your mind. What would be your three main concerns? | Discuss in groups: Is work good for us, or is it just a 'necessary evil'? OR In pairs, employer and employee, discuss what standards each would expect to find in the other. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Ruth volunteered to work to support Naomi and herself. She went to the field belonging to Boaz. Reapers cut the grain and servant girls followed behind to tie the stalks of grain into sheaves. Any stalks that were missed by the girls were to be left for the poor, widows etc. to collect. (or glean) (2: 1-3) Boaz, the owner of the field, noticed Ruth, asked who she was and was given a report of her hard work by the foreman. (2: 5-7) Boaz showed kindness to Ruth. He told her to stay with his servant girls, to drink water when she was thirsty. He told his men not to touch her and gave her bread and roasted corn at mealtimes. (2: 8-9) Ruth was overwhelmed by this kindness, which, as a foreigner, she felt she did not deserve – <i>a picture of God's love and grace (His undeserved favour) to us.</i> (2: 10-13) Boaz admired Ruth's loyalty to Naomi and the God she had come to trust. Naomi was delighted at Ruth's successful day and the news of Boaz. (2: 17-23) God had a plan and was directing their lives. <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 – The wealthy relative.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> God's law said that grain left uncut by the reapers around the edges of the field, and any stalks dropped by the servant girls as they tied the sheaves were to be left for widows and the poor, like Ruth, to collect (called gleaning). (2: 1-3) Ruth 'happened' (This was God's direction!) to be working in a field belonging to Boaz, a relative of Elimelech. He noticed her and asked about Ruth and was told, by the foreman, of her hard work. (2: 5-7) Boaz showed kindness to Ruth. He told her to stay with his servant girls, to drink water when she was thirsty, he told his men not to touch her and gave her bread and roasted corn at mealtimes. (2: 8-9) Ruth was overwhelmed by this kindness, which, as a foreigner, she felt she did not deserve – <i>This is a picture of God's love and grace (His undeserved favour) to us.</i> (2: 10-13) As a godly man, Boaz admired Ruth's hard work, her loyalty to Naomi and to the God 'under whose wings she had come to trust'. (2: 11-12) Naomi was delighted to hear about Boaz. (Key Verse) <i>Ruth had found herself gleaning in the field of Boaz, a relative of Elimelech. In this, and in the timing of their arrival, we see that God was working for their good.</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 – Widows guided by God.</p> |
| REVIEW IT | Working in pairs, make out five quiz questions based on today's lesson. Two groups could then test each other out with their quizzes. | 'My first day at work in Bethlehem'. Imagine you are Ruth writing her diary at the end of the day. What thoughts or impressions would she have recorded? |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> Trusting God did not make Ruth lazy. Can you expect God to help you in exams if you have not worked hard in revision? A foreign student joins your class. Would you help and befriend them as Boaz did with Ruth or just stay with your own friends and ignore him or her? | <p>How does the lesson challenge us?</p> <p>In one day, Ruth collected nearly 10kg of barley – that took a lot of repetitive, back-breaking work! Read Colossians 3: 22-24. How should Ruth's example and these verses influence our attitude to work?</p> |

| | C5 - LEVEL 3 Lesson 4 – Ruth Topic – The will of God | C5 - LEVEL 4 Study 4 – Ruth Topic – Boaz and Ruth blessed by God |
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| | <p>Bible Focus: <i>Ruth 3: 1-18 & 4: 1-17</i></p> <p>Key Verse: <i>Psalms 37: 5</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Naomi wanted a secure future for Ruth so helped to arrange a marriage and also the return of Elimelech's land to Ruth. 2. God blessed Ruth and Naomi. Having chosen to follow God rather than idols, Ruth became part of God's plan for our salvation. | <p>Bible Focus: <i>Ruth 3: 1-18 & 4: 1-17</i></p> <p>Key Verse: <i>Ruth 4: 10</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Naomi wanted to secure Ruth's future. She saw in their relative Boaz a potential 'kinsman-redeemer' - one who would buy their land and marry Ruth so that the land did not leave the family. 2. Ruth & Naomi are blessed beyond expectation. Having chosen to follow God rather than idols, Ruth became part of God's plan of salvation. |
| INTRODUCE IT | Ask students to build up their 'family tree' on a sheet of paper. See if anyone can trace back through the generations to their great-grandparents. | There are some cultures where parents are involved in arranging marriage for their children. In pairs or groups, discuss the advantages & disadvantages of doing this. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Naomi's plan was for Ruth to approach Boaz, asking him to be their kinsman-redeemer i.e. to buy back Elimelech's land and to marry Ruth. (3: 1-2) 2. It was evening at harvest time. After eating and drinking, Boaz would sleep by the pile of grain to protect it from thieves. 3. Naomi told Ruth to be dressed in her best, to go to Boaz, who was sleeping beside the grain. Ruth was obedient, went to Boaz, lay down and waited. (3: 3-7) 4. Boaz awoke suddenly during the night to find Ruth at his feet. She asked that he cover her with a corner of his cloak as a sign that, he would act as their kinsman-redeemer. (3: 8-9) 5. He promised to help, but there was a closer relative who must first be asked. Boaz kindly sent Ruth home at dawn with some grain for Naomi. (3: 10-15) 6. Next morning Boaz met with ten elders and the other kinsman at the town gate. Since this man did not want to marry Ruth, Boaz agreed to do so and to buy the land for her. (4: 1-6) 7. Naomi was delighted when they had a child, called Obed, whose grandson would be King David. (4: 16-17) <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 – The will of God.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Naomi had a concern for their future – the need for a 'kinsman-redeemer' to buy their land and marry Ruth, so keeping the land within the family. She suggested that Ruth approach Boaz privately with this request at the end of the day. (3: 1-2) 2. After threshing the grain, the men would eat, drink and sleep beside the pile of grain to deter thieves. 3. Ruth washed, perfumed, and dressed in her best clothes, as a bride would dress, and went to Boaz as he slept beside the grain. Uncovering his feet as instructed by Naomi she too lay down, waiting. (3: 3-6) 4. Startled by something, Boaz woke to find Ruth lying at his feet. She asked that he cover her with a corner of his cloak as a sign that, he would act as their kinsman-redeemer. (3: 9) 5. Boaz was eager to help but a closer relative must first be asked. Ruth was sent home at dawn with grain for Naomi. (3: 10-15) 6. The next morning, Boaz met at the town gate with ten elders and the other kinsman. As this man did not want to marry Ruth, Boaz said he would; the bargain was sealed by the removal of a sandal. (4: 1-8) 7. Naomi was delighted when they had a child, called Obed, whose grandson would be King David. (4: 16-17) <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 – Boaz and Ruth blessed by God.</p> |
| REVIEW IT | Make a bookmark, writing on it some part of the Key Verse . As you work, think how Ruth's story illustrates this verse. | In pairs or small groups, prepare a TV interview with Boaz and Ruth after their marriage. What might the girls like to ask Ruth, and the boys like to ask Boaz? |
| LIVE IT | <p>How does the lesson challenge us?</p> <ul style="list-style-type: none"> • 1000 years later, also in Bethlehem, God allowed His Son to be born into a family descended from Boaz and Ruth. So, a girl from Moab, who had once worshipped idols, becomes part of the story of God's plan for our salvation – • How important was her choice to trust in God? • When we trust God, and the Lord Jesus as our Saviour who knows what the outcome of that decision could be? Only God knows! | <p>How does the lesson challenge us?</p> <p>Read 1 Corinthians 6: 19-20 & 1 Peter 1: 18-19.</p> <ul style="list-style-type: none"> • What price did Christ pay to redeem us, who were sinners, and to bring us back into God's family? • If we have been bought at such an incredible price, we should honour (bring glory to) God, rather than just pleasing ourselves. • How do we do this in our attitudes and the choices we make day by day? |

| | C6 – LEVEL 3 Lesson 1 – Samuel Topic – Praying to God | C6 – LEVEL 4 Study 1– Samuel Topic – Praying to God |
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| | <p>Bible Focus: 1 Samuel 1: 1-28</p> <p>Key Verses: 1 Samuel 1: 10-11</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah prayed to God for a son. God is able to hear and answer our prayers in our time of need. | <p>Bible Focus: 1 Samuel 1: 1-28</p> <p>Key Verses: Matthew 6: 5-8</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah prayed to God for a son. God hears and answers our prayers. |
| INTRODUCE IT | List the top 5 things that you think people pray for. Then discuss your ideas with the group. | <p>Discuss the following first in pairs, then join with another pair to hear their ideas:</p> <ol style="list-style-type: none"> Why do people pray? Does it matter how you pray? What do most people pray for? When do people pray? |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Elkanah had two wives – Peninnah and Hannah. Peninnah had children but Hannah did not have any. (1: 1-2) When they visited the House of the Lord, Hannah became very upset because Peninnah tormented her. She cried and prayed to God. (1: 3-10) Hannah promised God that if he gave her a son, she would give him to God. (1: 11) Eli the priest misjudged Hannah and thought she was drunk, because her lips were moving but she was not saying anything. Hannah explained that she was pouring out her heart to God. Eli realised she was speaking the truth and blessed her. (1: 12-18) God remembered Hannah and gave her a son of her own. Hannah named him Samuel and kept her promise, giving him to the Lord. (1: 20) <i>Explain that we can bring all our problems to God in prayer, but He does not always answer in the way we might expect.</i> <p>Explain the Key Verses and encourage students to learn them.</p> <p>Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix C – Praying to God.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Elkanah had two wives – Peninnah and Hannah. Peninnah had children but Hannah did not. (1: 1-2) When they visited the House of the Lord, Hannah became very upset because Peninnah tormented her. She cried and prayed to God. (1: 3-10) Hannah promised God that if he gave her a son, she would give him to God. (1: 11) Eli, the priest, misjudged Hannah and thought she was drunk, because her lips were moving but she was not saying anything. Hannah explained that she was pouring out her heart to God. Eli realised she was speaking the truth and blessed her. (1: 12-18) God remembered Hannah and gave her a son of her own. Hannah named him Samuel and kept her promise, giving him to the Lord. (1: 20-28) <i>Explain that we can bring all our problems to God in prayer, but He does not always answer in the way we might expect.</i> <p>Explain the Key Verses and encourage students to learn them.</p> <p>Complete Study 1.</p> <p>Show it: see FBI links in Appendix C – Praying to God.</p> |
| REVIEW IT | Create a cartoon strip of this story, using at least 6 pictures with captions. Use speech bubbles where appropriate. This could be done in pairs or a small group. | In pairs, create a fact sheet showing what you have learned about prayer from this lesson. Try to think of at least 10 bullet points and display them thoughtfully. |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> Hannah turned to God when she was upset and distressed. Can we do the same? How important is prayer to each of us? Hannah kept her promise to give her son to the Lord – do we always keep our promises? Should we make promises to the Lord? | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> When was the last time you made a promise? Did you keep it? Should we make promises to the Lord? From the Key Verses in Matthew 6: 5-8, what principles can we learn about prayer? Think of a time when God answered your prayers and share it with the group. |

| | C6 – LEVEL 3 Lesson 2 - Samuel Topic – Growing before God | C6 – LEVEL 4 Study 2 – Samuel Topic – Growing before God |
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| | <p>Bible Focus: 1 Samuel 2: 1-2, 18-21, 26, 34</p> <p>Key Verse: 1 Samuel 2: 30</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah was blessed by God and gave thanks for the birth of Samuel. She willingly gave Samuel to the Lord. Samuel grew and found favour with God. God honours those who honour Him. | <p>Bible Focus: 1 Samuel 2: 1-36</p> <p>Key Verse: 1 Samuel 2: 30</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah was blessed by God and gave thanks for the birth of Samuel. She willingly gave Samuel to the Lord. Samuel grew and found favour with God. God honours those who honour Him. |
| INTRODUCE IT | When is the last time you praised God? Think of different things we can praise God for, and the different ways we can praise and honour Him. | Think of different things we can praise God for, and the different ways we can praise and honour Him. |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Hannah rejoiced that God had given her a son. She thanked God for all that He is and all that He had done for her. (2: 1-10) She was happy that she had kept her word and given Samuel to the Lord. Samuel was brought up serving God in the House of God. Each year, his mother would visit and bring him new clothes. (2: 18-19) Eli asked God to give Hannah more children. God blessed Hannah with 5 more children. (2: 20-21) Samuel worked hard and found favour with the Lord. (2: 26) Eli's sons sinned and were punished by God. (2: 34) <i>Think about the difference between Samuel who pleased God and Eli's sons, who disobeyed God's commands and would be punished.</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 – Growing before God.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Hannah rejoiced that God had given her a son. She thanked God for all that He is and all that He had done for her. (2: 1-10) She was happy that she had kept her word and given Samuel to the Lord. Samuel was brought up serving God in the House of God. Each year, his mother would visit and bring him new clothes. (2: 18-19) Eli asked God to give Hannah more children. God blessed Hannah with 5 more children. (2: 20-21) Samuel worked hard and found favour with the Lord. (2: 26) Eli's sons sinned and were punished by God. They disobeyed the commands that God had given them regarding their priestly duties. (2: 34) <i>Think about the difference between Samuel who pleased God and Eli's sons, who disobeyed God's commands and would be punished.</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 – Growing before God.</p> |
| REVIEW IT | <ol style="list-style-type: none"> Think of decisions you will have to make in the future. How can you honour God in them? Discuss in pairs and then with the whole group. Create a spider gram showing ways God can be honoured in your life. | <ol style="list-style-type: none"> Read Psalm 103: 1-5. Write a prayer, praising God for good things He has done in your life. Research the life of Eric Liddel. How did he honour God? Discuss how we can honour God in every task He gives us. |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> Look at Colossians 3: 23 again. What attitude should we have in our work? Do you honour God in everything you do? Pray that God will help you honour Him in your decisions. | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> Pray that God will help you to honour Him in your everyday life. Discuss the attitude a Christian should have to their work. Look at Colossians 3: 23 again. |

| | C6 – LEVEL 3 Lesson 3 – Samuel Topic – Listening to God | C6 – LEVEL 4 Study 3 – Samuel Topic – Listening to God |
|--------------|--|---|
| | <p>Bible Focus: 1 Samuel 3: 1-21</p> <p>Key Verse: 1 Samuel 3: 10</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. God began to speak to Samuel. 2. God still speaks to people today through the Bible. | <p>Bible Focus: 1 Samuel 3: 1-21</p> <p>Key Verse: 1 Samuel 3: 10</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. God began to speak to Samuel. 2. God still speaks, through the Bible, to those who listen to Him. |
| INTRODUCE IT | <p>Ask the children, “How good they are at listening?”</p> <p>Read to them slowly a list of 20 words on any topic (e.g. food, animals, etc.) Deliberately leave out the most obvious word that they would be expecting to hear on that topic. When you have finished, give them 2 minutes to write down as many of them as they can remember. See if anyone wrote down a word you did not say.</p> <p>See who got the most correct answers.</p> | <p>Ask students to think of a person they know who is a good listener.</p> <p>Why have they chosen that particular person? How can they tell that the person is really listening? Ask “Are they good listeners?”</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Samuel was just a boy who did not yet know God when the events in this chapter took place. 2. One night, when he was lying down, Samuel heard a voice calling his name. (3: 1-4) 3. Thinking it was Eli, Samuel got up and ran to him to see what he wanted. Eli said he had not called. (3: 5-6) 4. This happened three times, before Eli realised that the Lord was calling Samuel, so he told Samuel what to say the next time. (3: 8-9) 5. God called Samuel again and this time Samuel answered him, just as Eli had told him. (3: 10) 6. God gave Samuel a message about what would happen soon to Eli’s family. (3: 11-14) 7. In the morning Samuel had to tell Eli the message. He was afraid but Eli told him not to hide anything. (3: 15-18) 8. Over the years, God continued to speak to Samuel, and he became recognised as a prophet of God. (3: 19-21) 9. <i>Explain that in those days, when they had no Bible, God spoke directly to people He had chosen. Sometimes they were called prophets and their task was to bring the message they had heard to others.</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 – Listening to God.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Samuel was just a boy who did not yet know God when the events in this chapter took place. 2. One night, when he was lying down, Samuel heard a voice calling his name. (3: 1-4) 3. Thinking it was Eli, Samuel got up and ran to him to see what he wanted. Eli said he had not called. (3: 5) 4. This happened three times, before Eli realised that the Lord was calling Samuel, so he told Samuel what to say the next time. (3: 8-9) 5. God called Samuel again and this time Samuel answered him, just as Eli had told him. (3: 10) 6. God gave Samuel a message about what would happen soon to Eli’s family. (3: 11-14) 7. In the morning, Samuel had to tell Eli the message. He was afraid but Eli told him not to hide anything. (3: 15-18) 8. Over the years, God continued to speak to Samuel, and he became recognised as a prophet of God. (3: 19-21) 9. <i>Explain that in those days, when they had no Bible, God spoke directly to people He had chosen. Sometimes they were called prophets and their task was to bring the message they had heard from God to others.</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 – Listening to God.</p> |
| REVIEW IT | <p>Read 2 Timothy 3: 16.</p> <p>Discuss ways that God can speak to us from the Bible as we read it each day.</p> <p>It is important for Christians to read the Bible regularly. Discuss ways to help each other do this.</p> | <p>Read Job 33: 14-18 and Luke 6: 46-49. Discuss why and how God speaks to people today.</p> <p>Explain the importance of the Bible.</p> <p>Why is it important for Christians to study the Bible regularly? In pairs come up with ways to help each other do this.</p> |
| LIVE IT | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Consider the amount of time you currently spend praying and reading the Bible – Is it enough? Could you do more? 2. If you are not sure how to begin reading the Bible for yourself, ask a leader for help. | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Ask yourself if you take enough time to really listen to God and hear what He is saying to you. 2. Make a plan to increase the amount of time you spend praying and reading the Bible. |

| | C6 – LEVEL 3 Lesson 4 – Samuel Topic – Working for God | C6 – LEVEL 4 Study 4 – Samuel Topic – Working for God |
|--------------|---|---|
| | <p>Bible Focus: 1 Samuel 8: 1-9, 9: 1-8, 14-27, 10: 1</p> <p>Key Verse: 1 Samuel 9: 6</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. God directed Samuel to anoint a king over Israel. Samuel played an important part in history because of his relationship with God. 2. Our lives have purpose when we follow God closely. | <p>Bible Focus: 1 Samuel 8: 1-10, 9: 1-27, 10: 1</p> <p>Key Verse: 1 Samuel 9: 6</p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. God directed Samuel to anoint a king over Israel. 2. God directs events for His purposes. Our lives can have great purpose if we follow God closely. |
| INTRODUCE IT | <p>Play a short game of 'Follow the leader'. Select a child to be the 'leader'. They then lead the others around the room, making actions and noises that the others must copy. Play two quick rounds of this, with a different 'leader' each time.</p> <p>Settle children back in their seats and ask them to come up with a list of characteristics that they think a good leader should have. Number them in order of importance and discuss your ideas with the whole group. Alternatively, this can be done in pairs.</p> | <p>In pairs, list 5 characteristics a good leader should have, and then 5 characteristics of a bad leader.</p> <p>Compare answers with the group and discuss.</p> |
| COMPLETE IT | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Sadly, Samuel's sons were no different to Eli's sons, and were not good leaders to take over from Samuel now that he was an old man. (8: 1-3) 2. The people of Israel asked Samuel to appoint a king to rule over them, but Samuel was not very happy. (8: 6) 3. Also, God was displeased because the people had rejected Him as their only king. (8: 6-9) 4. God told Samuel to warn the people what a king would do once he had obtained power. (8: 10-18) But the people refused to listen. 5. Saul, a Benjamite, went out to look for his father's donkeys which were lost. He covered many miles but could not find them. (9: 1-5) 6. Saul's servant suggested that they go to Samuel for help because he was a respected prophet of God. (9: 6) 7. God led Saul to meet Samuel and told Samuel that this was the man He had chosen to be king. Samuel ate with Saul and then he anointed him king. (9: 14-27, 10: 1) 8. <i>Samuel was a great prophet and judge. The secret of his greatness was his close relationship with God. Our lives also can be useful when we allow God to take full control of them.</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 – Working for God.</p> | <p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Sadly, Samuel's sons were no different to Eli's sons, and were not good leaders to take over from Samuel now that he was an old man. (8: 1-3) 2. The people of Israel asked Samuel to appoint a king to rule over them, but Samuel was not very happy. (8: 6) 3. Also, God was displeased because the people had rejected Him as their only king. (8: 6-9) 4. He told Samuel to warn the people what a king would do once he had obtained power. (8: 10-18) But the people refused to listen. 5. Saul, a Benjamite, went out to look for his father's donkeys which were lost. He covered many miles but could not find them. (9: 1-5) 6. Saul's servant suggested that they go to Samuel for help because he was a respected prophet of God. (9: 6) 7. God led Saul to meet Samuel and told Samuel that this was the man He had chosen to be king. Samuel ate with Saul and then he anointed him king. (9: 14-27, 10: 1) 8. <i>Samuel was a great prophet and judge. The secret of his greatness was his close relationship with God. Our lives also can be useful when we allow God to take full control of them.</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 – Working for God.</p> |
| REVIEW IT | <p>Discuss: What have you learned from this lesson about how to develop your relationship with God?</p> <p>Think about the characteristics Samuel had that you admire. Create a poster to display these, using either words or pictures, or a combination of both.</p> | <p>Read Psalms 15. What sort of person does God want us to be?</p> <p>Make a table with two columns. In one column, list all the things this Psalm says we should do; in the second column, list the things the Psalm says we should not do.</p> |
| LIVE IT | <p>How does the lesson challenge us?</p> <p>Ask God to help you develop your relationship with Him and to fulfil His purposes in your life, as He did with Samuel.</p> | <p>How does the lesson challenge us?</p> <ol style="list-style-type: none"> 1. Thank God that He is able to direct events in our lives for His purposes, as He did with Samuel. 2. Ask God to help you be the sort of person He wants you to be to fulfil His purposes in your life. |

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 one's 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 |
|----|------------------|---|
| C1 | Daniel | The strange country |
| | | https://www.freebibleimages.org/illustrations/daniel-food/ |
| | | The fiery furnace |
| | | https://www.freebibleimages.org/illustrations/meshach-shadrach-abednego/ |
| | | The mysterious hand |
| | | https://www.freebibleimages.org/illustrations/daniel-feast/ |
| | | The den of lions |
| | | https://www.freebibleimages.org/illustrations/daniel-lions/ |
| C2 | People Jesus Met | Jesus meets a man in Jericho |
| | | https://www.freebibleimages.org/illustrations/lgr-zacchaeus/ |
| | | https://www.freebibleimages.org/illustrations/gnpi-077-zacchaeus/ |
| | | Jesus meets a woman at the well |
| | | https://www.freebibleimages.org/illustrations/jesus-samaritan-woman/ |
| | | https://www.freebibleimages.org/illustrations/gnpi-018-samaritan-woman/ |
| | | Jesus meets a man at night |
| | | https://www.freebibleimages.org/illustrations/gnpi-017-nicodemus/ |
| | | Jesus meets a blind man |
| | | https://www.freebibleimages.org/illustrations/yo-blind-man/ |

Appendix A - Level 4 Free Bible Images

| | Title | Story Images |
|----|------------------|---|
| C1 | Daniel | Serving God |
| | | https://www.freebibleimages.org/illustrations/daniel-food/ |
| | | https://www.freebibleimages.org/illustrations/daniel-dream/ |
| | | Standing for God |
| | | https://www.freebibleimages.org/illustrations/meshach-shadrach-abednego/ |
| | | Speaking for God |
| | | https://www.freebibleimages.org/illustrations/daniel-feast/ |
| | | Suffering for God |
| | | https://www.freebibleimages.org/illustrations/daniel-lions/ |
| C2 | Sayings of Jesus | About sin |
| | | https://www.freebibleimages.org/illustrations/zacchaeus/ |
| | | About sight |
| | | https://www.freebibleimages.org/illustrations/blind-man/ |
| | | About shepherds |
| | | https://www.freebibleimages.org/illustrations/gnpi-063-good-shepherd/ |
| | | About Salvation |
| | | https://www.freebibleimages.org/illustrations/gnpi-017-nicodemus/ |

Appendix B - Level 3 Free Bible Images

| | Title | Story Images |
|----|-----------------|---|
| C3 | More Miracles | Jesus helps a sick man |
| | | https://www.freebibleimages.org/illustrations/yo-jesus-bethesda/ |
| | | Jesus helps a sad man |
| | | https://www.freebibleimages.org/illustrations/jairus-daughter/ |
| | | Jesus helps a soldier's servant |
| | | https://www.freebibleimages.org/illustrations/yo-jesus-centurion/ |
| C4 | Death of Christ | Jesus helps a hungry crowd |
| | | https://www.freebibleimages.org/illustrations/yo-feeding-5000/ |
| | | The Betrayer's Kiss |
| | | https://www.freebibleimages.org/illustrations/gnpi-089-prayer-garden/ |
| | | The Governor's Choice |
| | | https://www.freebibleimages.org/illustrations/gnpi-093-mocking-jesus/ |
| | | https://www.freebibleimages.org/illustrations/gnpi-094-pilate/ |
| | | The Rich Man's Tomb |
| | | https://www.freebibleimages.org/illustrations/gnpi-099-jesus-burial/ |
| | | https://www.freebibleimages.org/illustrations/gnpi-101-jesus-resurrection/ |
| | | The Stranger's Words |
| | | https://www.freebibleimages.org/illustrations/gnpi-103-appearance-emmaus/ |

Appendix B- Level 4 Free Bible Images

| | Title | Story Images |
|----|------------------|---|
| C3 | The Lord's Power | Healing the sick |
| | | https://www.freebibleimages.org/illustrations/jesus-bethesda/ |
| | | https://www.freebibleimages.org/illustrations/gnpi-029-lame-man/ |
| | | Raising the Dead |
| | | https://www.freebibleimages.org/illustrations/gnpi-045-two-miracles/ |
| | | Helping the needy |
| C4 | Death of Christ | https://www.freebibleimages.org/illustrations/jesus-centurion/ |
| | | Feeding the hungry |
| | | https://www.freebibleimages.org/illustrations/feeding-5000/ |
| | | Tried and Crucified |
| | | https://www.freebibleimages.org/illustrations/jesus-trials/ |
| | | https://www.freebibleimages.org/illustrations/jesus-crucified-dies/ |
| | | Buried and Risen! |
| | | https://www.freebibleimages.org/illustrations/gnpi-099-jesus-burial/ |
| | | https://www.freebibleimages.org/illustrations/jesus-resurrection/ |
| | | Seen and Heard |
| | | https://www.freebibleimages.org/illustrations/disciples-emmaus/ |
| | | Doubted and Believed |
| | | https://www.freebibleimages.org/illustrations/resurrection-appearances/ |

Appendix C - Level 3 Free Bible Images

| | Title | Story Images |
|----|--------|---|
| C5 | Ruth | Wrong Decisions |
| | | https://www.freebibleimages.org/illustrations/ruth-1/ |
| | | The Widows Return |
| | | https://www.freebibleimages.org/illustrations/ruth-1/ |
| | | https://www.freebibleimages.org/illustrations/ruth-2/ |
| | | The Wealthy Relative |
| | | https://www.freebibleimages.org/illustrations/ruth-2/ |
| | | The Will of God |
| | | https://www.freebibleimages.org/illustrations/ruth-3/ |
| C6 | Samuel | Praying to God |
| | | https://www.freebibleimages.org/illustrations/yo-samuel-saul/ |
| | | https://www.freebibleimages.org/illustrations/samuel-born/ |
| | | Growing before God |
| | | https://www.freebibleimages.org/illustrations/samuel-listens/ |
| | | Listening to God |
| | | https://www.freebibleimages.org/illustrations/samuel-listens/ |
| | | Working for God |
| | | https://www.freebibleimages.org/illustrations/samuel-saul/ |

Appendix C - Level 4 Free Bible Images

| | Title | Story Images |
|----|--------|---|
| C5 | Ruth | A family away from God |
| | | https://www.freebibleimages.org/illustrations/ruth-1/ |
| | | Naomi returns to God |
| | | https://www.freebibleimages.org/illustrations/ruth-1/ |
| | | Widows guided by God |
| | | https://www.freebibleimages.org/illustrations/ruth-2/ |
| | | Boaz and Ruth blessed by God |
| | | https://www.freebibleimages.org/illustrations/ruth-3/ |
| C6 | Samuel | Praying to God |
| | | https://www.freebibleimages.org/illustrations/samuel-born/ |
| | | Growing before God |
| | | https://www.freebibleimages.org/illustrations/samuel-listens/ |
| | | Listening to God |
| | | https://www.freebibleimages.org/illustrations/samuel-listens/ |
| | | Working for God |
| | | https://www.freebibleimages.org/illustrations/samuel-saul/ |



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