



Teacher Lesson Plans

Bibletime Levels 0-4

A Series

A9 & A10

Bible Educational Services

Registered Charity UK (CIO 1186004)

BES Mission:

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

BES Vision:

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

GENERAL INFORMATION

What Bible Educational Services does:

Bible Educational Services (BES) publish "Bibletime", "New Life" and "Gleaners" Bible lessons in English and support Postal Bible Schools and similar organisations using BES lessons in the UK and overseas. We do this 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 50 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 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 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 mind. They follow 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, 5-7's, 8-10's, 11-13's, 14-16's. There is a three-year syllabus for each age group. The age groups may vary according to different levels of ability. The Bibletime Resources allow children the opportunity to study the Bible and reflect on its relevance in the lives of people today.

Printed copies of the lessons are available in English from the BES website www.besweb.com or from the BES Office in Enniskillen. They are also available on the website in other languages. BES has documents which may be helpful to you if you are considering partnering with us, which are also available on the website.

BES Contact Addresses

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LESSON PLANS FOR TEACHERS

Teacher Lesson Plans are produced to equip Teachers using Bibletime lessons with suggestions and ideas for classroom study. In this booklet they are designed for use with Levels 0-4.

Each lesson plan follows the same Bible reference as the Bibletime lesson and are designed to be used on a weekly basis. The April lessons are specific to the Easter story and the December lessons are based on the birth of Jesus at Christmas.

Normally the classroom Teacher will work through the monthly A4 lesson each week with the class. They are free to allow time for independent study if this is appropriate. At the end of the month the Teacher will collect the lesson and do the necessary marking, returning the marked lessons as soon as possible to the pupils.

PREPARATION FOR TEACHERS

Teachers should feel free to use their own ideas and initiatives when using the Bibletime lessons, adapting them as appropriate to their particular pupils. These are suggestions which may help in the use of this Resource:

- **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 Lesson Plans 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 you will notice the words 'We are learning that', followed by some learning intentions. The children will hopefully have grasped these points after listening to the Teacher's presentation and completing the Bibletime lesson.
- **Introduce it** - With all lessons, we start where the children are with their own experience of the situation. We have suggested various ways that might be used to introduce the story to enable the children to be interactive in discussing the starting point of the story.
- **Teach It** - We have given the Key Points in the story. Teachers should not have to refer to these when actually teaching the story, but they are a useful guide. Aim to teach it in an interesting and inspiring way! Help the children to understand the main points by grasping their attention - use the appropriate tone and ask questions to test their learning.
- **Show it** - We appreciate that 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. In most lessons we have given the information about pictures from www.freebibleimages.org (FBI) which are downloadable from their website. These direct links to the story / study are available in Appendix A, B or C at the back of the booklet.
- **Learn It** - There is a Key Verse attached to each story. Hearing and learning these verses should enable pupils to increase their knowledge of Biblical vocabulary.
- **Complete It** - In a school situation you 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. Whatever the approach, try to make the lesson enjoyable, and remember to praise the pupils' efforts.
- **Review it** - We have suggested possible quizzes, games, art and drama to assist learning, and as a means of revising the story.
- **Live it-** This section carries the heading 'How does the lesson challenge Christians today?' and also some suggestions of possible group work and individual responses to the challenge of the lesson.

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	1. Starter Lesson - Intro	1. Starter Lesson - Intro	1. Starter Lesson – Intro
SERIES A	<ol style="list-style-type: none"> 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Abraham 6. Abraham 7. Peter 8. Peter 9. Jacob 10. Early Christians 11. Paul 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. Prayer 9. Paul 10. Paul 11. Paul 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Creation & Fall 2. Early developments - Genesis 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. The Christian Life 9. Paul 10. Paul 11. Paul 12. The Christmas Story
SERIES B	<ol style="list-style-type: none"> 1. Early Life of Christ 2. Miracles 3. Bethany 4. The Cross 5. Parables 6. Joseph 7. Joseph 8. People Jesus met 9. Moses 10. Moses 11. Moses 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Joseph 7. Joseph 8. Gospel Writers 9. Moses 10. Moses 11. Moses 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Jacob & his family 7. Joseph 8. Acts 2: 42 - The way ahead 9. Moses 10. Moses 11. The Law 12. The Christmas Story
SERIES C	<ol style="list-style-type: none"> 1. Daniel 2. More Miracles 3. People Jesus met 4. Death of Christ 5. Ruth & Samuel 6. David 7. David 8. Joshua 9. Elijah 10. Elisha 11. Jonah 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Daniel 2. People Jesus met 3. More Miracles 4. Death of Christ 5. Ruth 6. Samuel 7. David 8. Joshua 9. Elijah 10. Elisha 11. Men used by God - OT 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Daniel 2. The sayings of Jesus 3. The Lord's 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

A9 Story 1
“Jacob deceives his brother”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • Being selfish is putting yourself first even if it hurts other people. • Like Jacob, we can be selfish. The Bible says that this is sinning against God. <p>Key Verse: Either Genesis 25: 28 or Philippians 2: 3 Bible Passage: Genesis 25: 19-34</p>
INTRODUCE IT	<ul style="list-style-type: none"> • Do you know of any sets of twins? Are they different or alike in personality and appearance? Do you ever fight with your brothers and sisters? • What does it mean to be selfish? Can you think of a time when someone you know acted selfishly and it hurt you? • This story is about two brothers who didn't get on very well. One of them thought only about himself and cheated his brother.
TEACH IT	<ul style="list-style-type: none"> • Isaac and Rebekah were expecting twins. Before the twins were born, God told Rebekah that her older son would serve her younger son (Genesis 25: 19-23). • When the twins were born it was clear they were going to be very different. The older son, Esau, was very hairy but his brother, Jacob, had smooth skin (Genesis 25: 24-26). They also enjoyed different things - Esau became a very good hunter but Jacob liked to stay at home. Sensitively explain that each parent had a favourite son. Isaac loved Esau, but Rebekah loved Jacob (Genesis 25: 27-28). • One day, Jacob was cooking stew. Esau had been out hunting. Help the pupils to imagine the scene – Esau tired and very hungry, the smell of the delicious stew! Esau had to have some right now! But Jacob was very crafty. Quickly, he said he would only give the stew if Esau would give him his birthright. <i>Explain the birthright. The eldest son in the family usually received the birthright. This meant he would become head of the family when his father died. He would also receive a double portion of his father's wealth.</i> • Esau didn't stop to think; he was so hungry! He allowed himself to be tricked by his brother and sold his birthright for some stew (Genesis 25: 29-34). <i>Discuss the actions of both sons. Was Jacob right to cheat Esau out of his birthright? Should Esau have agreed to sell his valuable birthright for only a bowl of stew?</i> • <i>Do you think that God was pleased with Jacob and Esau?</i> • <i>Sometimes, just like Esau and Jacob we think only about what we want. The Bible says that when we are selfish we are sinning against God. We should treat others the way we would like to be treated.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: www.bibleforchildren.org – Jacob. see FBI links in Appendix A – Jacob deceives his brother.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - Either Genesis 25: 28 or Philippians 2: 3</p>
REMEMBER IT	<ul style="list-style-type: none"> • What were the names of the two boys in the story? • Which son was the older? • Name two ways in which the boys were different. • What was the birthright? • Why do you think Jacob wanted the birthright for himself? • How did Jacob cheat Esau? • What lessons can we learn from this story?

A9 Story 2
“Jacob deceives his Father”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • Rebekah and Jacob wanted to deceive Isaac. • The Bible teaches that cheating and telling lies are wrong in God's eyes. <p>Key Verse: Either Genesis 27: 20 or Psalm 32: 2 Bible Passage: Genesis 27: 1-29</p>
INTRODUCE IT	<ul style="list-style-type: none"> • What does it mean to tell a lie? • In this story Jacob tells lies to his father. His lies hurt his father and brother very much. • Can you think of any other Bible stories where someone has told lies and hurt another person?
TEACH IT	<ul style="list-style-type: none"> • Now Isaac was old and blind. He wanted to bless his oldest son Esau, before he died. He asked Esau to prepare him a special meal (Genesis 27: 1 – 4). <i>Explain that in Biblical times a father would give a blessing to his eldest son before he died.</i> • Rebekah overheard that Isaac was going to bless Esau. She and Jacob devised a plan to trick Isaac into blessing Jacob instead. So, Rebekah cooked a special meal and covered Jacob's arms with goats' skins so that he was hairy, like Esau (Genesis 27: 5 – 17). <i>Sensitively remind the pupils that each parent had a favourite son. Rebekah's favourite son was Jacob and Isaac's was Esau. They each wanted their favourite son to get the blessing. Give an example of favouritism in a home or school context which the pupils will identify with as being unfair!</i> • Jacob brought the special meal to Isaac. He lied to Isaac and pretended to be Esau. Isaac was surprised that Esau had been able to get this delicious meal so quickly (Genesis 27: 18 – 20). <i>Do you think Rebekah and Jacob pleased God? Why/Why not?</i> • Isaac was still suspicious. Was this really Esau? He wanted to be sure, so he asked to feel the hair on Jacob's arms. Yes ... the arms felt like Esau's but the voice was like Jacob's. Isaac was confused. So, Jacob lied again and told his father that he was Esau (Genesis 27: 21 – 24). • Isaac ate the meal that Jacob had brought to him. When he had finished, he blessed Jacob, thinking that he was blessing Esau (Genesis 27: 25 – 29). <i>How do you think Isaac would feel when he realised he had been lied to?</i> • <i>Why do you think the Bible teaches us not to lie?</i> • <i>Consider the example of Jesus.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: www.bibleforchildren.org - Jacob. see FBI links in Appendix A - Jacob deceives his father.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - Either Genesis 27: 20 or Psalm 32: 2</p>
REMEMBER IT	<ul style="list-style-type: none"> • Who was Isaac's favourite son? • Who was Rebekah's favourite son? • What was Isaac going to do to Esau before he died? • Did Rebekah want Esau to get the blessing? Why not? • How did Jacob and Rebekah trick Isaac? • Why did Isaac not know it was actually Jacob? • Do you think that Jacob and Rebekah pleased God in this story? Why not?

A9 Story 3
“Jacob meets God”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • The Bible says that we can trust God because He always keeps His promises. • The Bible says that God cares for us. <p>Key Verse: Either Genesis 28: 16 or Psalm 86: 11 Bible Passage: Genesis 28: 1-22</p>
INTRODUCE IT	<ul style="list-style-type: none"> • Remind the pupils of how Jacob had cheated Esau in the previous story. Esau was very angry and was planning to kill Jacob. It was safer for Jacob to leave home for a while. • Ask the pupils to imagine they are Jacob. How would they feel if they had to leave home like this? • Explain to the children that even though Jacob had done wrong things, God still cared about him and loved him. Our story today tells us how God showed Himself to Jacob.
TEACH IT	<ul style="list-style-type: none"> • Isaac blessed Jacob and gave him instructions to leave home and go to his Uncle Laban’s family in Haran. There, he was to find himself a wife (28: 1–5). • On his journey, Jacob stopped to rest for the night. He used a stone for his pillow. <i>Imagine what this would be like!</i> While he slept, he had a dream about a ladder reaching from earth to Heaven. The angels of God were going up and down it (28: 10–12). • God was standing at the top of the ladder. He told Jacob that He would bless him and give him many descendants. God promised to be with Jacob. One day God would bring Jacob home again (28: 13 – 15). <i>Discuss what a promise is. Do we always keep our promises? Why not? Explain to the pupils that God always keeps his promises. The Bible says He is all-powerful, and He does not lie.</i> • When Jacob woke up he knew that God had been in that place. <i>Explain how Jacob felt afraid at the thought of God having been there with him. Jacob had done lots of wrong things which were not pleasing to God. But God still cared for him!</i> Then he took the stone that he had used for his pillow and poured oil on top of it. He called the name of the place Bethel. Jacob promised that if God would be with him and bring him back to his home, then God would be his God (28: 16–22). Jacob still needed to learn that God always keeps His promises! • <i>The Bible says that we are like Jacob because we have done wrong things. However, God loves and cares for each one of us, just as He loved Jacob. Explain that He sent His Son to die on the cross for us. Trusting in Jesus is the only way to get to Heaven.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: www.bibleforchildren.org- Jacob. see FBI links in Appendix A – Jacob meets God.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - Either Genesis 28: 16 or Psalm 86: 11</p>
REMEMBER IT	<ul style="list-style-type: none"> • Why did Jacob have to leave home? • What did Jacob use as a pillow? • What did Jacob see in his dream? • What did God say to Jacob in the dream? • How did God feel about Jacob even though he had done wrong things in the past? • How do we know God cares for us? • What did Jacob do with the stone? • What does the Bible say is the only way to get to Heaven?

A9 Story 4
“Jacob finds a wife”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • Jacob the cheat, was cheated himself. • The Bible says that we should treat other people the way we want to be treated. <p>Key Verse: Either Genesis 29: 28 or Galatians 6: 7 Bible Passage: Genesis 29: 1-30</p>
INTRODUCE IT	<ul style="list-style-type: none"> • Have you ever gone to stay with family that you’ve never met before? How did it feel? Or maybe tell a relevant incident from your own experience. Remind the pupils that Jacob was going to stay with his Uncle Laban in Haran. • Introduce the new characters in the story; Laban and his daughters, Leah and Rachel. • In this story Jacob discovers what it feels like to be the one being cheated.
TEACH IT	<ul style="list-style-type: none"> • Jacob was on his way to Haran. At the end of his journey he met some shepherds at a well. They knew his Uncle Laban (Genesis 29: 1 – 8). • Rachel, Laban’s daughter, came to the well with her sheep. Jacob helped her to get water for her sheep by rolling the stone away from the top of the well (Genesis 29: 9 – 10). • Jacob told Rachel who he was. She ran home to tell her father and Laban invited Jacob to stay with him (Genesis 29: 11 – 14). <i>Try to imagine some of the conversation they might have had!</i> • Jacob started working for Laban. Jacob had to work seven years for Laban in exchange for Rachel as his wife. He was willing to do this because he loved Rachel (Genesis 29: 15 – 20). • But then Laban tricked Jacob. Instead of giving him Rachel, he gave him Leah for a wife (Genesis 29: 21 – 27). <i>How do you think Jacob felt when he discovered that he had been tricked? Ask the pupils to recall the ways Jacob had tricked others.</i> • Jacob married Rachel too but then he had to work for another seven years (Genesis 29: 29 – 30). It seemed that Laban had got the better of Jacob! • <i>Do you think Jacob might have felt sorry for the times when he had tricked other people?</i> • <i>Some might say Jacob got what he deserved. Discuss what the children think about that.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: www.bibleforchildren.org- Jacob. see FBI links in Appendix A – Jacob finds a wife.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - Either Genesis 29: 28 or Galatians 6: 7</p>
REMEMBER IT	<ul style="list-style-type: none"> • Where did Laban live? • What were the names of Laban’s two daughters? • How did Jacob help Rachel when he arrived in Haran? • Which daughter did Jacob love? • How long did Jacob say he would work for, if he could marry Rachel? • How did Laban trick Jacob?

A10 Story 1
“Stephen dies for Jesus”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • Stephen loved God and also loved his enemies. • Jesus was with Stephen when he was being stoned and was waiting for him in Heaven. <p>Key Verse: 1 John 4: 19 Bible Passage: Acts 6: 8-15, 7: 54-60</p>
INTRODUCE IT	<ul style="list-style-type: none"> • Ask the pupils about times when they have helped others. • How would you feel if you were trying to help someone and they didn't want your help? What if they called you names or even tried to hurt you? • Today's story from the Bible is about a man who helped others. Let's find out how others treated him.
TEACH IT	<ul style="list-style-type: none"> • Stephen loved Jesus. He did miracles that helped people, but some Jewish men did not like him or Jesus. They decided secretly to hurt him and stop him telling people about Jesus dying for them (Acts 6: 8-11). • These men told lies about Stephen and turned the people against him, bringing him to a court to decide what to do with him. They even had witnesses lie about the things that Stephen was saying (Acts 6: 12-15). <i>How would you have felt if you were Stephen?</i> • Even though lies were being told about Stephen and about Jesus, Stephen didn't get angry. People could see that Jesus was with him – in fact his face looked like an angel's (Acts 6: 15). Stephen defended Jesus but this only made the men angrier (Acts 7: 54). Instead of being afraid, Stephen looked up to Heaven and saw Jesus waiting for him there (Acts 7: 55-56). <i>Ask the pupils how Stephen may have felt when he saw Jesus.</i> • The men were now furious at Stephen and refused to listen anymore. They took Stephen outside the city and threw large stones at him to kill him. While they did this, Stephen prayed that Jesus would receive his spirit and forgive the men for what they were doing to him. Then he died (Acts 7: 57-60). • <i>Before Stephen died he asked Jesus to do something for his enemies - why do you think he did this?</i> • <i>What does the Bible say about how we can be forgiven for the bad things we do?</i> <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Stephen dies for Jesus.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - 1 John 4: 19. Explain that Stephen's love for Jesus was shown by the way he was willing to die for Him. Jesus had already shown His love for Stephen by dying on the cross.</p>
REMEMBER IT	<ul style="list-style-type: none"> • Stephen was a helper in the Church. How did he help? • Did everyone like Stephen? Why not? • How did the Jewish men turn people against Stephen? • How did Stephen act when lies were told about him and Jesus? • What did Stephen see when he looked up to Heaven? • What did the men do to Stephen? • What did Stephen pray? • What does the Bible say about how we can be forgiven?

A10 Story 2
“Philip shares the Good News”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • The Bible says that we need to believe in Jesus to have our sins forgiven. • Christians believe that God helps us to understand difficult parts of His Word, the Bible. <p>Key Verse: Acts 8: 35 Bible Passage: Acts 8: 26-40</p>
INTRODUCE IT	<ul style="list-style-type: none"> • Ask the pupils what a desert is like. What does it look like? What would it feel like? If you were asked to go into a desert to speak to a stranger, would you go? • Or can you remember a time when you found something difficult to understand e.g. a book, a Maths problem? Who helped you?
TEACH IT	<ul style="list-style-type: none"> • Philip believed Jesus and preached the Good News about Jesus in towns and cities. One day an angel told him to go on a road that went through the desert. <i>What might Philip have been thinking about this?</i> Explain how Philip saw a chariot coming towards him (Acts 8: 26-28). It turned out to be an important man from Ethiopia who was on his way home - point out on a map where this is. <i>Who do you think the Ethiopian man needed to hear about?</i> • Then the Holy Spirit told Philip to go up to the man. He was reading aloud from Isaiah, a book in the Old Testament. Philip asked if he understood it, but the man was confused! (Acts 8: 29-31). <i>One of the verses was about someone who would be killed like a lamb. Explain that a lamb makes no fuss when it is being taken to be killed.</i> Philip explained that the verses were about Jesus dying on the cross to take away everyone’s sin. <i>Explain that the Bible tells us that Jesus was willing to die.</i> • The Ethiopian man then understood that he had sinned and needed to be forgiven by God. Without delay, he believed that Christ died for him (Acts 8: 32-35). • The Holy Spirit took Philip away to tell others about Jesus (Acts 8: 36-40). • <i>The Bible says that God wants everybody to know that Jesus died on the cross for their sins. Talk about people who help us to understand what the Bible is about e.g. ministers/pastors, Bible teachers. Christians can also ask the Holy Spirit for wisdom and guidance.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Philip shares the Good News.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - Acts 8: 35</p>
REMEMBER IT	<ul style="list-style-type: none"> • Where did the angel tell Philip to go? • Which country was the man from? • Why did Philip go over to him? • What was the reading about? • What did the man do when Philip explained to him about Jesus? • How was he feeling as he travelled home? • Who can Christians ask for help from, to understand the Bible?

A10 Story 3
“Saul and a bright light”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • The Bible teaches that Jesus loves everyone and died for everyone, even people who hate Him. • The Bible says that only Jesus has the power to change our lives. <p>Key Verse: 2 Corinthians 5: 17 Bible Passage: Acts 9: 1-9</p>
INTRODUCE IT	<ul style="list-style-type: none"> • Saul was a Jew who hated Jesus. He hated all the people who followed Jesus so much he wanted to see them killed. Explain how he had been there when Stephen had been stoned (Story 1). • Ask the pupils if they would have liked Saul as their friend? Why / why not?
TEACH IT	<ul style="list-style-type: none"> • One day Saul set out to a city called Damascus to find Christians and have them put in prison (Acts 9: 1-2). <i>Discuss Saul’s feelings and attitudes on the way there.</i> • As he came to Damascus he suddenly saw a bright light all around him and he fell to the ground. <i>Use the words which were spoken to Saul and his reply. Explain how Saul was feeling now (Acts 9: 3-4).</i> • The voice replied that it was Jesus. <i>Explain what Saul now realised – Jesus is the Son of God, He is alive, his thoughts about Jesus had all been wrong! Jesus told him to go into the city of Damascus where he would be told what to do. The men with Saul were amazed as they heard the voice but didn’t see anyone (Acts 9: 5-7).</i> • When Saul got up he was blind and had to be led into the city. For three days he was blind and didn’t eat or drink anything (Acts 9: 8-9). <i>How do you think he felt being blind?</i> • <i>Discuss why Jesus met Saul in this way. Remind the pupils that Saul hated Jesus and His followers. He wanted to see them all killed but Jesus loved him and wanted him to be His follower even though he didn’t deserve to be. Jesus wanted to change his life completely.</i> • <i>The Bible says that we all need Jesus to take away our sin and give us power to live a new life.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Saul and a bright light.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - 2 Corinthians 5: 17, relating it to Saul’s old life. The Bible makes it clear that it is when a person is “in Christ” that his/her life is changed and made new.</p>
REMEMBER IT	<ul style="list-style-type: none"> • Where was Saul going? • Why was he going on this journey? • What did he see? • What did he hear? • What did the voice say? • What did Saul realise when He knew it was Jesus speaking to him? • What did Saul not have for three days? • Who does the Bible say is the only person who can give us power to live a new life?

A10 Story 4
“Saul becomes a changed man”

	<p>We are learning that:</p> <ul style="list-style-type: none"> • The Bible teaches that God wants to help us and sends people to us when we need them. • Christians believe that like Saul, God changes people’s lives today and He can make them useful for Him. <p>Key Verse: Acts 9: 20 Bible Passage: Acts 9: 10-23</p>
INTRODUCE IT	<ul style="list-style-type: none"> • Review the first part of the story of Saul – do you remember what the “old” Saul was like? How would the followers of Jesus who lived in Damascus have felt about the “old” Saul? (frightened ...) • God needed to prepare them so that they were willing to accept the new Saul as one of His family. Let’s find out what happened....
TEACH IT	<ul style="list-style-type: none"> • God spoke to Ananias in a dream and told him to go and find Saul (Acts 9: 10-12). <i>Do you think Ananias would want to go? Why not?</i> • Ananias was afraid that Saul might arrest him or kill him. God told him not to worry as He had chosen Saul for a special job - to tell people about God who had never heard of Him before (Acts 9: 13-16). • Ananias obeyed and went to Saul. He called him brother (<i>now they were brothers in God’s family</i>) and told him that he had been sent by Jesus. He put his hands on Saul’s eyes so that he was able to see again. Saul was also filled with the Holy Spirit. He was baptised and had some food to eat (Acts 9: 17-19a). <i>How would Saul feel about Ananias visiting him?</i> • Soon Saul met the other followers of Jesus in Damascus. Immediately he began to preach about Jesus. <i>Explain the reaction of those who met Saul in Damascus. This wasn’t what they expected Saul to be like!</i> • The Jews who heard about the change in Saul’s life did not like the message he preached so they plotted to kill him. Saul had to escape from Damascus by being let down from the walls in a basket during the night (Acts 9: 19-25). <i>Contrast the change in Saul’s life and circumstances now that he was a believer in Jesus.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Saul becomes a changed man.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse - Acts 9: 20</p>
REMEMBER IT	<ul style="list-style-type: none"> • How did God speak to Ananias? • Why was Ananias afraid to go to Saul? • What was Saul’s new job going to be? • What happened to Saul’s eyes when Ananias put his hands on him? • What other gift did Saul receive when Ananias visited him? • What did Saul begin to do immediately? • Why did Saul have to escape in a basket? • How can our lives completely change like Saul’s did?

Level 3-4	A9 - LEVEL 3 Lesson 1 – The adventures of Paul Topic – The Persecutor	A9 - LEVEL 4 Study 1 – The Apostle Paul Topic – His Conversion
	<p>Bible Focus: <i>Acts 9: 1-19</i></p> <p>Key Verse: <i>2 Corinthians 5: 17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Paul was changed after he met Jesus. 2. The Bible teaches that God still changes lives today. 	<p>Bible Focus: <i>Acts 9: 1-30</i></p> <p>Key Verse: <i>2 Corinthians 5: 17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. The Bible teaches that only God can change lives. 2. The Bible says that being a Christian will be difficult, but that God is always near.
INTRODUCE IT	<p>Introduce Saul as one of the main characters in the New Testament. Explain his link with the death of Stephen (Acts 6: 58). Saul was 'breathing out murderous threats against the Lord's disciples (Acts 9:1). He was determined to persecute Christians until Jesus stops him in his tracks and changes his life. Use the example of a caterpillar changing into a butterfly to introduce the concept of conversion.</p>	<p>Introduce Saul as one of the main characters in the New Testament. Explain his link with the death of Stephen (Acts 6: 58). Think about Saul's character and how in the eyes of the world he was an unlikely choice to carry out God's work. Use the example of a caterpillar changing into a butterfly to introduce the concept of conversion. Explain that there is about to be a dramatic turnaround in Saul's life.</p>
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Explain that Paul is referred to as Saul until much later in the story. 2. Saul was travelling to Damascus to capture Christians and bring them back to Jerusalem. 3. Explain carefully what happened, and what was said when Saul met Jesus. The accounts that Paul gave later may be helpful (Acts 22: 1-13, and 26: 9-18). 4. For three days Saul was blind and did not eat or drink anything. What do you think was going through his mind? 5. Think about the meaning of the word 'conversion'. Saul experienced God's grace (undeserved favour) and was now going to turn his life around/start afresh. Link this with being born again (John 3: 3). 6. Read verse 20 – How do we know that Saul was a changed man? <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 1. Show it: see FBI links in Appendix B – The persecutor</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Explain that Paul is referred to as Saul until much later in the story. 2. Many Christians had fled Jerusalem when persecution began after Stephen's death. Saul was determined to track them down. He may have thought that stamping out Christians in this commercial city would prevent the spread of Christianity to other areas. 3. Explain carefully what happened, and what was said when Saul met Jesus. The accounts that Paul gave later may be helpful (Acts 22: 1-13, and 26: 9-18). 4. The Bible makes it clear that being a Christian is never easy. After Saul's encounter with Jesus he was blind for three days and didn't eat or drink anything. How must he have been feeling? 5. Also consider how Saul was not made 'religious'; he already was religious before his conversion. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 1. Show it: see FBI links in Appendix C – His Conversion.</p>
REVIEW IT	<p>Create a wall display on the theme 'Saul – before and after'. Add words/pictures that describe his character.</p>	<p>Look again at the learning intentions. According to the Bible, why is it only God who can change people's lives? See 2 Corinthians 5: 17 and Ephesians 4: 22-24.</p>
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. What can we learn about obedience from the example of Ananias? 2. Think of ways Christians can be an encouragement to a new Christian. List these and illustrate them on a poster. 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Do some research to see where Christians today are being persecuted. 2. Read 1 Timothy 1: 12-16. How influential can a Christian testimony be in bringing people to God?

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

Level 3-4	A9 - LEVEL 3 Lesson 3 – The adventures of Paul Topic – The Preacher	A9 - LEVEL 4 Study 3 – The Apostle Paul Topic – His Preaching
	<p>Bible Focus: Acts 13: 1-12</p> <p>Key Verse: Acts 13: 12</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The Holy Spirit was working, and the Gospel message was being proclaimed in new places. The Bible teaches that there will be opposition to the Gospel. 	<p>Bible Focus: Acts 13: 13-52</p> <p>Key Verse: Acts 13: 49</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The message about Christ is rooted in the Old Testament; the death and resurrection of Christ was God's plan. The Bible teaches that forgiveness of sins is only through Christ.
INTRODUCE IT	<p>Introduce pupils to the conflict between God and Satan. Trace this back to the Garden of Eden and discuss the story of the Fall. Point out that Satan is still active in today and opposed to the preaching of the Gospel of Jesus.</p>	<p>Ask pupils to think about the importance of forgiveness. Think about everyday situations when they might forgive someone. Consider why the Bible says we need God's forgiveness. Discuss how central Christ is to the Christian message of forgiveness of sins. Explore some false ideas about forgiveness.</p>
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Following the death of Stephen, Christians were scattered over a wide area and some came to Antioch. They spread the Good News about Jesus and many believed and turned to God. Barnabas was sent from Jerusalem to help the new Christians. He realised that this was a big task, so he brought Saul to Antioch and for a whole year they taught large numbers in the Church. Around that time the Holy Spirit told the Church to send Barnabas and Saul away on a new work. They set out for Cyprus where they faced the opposition of a man called Elymas, a sort of magician who tried to prevent one of the leading men, Sergius Paulus, from becoming a Christian. Saul spoke out and Elymas was blinded and Sergius Paulus believed in Jesus. Discuss the importance of the Gospel message in those days and today. Consider why God's judgement fell on Elymas. <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix B – The preacher</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Paul now arrives at another Antioch (Pisidian). In his first message, he gave them a detailed account of Jewish history, culminating in the coming of Jesus, His death, and resurrection. He concluded by saying that "Through Jesus the forgiveness of sins is proclaimed to you." (verse 38) After his first message in the synagogue he was invited to return the following Sabbath. The next Sabbath almost the whole town turned out to hear Paul which made the Jewish leaders very jealous. Paul said that because they had rejected the Word of God, he would now go to the Gentiles as Isaiah 49: 6. Explain why the Jewish leaders wanted Christ to die. Consider why Jesus had to die and how the death and resurrection of Christ was part of God's plan. What does the Bible say about the uniqueness of Christ as Saviour? (see verse 38-39) <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 3.</p> <p>Show it: see FBI links in Appendix C – His preaching</p>
REVIEW IT	<p>Review the lesson by asking a few summary questions. Contrast the response of Elymas with Sergius Paulus to the Gospel message. Consider opposition to the Gospel today. How should Christians respond?</p>	<p>Quiz the pupils on today's study as a means of reviewing the lesson.</p>
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> In many films today the theme of sorcery is common e.g. Harry Potter. Have a classroom discussion about the issues that may arise from films like these for Christians. 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> How does the uniqueness of Christ as Saviour challenge today's culture? Read Ephesians 4: 32. How difficult are Paul's words to put into practice?

Level 3-4

A9 - LEVEL 3
Lesson 4 – The adventures of Paul
Topic – ‘A Divided City’

A9 - LEVEL 4
Study 4 – The Apostle Paul
Topic – His Problems

Bible Focus: *Acts 13: 13-16; 42-52*

Key Verse: *Acts 13: 49*

We are learning that:

1. Christians believe that it is important to listen to God’s Word.
2. The Bible says that the message about Christ is for everyone and brings joy to those who receive it.

Bible Focus: *Acts 14: 1-28*

Key Verse: *Mark 16: 20*

We are learning that:

1. The message of Christ divides people; some reactions to the Christian message are extreme.
2. Paul displayed faithfulness to Christ despite the opposition.

INTRODUCE IT

Ask the pupils why they think the Bible is so important. Ask them to note the number of times the Word of the Lord is mentioned in the Bible Reading for this study.

Introduce pupils to the idea that the Bible centres on the message of Christ which is for all people. Remind them that Christians have come from a wide diversity of cultural backgrounds.

Ask the pupils to define the word ‘faithful’. Ask them to think of examples of routine faithfulness, and people who show faithfulness. Consider why faithfulness is so important.

COMPLETE IT

Present the Bible Story

Discuss and Explain:

1. Paul now arrives at another Antioch (Pisidian), where after his first message in the synagogue he was invited to return the following Sabbath.
2. The next Sabbath almost the whole town turned out to hear Paul which made the Jewish leaders very jealous.
3. Paul said that because they had rejected the Word of God, he would now go to the Gentiles as **Isaiah 49: 6**.
4. Emphasise Paul’s audience (**verses 16, 42, 43 and 48**).
5. Explain why the Gospel was first preached to the Jews (**See Deuteronomy 14: 2, John 4: 22, Acts 13: 46**).
6. Describe how the Word of God spread. (**verse 49**)

Explain the Key Verse and encourage pupils to learn it.

Complete Lesson 4.

Show it: see FBI links in Appendix B – A divided city

Present the Bible Story

Discuss and Explain:

1. When Paul and Barnabas came to Iconium many Jews and Gentiles believed but some Jews stirred up opposition.
2. The city was divided because of the Gospel but some plotted to stone Paul and Barnabas, so they had to flee to Lystra.
3. Here God used Paul to heal a lame man and the result was the people of that city thought that they were gods, and they wanted to offer sacrifices to them.
4. Paul and Barnabas told the crowd that they were trying to bring them away from their worthless idols to the living God. They explained all that God gives to us (**verse 17**).
5. Jews came from Antioch and Iconium and persuaded the crowd to stone Paul and he was dragged out of the city, believed to be dead. However, Paul survived and the next day they went to Derbe. Here a large number became disciples.
6. They then returned to Lystra, Iconium and Antioch to encourage the Christians, possibly risking their lives in the process.
7. Emphasise who the Bible says God is (**verses 15-17**).
8. Consider the importance of perseverance – Just like Paul and Barnabas. Look carefully at **verse 22**.

Explain the Key Verse and encourage pupils to learn it. Complete Study 4.

Show it: see FBI links in Appendix C – His problems

REVIEW IT

Review the main points of the story and consider the Gentile response to the message about Christ in **verses 42 and 48**. How did the Jewish leaders respond? How might Paul have been feeling at this time?

Quiz the pupils on today’s study as a means of reviewing the lesson.

1. What was the purpose of ‘the signs and wonders’ in **verse 3**?
2. Were Paul and Barnabas taking their faithfulness to God too seriously in this passage?

LIVE IT

How does the lesson challenge Christians today? Discuss.

1. In what ways do people respond to the Gospel message today?
2. Study the work of one missionary society and their attempt to bring the message of Christ to other cultures.

How does the lesson challenge Christians today? Discuss.

1. In groups write an acrostic for the word ‘Faithful’ based on Christian lives.
2. Create a wall display that depicts idolatry in today’s society. How does the message of Christ differ?

Level 3-4	A10 - LEVEL 3 Lesson 1 – The adventures of Paul Topic – Suffering for God	A10 - LEVEL 4 Study 1 – The adventures of Paul Topic – Paul in Philippi
	<p>Bible Focus: Acts 14: 1-21</p> <p>Key Verse: 1 Peter 4: 16</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Christians sometimes suffer for their faith. The Bible says not to 'give up' when things are difficult. Christians have faith in the living God who they believe is the Creator who provides for everyone. 	<p>Bible Focus: Acts 16: 9-40</p> <p>Key Verse: Acts 16: 31</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The Bible teaches that it is important to listen to and obey God's leading. The Bible teaches that salvation is for anyone and is through Jesus Christ alone.
INTRODUCE IT	Explore with the pupils why Christians have faith in God as Creator. If appropriate look at some alternative views and ask pupils for their comments.	Why does the Bible say we all need God's salvation? Christians believe that we are saved because of what God has done through Jesus and not by our own works.
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> When Paul and Barnabas came to Iconium many Jews and Gentiles believed but some Jews stirred up opposition. The city was divided because of the Gospel but some had plotted to stone Paul and Barnabas, so they had to flee to Lystra. Here God used Paul to heal a lame man and the result was the people of that city thought that they were gods, and they wanted to offer sacrifices to them. Paul and Barnabas told the crowd that they were trying to bring them from worthless idols to the living God. They explained all that God had given. Jews came from Antioch and Iconium and persuaded the crowd to stone Paul and he was dragged out of the city believed dead. Paul survived and the next day they went to Derbe. Emphasise who the Bible says God is (verses 15-17). Consider the importance of perseverance – Just like Paul and Barnabas. <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix B – Suffering for God.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Paul was clearly guided not to go to other parts of Asia, but he received a vision one night telling him to go to Macedonia (Europe). Describe the events which led to the Gospel going to Europe (verse 9) In Philippi he met a group of women praying by the river. One of them was Lydia. Explain what is meant by God opening Lydia's heart (verse 14). When Paul told an evil spirit to come out of a fortune teller girl, he and Silas ended up in the local prison. There was an earthquake and all the prisoners were free. The jailer was about to take his life, but Paul assured him that nobody had escaped. Explain clearly the question the jailer asked and the answer which Paul gave (Acts 16: 31). Emphasise the centrality of Jesus Christ to salvation. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 1.</p> <p>Show it: see FBI links in Appendix C – The Paul in Philippi</p>
REVIEW IT	Connect the Bible lesson with Exodus 20: 1-6 . Help the pupils to understand the reality of the living God for Christians today. Consider what sort of idols in today's society can come between a Christian and God.	Review the lesson through the following questions: <ol style="list-style-type: none"> Describe the events following the Jailor's conversion. What is the nature of and qualification for baptism in this passage? (verses 15, 31-33)
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Think about the idea of accountability before God and how that should affect a Christian's life. What does verse 15 teach us about 'hero' worship? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Baptism is an outward sign of identification with Christ and the Christian community. Why is it important for a Christian today to be baptised? What effect can this have on those who witness baptism?

Level 3-4	A10 - LEVEL 3 Lesson 2 – The adventures of Paul Topic – A Friend for Life	A10 - LEVEL 4 Study 2 – The adventures of Paul Topic – Paul in Thessalonica and Berea
	<p>Bible Focus: <i>Acts 16: 1-3; 2 Timothy 1: 1-5</i></p> <p>Key Verse: <i>2 Timothy 3: 15</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Christians believe that reading and knowing the Scriptures help us to understand the Good News about Jesus. 2. Christians need friends to help them and pray for them. 	<p>Bible Focus: <i>Acts 17: 1-14</i></p> <p>Key Verse: <i>Acts 17: 11</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Christians believe that Jesus is the Christ, who was prophesied in the Old Testament, and whose death and resurrection were necessary. 2. Christians believe that the Bible is God’s Word; the Christian faith centres around this divinely inspired book.
INTRODUCE IT	<p>Discuss what things most influence our lives for good or bad. Explore with the pupils the importance that Christians place on having Christian influences in their lives. Ask the pupils if they consider anyone as being a Christian influence.</p>	<p>Ask the pupils who they regard as important people and why they think they are important. Explain that the Christian message is about a unique person. Invite them to listen to the message as it is read in Acts 17: 1-14.</p>
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Explain about Timothy’s family. 2. Explain how important Timothy’s grandmother and mother were to his faith. 3. Think about the difficulties families who do not share the same values might face. 4. Consider why Paul believed it was necessary to circumcise Timothy. What similar circumstances today might Christians find themselves in? 5. Timothy then began to travel with Paul and became a great help to him. 6. Look at Paul’s words to Timothy in his letter to him (2 Timothy 1: 3-5). <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix B – A friend for life.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Paul travelled from Philippi to Thessalonica where he preached in the synagogue. 2. Explain the message Paul preached in the synagogue at Thessalonica. Also explain what the title ‘Christ’ means i.e. God’s anointed Saviour. 3. Think about the implications of the message. 4. Consider the following words: “These that have turned the world upside down” (verse 6). 5. Paul and Silas, once again, had to leave quickly by night and then went to Berea. 6. The Jews in Berea were very different from those in Thessalonica and studied the scriptures every day (verses 11-12). 7. However, there was more opposition and Paul had to be escorted to Athens. 8. Compare the opposition that Paul and Silas experienced to the opposition that today’s Christians face to their faith. <p>Explain the Key Verse and encourage pupils to learn it. Complete Study 2.</p> <p>Show it: see FBI links in Appendix C – Paul in Thessalonica and Berea</p>
REVIEW IT	<p>Learn the Key Verse and discuss with the class how the verse summarises today’s lesson.</p>	<p>Read Joshua 1: 8 and compare it with the Key Verse. (Acts 17: 11) What do these verses teach?</p>
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Timothy’s friendship met an important need for Paul. How important is it to have like-minded friends? 2. Timothy was taught Biblical truths from an early age. How did this prepare him for later life? What can Christians learn from his example? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. How important is it to check what preachers / teachers of the Bible say against the Bible itself? 2. How should believing Jesus is King make a difference in the life of a Christian?

Level 3-4	A10 - LEVEL 3 Lesson 3 – The adventures of Paul Topic – Paul in Prison	A10 - LEVEL 4 Study 3 – The adventures of Paul Topic – Paul in Athens and Corinth
	<p>Bible Focus: Acts 16: 16-34</p> <p>Key Verse: Acts 16: 31</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The Bible teaches that salvation is through faith in Jesus Christ. In the Bible, baptism follows conversion. 	<p>Bible Focus: Acts 17: 15-34; 18: 1-18</p> <p>Key Verses: Acts 17: 30-31</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The Bible teaches that repentance is commanded by God. The Bible says that God will judge the world.
INTRODUCE IT	Share with the pupils a story about being rescued. Use the story to explain the meaning of the words: 'saved', 'Saviour', 'salvation'.	Ask pupils for a definition of repentance. Use 1 Thessalonians 1: 9 as a means of explaining the concept of 'repentance'. Emphasise the point that it involves a complete turnaround. Testimonies of people transformed by the Gospel could be used to reinforce the concept.
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Describe the events which led to the Gospel going to Europe (verse 9). In Philippi he met a group of women praying by the river. These included Lydia. Explain what is meant by God opening Lydia's heart (verse 14). When Paul told an evil spirit to come out of a fortune teller girl, he and Silas ended up in the local prison. There was an earthquake and all the prisoners were free. The jailer was about to take his life, but Paul assured him that nobody had escaped. Explain clearly the question the jailer asked and the answer which Paul gave (Acts 16: 31). Emphasise the authority in the name of Jesus (verse 18). Explain that sometimes Christians can be treated unjustly (verse 23). <p>Explain the Key Verse and encourage pupils to learn it. Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix B – Paul in prison</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Paul has arrived in Athens and is wandering around waiting for his colleagues to also come to Athens. He is upset by the number of idols. In the marketplace and in the synagogue, Paul started to preach about Jesus. Paul was taken to a central place where he was asked to explain the new teaching. Paul spoke of the great creator God who made the world, but he also said He is not far from any one of us. He also said that God would judge the world by the man He had appointed whom He had raised from the dead. When they heard of the resurrection most mocked him, but some believed. Paul soon moved on to Corinth. Here he met Aquila and Priscilla who became his helpers. He stayed in Corinth for 18 months and many people became believers. Acts 18: 9 - God gave him the assurance that in Corinth, he would be kept safe. Emphasise what Paul teaches about God in verses 24-31. Think about the nature of judgement. Consider how people reacted to Paul's message in Athens and Corinth. <p>Explain the Key Verses and encourage pupils to learn them. Complete Study 3.</p> <p>Show it: see FBI links in Appendix C – The Paul in Athens and Corinth</p>
REVIEW IT	Create a graffiti board on the story of Paul and Silas in Philippi.	Compare the approach of Paul when preaching in Athens to that of Corinth. Was there any difference in these approaches? Why?
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> What are some of the challenges of publicly identifying with Christ in baptism? How do we react when we are treated unjustly? What characteristics did Paul and Silas display? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> What idols do people worship today in place of God? What is the reaction of people today when they read about God's impending judgement? How should a Christian respond?

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

Appendix A - Level 0 & 1 Free Bible Images

	Title	Story Images	Suggested slides to use or omit
A9	Jacob	Jacob deceives his brother	
		https://www.freebibleimages.org/illustrations/ls-jacob-esau/	(slide 1-3, 6-7)
		Jacob deceives his father	
		https://www.freebibleimages.org/illustrations/ls-jacob-isaac/	(Level 0: slide 4-7)
		https://www.freebibleimages.org/illustrations/ls-jacob-isaac/	(Level 1: slide 1, 3-8)
		Jacob meets God	
		https://www.freebibleimages.org/illustrations/ls-jacob-ladder/	(slide 1-4)
		Jacob finds a wife	
		https://www.freebibleimages.org/illustrations/ls-jacob-ladder/	(Level 0: slide 7-8)
		https://www.freebibleimages.org/illustrations/ls-jacob-ladder/	(Level 1: slide 6-8)
		https://www.freebibleimages.org/illustrations/rg-isaac-wife/	(Jacob and Rachel - slide 22)
A10	Early Christians	Stephen dies for Jesus	
		https://www.freebibleimages.org/illustrations/ls-saul-escapes/	(slide 3-4)
		Philip shares the Good News	
		https://www.freebibleimages.org/illustrations/isc-objects/	(scroll - slide 9)
		https://www.freebibleimages.org/illustrations/philip-ethiopian/	(e.g. slide 1-4, 11)
		Saul and a bright light	
		https://www.freebibleimages.org/illustrations/sb-saul-damascus/	(slide 2-5)
		https://www.freebibleimages.org/illustrations/ls-paul-damascus/	(slide 1, 3-4)
		Saul becomes a changed man	
		https://www.freebibleimages.org/illustrations/sb-saul-damascus/	(slide 7-8, 10, 12)
		https://www.freebibleimages.org/illustrations/ls-paul-damascus/	(slide 7)

Appendix A - Level 2 Free Bible Images

	Title	Story Images	Suggested slides to use or omit
A9	Jacob	Jacob deceives his brother	
		https://www.freebibleimages.org/illustrations/esau-jacob/	(slide 6-12, 14)
		Jacob deceives his father	
		https://www.freebibleimages.org/illustrations/jacob-deceives/	(slide 1-8, 10)
		Jacob meets God	
		https://www.freebibleimages.org/illustrations/jacob-dream/	(slide 1-6, 9)
		https://www.freebibleimages.org/illustrations/isc-objects/	(cross - slide 14)
		Jacob finds a wife	
		https://www.freebibleimages.org/illustrations/jacob-wedding/	(slide 1-12)
A10	Early Christians	Stephen dies for Jesus	
		https://www.freebibleimages.org/illustrations/stephen-martyred/	(slide 8-17)
		Philip shares the Good News	
		https://www.freebibleimages.org/illustrations/philip-ethiopian/	(e.g. slide 1-4, 9-11)
		Saul and a bright light!	
		https://www.freebibleimages.org/illustrations/paul-conversion/	(slide 4-8)
		Saul becomes a changed man	
		https://www.freebibleimages.org/illustrations/paul-conversion/	(slide 11, 13-20)

Appendix B - Level 3 Free Bible Images

	Title	Story Images	Suggested slides to use or omit
A9	The Adventures of Paul	The Persecutor	
		https://www.freebibleimages.org/illustrations/paul-conversion/	(slide 3-14)
		https://www.freebibleimages.org/illustrations/bj-paul-maps/	(map - slide 1, slide 3)
		Problems	
		https://www.freebibleimages.org/illustrations/paul-conversion/	(slide 16-24)
		The Preacher	
		https://www.freebibleimages.org/illustrations/paul-cyprus/	(slide 2, 6-17)
		A Divided City	
		https://www.freebibleimages.org/illustrations/paul-antioch-iconium/	(slide 4, 6-11)
A10	The Adventures of Paul	Suffering for God	
		https://www.freebibleimages.org/illustrations/paul-antioch-iconium/	(slide 11-15)
		https://www.freebibleimages.org/illustrations/paul-lystra-derbe/	(slide 1-8)
		A Friend for Life	
		https://www.freebibleimages.org/illustrations/paul-antioch-philippi/	(slide 7-8, 12)
		https://www.freebibleimages.org/photos/bt-paul-lydia/	(e.g. slide 1)
		Paul in prison	
		https://www.freebibleimages.org/illustrations/paul-silas-prison/	(slide 1-10)
		https://www.freebibleimages.org/illustrations/bj-paul-maps/	(map – slide 3 and 4)
		City of Athens	
		https://www.freebibleimages.org/illustrations/paul-thessalonica-berea/	(slide 6, 8-12)
		https://www.freebibleimages.org/illustrations/paul-athens/	
		https://www.freebibleimages.org/illustrations/athens/	(e.g. slide 3, 10, 12, 14, 16, 17)

Appendix C - Level 4 Free Bible Images

	Title	Story Images	Suggested slides to use or omit
A9	Apostle Paul	His Conversion	
		https://www.freebibleimages.org/illustrations/paul-conversion/	(slide 1-22)
		His Travels	
		https://www.freebibleimages.org/illustrations/paul-cyprus/	(slide 1-7, 9-18)
		https://www.freebibleimages.org/illustrations/bj-paul-maps/	(map – slide 1, 2, 3)
		His Preaching	
		https://www.freebibleimages.org/illustrations/paul-antioch-iconium/	(slide 1-10)
A10	Paul	His Problems	
		https://www.freebibleimages.org/illustrations/paul-antioch-iconium/	(slide 11-15)
		Paul in Philippi	
		https://www.freebibleimages.org/photos/bt-paul-lydia/	(slide 2-12, 15)
		https://www.freebibleimages.org/photos/bt-paul-fortune-teller/	(slide 4, 8-9, 11-14, 16-21)
		https://www.freebibleimages.org/photos/bt-paul-prison/	
		https://www.freebibleimages.org/illustrations/paul-antioch-philippi/	(slide 10-17)
		https://www.freebibleimages.org/illustrations/paul-silas-prison/	
		Paul in Thessalonica and Berea	
		https://www.freebibleimages.org/illustrations/paul-thessalonica-berea/	(slide 1-11)
		Paul in Athens and Corinth	
https://www.freebibleimages.org/illustrations/athens/	(e.g. slide 2, 8, 12, 14, 16, 18)		
https://www.freebibleimages.org/illustrations/paul-athens/			
https://www.freebibleimages.org/illustrations/paul-corinth/	(e.g. slide 1-2, 5-10)		
Paul in Ephesus			
https://www.freebibleimages.org/illustrations/paul-ephesus/			
https://www.freebibleimages.org/illustrations/paul-demetrius-artemis/			



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