TIPS FOR TEACHERS

HOW DO I GET THE MOST OUT OF THIS COURSE?

1. Don’t just read the book with the students

We don’t expect teachers to read through every single word with students in class!

This book has been written in a way that:

   a) Enables it to stand alone if needed.
   b) Provides teachers with structure and a clear framework to approach each chapter from.
   c) As much as possible, does not leave big gaps in the Bible’s story.
   d) Uses headings and Bible references in a way that enables teachers to summarise material where relevant.

We want the book to be a substantial and comprehensive retelling of the Bible’s story but we also want to encourage teachers to use a variety of strategies to bring the content to life.

2. Use our website to find inspiration for class activities and share your own ideas with other teachers

The resources on the website are for your benefit and support. Files are free to download and use. We hope that the notes for each chapter assist your planning and teaching.

While the book is the backbone of the course, we know that an inspirational semester of study needs much more than just a good book.

Keep a lookout for the new teacher notes and activities that are updated throughout the year.

www.biblicalturningpoints.com.au

3. Use the Reading Plan as students’ main homework task

The course is designed around a Bible reading plan to ensure that students come to class having read the relevant passages before the teacher starts the lesson.

It is important to take time at the start of each lesson to talk about the reading and allow your students to ask questions. The aim is not to shame students who haven’t prepared, but to demonstrate the importance of reading the Bible.

The reading plan can be downloaded from our website.

What if students don’t do the reading?

Experience has shown that, if students think the reading is optional, they won’t do it. The challenge is to find the balance between enforcing the set reading and causing students to hate reading the Bible. It can be helpful to ask students who fall behind to meet up with you at recess or lunch so that you can read together. It normally takes only one or two meetings to get them reading regularly. It’s also important to communicate the course reading requirements to parents.
4. Ensure that each student has their own copy of the course book

It’s important that students own their own copy of ‘The Bible: The Big Picture’. They should be able to write in it, highlight what is relevant to them and be encouraged to keep it after the course is completed.

As you plan your assessment, it’s a good idea to include the work students have done in their books as part of their overall assessment. You could include a general workbook mark or select a number of the activities for assessment.

5. No topic should be off limits, as long as students are respectful!

It won’t take long before a student asks about circumcision or you hear teenage boys giggling in the back row as they read Song of Songs! When provocative topics come up, talk about them with your students rather than avoiding them.

Let students know from the start that nothing in the Bible is off limits. This is the course where they can ask their BIG questions about God, the Bible etc., without any fear of being inappropriate or being laughed at for not knowing something. When the course is presented well, there will be times when students are confronted by what they read and challenged about the way they see the world. From the start, create an environment where all questions are welcome. Of course, you can tell your students why you might disagree with a particular viewpoint.

The Bible contains some extremely graphic accounts of human depravity and the day-to-day realities of the human body. We want students to encounter all facets of the Bible as they undertake their study.

You don’t need to have answers to all their questions. Be honest and tell your students when you are not sure of something - and then get back to them.

You can email questions to us if you get stuck at:

admin@biblicalturningpoints.com.au

6. Lesson activities: suit yourself

There are a number of activities that can be tackled in different ways. Some activities can be run as individual exercises, group activities or class presentations. The book has been designed to give you flexibility.

Choose which parts of the material in each chapter you want to use.

Most teachers will not use all the information in each chapter. As you read through the tips for each chapter, you’ll see we suggest showing a DVD or an internet clip or looking for a completely different way to engage students with the focus of that chapter.

7. Mark your journey through the Bible with celebrations of milestones achieved

As with all courses you teach, you will find that students can develop ‘topic drift’ as the term progresses. Plan small celebrations to mark your journey through the Bible.

Encourage students to bring some food to share and spend time talking about what you have learnt so far.
8. Use the visual aid to help students grasp the Bible’s storyline

The visual aid is designed to help students understand the single story that is told through the 66 books of the Bible in a quick, interesting and succinct way.

When used throughout the course to reinforce where the class is up to in the story, the visual aid is a powerful and effective tool for building a scaffold on which students can build their understanding of the Bible.

It allows the teacher to visually demonstrate in a matter of moments what would take many hours to explain. We recommend that each student receive a copy of the small fold-out visual aid for their own reference.

The visual aid is also available in large format. While using a large visual aid is not essential, it adds a dynamic element to class discussion about the Bible’s story and helps teachers answer students’ questions about how the events of the Bible connect together.

The large visual aid can be ordered through our website. We are also happy to speak with you about alternative printing options if you know of a cheaper way of producing them for your classroom.
ASSESSMENT IDEAS

AIM TO KEEP YOUR ASSESSMENT OBJECTIVE

Assessment in Christian Studies classes can be challenging. It is highly likely that some students in your class have never read the Bible before, or come from families that are not Christian.

There is also a tension in Christian Studies/Bible classes with assessment. On the one hand teachers find it hard to find suitable assessment in a class that discusses faith and on the other, students need to be challenged to take the class seriously as they work their way through the Bible’s story. There is also the tension of failing a student who is studying the Bible with you!

For this reason, our strong recommendation is that all assessment activities remain objective. Focus on the student’s knowledge of the Biblical story, not their response to it.

Students should be able to passionately engage with the Bible’s story throughout the course of a semester - perhaps even take great exception to the entire book - and still get a good result because they have learnt the Bible’s story.

This does not mean that students shouldn’t be encouraged to engage with the claims of the Bible. The course finishes by looking at what the Bible says about the future and salvation. These topics are not swept under the carpet. We want students to feel they can be honest and not pretend they believe something they do not!

Assignments need to be carefully worded so that students are encouraged to think at a deep level about the implications of particular parts of the Biblical story and not feel that their ‘faith response’ is being graded.


1. Assessment tasks


2. The Bible reading that is done for homework should contribute to students’ assessment. The form asks students to get their parent/guardian to sign it when completed. Each completed week can form a percentage of the grade.

3. Some teachers like to award a mark for students completing activities in the workbook. It is also possible to use some of the tasks as short assessment pieces.

4. Tests are a great way of ensuring students are learning the Bible’s story. You may want to do a short 10 question quiz at the end of every couple of chapters so the students can track their progress.

5. The Bible overview assignment is one of the highlights of this course. If you do it towards the end of the course it serves as a great reinforcement of what you have been doing with the students.
## 2. Suggested assessment weighting

### Semester 1 Assessment

<table>
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<td>2</td>
<td>Bible events in order assessment</td>
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<td>Prince of Egypt evaluation</td>
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CHAPTER 1
THE BIG PICTURE: HOW WELL DO YOU KNOW THE BIBLE’S STORY?

Big Idea
The 66 books of the Bible tell one epic story.

This chapter is designed to help you introduce the course and the Bible to your students. It begins with a visual overview of the Bible’s story, opportunities for you to find out what they know about the Bible and what their attitude towards the Bible is.

Note: Previously, the student booklet had a list of 30 major events/turning points. The new edition represents these major turning points of the Bible visually on pages 4-9. We have added some additional linking events to fill in the gaps for students who are biblically illiterate. The major events this course focuses on throughout the chapters have not changed from the previous edition.

Discussion questions for the homework reading
There is no homework reading to discuss in the first chapter of the book.

Tips for the chapter

1. Page 10 will help you set the scene for the year ahead. This is a great opportunity to invite the students to come on a journey with you and to reinforce the freedom you are giving them to engage and grapple with the Bible’s story.

2. Pages 12-13 are designed to really focus the students in on the story itself. This is where we want them to recognise how much of the Bible’s story they don’t know.

3. Pages 14-15 are focused more on the books and structure of the Bible. The activities are designed to help students learn how to navigate their way around the 66 books of the Bible.

4. Pages 16-17 should be completed throughout the course. There is a visual reminder on pages 60-61, 82-83, 134-135 and 188-189 to prompt students to return to pages 16-17 at the appropriate time. The only part that should be completed during this chapter is the information about God’s Covenant with Noah.

5. You need to remind students to complete the homework reading for the next chapter.

6. Students need to be given time to fill in the reflection at the end of the chapter.
Bringing it to life

It is essential that at the beginning of the course students are shown that what they are coming to study is not a book of random commandments. In the first lesson or two of the semester we want to show the students in our classes the unity and wonder of the Bible’s storyline.

We provide three ways of helping you do that:

1) Bible overview PowerPoint
One of the most important, yet challenging, parts of ‘The Bible: The Big Picture’ is the need to give students an overview of the Bible’s story. From day one we want students to see that the Bible tells one grand story, a story they are invited to come and take their place in. From the outset we want to bury any notions that the Bible is a collection of random religious stories or that its message is boring.

This Bible overview presentation takes students through the story of the Bible at the start of the course. When you see how long it is don’t panic! A lot of screen shots contain only one line of text. It is best presented by moving quickly through the slides. You may want to allow 1-2 periods to go through it with your class.

It is good to tell students they don't have to remember everything in the overview. You may find that students want to talk about slides as they make connections for the first time or engage with parts of the Bible's story that have not heard before.

The PowerPoint file can be downloaded free from our website.

2) The visual aid
This has been designed to sit on the wall of a classroom or in front of students in the fold out version. The visual aid is a tool to help you show students the unfolding story of the Bible without being verbose.

When it is being used by the teacher throughout the course to constantly reinforce where they are up to in the story it is a powerful and effective tool for building a scaffold that the students can build upon.

The visual aid can be ordered through our website. We are also happy to speak with you about alternative printing options if you know of a cheaper way of producing it for your classroom!

3) The ‘Turning Points Challenge’
This activity has been designed to be a simple but fun tool that can be used at the start of the course to help students learn the order of events in the Bible.

As the course progresses it has the added function of teaching students to tell the story of the Bible. It also has extra layers of complexity to help reinforce where different parts of the story are located in the Bible. The game can be downloaded free from our website.
CHAPTER 2
IN THE BEGINNING: CREATION

Big Idea
The opening chapters of the Bible are the foundation of its story. The Bible’s teaching about God’s creating work should shape the way we understand God, ourselves and the world.

This chapter is designed to show students how foundational the opening two chapters of the Bible are to the Bible’s storyline and the Christian worldview.

Without the foundation of these chapters clearly laid, many themes of scripture lose their potency. In the opening chapters of the Bible the message is unmistakably clear; we are made in God’s image, we are accountable to him and we have been blessed to enjoy the gift of life that he has given.

The chapter does not engage with the Creation-Evolution debate as we believe this is a distraction from the teaching of the first two chapters of the Bible.

Discussion questions for the homework reading
1. What did you notice about the first two chapters of the Bible?
2. What do we learn about God from Genesis 1 & 2?
3. If these were the only passages in the Bible to speak about humans, what impression of humanity would we get?
4. Why does the author bother to tell us that Adam and Eve are naked?

Tips for the chapter
1. Start the lesson by asking the students a question about the homework reading. You want to call on as many students as possible. It’s a great opportunity at the start of the course to let the students know you expect them to engage with the reading when they do it.

2. This is one of the few places in the book where we have printed a large chunk of text for students to use. Use pages 22-25 as a good opportunity to get students engaging with the Bible’s text at the very beginning of the course. The purpose of the task is to help the students see the differences between the first two chapters of Genesis, the benefit of the two perspectives they provide and the unity of their message.

3. The worldview section can be approached in a variety of ways. The important thing is to get students thinking about the huge contribution that the opening two chapters provide to the message of the Bible and our understanding of the world. You may want to run it as a class discussion, a creative activity or even a reflective one.
4. P31-32 deals with a question that you could even start the lesson with. A lot of students want to know why God would put the ‘Tree of the Knowledge of God and Evil’ into creation if he ultimately knew they would eat from it...or even potentially eat from it. P32 deals with that big question of human freedom and our love and worship of God. Think of examples that the students can connect with. For example, how would they feel if someone walked up to them in the school yard and said they were going to get married and they better get used to the idea of loving the other person? On a horizontal level we understand the implications of removing human freedom what about the vertical level?

5. Students need to be given time to fill in the reflection at the end of the chapter.

**Bringing it to life**

In the fantastic discussions you will have about Genesis 1-2 and the Biblical worldview, there is the potential to miss the opportunity to remind students about the wonder of what God has made.

To help focus students on the wonder of God’s creation you could consider one of the following ideas:

1. Show some clips from Louie Giglio’s ‘Indescribable’ presentation.
2. Share pictures of your favourite ‘natural’ places in the world.
3. Show a clip with pictures of creation:
   a. [http://www.youtube.com/watch?v=X-WK9mBeRgg](http://www.youtube.com/watch?v=X-WK9mBeRgg)
   b. [http://www.youtube.com/watch?v=Z2r0DaVwmwg](http://www.youtube.com/watch?v=Z2r0DaVwmwg)
CHAPTER 3
REBELLION IN THE RANKS: THE FALL AND ITS CONSEQUENCES

Big Idea
Humanity’s rebellion against God is the problem of the ages. It also represents the problem in the Bible’s story that God’s work of salvation is the answer to.

In this lesson students are given the opportunity to explore the problem that the Bible teaches the human race has. It is a fundamental chapter for the students to contend with as it leads to their understanding of the solution that the rest of the Bible’s story pursues as it follows God’s work in human history.

Discussion questions for the homework reading

1. Whose fault was it?

2. How does the writer explain who the serpent is? Were you expecting more information?

3. What did God originally command Adam and Eve about the ‘Tree of the Knowledge of Good and Evil’?

4. Romans 1 paints a rather depressing view of the spread of sin, which example of humanities rebellion against God stood out to you the most?

Tips for the chapter

1. The consequences of the fall is the major focus in this chapter. The activities seek to challenge students to consider the problems in our world today and to recognise that they are a result of Adam and Eve’s rebellion against God.

2. The activities in this chapter allow the students to reflect upon the actions and emotions that Adam and Eve experienced in the fall, rather than completing comprehension tasks.

3. Remember that these tasks do not have to be completed in a traditional textbook method. Students could be encouraged to read through the content of this chapter alone, completing questions at their own pace. A class discussion would then allow all students to share their ideas and questions about this topic.

4. The introduction to this chapter, exploring the problems of the world today, could also be taught in a number of ways. News programs, newspaper headlines, a class brainstorm or a collage of images could all be used to immerse the students into the consequences of sin evident in our world today.
5. To help the students personalise the teaching of the chapter use the activities to explore questions such as: Would you be happy for everyone to know all of the things that you have ever thought? When you look at a group photo that you are in where does your eye go first? What makes you angry about the world?

6. If you run overtime on this chapter that is fine. It would be a shame to move on before you felt that you had comprehensively explored this issue with them.

7. Students need to be given time to fill in the reflection at the end of the chapter.

## Bringing it to life

1) Adjustment Bureau clip
   This clip (runs 2:12) from the 2011 movie ‘The Adjustment Bureau’ (PG 13 rating) portrays human free will as being dangerous and needing to be controlled by the ‘Bureau’. Whilst we may think we are in control of our actions, unseen forces in fact control and manipulate everything, and we simply have the illusion of being in control of our fates. [http://www.wingclips.com/movie-clips/the-adjustment-bureau/free-will](http://www.wingclips.com/movie-clips/the-adjustment-bureau/free-will)

   Having viewed the clip, choose 3 points in the room – and identify them as ‘yes’, ‘no’ and ‘unsure’. As you ask these questions, invite students to move to the point which represents their opinion or answer. Also warn them that you may ask them to explain why they chose that answer (ask people to explain their responses as you go through the questions).

   Imagine you are God, and move to the part of the room to indicate your response:

   Giving humanity the power of free will was a mistake (ie: if you agree, move to the ‘yes’ area)
   1. It was a risk giving humanity free will, but it was worth it
   2. I quite enjoy seeing the results of people using their free will
   3. The world would be a much ‘nicer’ place without free will

   Now respond to these statements yourself:
   1. It was unfair of God to put Adam and Eve to the test like he did.
   2. It was risky, but important for God to give his creation free will
   3. Things would be a lot better if he hadn’t given us free will
   4. Free will is a gift from God – and like any gift you need to be careful how you use it
   5. Sometimes I wish I was a robot!

2) Group activity about sin

   This is another activity you may use to explore students’ understanding of sin. Write SIN in large letters on a piece of paper. Place it in the middle of the group or on a whiteboard. Invite students to take a piece of paper and write a synonym for this word (ie: another word they think describes sin). What do they think it means?

   The aim of this exercise is to tap into the idea but recognise the problem and limitations we have with language to describe sin.
CHAPTER 4
A NATION IS BORN: ABRAHAM AND THE PATRIARCHS

Big Idea
God’s promises to Abraham mark a turning point in history and provide us with a framework of what God will do through his descendants. The promises that God makes to Abraham, Isaac and Jacob, are the promises that students will see unfold through the rest of the Bible’s story.

Adam and Eve’s rebellion from God is not the end of the story! This chapter allows students to see how God continues to intervene with his people in the following generations.

It is particularly important in this chapter that students grasp hold of the patriarchal family tree which is the foundation of the nation of Israel and their tribal structure.

Discussion questions for the homework reading
1. Why do you think God chose Abraham? Did you find any evidence in the homework reading?
2. Can you remember what God promised Abraham?
3. Why do you think the Bible includes the story about Abraham lying to Pharaoh about Sarah?
4. Why do you think God made Abraham and Sarah wait for so long before they had Isaac?

Tips for chapter
1. An important event for students to grasp in this chapter is God’s covenant with Abraham. This event will be explored further in future chapters, so take the time to establish a good foundation of the covenant now.
2. Don’t forget to fill in the covenant information on p16-17.
3. This chapter covers a lot of content and so the activities have been designed to be varied and summarise the major events of the stories being studied. These activities can all be done individually, in pairs or small groups. They also provide the opportunity for students to work in a “Think, Pair, Share” style – allowing students to complete tasks initially on their own, then compare ideas with another peer, before sharing answers with the whole class.
4. You may be asked about circumcision during this lesson. Our experience is that if you speak about a baby having the skin on the end of their penis cut off it doesn’t freak students out as much as them imagining it happening to a grown man.
5. Why the genealogies? The ancient Israelite people- like many people today - placed a lot of value on family trees because a lot of their identity was tied up in their history. The genealogies in the Bible can serve a number of roles. Firstly they can be like a ‘fast forward’ button in a story between two important people. They can also show how God keeps his promises; even though things had gone a bit pear shaped with the human race, God was still allowing human beings to multiply and fill the earth. But as he also promised, each person dies sometime, so the responsibility and consequences of sin are still experienced by every generation.

6. Students need to be given time to fill in the reflection at the end of the chapter.

**Bringing it to life**

1) **The family tree:**
When you are looking at the family tree on p57, take some time to explore the honesty of the Bible in telling the story of Abraham. For example:

- Abraham sleeps with Hagar as Sarah suggested. Hagar becomes pregnant and Sarah resents her. You don’t need to be Dr Phil to know that was not going to work out well!

- Jacob flees from Esau, falls in love with Rachel, works for her father for 7 years and then sleeps with the wrong girl on the wedding night. He ends up marrying both sisters and having babies with their maidservants as well.

- Joseph is sold into slavery by his brothers.

The point of the discussion is helping students to realise that even the heroes of the Bible are fallen people that God is working through.

2) **Facebook Abraham**
If you are looking for a way to reinforce the life of Abraham you could ask students in groups to put together a Facebook wall for Abraham.

It could end up looking like this:

1. *Hello FB friends. What’s on my mind you ask? Well, I just want to have a long sleep. I am old after all - if you call 175 ‘old’- and I’ve seen and done a lot in my years. My God has been true and faithful, and I’ve tried to trust him and obey him (I haven’t always gotten it right though). He has truly blessed me in so many ways – and not just in goats! Good night..*

2. *I’m too old to party like this! What an amazing wedding. I’m a happy man and I know Sarah would be so proud of her son Isaac and his beautiful wife Rebekah. May you both continue to love and serve the one true God who has given us life...*

3. *Ok, check your event invitations, because you should all be getting an invite to something BIG! A wedding! Yep - Isaac is getting married to a great girl called Rebekah! She’s beautiful, generous, and she likes camels! God actually chose her for Isaac, so I know she’s the right one for my boy.*

4. *Trying to find a wife for your only son is like trying to find a camel in the desert...at*
night…with no GPS.

5. In case you hadn’t heard- tragic news: my beloved wife Sarah died this morning in her sleep, aged 127. We’ll have a traditional burial ceremony and time of mourning next week.

6. Isaac wanted me to go hunting with him again today. That’s fine when you’re 14 like him…but not when you’re 114 years old like me! So I made him carry me …

7. Hello FB – it’s been a while; I didn’t have any Internet connection in the desert. Here’s a quick update: I’ve got a son! Just like God promised – his name is Isaac. He’s ruggedly handsome – like his mother! A few weeks ago God actually tested me in a strange way, to see how much I trusted him- even to the point of sacrificing Isaac. I guess I showed that I did trust God in all things – even with Isaac’s life. Don’t worry though – Isaac is fine…

8. Can you believe it! Sarah laughed at me when I told her what God promised me!! She thinks she’s too old to have a child…I told her that God had already given our son a name too – ‘Isaac’.

9. What’s on my mind FB?? * takes deep breath* Here’s what: God appeared to me again last night, and gave me some more info on his promise to me – this covenant. In a nutshell – he’s going to give me 3 things: Ancestors, Land and Blessing (PM me if you want more details..) and as a sign of this covenant, all the men in my family from now on are going to be circumcised. (Ok, that’s enough to make your eyes water)...but there’s more! God changed Sarai’s name to Sarah, and she’s going to have a son (not bad for a 90 year old lady huh!)

10. Thanks for your birthday wishes FB friends…I am now a young and fit 99 year old!

11. Talk about intense! Sarai and I met Hagar’s (and mine) baby for the first time today.. Great looking kid I called Ishmael. He’s got my bushy eyebrows already!!

12. Ever get to the point where you think God can’t do what he promised…so you think you’ve got to help him out?? Once again I messed up big time. Epic FAIL! Hagar I’m sorry you got caught up in this!

13. Had the most intense dream last night…God spoke with me, said he was going to give me heaps of descendants – more than the stars in the sky! Ok, ok…I know what you’re thinking-I’m not exactly a spring chicken (actually just turned 85), and Sarai and I don’t have any kids right now – but I’m going to trust Him.

14. May have seen it on the news, but just in case; Lot headed off on his own a few months back, then got into some trouble with some heavies and got caught. I took some of my men down there and we defeated the army, and rescued Lot… Tonight we are worshipping God and saying thankyou to him!!

15. Back from Egypt – got some food, but I messed up big time. Got scared that the Egyptians would take Sarai, so I lied to them rather than trusting God. A lotta people got hurt coz I didn’t trust God.

16. Sorry haven’t been on here for ages. In the middle of a terrible famine! The crops have failed, we’ve got no food left…people are starving to death! Got to head to Egypt to get
some food asap.

17. Getting a few messages from people saying ‘you’re nuts leaving everything behind just ‘coz God told you!!’. Yep – I dunno where we’re going, but I do know I can trust that God knows what he’s doing…I just have to obey him!

18. Quick update to everyone back home: we’re headed to Canaan. Look it up on Google maps people...

19. Riding for days and days on a camel is hard work when you’re 75! Ouch!! Even Lot is complaining – and he’s a ‘lot’ younger than me (get it!! Lol)

20. Just got told by God to pack everything up – and head off into the desert! ‘Going where’ you ask??...God didn’t say, he just said ‘I’ll show you’. Farewell party tomorrow night at our tent. BYO meat for a Barbie.

3. Class activity about faith
   Ask students to call out words that come to mind when they think of ‘faith’. Write the words on a whiteboard/screen for everyone to see. Encourage them to think beyond the ‘typical’ responses they may automatically say.


   Here is an introduction you might use: Lee Strobel is an American investigative journalist, who as an atheist, decided to try and prove that God wasn’t real. In the process of trying to do this, he accumulated so much evidence that proved the existence of God that he became a Christian himself. This is a clip from one of his films –called The Case for Faith - about his journey, and findings.

   Discuss the following questions, either as a class, or in small groups:
   1. The clip suggests that people are born with a sense that things ‘are not quite right’ between us and God. Do you agree with this statement? Explain
   2. What has ‘faith’ got to do with how people respond to this ‘God-shaped hole’?

   Nominate 3 areas of the room as yes, no and unsure, and ask students to move to the area that represents their opinion as you ask each of the following questions:
   1. Does it take more faith to believe in God, or to be an atheist? (move to the area of the room to indicate your opinion: yes, no or unsure) Explain why you think this?
   2. Lee Strobel became a Christian after examining all the ‘evidence’ for Christ, and making a decision based on the facts. Is this faith? Explain (ie: isn’t faith believing in something even when there is seemingly no ‘evidence’?)
   3. If a Christian ever doubts that God is real, is that a lack of faith? (ie: Is faith the absence of doubt/s?)

4. The Big Three Promises

   The summary activity of the Big 3 Promises that God makes to Abraham is on p59. This activity could be further brought to life by using the ‘Bible events in order cards’. As you stand around the events as a class, ask the students to show you on the cards where the promises of LAND, DESCENDANTS and BLESSING are fulfilled.
CHAPTER 5
REDEEMED FROM SLAVERY: THE ROAD TO EGYPT, MOSES, THE PASSOVER AND EXODUS

Big Idea
Salvation comes to God’s people before the Law.

God has not forgotten the promises he made to the patriarchs. Moses’ leadership of the people out of Egypt is the focus for this chapter. God intervenes in the lives of his people to rescue them from the oppressive rule of Pharaoh and provides a leader to guide them into their land of promise. This chapter seeks to give a summary of the events in this period of time and allow students to explore the type of man that Moses was.

Tips for chapter

1. You will see below that we suggest making this chapter a little different for your students. It has been designed to use as a film study/review. It could be a good opportunity to celebrate a mini milestone with them and reflect back on what you have seen so far in the Bible’s story.

2. You may choose to use the activity on pages 70-75 as an assessment piece.

3. The growth in the nation of Israel is a helpful focus at this point in the Bible’s storyline. Students should see that much of what God promised to Abraham is starting to be fulfilled in the life of this nation.

4. The Passover event in this chapter provides a model of how God redeems his people. After highlighting this event it is important that students see the connections with Jesus’ own celebration of the Passover on the night that he was betrayed.

5. Students need to be given time to fill in the reflection at the end of the chapter.
Discussion questions for the homework reading

1. Why do you think God waited so long before rescuing the Israelites?

2. Is it ever ok to lie? Does the writer of Exodus praise or condemn the Hebrew midwives for the lie they told to Pharaoh?

3. What evidence is there in Exodus 1-4 about how much Moses actually knew about his Hebrew identity?

4. What did Moses learn about God and himself during his time away from Egypt?

5. Why didn’t Moses want to go back to Egypt?

Bringing it to life

Film study
The content of this chapter has been designed to be explored as a film study. By this point in the course you may want to have a break with your students and watch “The Prince of Egypt” animation or the classic “10 Commandments” film.

The idea is that students follow the ‘9 Scenes that tell the story’ on pages 70-75 as they watch the film. There are instructions on page 69 that will help you set up the activity with your students.
CHAPTER 6
LAYING DOWN THE LAW: GOD’S COVENANT WITH ISRAEL

Big Idea
God’s covenant with Israel at Mt Sinai was made for Israel’s immediate benefit and was a deliberate and calculated way of God preparing the world for Christ.

This chapter begins with the making of the covenant at Mount Sinai. It then goes on to explore in some detail the Ten Commandments and the Law. Students are challenged to reflect upon the laws that were given to the Israelites and see their value for life at that time, and for our society today. A key truth in this chapter and the next is the idea that the Israelites were a unique people because God had chosen to dwell with them. They were called to be a holy nation because God was in their midst. Understanding this truth is foundational to understanding the need for the law, the priesthood, and the sacrificial system.

It is also important that students see the place of the law in the sweep of the Biblical story.

Discussion questions for the homework reading
Have you ever felt that Christianity was about keeping God’s rules? Why did Israel need to know how God wanted them to live?

How did God invite Israel to enter into the covenant with him at Sinai? What positive things does this demonstrate about God’s relationship with his people?

What did you notice about the Ten Commandments? Of all the things God could have told them to do, why did he start with these?

How do you think Israel is going to go at keeping God’s commandments?

Tips for Chapter
1. Don’t forget to fill in the covenant information on p16-17.

2. This chapter contains a lot of information that is vital to students’ understanding of the Bible. This is one chapter that could easily be expanded into more lessons than normally allocated per chapter if needed.

3. We want students to see the importance of the Law (activity on p81) but also the reality that no one in the Bible ever earns the love of God by rule keeping.

4. P82-83 should help you articulate the relational way that God made this covenant. Moses went between God and Israel as the details of the covenant were being agreed to.
5. P87 will prove to the students that even though the Law is necessary and has an immediate benefit for the nation, it is not enough to solve the problem of the human heart. P88-90 will help you show that the Law leads us to that solution, Jesus Christ.

6. Students need to be given time to fill in the reflection at the end of the chapter.

Teacher Notes on Old Testament Law

History
It would be a mistake to only see the OT law through the lens of our own law today. Some significant differences that need to be understood include: the integration of life, law and faith in the OT worldview; the OT law included moral, ritual/ ceremonial, civil, and family components whereas our contemporary understanding of law mainly relates to civil or criminal. Our reading of the OT law today must understand that it is a product of its times as well as being a critique of its times. The OT law valued people, valued relationships, and most of all valued God.

The OT law encompasses a framework of justice and community living. The law was birthed in a community in transition. The law affected the ‘identity’ of the people of Israel. It was an ‘ideal’ way of relating to God, to one another and to the world.

Going back to the title – laying down the law. This is easier than living out the law which is what we really see unfold as we engage with the rest of the OT – the struggle to live out the ideal; and the need for the New Covenant with the failure of the law.

People can respond in different ways to law – for some it was binding and something to get around, for others it brought life and liberty. See Psalm 119 – this was not a person struggling with the law and may give us a very different perspective about how the people of Israel saw the law themselves.

Perhaps a better way of understanding the OT law would be in the context of an ‘ethical framework’. This ethical framework is theological at heart –i.e.: about a relationship with God. The law given at Sinai includes the following main themes: the place of land, justice, and the social and economic life of the people of Israel.
Bringing it to life

1) Activity
Construct your own ‘10 commandments’ (P81).

Aim: Students will gain an appreciation for the significance of the law and its maintenance. Students will understand that laws are made in a context and a community, and that the law of the Israelites was intensely theological.

Tools: At the most basic, students will only need to be in groups, using paper and pens to write down their laws. You may wish to put out some visual clues to the covenant to give them an idea of covenant, such as a copy of the constitution, law books, a marriage certificate.

This may be conducted on a small or large level – dependant on size of group and time limits.

Task Details: [Read] You are survivors of a shipwreck. You have landed on a desert island and are participating in constructing a new society (no rescue!) You and your group (can be two or more) have been designated to form a working group that will put together a framework of law and governance for your people.

Form small groups and determine together your key commandments (can be 5 or 10 – whatever time allows). The group is to consider the following:

List the commandments
1. How are they to be enshrined/ recorded/ displayed/ communicated? ie: How will your people know, remember and be able to practice their new law?

2. What is the basic underlying ethic of the commandments the group has come up with? - Love, equality, justice, money, right to law, democracy, freedom etc.

After the group has come up with the commandments, they are to feed them back to the rest of the class and discuss. Draw out anything unique, any similar themes.

Questions to provoke thought and discussion?
1. What commandments are particularly limited by our era?
2. What commandments are social?
3. How many of the commandments that the group came up with are based on the society you already live in? How much would you reject this law basis if you lived in a more repressive regime?
4. How much of our law today is based on the law of the OT? Out of the laws that you have constructed, how many are found within the 10 Commandments?
5. What difficulties did you encounter?
6. What aspects of your law are you the most proud of; confident will be adhered to; doubtful about?

General discussion on Law

What are the limits of the laws? (eg: many people find with this activity that boiling down a whole social system to a small set of laws is impossible.)
**Lawlessness:**

1. What would a society without law look like?
2. Think about the law that upholds our way of life – what are the underlying principles behind our own law? (innocent until proven guilty, right to a fair trial, unbiased judges, juries)
3. Law and governance – how is the law is upheld? (police/ lawyers/ politicians/ local councils/ AFP)
4. Layers of law – criminal, civil.
5. Is humanity inclined to chaos or order? (Lord of the Flies vs Treasure Island).

**Torah**

The Hebrew word for law is *Torah* – meaning *guidance*.

1. Use some metaphors (or images perhaps) that help young people understand the concept of law in the OT. Think of the law like a torch in the darkness – what does this do? It shines a light. Or a pathway – it guides a way.

2. What do we lose by using a word like guidance when referring to OT law today? (obedience aspect, seriousness of the law, consequences of not following law).

What do we gain? Understanding it is about a relationship and an ethic not legalistic following of irrelevant rules – in fact this was one of the major objections of the prophets – the external following of particular laws without taking on the whole of the ethic of the law.
CHAPTER 7
THE GOD WHO DWELLS AMONG US: THE TABERNACLE AND SACRIFICIAL SYSTEM

Big Idea
The God of Israel promised to dwell among his people. At the time the Tabernacle was built there were limitations to the access Israelites had into the presence of God. Despite these limitations, worship for ancient Israel was active and the Israelites were challenged to keep God at the very centre of everyday life. The Tabernacle demonstrated how God would allow fallen humans back into his presence. Throughout the Bible, the theme of God dwelling with his people ultimately leads us to the New Creation.

Discussion questions for the homework reading
1. What were your first impressions of the Tabernacle and the worship system God gave to Israel?

2. How is the Tabernacle linked to Adam and Eve being kicked out of Eden?

3. Why is there so much detail in the Bible about how God wanted the Tabernacle built?

4. Why do you think God was so strict, banning people from entering the Most Holy Place whenever it suited them?

Tips for chapter
1. There are a lot of animations of the Tabernacle on the internet. You may find it helpful to show one during this session.

2. The exercise on P94-95 is not trying to say that any of the places in the pictures are sacred in the sense that the Most Holy Place was. The purpose of the activity is to get students thinking about places that people today put a high value on. As the chapter finishes by showing that followers of Christ are temples of the Holy Spirit there should be some good opportunities to explore the development of this theme in the Bible.

3. There is a lot of room for drama in this chapter. You might even want to get students to act out the process of laying hands on the head of an animal who is going to represent them in the sacrifice being made. We really want students to recognise how active worship in ancient Israel was.

4. Students need to be given time to fill in the reflection at the end of the chapter.
Bringing it to life

1) Don’t forget the Psalms!
Take some time to flick through the Psalms together. In particular, have a look at Psalms 23, 84, 92, 100 and 139. What do they tell you about Old Testament worship?

2) Set your room up like the Tabernacle
To get people into the mindset of the physicality of the worship of the Israelites, get them to think of the layout of older churches and what these may or may not say about God, holiness, and humanity. Contrast with more contemporary buildings and what these may say about our views towards God, holiness and humanity. Why may this have changed? What do other religious structures tell us about views towards their god or spirituality?

The room can be set up in a small way to physically depict the original tabernacle / temple. Main sections – a place to bring sacrifice, a place to pray, a place for the presence of God in the room’s centre (holy of holies). In fact, the whole chapter could be taught physically in this way. Use the image of the tabernacle later in the chapter as a reference point and make little signs for each section so people know where they are.

3) Cleansing Ritual

Aim: To physically engage students in a process of something being designated as clean/unclean/holy/common. This activity will take each person through the classifications given to objects/people in the OT, and how they can move through the different categories. It also seeks to teach what was understood about the process of becoming holy. Leviticus outlines the process and categories. The role of the priest was to know the law, know the difference between holy, common, clean and unclean and to inform the people about these.

Theme: Holiness. God is holy. God calls his people to be holy.

Background information:
Description of holiness: a key aspect of God’s character. Holiness is the major theme of the book of Leviticus. From Hebrew word qadosh it means ‘sacred’ or ‘set apart for a special purpose’. Holiness in Leviticus is expressed in daily living via consecration and separation. As Christopher J. H. Wright comments:
We are inclined to think of ‘holiness’ as a matter of personal piety or, in Old Testament terms, of ritual cleanliness, proper sacrifices, clean and unclean foods, and the like. Certainly the rest of Leviticus 19 includes some of these dimensions of Israel’s religious life. But the bulk of the chapter shows us that the kind of holiness that reflects God’s own holiness is thoroughly practical. It includes generosity to the poor at harvest time, justice for workers, integrity in judicial processes, considerate behaviour to other people (especially the disabled), equality before the law for immigrants, honest trading and other very ‘earthly’ social matters, And all through the chapters runs the refrain “I am the LORD”, as if to say “Your quality of life must reflect the very heart of my character, this is what I require of you because this is what reflects me. This is what I myself would do.” ‘Holiness’ is biblical ‘shorthand’ for the very essence of God. Holiness has been called ‘the Godness of God.’

We have these twin features going on in the law – God dwelling with the people (tabernacle) and being separated from his people (due to his holiness).

The following is a summary from Hill and Walton *A survey of the Old Testament* 2nd ed. Grand Rapids: Zondervan, 2000. Chapter 4:

1. Everything in life was either **holy** or **common**.
2. Common things were clean or unclean. The normal state was cleanness.
3. Clean things could become holy through a process of sanctification or unclean through pollution.
4. Holy things could become profaned and become common or even unclean. Unclean things could be cleansed and then consecrated or sanctified to be made holy.
5. This included food, behaviour, animals, objects, health, time (festivals, Sabbath),

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The following is an adaptation of the Cycle of Sanctification in Hill and Walton

3
Holy  Clean  Unclean

<table>
<thead>
<tr>
<th>Holy</th>
<th>Clean</th>
<th>Unclean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consecrated tabernacle / temple</td>
<td>Animal with split hoof completely divided and chews cud Lev 11</td>
<td>Camel Lev 11</td>
</tr>
<tr>
<td></td>
<td>Fish with fins and scales</td>
<td>Pork, crustaceans,</td>
</tr>
<tr>
<td>Consecrated priest</td>
<td>Person with skin condition where the skin has turned white (Lev 13)</td>
<td>Woman gives birth to a son – 7 days ceremonially unclean, must wait for 33 days to be purified (Lev 12)</td>
</tr>
<tr>
<td>Sabbath</td>
<td>Plastered mildew free house</td>
<td>Woman who gives birth to a daughter – 2 weeks ceremonially unclean 66 days before purification (Lev 12)</td>
</tr>
<tr>
<td>Israel</td>
<td>Person who has been cleansed from bodily discharge for seven days</td>
<td>Person who has been examined by priest and found to have infectious skin disease, Lev 13</td>
</tr>
<tr>
<td>People who are consecrated</td>
<td>Birds</td>
<td>Cloth affected with mildew (Lev 14)</td>
</tr>
<tr>
<td></td>
<td>Baldness</td>
<td>Person with bodily discharge (Lev 15)</td>
</tr>
<tr>
<td></td>
<td>Lamb</td>
<td>Bed where person with bodily discharge has laid</td>
</tr>
<tr>
<td></td>
<td>Beef</td>
<td>Person who sat on object where person who had bodily discharge sat</td>
</tr>
<tr>
<td></td>
<td>Chicken</td>
<td>Pot touched by person who had bodily discharge</td>
</tr>
<tr>
<td></td>
<td>Sacrifice without defect</td>
<td>Anyone who has had sexual relationships until evening</td>
</tr>
<tr>
<td></td>
<td>Person on day of atonement</td>
<td>Menstruating woman (Lev 15)</td>
</tr>
<tr>
<td></td>
<td>Birds of prey</td>
<td>Dead things</td>
</tr>
</tbody>
</table>

Activity:
Set up a space that labels sections of the room as **HOLY** and **COMMON**. In the common section, make part of it (closest to the holy section) **clean**, and part (furtherest away from holy) **unclean**. Note that in some ways this depicts the camp layout with the Tabernacle in the middle, the Holy of holies in the centre of the Tabernacle and the inner and outer camps, and outside the camp.

Each person is designated a category (above chart – this may be copied and cut out or just told to each individual). They may be a person, an object, an animal, or a thing. They need to wear the tag in some way.

They then need to note whether they are **clean, unclean, Holy, or common** based on which category they fulfil.

Where do they belong in the camp? Each person is to move to that section and describe who they are and why they are in that section of the room.

The teacher is then to take a few examples to show the movement through the process of sanctification or becoming profane.

Incidents occur that affect that state, for example if you are designated as a woman who has just had a baby boy what does this mean (unclean). What do you do? Sacrifice, separation, rituals, time. After that has been fulfilled, what do you move towards? (Clean). Or perhaps you are a lamb without blemish (clean) but used for sacrifice by consecration (holy). Or perhaps the temple (holy) is defiled by releasing something unclean (pig) into the courts (thus becomes unclean). How is it made holy again? (ritual, sacrifice, consecration).

**For further reading on classifications of objects, people, things etc. participants can see examples:**

1. Lev 7:22-27 – not eating fat of animals
2. Lev 8 consecration of priests
3. Lev 11 Clean and unclean food
4. Lev 12 Purification after childbirth
5. Lev 13 unclean skin diseases and moulds and what to do about them
6. Lev 15 physical conditions that lead to uncleanness

Use these passages as discussion starters about the categories of clean and unclean.

**Note that:**

The people of Israel as a whole are considered ‘separate’ from other nations, servants of God for his holy purposes.


Ways to access God – sacrifice, prayer, repentance, contrition.

New Covenant – Rom 5:6-14 – redemptive work of Christ washes (cleanses) and sanctifies (makes holy) the repentant sinner (1 Cor 6:9-11).

Place of the holy calendar and festivals—holiness in time, God as the provider,

Even the land could be sanctified. The whole of life was lived out in the presence of God. God’s presence in the camp – generally and localised in the tabernacle.

Cleanliness is the normal state of most things. Some sins pollute not just those who sinned but the land as well, eg: some sexual sins. (Lv 18) and idolatry (Lv 18) and murder (Num 35:33-34). Only death of the sinner cleanses of the sin.

Anything moving towards death is considered unclean (thus the laws on bodily fluid loss, infections, murder).

Uncleanness meant removal from the camp, which basically meant social as well as spiritual
There was also a spectrum of holiness. The closer proximity to God, the holier. For example, the layout of the camp with the holy of holies in the centre.

**Possible Reasons for the clean / unclean laws:**
cultic reasons – the pagan’s sacrificing animals by category
health reasons – kept the people healthy
symbolic
arbitrary – Israel chosen not because of cleanliness but because of uncleanness. God’s work, not theirs, to be clean amongst the nations.

**Reasons for food laws** – a particular view of life and death, others seem to be more about obedience or promotion of health, or differentiation between pagan nation’s treatment of foods, animals. Overall the system seems to reflect the human system of clean, unclean and holy. Also symbolic of the separation of the people of Israel in contrast to the other nations.

**Prophetic view of uncleanness:** The prophets focus on the worst types of uncleanness due to human sin, and unfaithfulness to the Lord. For example Is 6:3-5. Hosea 6:7-10 uncleanness associated with murder and infidelity to covenant. Is 30:22/ Jer 2:7; 7:30 uncleanness due to idolatry – affects the land and the sanctuary. Ezekiel in particular focuses on this issue of uncleanness – due to moral and spiritual apostasy. (see Ez 22:3-4, 11, 27; 33:25-26; 36:17-18). Overall the prophets began to focus more on the internal, the heart and challenge notions of external piety that have no internal effect. (See Amos 5:21-24 false worship).

**NT perspective:**
Gospels – Jesus begins to challenge some notions of what is considered clean and unclean and his focus is mostly about sins that relate to grave uncleanness: idolatry, sexual immorality and murder (Mk 7:16, 21-22). There is reference to demons as unclean spirits.
Again, like the prophets Jesus focuses on the internal over external. Jesus also heals people of natural forms of uncleanness (such as the woman with bleeding in Luke 8:43-48). We know that generally he kept the Levitical purity laws. Mt 15:16-17, Mt 15:21-28

**Early Church**
The food laws and many rituals and sacrifices are increasingly abandoned by the early church (see Peter and Cornelius – Acts 10-11:18). The concept of cleanness and uncleanness is challenged, with the atonement seen through the lens of Jesus becoming the ultimate sacrifice,
Discussion:

1. What do we consider ‘unclean’ in our society? What are the written laws on this?

2. What are the cultural unwritten laws? (Think of the sneer of the nose, when does this occur in our society? Usually surrounds issues of hygiene, smells, bodily emissions, and inappropriate actions). We have probably moved beyond ideas of holiness around these things.

3. What about appropriate / inappropriate foods? Where may you have encountered different views on this in different cultures? Are they just about ‘taste’ or are there reasons (ie: holiness of cows in India; monkey brains in some cultures ok but in others too close to humans; cockroaches and spiders eaten in other cultures).

4. Where have some of the ideas of the Holy of Holies or the Tabernacle/Temple been reproduced?
CHAPTER 8
THE PROMISED LAND: JOSHUA AND JUDGES

Big Idea

God is faithful to his people and his promises even when his people are not.

This chapter takes up the chronological story of the Bible by detailing the events of the Israelites in the wilderness and the leadership of Joshua and the judges. It is our aim that students examine the gracious promises of God in the covenant, in comparison with the reality of how the people responded to their circumstances.

Of particular significance is the failure of the redeemed Israelites to enter the land on their first attempt. It is important that students see how the Bible does not hide the anticlimaxes in Israel’s story which ultimately point to God’s patience, grace and mercy and human brokenness.

There is more than one anticlimax in the chapter. Israel’s failure to dislodge the Canaanites after entering the land sets up the issue of idolatry that will dog the nation until the end of the Old Testament.

Discussion questions for the homework reading

1. Why did it take so long for the Israelites to get to the Promised Land?

2. What did God promise Joshua after Moses died and why was it so significant?

3. God asked Joshua and the Israelites to drive out the Canaanites who were living in the Promised Land. Why do you think he did that?

4. Rahab was a prostitute from a city that God was planning to destroy. What is it about her that ultimately saves her life?
**Tips for chapter**

1. There are so many good narratives to explore in this chapter. Choose what you will spend most of your time on but try to include as much of the material as you can.

2. P110-112 explores the terrible response the Israelites gave when the spies returned from their 40-day mission. We want the students to feel the anticlimax of the 40 years of wandering in the desert.

3. P114-115 explores a hot potato in the Bible. Normally the questions sound something like: “How could a God of love order the Israelites to show no mercy to the Canaanites?” The answer which the students are challenged to find in the activity is that the Canaanites were not morally neutral. Their actions angered God and he eventually passed judgement on them. It’s really important here that students understand that followers of Christ are not like ancient Israel. We are not a nation and we are never called as a people of faith to take up arms to protect our faith or expand it.

4. P116-117 will help students to see that even though God asked for the Canaanites to be driven out of the Promised Land, there are examples in the Old Testament of Gentiles being shown mercy by God and joining the Israelite nation. Moreover, two of them are in Jesus’ family tree!

5. P118-119 helps to make sense of so much of Israel’s turmoil during the middle and latter parts of the Old Testament. They failed to complete the mission they were given and consequently struggled with idolatry and compromise for centuries after entering the Promised Land. This is picked up on the final page of the chapter that looks at how the book of Judges ends. “In those days Israel had no king; everyone did as they saw fit”. We know from the Bible that they are about to get a King. The first will be one like the other nations, the second, David, will be a man after God’s heart.

6. Students need to be given time to fill in the reflection at the end of the chapter.

**Bringing it to life**

There are lots of opportunities to expand the activities in this chapter. You could:

1. Act out some of the scenes from the book of Numbers that records the 40 years of desert wandering.
2. Have a debate about the command to drive out the Canaanites.
3. Character study of Ruth or Rahab.
4. Allocate a Judge to individuals or pairs and ask them to investigate them and make a poster about their life.
CHAPTER 9
A BINDING RESOLUTION: KINGSHIP AND DAVID

Big Idea

Kingship and God’s Covenant with David lead us to the ultimate King, Jesus Christ.

In this chapter, the next phase of leadership of the people of Israel is explored. Students are encouraged to reflect upon the way that God has led the people in the past and compare his leadership with the human kings. The graciousness of God’s promises are again reinforced by examining the details of the Davidic covenant and its fulfilment in future events.

The development of kingship in Israel’s story also points forward to the future king that is on the horizon and becoming clearer in the Biblical story. The best of human kings are fundamentally flawed and Israel will soon be looking for something better!

Of particular interest is the idolatry of Solomon that leads to the division of Israel. The point can be made in the lesson with the students that if he can’t make it...who can?

This chapter is merely an overview of what could be a very detailed investigation into the lives of some famous Bible characters. If you would like to teach this period of the Bible story in more detail, have a look at the “Biblical Turning Points Course: The Kings and Prophets of Israel.”

Discussion questions for the homework reading

1. Why did the people of Israel want a King and what do you think about their reason?

2. How did Samuel react to their request?

3. How did God react?

4. It took David two attempts to get the Ark into the city of Jerusalem. What went wrong the first time?

5. What do we learn about David from the way he acted when the Ark did finally make it to Jerusalem?

6. What did God promise David in the Covenant?
**Tips for chapter**

1. Don’t forget to fill in the covenant information on p16-17.

2. Pages 126-127 have been designed to help you with this chapter and the next. You can imagine that students will find this part of the Bible hard to grasp unless they get a feel for how it fits together. Use the 8 boxes along the top line of the chart to focus the students on the big events they need to grasp hold of. It would be good to reference back to the chart a number of times as you work through this chapter and the next.

3. Pages 130-131 challenge the students to explore the instructions about Kingship that were given by God and the cost the King would be upon the nation. It’s a good opportunity to remind the students about what type of nation Israel was. This will also reinforce the role of the prophet in holding Israel’s king and the nation to account.

4. We decided to only include 1 page summaries of Saul, David and Solomon. If you have time you may wish to expand upon this. Take some time to explore the Psalms and wisdom literature as well.

5. The major focus for this chapter has to be God’s covenant with David. We want students to see how the Bible starts to speak very specifically speak about future king. God’s covenant with David sets this up. In the next chapter we will look at the great expectations the Old Testament raises about a future David.

6. The chapter ends by exploring how Solomon’s idolatry led to the division of the kingdom of Israel. Don’t be afraid of ending with these anticlimaxes. It’s great for the students to see how the Bible’s story never lets us put our faith in any of the great heroes of the Old Testament. Like us, they were broken people that God in his mercy was working through. From the Bible’s point of view, the king who won’t let his people down is a long way off on the horizon still. When the students come to Jesus we want them to sense that fulfilment which the Bible says comes through Christ.

7. Students need to be given time to fill in the reflection at the end of the chapter.

**Bringing it to life**

1. **Exploring ideas of monarchy**  
   Take some time to explore ideas/images of monarchy that we have today? Crowns and thrones, British royal family, wealth, hereditary, ceremonial not political or military. Celebrity. Historically messy.  
   How are they different in the times of Ancient Israel? The king was also a military leader often (warrior kings). Only hereditary in the Davidic lineage. Bloody. Religious as well as political.

2. **Solomon’s Temple**  
   Like the Tabernacle, there are animations about Solomon’s temple available on the internet. You may want to show one when looking at the content on p137.
CHAPTER 10
GREAT EXPECTATIONS FROM THE RUBBLE: THE DAWNING OF ISRAEL’S MESSIAH

Big Idea
Even in Israel’s darkest hour God did not take away their hope. Despite Israel, God remained faithful to his promises and asked the nation to look forward.

This chapter focuses on the exile that eventually was inflicted upon Israel by God for their constant rebellion against him over many centuries. The start of the chapter encourages students to go back to the covenant that God made with his people and see what God had initially said he would do if the nation was unfaithful to him.

Discussion questions for the homework reading
1. Why was God angry with his people?

2. What happened to the last King of Israel? A=His sons were killed in front of him and then his eyeballs were gouged out.

3. What did Jeremiah have to say in his letter to the exiles?

4. How do you think the exiles felt after reading it?

5. What do we learn about God from the fact that he was willing to destroy Jerusalem and send his people into exile to rid them of idolatry?
Tips for chapter

1. As this is explored in this chapter two other important points must be constantly highlighted for the students:

   a. The exile was a long time in coming. The event was not sprung on the nation after their first failure. It came after a long period of time where God was calling the nation back to himself through the prophets but they were unwilling to respond in faith and obedience.

   b. It was not the end for the nation. In fact this period of the Bible is where we have the rich and clear prophecies about the coming messiah that are made to the nation during the time of their judgment. This is certainly not a high point for the nation but we want the students to really get a feel for where this is going and what it teaches us about God.

2. Don’t forget to use the chart at the start of chapter 9 to remind students about how this part of the Bible fits together. This will be particularly important when the students are discussing the prophets (p146-147). If they can recognise that prophets like Ezekiel ministered in Exile, it will help make those books more accessible to the students.

3. The chapter looks at the fall of the northern and southern kingdoms separately. We want the students to grasp hold of how principled, patient and gracious God was in the lead up to the Exile. We also want them to see that eventually God had to act.

4. The chapter follows the steps that Israel took into Exile and their return. Even if you need to skip some of the content, this part of the Bible is rarely read by teenagers so make sure the structure and major movements of the section are made really clear.

5. The final section looks at the great expectations that God raised of a future deliverer. Again, in a dark time in Israel’s history, God injected hope and charted a course to the ultimate king. This section sets up the next chapter in the course that looks at Jesus. It’s the last Old Testament activity so take some time to really encourage your students about how well they have done making it this far!

6. Students need to be given time to fill in the reflection at the end of the chapter.
Bringing it to life

1. Explore the strong language used by the prophets
When students are exploring the concept of Israel’s unfaithfulness (p148) you may want to explore some of the provocative passages from the prophets that speak of their idolatry using the metaphor of sexual immorality. The passages speak of Israel as being a wife to God her husband. You just need to be careful what age you are doing that with. Hosea 1-2 and Ezekiel 16 would be a good starting point.

2. Jeremiah the mighty prophet of God
http://www.cross.tv/95060
This is a great movie that explores the ministry of Jeremiah. It also depicts the first and second exile of Judah at the hands of Nebuchadnezzar.

3. Creative writing / Journal task
It is easy to miss the tragedy of the exile. The city of David in ruin and the temple destroyed. Not to mention the horror of the final assault on the city where the people were starved out for two years. Ask the students to create a journal entry where they place themselves into that situation and imagine what it would be like. These people saw their city destroyed, many people murdered and then they were taken away to a foreign land where there was no temple for them to worship in. You may choose to make this into an assessment task and have them write it up in a way that can be put up on the wall of your room.

4. The pain of Exile
Ask students to write down 10 of the things that are most important to them in their life. They can include people and things like their homes. Then ask the students to screw up the piece of paper and throw it into the bin. It’s a way of helping them recognize the pain God’s people went through when their city was destroyed, their homes ruined and their families killed.
CHAPTER 11
THE KING HAS COME: THE LIFE OF JESUS

Big Idea
Jesus is the King that God had long promised. He is more than just Israel's ultimate king; he is the one the entire story of the Bible has been leading to and he is the only way of making sense of it.

Congratulations if you have made it this far! You have completed a survey of the Old Testament and now are ready to break into the time of fulfilment in the Biblical story through the birth and life of Jesus Christ.

This chapter tries to cover the important points that establish Jesus’ credentials to be the messiah of Israel and the very one that God had been pointing forward to and preparing for through the nation of Israel in the Old Testament.

The chapter also highlights the nature of Jesus’ Kingdom and what it means to follow him and confess who he is.

Discussion questions for the homework reading
1. How did the angel explain Jesus’ birth to Mary?
2. Luke keeps pointing out that the events surrounding Jesus’ birth are a fulfilment of God’s previous promises. Can you think of two that Luke records in his Gospel?
3. Why do you think John introduces Jesus as the ‘Word’?
4. Matthew 5-7 records Jesus’ ‘Sermon on the Mount’. What do we learn about following Jesus from the things he taught in that message?

Tips for chapter
1. There is a lot of history between the end of the Old Testament and the start of the New Testament. Use pages 162-163 to help orient students to the world of the New Testament.
2. The majority of the chapter is focused on helping students understand how Jesus fulfilled the Old Testament story. The challenge is to not allow Jesus to become a concept or simply a piece of a puzzle. We want students to encounter the person of Jesus as well. Look for opportunities throughout this chapter to insert stories from the Gospels. P172 – 175 look at Jesus’ Kingdom and his love for the lost. You could ask students to look through the Gospels for more examples.
3. If your students need a break at the end of this chapter you could show one of the many movies about Jesus’ life and ask them to review how well it presents Jesus’ life.
4. When you are looking at the section on p168-171 you could pull out the Bible events
in order cards again to help students scaffold the different parts of the Bible’s story that are ultimately fulfilled in Jesus’ life.

5. Students need to be given time to fill in the reflection at the end of the chapter.
Bringing it to life

1. Exploring the Parables of Jesus

Introduction
Parables are one of the key methods of teaching that Jesus used and we find them mostly in the Gospels of Matthew, Mark and Luke. It's not that they are entirely new, he just took them to a point that no one else really had.

Select a few parables to read together.

Ponder: What do you notice about the parables? (give some brief observations)

A parable is a short story, generally quite simple. The parables of Jesus use images common to the people of the day, relating to agriculture, social customs and so on. They are highly memorable.

The parables of Jesus are mostly about the Kingdom of God and what it means to live as a follower of God. They sometimes use metaphors and similes, saying, “The Kingdom of God is like...” Can you think of a simile that is relevant today to describe to people what the kingdom of God is like?

Some parables use exaggeration to make their images particularly vivid.

Despite being quite short and simple, the parables can be shocking. They challenge people’s assumptions about things and show up judgments (see the Parable of the Lost Son (Luke 15:11-32) or Parable of the Pharisee and the Tax Collector (Luke 18:10-14)). Parables lead to people asking questions, they do not give all the answers. Sometimes for us to understand the parables of Jesus it helps us to know a bit of the background behind the images.

Discuss - What do you think the following explanations by Jesus tell us about the purpose of telling parables? (There seem to be a few).

Matthew 13:34 Jesus spoke all these things to the crowd in parables; he did not say anything to them without using a parable. So was fulfilled what was spoken through the prophet: “I will open my mouth in parables; I will utter things hidden since the creation of the world.”

And in

Mark 4:9 after telling a parable “He who has ears to hear, let him hear.” When he was alone, the Twelve and the others around him asked him about the parables. He told them, “The secret of the kingdom of God has been given to you. But to those on the outside, everything is said in parables so that, “they may ever seeing but never perceiving, and ever hearing but never understanding; otherwise they might turn and be forgiven!”

Activity:
Using what you have now learnt about the Kingdom of God and parables, write your own for the 21st Century! Enact or draw your parable in a comic strip. You may wish to use one of the parables above as your starting point and update the details or you may wish to try to write a completely new parable about the Kingdom of God.

2. Exploring the teaching of Jesus
Not all of Jesus’ teaching was in the form of a parable. He also spoke extensively on particular topics, taught in the temple and gave faith lessons in the everyday journey of life.

Choose one of the following to investigate:

The Beatitudes - Matthew 5:1-12
Various teachings in the Sermon on the Mount - Matthew 5:13-7:28
The Bread of Life - John 6:25-59
The Vine and the Branches - John 15:1-17

What stands out to you in this teaching of Jesus?
What does it tell you about the Kingdom of God?

3. Exploring the miracles of Jesus

Jesus’ time on earth is remembered for more than his teaching. The gospels also record many miracles and healings that he conducted.

Select some miracles and healings of Jesus to read together.

What do the miracles teach us about Jesus?
What kinds of miracles are there in the gospels?
What miracles do you find the most interesting and why?
What miracles do you find the most confusing and why?
Why do you think Jesus said in John 4:48 “Unless you people see miraculous signs and wonders...you will never believe.”?

4. Exploring Jesus’ call to discipleship

Jesus began his ministry at about the age of 30, teaching, baptising and performing miracles. He also started to call particular people to follow him. This was similar in practice to the rabbis (Jewish teachers) of the day. See Mark 1:16-20. He chose 12 particular men to be his disciples, and they would eventually mostly become leaders of the early church. What do you think was the significance of choosing 12? (think back to what you learnt in the OT section).

There were also many other followers of Jesus that we read about in the gospels.

These disciples followed him for the next 3 years, as he travelled about Palestine. He transformed people’s understanding about the Kingdom of God. The disciples also developed in their own skills and we see them go from watching Jesus to participating in his ministry to being sent out themselves.

Look at the following passages from Mark (perhaps divide them up and report back). What do they show about the disciples?:
CHAPTER 12
THE GREAT UNVEILING: THE DEATH AND RESURRECTION OF JESUS

Big Idea
Jesus’ death is God’s solution to the problem of the ages. His death is not an accident of history, he died as an innocent sufferer who willingly took the place of those who by faith come to God seeking forgiveness and reconciliation.

Following on from the previous chapter, this chapter is particularly focused on the purpose of Jesus’ death and resurrection and its implications for Jesus’ followers. It focuses students on the high point of God’s redemption that we have been exploring since encountering the promises that God made to Abraham about how he would bless the world again.

The chapter encourages students to look at the trial of Jesus and see that he is continually declared to be innocent, as well as considering exactly what the purpose of his death as an act of salvation is.

Following on from Jesus’ death, the chapter draws attention to Jesus’ resurrection and the Bible’s teaching about its significance for those who come and follow him. That is, we find here in the Gospel accounts of Jesus’ life the undoing of the curse of death that we encountered at the start of the Bible’s storyline.

Discussion questions for the homework reading
1. Why were the religious leaders so angry with Jesus? Why did they want him dead?

2. Why was it so significant that Jesus celebrated the Passover on the night he was betrayed? How is this event connected to Jesus’ death?

3. Do you think Pilate really cared about Jesus? What evidence is there from the reading about his attitude toward Jesus?

4. What is the difference between Peter and Judas? They both denied Jesus in different ways didn’t they? How can we make sense of Peter being forgiven but Judas being condemned in the Gospels?
Tips for chapter

1. Don’t forget to fill in the covenant information on p16-17.

2. We want students to see Jesus’ death in the context of all that God has done so far. This is the only way of making sense of the sacrificial system and the way in which God is able to grant pardon to those who have rebelled against him.

3. It is important to remind students about the Passover, the sacrificial system, the Most Holy Place that was restricted to the Israelites and those other structures we have been building up in their understanding of this unfolding story before we come to this event.

4. The section on p188-189 has been left open for students to explore the depth of teaching that exists in the New Testament about what Jesus’ death achieved. Make sure the students use their own words when answering the question.

5. The focus on the resurrection narratives (p190-191) should help you bring out the significance of this event for Jesus’ followers. It includes a reference to 1 Corinthians 15 where Paul says that if Jesus did not rise from the dead the message of Christianity is useless. You may want to look at Josh McDowell’s ‘Evidence for the Resurrection’.

6. Students need to be given time to fill in the reflection at the end of the chapter.

Bringing it to life

1. **Provoke some good class discussion**
   
   It could be good to challenge the students with a provocative question, such as: Why did Jesus have to die if God wanted to forgive us? Find a way of prompting them to come to this event in the Bible’s storyline with a fresh perspective. You might even set them a challenge to find where in the Bible’s storyline we have seen God preparing us for a saviour who saves by dying.

   Find those provocative moments in the story of Jesus’ death to bring out the essence of this chapter’s teaching.

2. **The trial of Jesus**
   
   Run the following activity with pages 180-183

   You are given the files on the trial of Jesus. You need to give a report of the trials:

   How was Jesus arrested? (Where, who by, what was he doing, what happened)
   How did the trial proceed?
   Was the trial in line with proper procedures?
   Who were the officials involved?
   What was Jesus was accused of?
   Who were his accusers? Were they reliable witnesses?
   Why was Jesus executed and by whom?
   What does his execution involve?
CHAPTER 13

EMPOWERED TO SERVE: THE ASCENSION OF JESUS AND THE OUTPOURING OF THE HOLY SPIRIT

Big Idea

Jesus’ work will continue on earth through his followers empowered by the Holy Spirit.

Jesus’ ministry on earth finished with his ascension to his rightful place in heaven. It was this event that opened the way for the Holy Spirit to be given to Jesus followers who were empowered to spread the good news about Jesus.

The great aspect of this session is that it breaks into the age that we live in today with the outpouring of the Holy Spirit and the dawning of the Church which will be further explored in chapter 14.

Students are focused on Jesus’ ascension at the start of the chapter. This links with the Holy Spirit that Jesus promised would be poured out after his return to the Father.

The Pentecost event is highlighted to specifically demonstrate to students that the disciples were not ready to witness to the nations until they received power from God through his Spirit. The image of them waiting in Jerusalem is a powerful reminder that the work of the Church in our age does not move forward in the strength of men and women. It is the Holy Spirit who gifts, enables and directs the ministry of Jesus’ followers. Students are encouraged to see the rich picture that the Bible paints about the person and work of the Holy Spirit while maintaining their focus on Christ. This is reflective of Peter’s preaching after the Holy Spirit had been poured out. He used the occasion to draw people’s attention to Christ!

The majority of the chapter’s teaching is on the person and work of the Holy Spirit. There are a large number of Bible verses that help to break down the Bible’s teaching on this topic. This could be a good opportunity to discuss the gifts of the Holy Spirit and address some of the difference in opinion that exists in the Church today on this topic.
Discussion questions for the homework reading

1. Why do you think Jesus made the disciples wait for the outpouring of the Holy Spirit?

2. What does Jesus’ ascension reveal about his identity?

3. Who were the people listening to Peter preach about Jesus when the Holy Spirit was poured out? Why do you think God chose this crowd of people to be the first to hear about the outpouring of the Holy Spirit?

4. What was the criteria for the disciple who would replace Judas?

Tips for chapter

1. It is not uncommon for adults in churches to have thought very little about the person and work of the Holy Spirit. The chapter opens with an opportunity for you to explore what the students already know. Be aware that a variety of views about the work of the Spirit will exist in Christian communities.

2. There is a brief section on page 200 that explores the Bible’s teaching about the Trinity. Our experience is that the Baptism of Jesus is the best example to use when explaining the relationship between the Father, Son and Spirit. It’s best to stay with what is clear!

3. P202-203 has a return of the printed text of scripture as an activity. You could divide up the parts in your class and read through Acts 2 like a play. It’s a good opportunity to show how Peter’s focus, even when explaining the outpouring of the Holy Spirit, is to help people understand the person and work of Christ.

4. In the previous edition we had a list of facts about who the Holy Spirit is and what the Holy Spirit does. We found this washed over the heads of a lot of students so on pages 204-205 we have printed a number of key passages about the Holy Spirit and asked students to put them into one of three categories. The goal of the exercise is to expose the students to the breadth of teaching about the Holy Spirit’s person and work that exists in scripture.

5. Students need to be given time to fill in the reflection at the end of the chapter.
Bringing it to life

Build a sense of excitement at the start of these lessons at what we are now entering into. We want students to find their place in the Bible’s story in this course and this is a great opportunity to illustrate to them that God’s work is alive and well in the world.

If you are keen you might even include some Church History in this lesson and the next if you know it well. You may like to focus on the way that the gifts of the Spirit have been understood over the last 2000 years.

Highlight the differences in the disciples before and after receiving the Holy Spirit. This is best done through Peter who plays such a prominent role in the opening chapters of Acts.

This chapter begs to be discussed with students and to ask them what they have heard in their Churches about the role of the Holy Spirit in the Church and how they think it lines up with what they encounter in the chapter.

As you discuss the role and function of the Holy Spirit you will need to be sensitive to different perspectives that exist on topics like:

- Speaking in tongues
- Filling of the Spirit
- Laying on of hands etc.

We would recommend not focusing on the controversial over what is central in the New Testament’s teaching here, particularly because you may find yourself unnecessarily upsetting students. This is a great place to express the different views that exist but really press the students to look for satisfying evidence within the text of scripture.
CHAPTER 14
TAKING IT TO THE NATIONS: THE SPREADING CHURCH AND
THE COUNCIL OF JERUSALEM

Big Idea

The local church is the hope of the world.

This chapter follows on from the focus of the outpouring of the Holy Spirit in the previous chapter to exploring the growth and character of the early church.

Of particular importance is the development of the salvation of the Gentiles, which should have been expected from what the Bible has already revealed yet is not dealt with in any detailed way until we come to Acts. Through the conversion of Cornelius and Paul as well as the Council of Jerusalem where the disciples discuss what will be required of Gentile converts, Luke shows us that the Holy Spirit was opening up the door for a flood of Gentiles to come and follow Christ and join his people.

The significance of the Council of Jerusalem is still very relevant today. What does a person have to do in addition to faith in Jesus Christ to be saved? In this chapter students should see that the answer is nothing! Not that the Bible doesn’t call us to live in a particular way, but in relation to our peace with God and the forgiveness of sins, the disciples learnt that Jesus + 0 = everything.

Discussion questions for the homework reading

1. Why was Peter worried about eating the animals he saw on the sheet let down from heaven?

2. From what you know about the Bible so far, why was it so hard for God to get Peter and the other Jewish believers in Jesus to accept Gentiles into the Christian community?

3. How did the disciples in Jerusalem react when they heard what happened at Cornelius’ house?
**Tips for chapter**

1. The chapter begins and ends with a focused discussion on the Church today. This chapter will be taught best when students are encouraged to look at the lessons we learn from the early Christians and apply them to the Church today.

2. The chapter is broken down into snapshots that we see in Acts of important events that occur as the church begins to grow and expand. You can work through the chapter as a class or divide up the snapshots between groups to investigate the events and report back.

3. Students need to be given time to fill in the reflection at the end of the chapter.

**Bringing it to life**

1. **Interview a Church leader**
   Some schools ask students to interview a church leader about the Church today. They encourage the students to ask questions about what issues the Church is facing today, where we need to reform and grow, how the Church is structured and why there are so many denominations.

2. **Church history highlights**
   A lot of students are unaware of the events that have led to the modern Church today in the West. You could set homework where the class have to go and investigate different events and report back.

3. **Church history lowlights**
   An extension of the above activity could be exploring the times in Church history where terrible things were done in the name of Jesus. This should help fuel discussion about what the Church should be when followers of Jesus are living out his calling on their lives.

4. **Christians Martyrs**
   It is not hard to get your hands on a book with stories about Christians who gave their life in the cause of the Gospel. Students are often moved by these stories and it could be a good opportunity for you to highlight how seriously people have taken the cause of Christ in the past (and today).
CHAPTER 15
THE RETURN OF THE KING: THE SECOND COMING OF JESUS

Big Idea
The Bible promises that Jesus will return in the future and his return will have implications for all human beings.

This chapter asks students to consider what the ultimate implications of this unfolding historical story are. What happens to those who come to faith in Christ and what happens to those who reject the message? How does this tie into what we saw at the start of the Bible’s story?

Discussion questions for the homework reading
1. What did Jesus say would happen at the end of this age?
2. Was there anything in the reading that shocked you?
3. Revelation 19 symbolically depicts Jesus riding back into history on a white horse. What does he do in the vision that John has?
4. Why did Jesus tell people to watch for his return if it has been such a long time since he was on earth?

Tips for chapter
1. It is really important that students have the chance to explore the teaching of this chapter in detail. The content of the chapter lends itself toward discussion and reflection on the journey you have been on through the Bible. Although the teaching of the chapter is foundational to Christian faith and worldview, many students won’t have previously had a chance to sink their teeth into it.

2. P228-229 pick up on the theme of movies that we looked at in chapter 2. Previously students were asked to think about what would be lost if the opening scenes of a movie were not missed, now we are asking them to consider the implications about leaving off the ending. Essentially, we want students to recognise that the Bible’s story does not make sense without its ending!

3. The section that deals with judgement and Hell (p232-235) can be hard to teach. As we have through the entire course, it is good to ask students to explore the teaching of the Bible and respond to it. You also should endeavour to tie those sections to pages 236-237 that deal with the ‘good news’. Again, there are opportunities to refer back to what we saw in the opening chapters of the Bible. Sin matters and it matters to God. The same Holy God who rejects sin has worked in history to redeem sinners.

4. The point of ending the chapter with a focus on discipleship is to reinforce the way God wants his people to live. Being saved by grace does not mean we are free to do what we want! We are called to follow Christ.
5. Students need to be given time to fill in the reflection at the end of the chapter.

**Bringing it to life**

1. **Vox Pop**
   Before the lesson starts you could send out students to ask the opinions of people in your school or local community about Jesus’ second coming. It would be a great way to start the lesson off.
CHAPTER 16
BACK WHERE WE BELONG: THE NEW CREATION

Big Idea
The Bible ends with a new beginning. What was lost to the human race after the rebellion in Eden is restored in the New Creation. All of this has been made possible by God’s work in history to redeem the lost through faith in Jesus Christ!

We want students to see that Christianity is a forward looking faith and that God’s work in human history to redeem fallen men and women climaxes in the future kingdom where God will again dwell with his people.

The Bible ends with a new beginning and the final chapter of the Bible encourages readers to come and take their place in the future kingdom through Christ.

Definitely have a class party or some form of celebration at the end of these lessons. Ask students to reflect on their journey through the Bible and to share what they have learnt.

Discussion questions for the homework reading

1. How do the last two chapters of the Bible help us understand what heaven will be like?

2. Did you notice any images from the Old Testament being used to describe what heaven will be like?

3. What surprised you about the way heaven was described in Revelation 21-22?

4. How does the Bible’s story end? Is it what you were expecting?
**Tips for chapter**

1. Congratulations if you made it this far! As you complete this last chapter in the book you will want to plan a celebration with the class and a time to reflect back on what they have learnt about God and his work in history.

2. P244-245 challenges the students to zoom out and think about how the last two chapters of the Bible tie the entire story together. You could go back and look at the big three promises that God made to Abraham and how they ultimately find their fulfillment in the New Creation.

3. The chapter is structured in a similar way to chapter 14 that looks at snapshots of the early church. If you have got this far you most likely want to finish the course with lots of discussion and celebration. The structure of the chapter should make it easy and logical for you to work through.

4. Many students may want to speak about people’s near death experiences or what their own idea of heaven is. Our suggestion is to remain focused on different images of heaven that we get in the closing two chapters of the Bible as well as the fact that the Bible puts God at the centre of the New Creation not us. One of the hardest things for us to grasp is that God is worthy of our worship and captivation. This is a great opportunity to challenge the tendency that we all have to be self centered….even when we are thinking about heaven.

5. Students need to be given time to fill in the reflection at the end of the chapter.

**Bringing it to life**

1. The end of the course should have a major focus on reflection as well as encouraging the students to continue reading the Bible for themselves. You could help students by showing them different Bible reading plans that are available to them.

2. Get the students to come prepared to share in the last lesson what they have learnt about God and themselves after working their way through the Bible.

3. If you haven’t done it already, this would be a great place in the course for the students to complete the Bible overview assignment.