

INTERMEDIATE

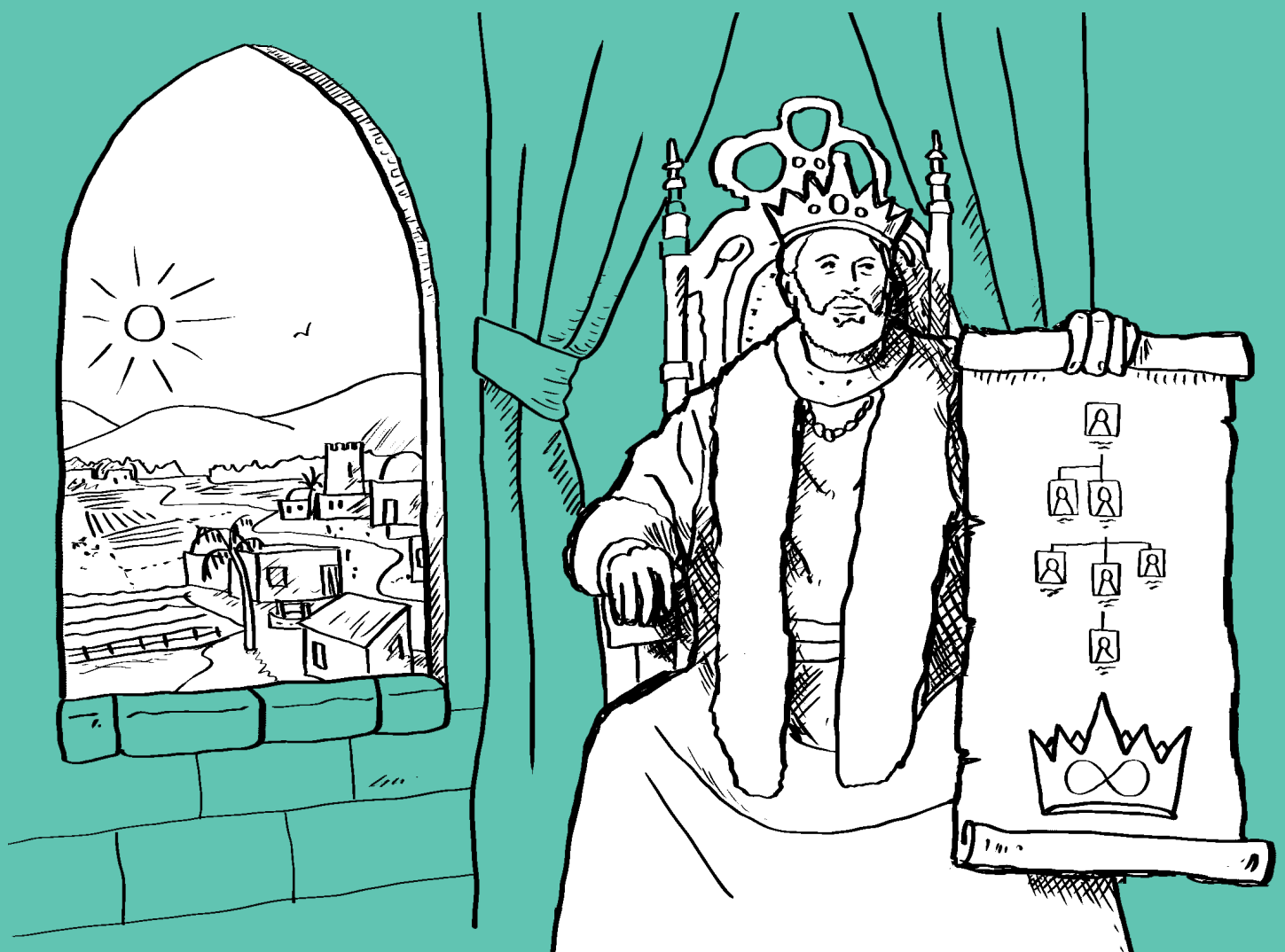
ENGLISH

Ten Bible-based English lessons **FOR LIFE**

BIBLE OVERVIEW

Written by **Danielle McGregor**

Illustrations by **Ivan Smith**



English for Life

Bible Overview

Ten Bible-based English lessons

Intermediate

Written by Danielle McGregor

Illustrations by Ivan Smith

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in partnership with Anglicare

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Overview of the Bible summary

The Bible:

- One author: God
- One story: redemption
- One subject: Jesus

The Bible has had a significant impact on human history. Written by different human authors guided by God, it forms one story about God's plan to redeem his world through Jesus. Jesus says that all scriptures point to him (Luke 24:27).

The Old Testament is an unfinished story that the New Testament concludes. In the Old Testament, God promises the coming of Jesus. In the New Testament, God proclaims Jesus as the fulfilment of this promise.

The Garden of Eden is a picture of God's people in God's place under God's rule. It is damaged when Adam and Eve disobey God, but God immediately promises to re-establish his kingdom. The remainder of the Bible is about how he does that – in part through Israel and then fully through Jesus. When Jesus walked on earth, he announced that God's kingdom had come in him.

These 10 Intermediate-level lessons take you through an overview of the Bible's narrative and themes. They are designed to introduce students to the message of redemption, which runs throughout the Bible story.

Each lesson includes 2 parts:

- **Part 1** is a general English component on a topic relevant to your students' everyday lives, and it is closely connected in theme and language to the Bible text in Part 2.
- **Part 2** aims to help students read, discuss and comprehend a paraphrased Bible text describing a specific event in redemptive history. The big idea for each lesson is provided for the teacher and illustrated by one simple sketch. The teacher will also add icons to a timeline each lesson to build the Bible overview narrative. This timeline and accompanying icons are then used to prompt students to summarise the main points of the narrative each week.

Lesson components

Each lesson includes the following components:

Part 1

Aim

To activate knowledge, generate interest, and build language and concepts relevant to the Bible text.

Lesson stages

Activate knowledge

Introduce the topic, find out what your students already know, and build language.

Focus on language

Provide input related to the topic and focus on a specific aspect of language to help students improve and refine their skills.

Undertake speaking tasks

Encourage students to talk with each other, practise new language, share personally on the topic and build their confidence.

Lead into Bible

Read a short statement that links Part 1 to the Bible time that follows in Part 2.

Part 2

Aim

To introduce an important event in the overall message of redemption in the Bible through reading, unpacking and discussing a paraphrased Bible text.

(**Note:** Each lesson's 'big idea', stated on the lesson title page, focuses on how the passage speaks to the Bible's overall message of redemption.)

Lesson stages

Review previous lessons

Briefly review the narrative in previous lessons by displaying the timeline on page 6 and pointing to the icons that you have added each lesson. You may also wish to prompt students with the summary sketches from previous lessons to summarise the narrative so far.

Predict content

Help students anticipate the language and content in the text and find out what they already know.

Read and comprehend

Introduce students to the text and allow them to listen to and read it several times. They will interact with it and retell the narrative through a variety of activities.

Invite curiosity

Invite and answer students' questions about the language and the content of the text.

Timeline and summary statement

Display the summary sketch for the lesson and invite a volunteer to summarise the message of the text. Add the icon for the present lesson to the timeline as you state the big idea.

(**Note:** In Lesson 4, the timeline includes an additional icon and a brief explanation of the events that occur before the account in the text for the lesson.)

An important question

Ask one broad question about the text.

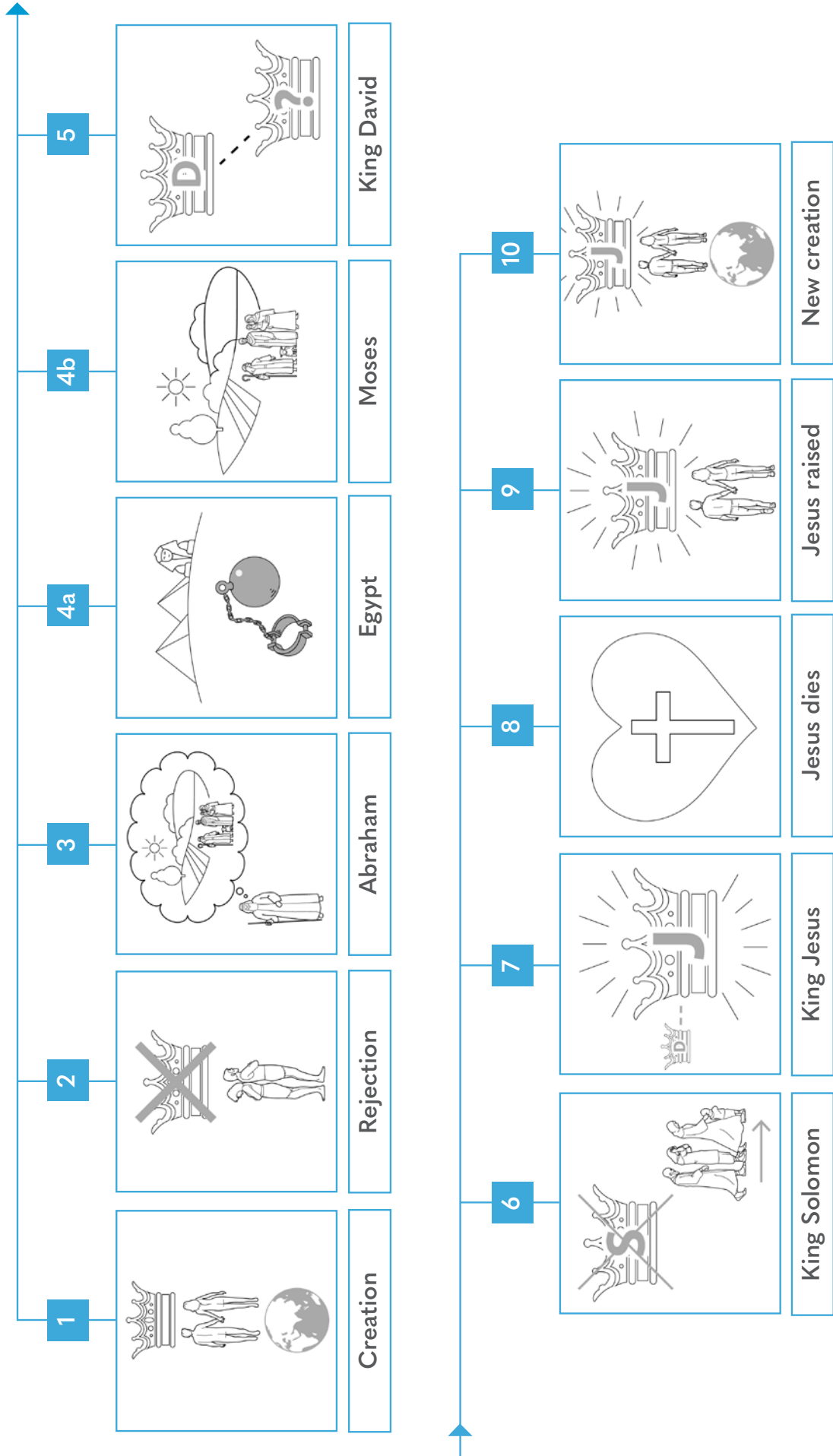
Teaching tips

- When defining new words, always ask students to try to define words before you do it, and practise new words in new sentences.
- After students have worked in pairs, ask each student to share their partner's answers.
- Give instructions clearly by modelling, repeating, and writing them down. This is especially important for new and multi-step activities.
- Make sure you allow enough time for most of your students to complete an activity before moving on.
- If you are asking students a question (e.g. 'What is the past tense of ...') and the answer that a student gives is incorrect, ask 'What do others think?' before you give the correct answer. If no-one gives the correct answer, prompt (e.g. slowly write the beginning of the word on the board). Always try to draw students out before you give the answer.
- Always encourage collaboration when students are completing worksheets.
- Refer to the Glossary on pages 8–9 for simple definitions of words that come up in the Bible texts.

Equipment for each lesson

- Whiteboard and markers
- Large table for displaying resources
- Timeline from previous lessons and Blu-Tack

Bible overview timeline



You will add a new icon each lesson. Refer to this table as a guide, together with the completed timeline on page 6.

Start by placing the first icon on the far left of the timeline in Lesson 1. Place each new icon to the right of the previous one.

The first (additional) icon in Lesson 4 fills in the crucial history between Lessons 3 and 4.

Lesson number	Icons	Summary statements
1		God made a good world and rules over it. God made people to be his friends and rule the world under him.
2		People rejected God's rule and broke their friendship with him. God sent them out of the garden.
3		God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.
4a		<i>Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.</i>
4b		God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.
5		God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.
6		David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.
7		God's promise to bless the world was fulfilled in King Jesus, a descendant of King David.
8		When Jesus died, he took our punishment for rejecting God so that we can be God's friends instead of his enemies.
9		God raised Jesus from the dead and he rules forever. We can belong to Jesus' kingdom by trusting and obeying him.
10		Everyone who follows Jesus will live as friends with God, under his perfect rule in his new creation.

Glossary

(Note: Word meanings are given in the context of the Bible passages in this lesson series.)

(your) ancestor	someone from a past generation in your family
angel	a messenger sent by God from heaven
baptise	to dip a person under water as a sign of their new life in Jesus
crafty	clever but dishonest
create	to make something from nothing
creation	everything that is made by God
creator	the one who made everything from nothing
curse	to say that something bad will happen as a punishment
(your) descendant	a person born after you in your family
forgiven	to not be punished by God for rejecting him
God's kingdom	where God rules
Holy Spirit	the Spirit of God sent to people
honour	to recognise someone's worth
image	likeness (in this context, in character and role)
Lord	someone who has authority over people
Most High God	the all-powerful God who is above all other beings
nation	a group of people living together with a common culture

promise	a declaration that someone will do something, or something will happen
raised	brought from death to life
right hand	a position of power
sacrifices	something valuable given to God or a god
worship	to praise and give honour to something

PowerPoint resources

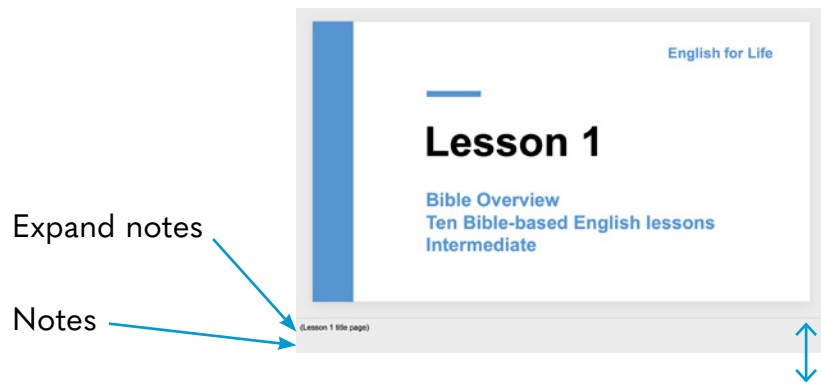
A PowerPoint presentation has been produced to accompany these lessons. The instructions in this book are written for face-to-face delivery without the use of a PowerPoint presentation, but the slides can be used alongside the lesson book to provide alternatives to handouts and board activities. Where there is an instruction to 'display' a printed resource sheet, you may instead choose to display a PowerPoint slide, but you do not have to use the PowerPoint presentation. It is an additional resource for those who would like to use it.

Some of the activities described in this book are not practical in a PowerPoint presentation and have not been included. Other activities have been adapted to suit lesson delivery using a PowerPoint presentation. For example, in the 'Review previous lessons' section, the PowerPoint presentations only include the sketches and summary statement from the previous lesson.

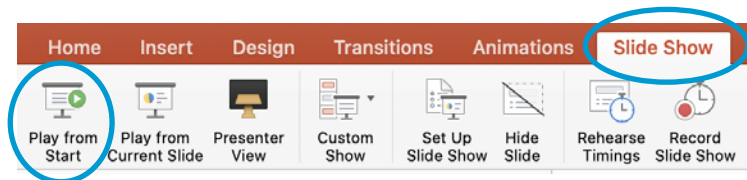
Instructions

If you plan to use the PowerPoint presentation, prepare for your lesson by opening the PowerPoint file that matches the lesson and reading the teaching notes. These notes can be found underneath each individual slide.

To open the note box, click on the 'Notes' tab on the bar below each slide. The size of this box, and therefore how much text you can read, can be adjusted by moving the line at the top of the box up and down.



To familiarise yourself with the presentation, select the 'Slide Show' tab on the menu bar at the top of the PowerPoint window. Open 'Play from start' and click through the slides (using the arrow button or your mouse).



Lesson 1

PART 1 (APPROXIMATELY 1 HOUR):

A good world

PART 2 (APPROXIMATELY 1/2 HOUR):

God creates the world

Genesis 1:1, 26–31; 2:15–17

BIG IDEA:

God made a good world, and he rules over it. God made people to be his friends and rule the world under him.

 **Prepare lesson**

Part 1. A good world

Print resources

- RESOURCE 1.1 – Nine natural wonders of the world picture set**
Print one A4 or A3 copy to display or one A4 copy per person.
- RESOURCE 1.2 – Adjective cards**
Print one copy on card and cut along lines.
- RESOURCE 1.3 – Family likeness picture set**
Print one A4 or A3 copy to display or one A4 copy per pair.

Part 2. God creates the world

Read scripture

- Genesis 1:1, 1:26–2:17 in your Bible
- Genesis 1:1, 26–31; 2:15–17 paraphrase on page 19

Print resources (on the next page)

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Print resources

- **Timeline with icons (page 6)**
Print and laminate one A4 or A3 copy to display and add to each lesson.
- **RESOURCE 1.4 – Summary sketch**
Print one A4 or A3 copy to display.
- **RESOURCE 1.5 – Paraphrased Bible text**
Print one per person.
- **RESOURCE 1.6 – Timeline**
Print one A4 or A3 copy on card.
Laminate for use in each lesson if possible.
- **RESOURCE 1.7 – Lesson 1 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- Blu-Tack

Part 1. A good world

Activate knowledge

Invite students to show a picture of something from creation on their phone or device to the students around them.

Invite students to describe and discuss the pictures.

Invite students to share with the class about their favourite natural places.

Display **RESOURCE 1.1 – Nine natural wonders of the world picture set**.

Write *see think wonder* across the top of the board.

Ask 'What do you see?' (e.g. 'I see lights.').

Write responses on the board under *see*.

Ask 'What do you think?' (e.g. 'I think it is the northern lights.').

Write responses on the board under *think*.

Ask 'What do you wonder?' (e.g. 'I wonder where it is.').

Write responses on the board under *wonder*.

Distribute a copy of **RESOURCE 1.1 – Nine natural wonders of the world picture set** to each student.

Invite students to name the places pictured on the sheet.

Write the correct place names on the board as they are suggested (see below) and invite students to write each name under the corresponding picture. Prompt with clues to elicit answers if necessary.

(**Answers:** 1. Iguazu Falls, Argentina; 2. the Grand Canyon, USA; 3. the Great Barrier Reef, Australia; 4. Poás Volcano, Costa Rica; 5. Cappadocia, Turkey; 6. Mount Everest, Nepal/Tibet; 7. the northern lights/aurora borealis, Iceland; 8. Puerto Princesa Underground River, Philippines; 9. Ha Long Bay, Vietnam.)

**RESOURCE 1.1 –
Nine natural wonders
of the world picture set**
Print one A4 or A3
copy to display or one
A4 copy per person.

**RESOURCE 1.2 –
Adjective cards**

Print one copy on card
and cut along lines.

Focus on language

Place **RESOURCE 1.2 – Adjective cards** face down on a table.

Turn over one card, and model using the word in a sentence about something in one of the pictures (e.g. 'The waterfall is breathtaking.').

Invite students to take turns turning over the cards and using the word in a sentence about something in one of the pictures.

Clarify the meaning of the adjectives as you go.

Repeat this task until students have used each of the adjectives several times, and you are confident that they understand the word meanings.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Group discussion about natural wonders

Divide the class into small groups.

Invite groups to talk about the places in **RESOURCE 1.1 – Nine natural wonders of the world picture set** and share what they know about them.

Encourage students to look up information on their devices if they want to find out more.

Point to each picture one at a time, say its name and ask students to tell you what they know, without repeating something another student has said.

**RESOURCE 1.3 –
Family likeness
picture set**

Print one A4 or A3
copy to display or one
A4 copy per pair.

Speaking task 2: Discussing family likeness

Say 'Families are also a natural wonder.'

Divide students into pairs.

Distribute **RESOURCE 1.3 – Family likeness picture set** to pairs.

Describe the pictures one at a time and invite students to point to the one you are describing.

Invite volunteers to describe the pictures for others to guess.

Invite pairs to brainstorm the ways parents and children can be alike (e.g. looks, personality, mannerisms, things they do).

Invite pairs to share their ideas with the class.

Speaking task 3: Brainstorming good family rules

Write *Good family rules* on the board.

Ask 'What are some good family rules?' (e.g. tell the truth; don't hit other people).

Accept responses and correct the English as you write them on the board.

Invite students to rank the rules from most important to least important.

Ask 'If you could only have one rule in your family, what would it be?'

Lead into Bible

Say 'Our Bible time is about a creator, his creation and his one rule.'

Part 2. God creates the world

Genesis 1:1, 26–31; 2:15–17 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

In the beginning, God created the heavens and the earth.

God said, 'Let us make humans so that they are like us. Let them rule over the fish in the sea, the birds in the sky, the wild animals, and the creatures that move along the ground.' So God created human beings in his image. He created them to be like him. He created them male and female.

God blessed them. He told them to fill the earth and bring it under their control. God said, 'I am giving you every plant on the earth for food.' God saw everything he had made, and it was very good. There was evening, and there was morning. God put the man in the Garden of Eden to take care of it. God said, 'You may eat fruit from any tree in the garden. But you must not eat fruit from the tree of the knowledge of good and evil. If you do, you will certainly die.'

Introduce the timeline

Display the completed timeline with icons on page 6.

Say 'The Bible is one story with one author, and one main subject – Jesus.'

(Move your finger along the timeline as you say the words below.)

Say 'This term we will start at creation and read about God's plans for his world throughout history and into the future. This story has changed the world and it has changed me. I'm looking forward to sharing it with you.'

Predict content

Ask 'What is the name we use for all of the animals, plants and people in our world?'

Introduce the word 'creation' if it isn't volunteered and write it on the board (you may wish to use a hangman activity).

Write the word stem *creat* down the board 5 times.

Invite students to suggest words beginning with the stem (e.g. **create**, **creat**ed, **creat**or, **creat**ive, **creat**ure).

Define these words together.

Display [RESOURCE 1.4 – Summary sketch](#).

Ask 'What do you think the Bible will say about how the world was made?'

Accept responses without correcting.

**RESOURCE 1.4 –
Summary sketch**
Print one A4 or A3
copy to display.

Read and comprehend

Activity 1: Read passage and define vocabulary

Distribute **RESOURCE 1.5 – Paraphrased Bible text**.

Read the Bible paraphrase aloud.

Divide students into pairs.

Invite students to re-read the paraphrase in pairs and circle new words.

Clarify vocabulary as a class.

Ask ‘What did God think of the creation he had made?’

Accept responses. (*It was very good.*)

Activity 2: Discuss ‘in his image’

Display **RESOURCE 1.3 – Family likeness picture set** again.

Invite pairs to look at the pictures and the Bible text and discuss what they think it means to be made in God’s image.

Invite pairs to share their thoughts with the class.

Write the following phrases on the board with lines for the missing letters (answers are provided in bold):

r _ _ _ _ v _ _ _ _ a _ _ _ n
(*rule over creation*)

_ _ k _ _ _ r _ _ f _ _ _ a _ _ _ n
(*take care of creation*)

l _ _ _ _ G _ _ _
(*like God*)

_ _ _ s _ _ f _ _ _ _ s _ _ _ _ _ h _ _ _ d
(*close friendship with God*)

_ _ _ s _ _ f _ _ _ _ s _ _ _ _ _ h _ _ _ _ l _ _
(*close friendship with people*)

**RESOURCE 1.5 –
Paraphrased Bible text**
Print one per person.

HEART LANGUAGE

Optional: Invite students to read Genesis 1:1, 26–31; 2:15–17 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

Invite students to suggest letters to complete the phrases.

Discuss what each phrase means in small groups or as a class.

Activity 3: Giving opinions

Ask ‘What was the one rule God had for the man and the woman?’

Note: ‘Rule’ is a noun here. You may wish to clarify the use of ‘rule’ as a verb and a noun with the following sentences:

- Let the king rule over his people (v).
- You must obey this rule (n).

Ask the following questions and invite students to share their opinions:

- ‘Is it okay for a creator to make rules about his or her creation? Why/why not?’
- ‘Is it okay for a parent to make rules that their children don’t like or completely understand? Why/why not?’

Invite curiosity

Ask ‘Do you have any questions or comments about the story?’

Accept responses and discuss.

! Timeline and summary statement

Display **RESOURCE 1.4 – Summary sketch** and invite a volunteer to summarise the text in their own words.

Display **RESOURCE 1.6 – Timeline**.

(**Note:** This timeline will be used each lesson, so print it on card or laminate it if possible. An A3 version may be helpful depending on the size of your class. The timeline spans from creation to new creation.)

Attach **RESOURCE 1.7 – Lesson 1 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide).


RESOURCE 1.6 – Timeline

Print one A4 or A3
copy on card.

Laminate for use in
each lesson if possible.

RESOURCE 1.7 – Lesson 1 icon

Print one A4 or A3
version to match your
timeline size.

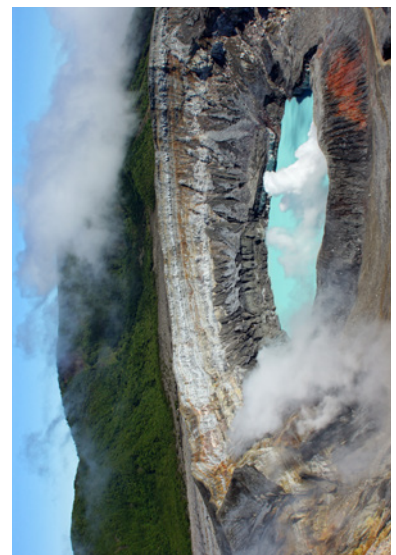
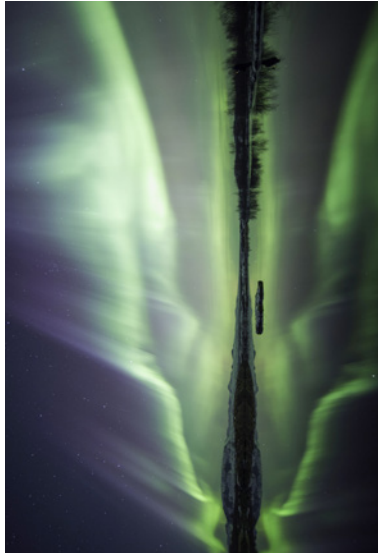
Place this icon at far left of timeline	Say
	'God made a good world, and he rules over it. God made people to be his friends and rule the world under him.'

! An important question

Ask 'Will this last?'

1.1 RESOURCE – Nine natural wonders of the world picture set

Lesson 1: Part 1. A good world
Print one A4 or A3 copy to display or
one A4 copy per person.



1.2 RESOURCE – Adjective cards

Lesson 1: Part 1. A good world
Print one copy on card and cut along lines.



Bible Overview.In.1

beautiful

Bible Overview.In.1

peaceful

Bible Overview.In.1

breathtaking

Bible Overview.In.1

picturesque

Bible Overview.In.1

colourful

Bible Overview.In.1

spectacular

Bible Overview.In.1

fascinating

Bible Overview.In.1

stunning

Bible Overview.In.1

incredible

Bible Overview.In.1

unique

Bible Overview.In.1

interesting

Bible Overview.In.1

huge

Bible Overview.In.1

lovely

Bible Overview.In.1

amazing

1.3 RESOURCE – Family likeness picture set

Lesson 1: Part 1. A good world
Print one A4 or A3 copy to display or
one A4 copy per person.



1.4 RESOURCE – Summary sketch

Lesson 1: Part 2. God creates the world
Genesis 1:1, 26-31; 2:15-17
Print one A4 or A3 copy to display.



Genesis 1:1, 26–31; 2:15–17

In the beginning, God created the heavens and the earth.

God said, 'Let us make humans so that they are like us. Let them rule over the fish in the sea, the birds in the sky, the wild animals, and the creatures that move along the ground.' So God created human beings in his image. He created them to be like him. He created them male and female.

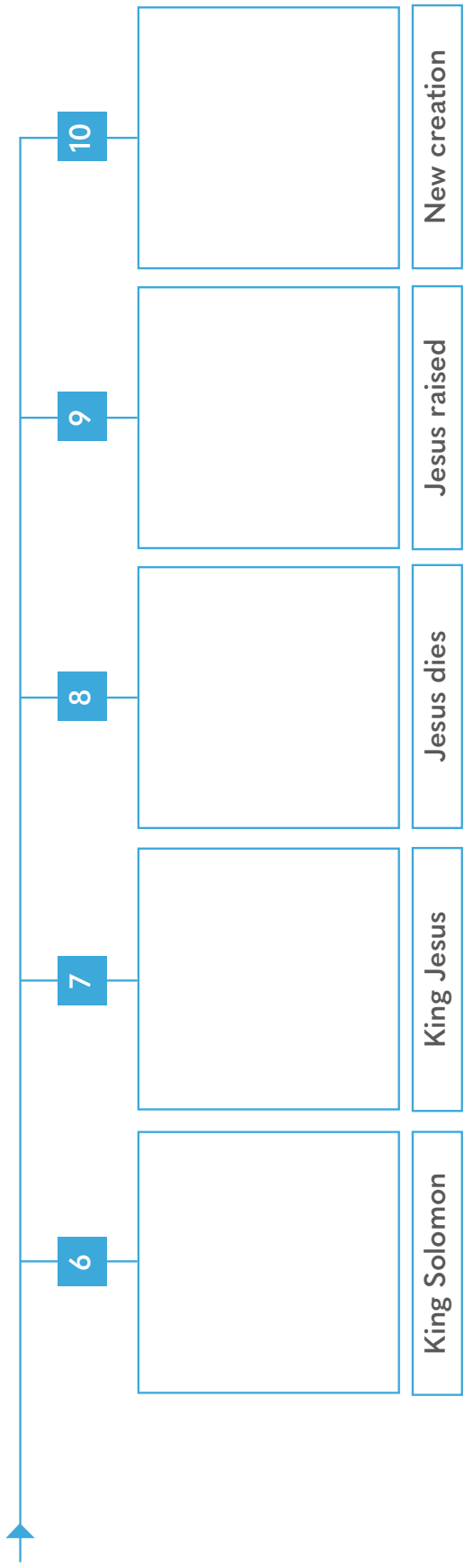
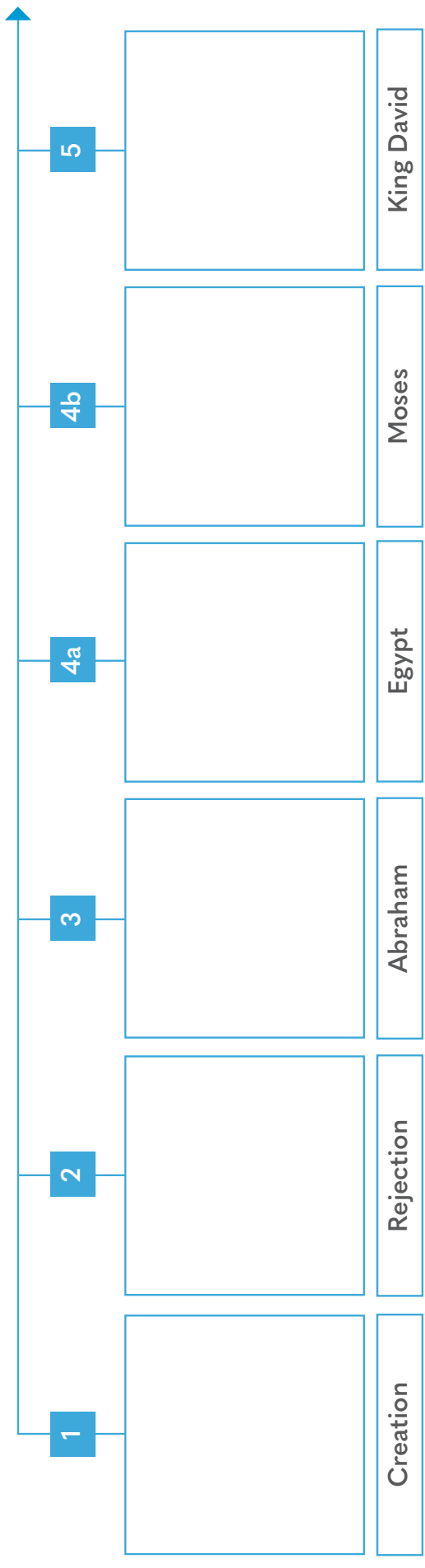
God blessed them. He told them to fill the earth and bring it under their control. God said, 'I am giving you every plant on the earth for food.' God saw everything he had made, and it was very good. There was evening, and there was morning. God put the man in the Garden of Eden to take care of it. God said, 'You may eat fruit from any tree in the garden. But you must not eat fruit from the tree of the knowledge of good and evil. If you do, you will certainly die.'

1.6 RESOURCE – Timeline

Lesson 1: Part 2. God creates the world
Genesis 1:1, 26–31; 2:15–17

Print one A4 or A3 copy on card. Laminate for use in future lessons if possible.

Bible overview timeline



1.7 RESOURCE – Lesson 1 icon

Lesson 1: Part 2. God creates the world
Genesis 1:1, 26–31; 2:15–17
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 2

PART 1 (APPROXIMATELY 1 HOUR):

Rules and consequences

PART 2 (APPROXIMATELY 1/2 HOUR):

People reject God Genesis 3:1–6, 13–19, 23

BIG IDEA:

People rejected God's rule and broke their friendship with him. God sent them out of the garden.

 **Prepare lesson**

Part 1. Rules and consequences

Print resources

- RESOURCE 2.1 – Lolly pictures**
Print one copy of each picture to display.
- RESOURCE 2.2 – Picture of boy taking a lolly from a jar**
Print one A4 or A3 copy to display.
- RESOURCE 2.3 – Chant words**
Print one per person.
- RESOURCE 2.4 – Pair discussion questions**
Print one set of questions per pair.

Part 2. People reject God

Read scripture

- Genesis 3:1–23 in your Bible
- Genesis 3:1–6, 13–19, 23 paraphrase on page 39

Print resources (on the next page)

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Print resources

- RESOURCE 2.5 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 2.6 – Text strips**
Print and cut one set per pair.
- RESOURCE 2.7 – Paraphrased Bible**
Print one per person.
- RESOURCE 2.8 – Lesson 2 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

**RESOURCE 2.1 –
Lolly pictures**

Print one copy of each picture to display.

**RESOURCE 2.2 –
Picture of boy taking a
lolly from a jar**

Print one A4 or A3 copy to display.

Part 1. Rules and consequences

Activate knowledge

Show the pictures in **RESOURCE 2.1 – Lolly pictures** one at a time.

Invite students to tell you what they see in each picture.

Elicit the words lolly, lolly jar and lolly snake.

Focus on language

Write *warn, touch, take, blame* and *punish* on the board.

Clarify word meanings through mime and discussion.

Invite students to give the past tense of each verb, and write it next to each word on the board.

Show **RESOURCE 2.2 – Picture of boy taking a lolly from a jar**.

Invite students to describe what they see.

Divide students into small groups.

Invite groups to compose a story about the picture using the past tense forms of the verbs on the board.

Invite groups to share their stories with the class.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Play 'Who stole the lolly from the lolly jar?'

Invite students to sit on their chairs in a circle.

**RESOURCE 2.3 –
Chant words**
Print one per person.

Distribute **RESOURCE 2.3 – Chant words** to each student.

Read this chant with a helper or confident student:

- Teacher: Who took the lolly from the lolly jar?
[Name of Helper 1] took the lolly from the lolly jar.
- Helper 1: Who me?
- Teacher: Yes you!
- Helper 1: Not me (shake head).
- Teacher: Then who?
- Helper 1: [Name another helper or confident student] took the lolly from the lolly jar.
- Helper 2: Who me?
- Helper 1: Yes you!
- Helper 2: Not me (shake head).
- Helper 1: Then who?
- Helper 2: [Name a confident student] took the lolly from the lolly jar.

Invite students to read through the chant in unison (everyone reading all the words).

Clap your hands to the rhythm of the chant, and invite students to join you as they read the chant a few more times until they are confident.

Repeat the chant, now with students taking turns to say the different parts until all students have been accused of stealing the lolly and responded.

Display the lolly snake picture in **RESOURCE 2.1 – Lolly pictures** again.

Invite students to describe it and say what it is.

Repeat the chant game above, replacing the word 'lolly' with the word 'snake'.

Speaking task 2: Group discussion

Divide students into small groups.

Ask the questions below one by one and invite groups to discuss their opinions. (Optional: write the questions on the board.)

- 'What are some good family rules?'
- 'Why are these rules important?'
- 'What should happen if these rules are broken?'
- 'Must children always understand their parents' rules? Why/why not?'

Speaking task 3: Pair discussion

Divide students into pairs.

Distribute **RESOURCE 2.4 – Pair discussion questions** to pairs.

Invite students to take turns asking the questions of their partners.

Invite students to share some of their partners' answers with the class.

Write new words and expressions on the board as they are shared.

RESOURCE 2.4 – Pair discussion questions

Print one set of questions per pair.

Lead into Bible

Say 'Our Bible time is about one rule God made and what happened when Adam and Eve disobeyed it.'

Part 2. People reject God

Genesis 3:1–6, 13–19, 23 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

The snake was craftier than any of the animals God had made. The snake said to the woman, ‘Did God really say, “You must not eat fruit from any tree in the garden”?’

The woman said, ‘We may eat fruit from the trees in the garden, but God said, ‘You must not eat fruit from the tree in the middle of the garden. Do not even touch it. If you do, you will die.’

‘You will not die,’ the snake said to the woman. The woman saw that the fruit was good to eat and look at, so she took some and ate it. She gave some to her husband and he ate it. God said, ‘You ate fruit from the tree I warned you not to eat from.’ The man blamed the woman. The woman blamed the snake.

God said to the snake, ‘I will curse you.’ God said to the woman, ‘You will be in great pain when you have children.’ God said to the man, ‘You will work hard all your life to produce the food you eat. You were made from the ground. You will return to it when you die.’


So God sent them out of the Garden of Eden.

Review previous lessons

Display the timeline with the icon from the previous lesson attached.

Invite a volunteer to summarise the previous lesson as you point to the icon on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
Point to icon on the timeline	Summary statements
	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>

Predict content

Ask ‘Do you know what happens next?’

Accept responses.

Display **RESOURCE 2.5 – Summary sketch**.

Ask ‘What do you see?’

Accept responses.

RESOURCE 2.5 –
Summary sketch

Print one A4 or A3
copy to display.

HEART LANGUAGE

Optional: Invite students to read Genesis 3:1–6, 13–19, 23 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

Read and comprehend

Activity 1: Sequencing the text

Read Genesis 3:1–6, 13–19, 23 aloud.

Invite students to share what they heard (words, phrases or ideas).

Divide students into pairs.

**RESOURCE 2.6 –
Text strips**

Print and cut one set
per pair.

**RESOURCE 2.7 –
Paraphrased Bible text**

Print one per person.

Distribute a set of strips from **RESOURCE 2.6 – Text strips** to each pair.

Invite pairs to order their strips. (Walk around the class and help as needed.)

Distribute **RESOURCE 2.7 – Paraphrased Bible text** to each student.

Invite pairs to read the text and circle new words.

Invite students to share new words and define them as a class.

Activity 2: Composing and answering questions about the text

Invite each pair to write down 3 questions about the text.

Put 2 pairs together and invite them to ask their questions of each other.

Invite volunteers to ask one of their questions to the class and accept responses.

Activity 3: Class questions

Ask the following questions of the class and accept responses:

- 'How would you summarise God's instruction to Adam and Eve?'
- 'Should God be allowed to give instructions? Why/Why not?'
- 'How did Adam and Eve blame others?'

Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.


**RESOURCE 2.8 –
Lesson 2 icon**

Print A4 or A3 version
to match your timeline
size.

! Timeline and summary statement

Display **RESOURCE 2.5 – Summary sketch** and invite a volunteer to summarise the text in their own words.

Attach **RESOURCE 2.8 – Lesson 2 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

Place this icon in next position on timeline	Say
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070c0; color: white; padding: 5px; margin-right: 10px;">2</div>  </div>	<p>'People rejected God's rule and broke their friendship with him. God sent them out of the garden.'</p>

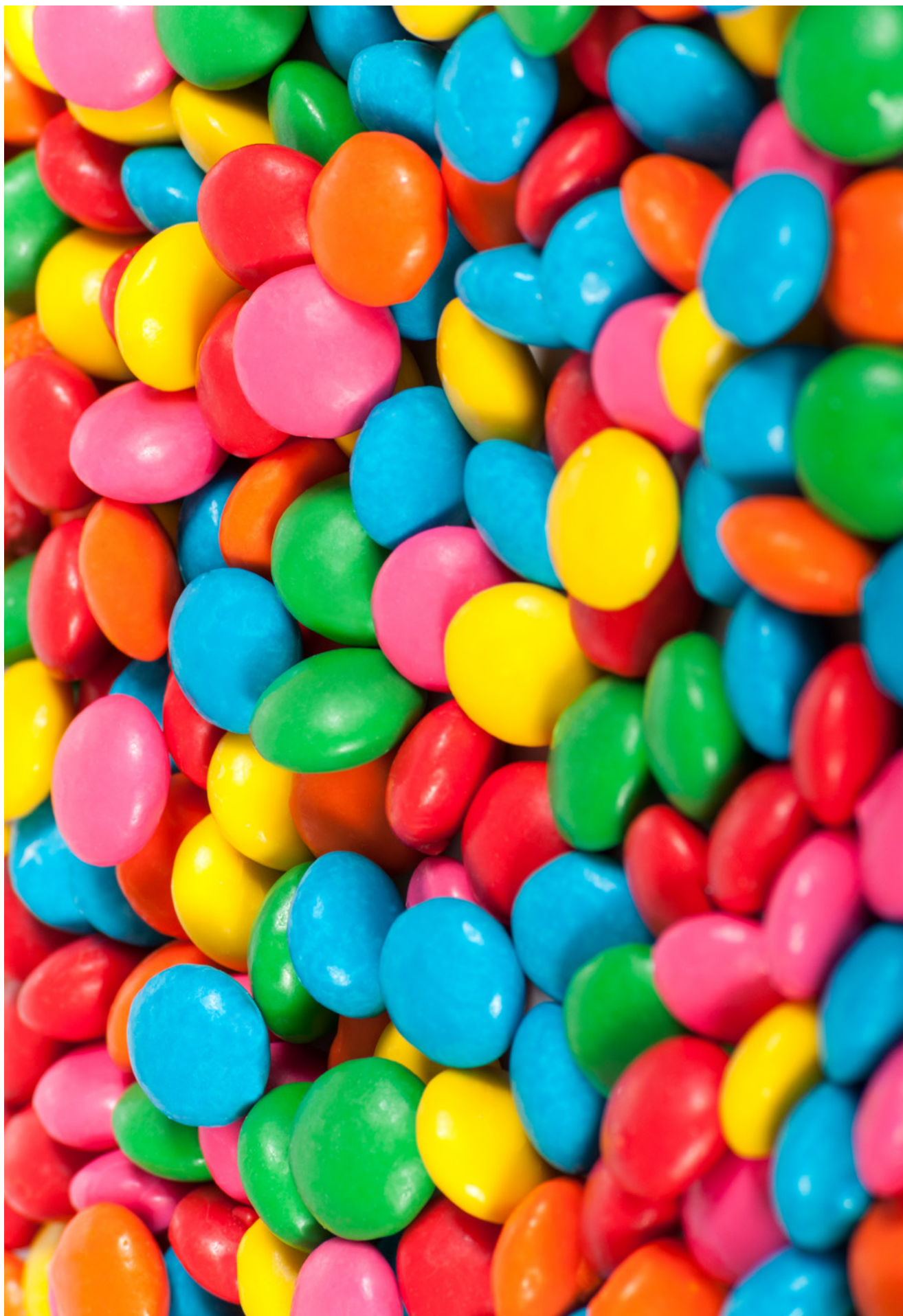
! An important question

Say 'After Adam and Eve leave the garden, things get worse. People keep disobeying God and more relationships are broken.'

Ask 'What do you think God will do now?'

2.1 RESOURCE – Lolly pictures

Lesson 2: Part 1. Rules and consequences
Print one copy of each picture to display.



2.1 RESOURCE – Lolly pictures

Lesson 2: Part 1. Rules and consequences
Print one copy of each picture to display.



2.1 RESOURCE – Lolly pictures

Lesson 2: Part 1. Rules and consequences
Print one copy of each picture to display.



2.1 RESOURCE – Lolly pictures

Lesson 2: Part 1. Rules and consequences
Print one copy of each picture to display.



2.1 RESOURCE – Lolly pictures

Lesson 2: Part 1. Rules and consequences
Print one copy of each picture to display.



2.2 RESOURCE – Picture of boy taking a lolly from a jar

Lesson 2: Part 1. Rules and consequences
Print one A4 or A3 copy to display.



2.3 RESOURCE – Chant words

Lesson 2: Part 1. Rules and consequences
Print one per person.

'Who took the lolly from the lolly jar?' chant

Person 1: Who took the lolly from the lolly jar? [Name] took the lolly from the lolly jar.

Person 2: Who me?

Person 1: Yes you!

Person 2: Not me (shake head).

Person 1: Then who?

Person 2: [New name] took the lolly from the lolly jar.

Person 3: Who me?

Person 2: Yes you!

Person 3: Not me (shake head).

Person 2: Then who?

Person 3: [New name] took the lolly from the lolly jar.

2.4 RESOURCE – Pair discussion questions

Lesson 2: Part 1. Rules and consequences
Print one set of questions per pair.



Bible Overview.In.2

What are some good rules in a society?

Why are these rules important?

What should happen if these rules are broken?

Bible Overview.In.2

What are some good rules in a society?

Why are these rules important?

What should happen if these rules are broken?

Bible Overview.In.2

What are some good rules in a society?

Why are these rules important?

What should happen if these rules are broken?

Bible Overview.In.2

What are some good rules in a society?

Why are these rules important?

What should happen if these rules are broken?

2.5 RESOURCE – Summary sketch

Lesson 2: Part 2. People reject God
Genesis 3:1–6, 13–19, 23
Print one A4 or A3 copy to display.



2.6 RESOURCE – Text strips

Lesson 2: Part 2. People reject God
Genesis 3:1–6, 13–19, 23
Print and cut one set per pair.



Bible Overview
In.2

The snake was craftier than any of the animals God had made.
The snake said to the woman,

Bible Overview
In.2

‘Did God really say, “You must not eat fruit from any tree in the garden”?’

Bible Overview
In.2

The woman said, ‘We may eat fruit from the trees in the garden, but God said, ‘You must not eat fruit from the tree in the middle of the garden. Do not even touch it. If you do, you will die.’

Bible Overview
In.2

‘You will not die,’ the snake said to the woman.

Bible Overview
In.2

The woman saw that the fruit was good to eat and look at, so she took some and ate it. She gave some to her husband and he ate it.

Bible Overview
In.2

God said, ‘You ate fruit from the tree I warned you not to eat from.’ The man blamed the woman. The woman blamed the snake. God said to the snake,

Bible Overview
In.2

‘I will curse you.’ God said to the woman ‘You will be in great pain when you have children.’ God said to the man,

Bible Overview
In.2

‘You will work hard all your life to produce the food you eat. You were made from the ground. You will return to it when you die.’

Bible Overview
In.2

So God sent them out of the Garden of Eden.

Genesis 3:1–6, 13–19, 23

The snake was craftier than any of the animals God had made. The snake said to the woman, 'Did God really say, "You must not eat fruit from any tree in the garden"?''

The woman said, 'We may eat fruit from the trees in the garden, but God said, 'You must not eat fruit from the tree in the middle of the garden. Do not even touch it. If you do, you will die.'

'You will not die,' the snake said to the woman. The woman saw that the fruit was good to eat and look at, so she took some and ate it. She gave some to her husband and he ate it. God said, 'You ate fruit from the tree I warned you not to eat from.' The man blamed the woman. The woman blamed the snake.

God said to the snake, 'I will curse you.' God said to the woman, 'You will be in great pain when you have children.' God said to the man, 'You will work hard all your life to produce the food you eat. You were made from the ground. You will return to it when you die.'

So God sent them out of the Garden of Eden.

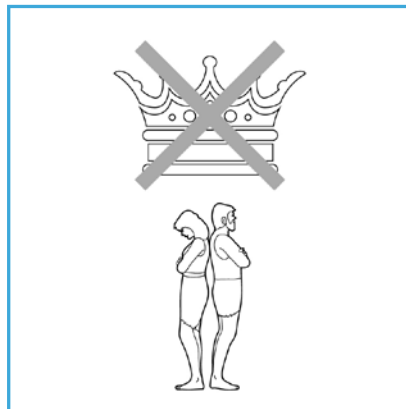
2.8 RESOURCE – Lesson 2 icon

Lesson 2: Part 2. People reject God
Genesis 3:1–6, 13–19, 23
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 3

PART 1 (APPROXIMATELY 1 HOUR):

Journey to a new land

PART 2 (APPROXIMATELY 1/2 HOUR):

God makes promises to Abram Genesis 12:1–5

BIG IDEA:

God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.

Prepare lesson

Part 1. Journey to a new land

Print resources

- RESOURCE 3.1 – Text: moving to a new country**
Print one per person.
- RESOURCE 3.2 – Three travellers information gap activity**
Print enough of Part A for half of the class and enough of Part B for the other half of the class.

Part 2. God makes promises to Abram

Read scripture

- Genesis 12:1–5 in your Bible
- Genesis 12:1–5 paraphrase on page 63

Print resources

- RESOURCE 3.3 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 3.4 – Picture sheet**
Print one sheet per pair.
- RESOURCE 3.5 – Paraphrased Bible text**
Print one per person.
- RESOURCE 3.6 – Lesson 3 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Part 1. Journey to a new land

Activate knowledge

Invite volunteers to share about their decision to move from their home country.

(**Note:** Don't name specific students. Not everyone will be ready to share about this.)

Ask 'What did you know about Australia before you came?'

Focus on language

Say 'I am going to read a story about someone who is moving to a new country. I will read it twice.'

Invite students to listen the first time and take notes as they listen again.

Read the following text aloud twice:

One night Sing and his father were outside looking at the stars. Sing's father told him that tomorrow their family would leave their home and travel to a new place. They would say goodbye to friends and family because they would be going to a new land in a new country.

Sing felt uncertain, but his father told him to be brave. He said, 'I will be with you, and I will show you where to go. We will travel together. One day this new land will be a blessing to our family, and we will also be a blessing to it.'

So that night, Sing and his family packed their most important possessions ready to travel from their home to a new land. Sing was nervous, but he loved and trusted his father, so he tried to be brave.

Divide students into small groups.

Invite groups to work together to write a summary of the story.

RESOURCE 3.1 –
Text: moving to a
new country
Print one per person.

Invite one group to read their summary aloud.

Invite others to add details and correct any content.

Distribute **Resource 3.1 – Text: moving to a new country** to each student.

Invite students to read the text and circle any new words.

Define new words as a class.

Brainstorm synonyms for the following words together as a class:

- goodbye
- possessions
- blessings.

Write responses on the board.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Brainstorming in groups

Divide students into 3 groups.

Ask ‘What questions do you think Sing had about his new country?’

Invite Group 1 to brainstorm some questions.

Say ‘Sing felt uncertain and nervous. What are some other emotions he might have felt?’

Invite Group 2 to brainstorm the emotions people feel when they are moving to a new country.

Say ‘Sing’s father told him to be brave. What helps people to be brave when they are planning to move to a new country?’

**RESOURCE 3.2 –
Three travellers
information gap
activity**

Print enough of Part A for half of the class and enough of Part B for the other half of the class.

Invite Group 3 to brainstorm things that help them to be brave.

Allow time for groups to brainstorm and make notes.

Invite each group to share their answers with the class.

Write their answers on the board, correcting the English as you go.

Invite the other groups to add to the lists.

Speaking task 2: Information gap activity

Divide students into pairs.

Distribute Part A of **RESOURCE 3.2 – Three travellers information gap activity** to one student in each pair and Part B to the other student.

Indicate that they should not show their sheets to their partners.

Invite students to ask each other questions and write the answers in their tables.

(**Note:** You may choose to give students the resource with or without the suggested questions, depending on their language support needs. Cover when copying if necessary.)

Check the answers as a class.

Speaking task 3: Sharing stories

Ask the questions below, allowing time after each question for students to share their answers with their partners:

- 'What did you notice when you first came to Australia?'
- 'How did you feel when you first came to Australia?'
- 'What have you learnt about Australia?'

 **Lead into Bible**

Say 'Our Bible time is about a man who is told to leave his country and take his family to a new land.'

Part 2. God makes promises to Abram

Genesis 12:1–5 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

The Lord said to Abram, 'Leave your country, your people and your family. Go to the land I will show you.

'I will make you into a great nation.
I will bless you.
I will make your name great.
You will be a blessing to others.
I will bless people who bless you.
I will curse people who curse you.
All nations will be blessed because of you.'

So Abram did what the Lord told him. He took his wife Sarai and his nephew Lot. He took the people and all their possessions and travelled to Canaan.

HEART LANGUAGE

Optional: Invite students to read Genesis 12:1–5 in their heart language.



Visit bible.com or biblegateway.com to find a number of international translations.

Review previous lessons

Display the timeline with the icons from the previous lessons attached.

Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
Point to icons on the timeline	Summary statements
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070c0; color: white; padding: 5px; margin-right: 10px;">1</div>  </div>	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070c0; color: white; padding: 5px; margin-right: 10px;">2</div>  </div>	<p>People rejected God's rule and broke their friendship with him. God sent them out of the garden.</p>

RESOURCE 3.3 – Summary sketch

Print one A4 or A3 copy to display.

Predict content

Display **RESOURCE 3.3 – Summary sketch**.

Say 'This sketch illustrates today's Bible story.'

Ask 'What do you think will happen in this Bible story?'

Read and comprehend

Activity 1: Captioning

Distribute **RESOURCE 3.4 – Picture sheet** to pairs.

Invite pairs to compose a story by writing a simple caption under each picture.

RESOURCE 3.4 – Picture sheet

Print one sheet per pair.

RESOURCE 3.5 –
Paraphrased Bible text
Print one per person.

Invite pairs to share their stories.

Write new vocabulary on the board.

Activity 2: Read the text

Distribute **RESOURCE 3.5 – Paraphrased Bible text** to each student.

Invite students to read it twice in pairs, each taking a turn to read.

Invite student to circle new words.

Define new words as a class.

Activity 3: Finding God's promises in the text

Write *I will* 5 times down the left side of the board.

Invite students to find and say the 5 promises in the text starting with *I will*.

Complete the *I will* phrases on the board.

Discuss the meaning of each promise.

Write *All nations will ...* on the board.

Invite students to complete the sentence from the text.

Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.


**RESOURCE 3.6 –
Lesson 3 icon**

Print A4 or A3 version
to match your timeline
size.

! Timeline and summary statement

Display **RESOURCE 3.3 – Summary sketch** and invite a volunteer to summarise the text in their own words.

Attach **RESOURCE 3.6 – Lesson 3 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

Place this icon in next position on timeline	Say
	<p>'God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.'</p>

💬 An important question

Ask 'Will God keep his promises to Abraham of land, descendants and blessing?'

3.1 RESOURCE – Text: moving to a new country

One night Sing and his father were outside looking at the stars. Sing's father told him that tomorrow their family would leave their home and travel to a new place. They would say goodbye to friends and family because they would be going to a new land in a new country.

Sing felt uncertain, but his father told him to be brave. He said, 'I will be with you, and I will show you where to go. We will travel together. One day this new land will be a blessing to our family, and we will also be a blessing to it.'

So that night, Sing and his family packed their most important possessions ready to travel from their home to a new land. Sing was nervous, but he loved and trusted his father, so he tried to be brave.



One night Sing and his father were outside looking at the stars. Sing's father told him that tomorrow their family would leave their home and travel to a new place. They would say goodbye to friends and family because they would be going to a new land in a new country.

Sing felt uncertain, but his father told him to be brave. He said, 'I will be with you, and I will show you where to go. We will travel together. One day this new land will be a blessing to our family, and we will also be a blessing to it.'

So that night, Sing and his family packed their most important possessions ready to travel from their home to a new land. Sing was nervous, but he loved and trusted his father, so he tried to be brave.

3.2 RESOURCE – Three travellers information gap activity

Lesson 3: Part 1. Journey to a new land
Print enough of Part A for half of the class and
enough of Part B for the other half of the class.

Part A

Name	Ping	Mahnaz	Lily
Age	23		42
Lives with			Her husband and 2 children
Comes from		Iran	
Came to Australia in	February 2020		September 2010
Experience in		sales	
Speaks	Mandarin and Cantonese		Vietnamese and French

Suggested questions

How old is Ping/Mahnaz/Lily?

Who does s/he live with?

Where's s/he from?

When did s/he come to Australia?

What experience does s/he have?

What language does s/he speak?

3.2 RESOURCE – Three travellers information gap activity

Lesson 3: Part 1. Journey to a new land
Print enough of Part A for half of the class and
enough of Part B for the other half of the class.

Part B

Name	Ping	Mahnaz	Lily
Age		63	
Lives with	His 2 brothers	Her 2 daughters	
Comes from	China		Vietnam
Came to Australia in		July 2003	
Experience in	hospitality		administration
Speaks		Farsi	

Suggested questions

How old is Ping/Mahnaz/Lily?

Who does s/he live with?

Where's s/he from?

When did s/he come to Australia?

What experience does s/he have?

What language does s/he speak?

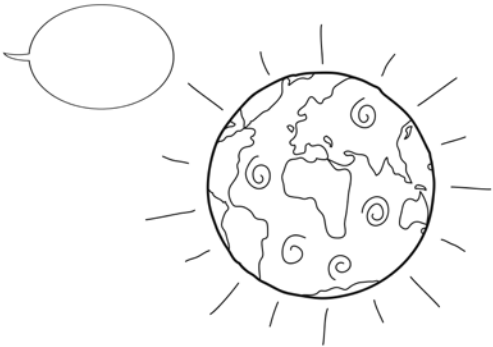
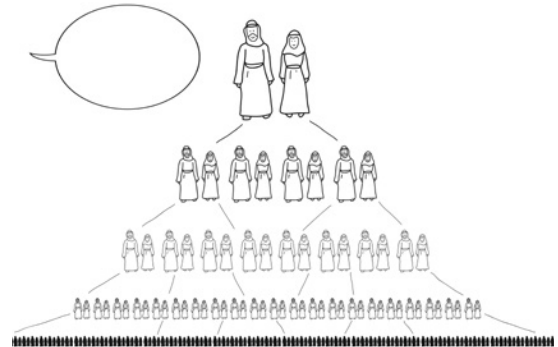
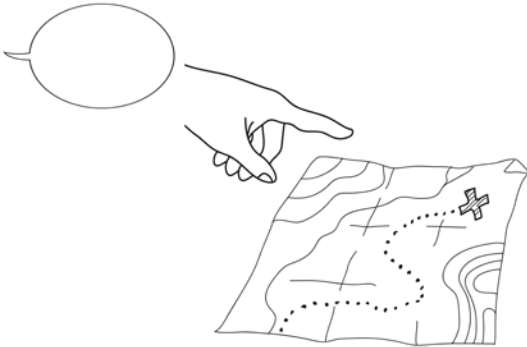
3.3 RESOURCE – Summary sketch

Lesson 3: Part 2. God makes promises to Abram
Genesis 12:1–5
Print one A4 or A3 copy to display.



3.4 RESOURCE – Picture sheet

Lesson 3: Part 2. God makes promises to Abram
Genesis 12:1-5
Print one sheet per pair.



Genesis 12:1–5

The Lord said to Abram, 'Leave your country, your people and your family. Go to the land I will show you.

‘I will make you into a great nation.

I will bless you.

I will make your name great.

You will be a blessing to others.

I will bless people who bless you.

I will curse people who curse you.

All nations will be blessed because of you.’

So Abram did what the Lord told him. He took his wife Sarai and his nephew Lot. He took the people and all their possessions and travelled to Canaan.

3.6 RESOURCE – Lesson 3 icon

Lesson 3: Part 2. God makes promises to Abram
Genesis 12:1–5
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 4

PART 1 (APPROXIMATELY 1 HOUR):

A beach rescue

PART 2 (APPROXIMATELY 1/2 HOUR):

**God rescues and restores his people
Exodus 3:4, 7–8a (before leaving Egypt);
Exodus 19:4–8 (after leaving Egypt)**

BIG IDEA:

God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.

 **Prepare lesson**

Part 1. A beach rescue

Print resources

- RESOURCE 4.1 – Beach rescue pictures**
Print one set of pictures.
- RESOURCE 4.2 – Life in Australia text**
Print one per person.
- RESOURCE 4.3 – Beach instructions and reasons**
Print and cut one copy each of Parts A and B, keeping the parts separate.
- RESOURCE 4.4 – Gap-fill activity**
Print one per person.

Part 2. God rescues and restores his people

Read scripture

- Exodus 3:4–8 and 19:4–8 in your Bible
- Exodus 3:4, 7–8a;19:4–8 paraphrase on page 83.

Print resources (on the next page)

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Print resources

- RESOURCE 4.5 – Paraphrased Bible text**
Print one per person.
- RESOURCE 4.6 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 4.7 – Lesson 4 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

Part 1. A beach rescue

Activate knowledge

Write *the beach* on the board.

Invite students to each say one thing they know about the beach.

Write the words and phrases on the board. (**Note:** You may go around the class a few times to generate more phrases and words.)

Divide students into 4 groups and give a different picture from **RESOURCE 4.1 – Beach rescue pictures** to each group, indicating that they should not show the other groups.

(**Note:** If you have a small class, create fewer groups and give more than one picture to each group.)

Invite each group to discuss what they think is happening in their picture(s).

Redistribute the pictures around the groups and invite more discussion.

Display all 4 pictures for the whole class.

Invite volunteers to describe one of the pictures for the other students to guess which one they are describing.

Focus on language

Distribute **RESOURCE 4.2 – Life in Australia text** to each student and invite them to read it quietly, circling words that are new to them.

Write the following words on the board:

settled, understand, culture, spacious, peaceful, treasure, bush, beach, concerned, safe

Invite students to say the words together as you point to them.

**RESOURCE 4.1 –
Beach rescue pictures**

Print one set of
pictures.

**RESOURCE 4.2 –
Life in Australia text**

Print one per person.

Define the meaning of the words using mime, synonyms and simple pictures on the board.

Tell students to turn their text over so that they can't read it.

Read the text below slowly, inviting students to put their hands up when they hear each of the words on the board.

Sing and his family settled in Australia. Over time, they began to understand Australian culture better. They thought Australia was spacious and peaceful, but they would always remember and treasure their home country.

In Australia, they lived near the bush and the beach. They enjoyed the beach, but Sing's dad was concerned because Sing was not a strong swimmer. One day in summer they learnt some very important lessons about being safe at the beach ...

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Pair discussion

Divide students into pairs.

Invite students to brainstorm and list important instructions for staying safe at the beach.

Invite pairs to take turns sharing their instructions.

Speaking task 2: Matching instructions with reasons

Shuffle and **distribute** strips from Part A of **RESOURCE 4.3 – Beach instructions and reasons** to students. (It's okay if some students have more than one strip.)

Shuffle the strips from Part B of **RESOURCE 4.3 – Beach instructions and reasons** and spread them out on a table.

RESOURCE 4.3 – Beach instructions and reasons

Print and cut one copy each of Parts A and B, keeping the parts separate.

**RESOURCE 4.4 –
Gap-fill activity**
Print one per person.

Invite student to read their instructions aloud one at a time.

Ask 'Why is this important?'

Accept responses.

Invite students to read the strips on the table and point to the reason that best matches each instruction.

Speaking task 3: Gap-fill

Distribute **RESOURCE 4.4 – Gap-fill activity** to each student.

Divide students into pairs.

Invite students to read the sentences aloud and help each other find the correct word from the box on the worksheet to complete each one.

Lead into Bible

Say 'Our Bible time is about an important rescue.'

Part 2. God rescues and restores his people

Exodus 3:4, 7–8a; 19:4–8 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

Note: This paraphrase is composed of 2 separate sections: before leaving Egypt, and after leaving Egypt.

Before (Exodus 3:4, 7–8a)

God spoke to Moses from inside a burning bush. God said to Moses, 'I have seen my people suffering in Egypt. I have heard them cry out from their slavery. I am concerned about their suffering. So I have come to save them from the Egyptians. I will bring them out of that land. I will bring them into a good land. It is a spacious land flowing with milk and honey.'

After (Exodus 19:4–8)

God said, 'You saw how I carried you out of Egypt and brought you to myself. Now obey me. If you do, you will be my special treasure.'




The people said, 'We will do everything the Lord has said.'

Review previous lessons

Display the timeline with the icons from the previous lessons attached.


Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
Point to icons on the timeline	Summary statements
<p>1</p> 	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>
<p>2</p> 	<p>People rejected God's rule and broke their friendship with him. God sent them out of the garden.</p>
<p>3</p> 	<p>God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.</p>

Predict content

Say 'In the text we will read today, Abram's descendants are no longer in their land.'

Place this icon in next position on timeline	Say
<div style="display: flex; align-items: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">4a</div>  </div>	<p>'Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.'</p>

Write *God rescues his people from Egypt* across the top of the board.

Write *Who? Why? How? Where to?* in a list on the left side of the board as prompts.

Invite students to tell you what they know about the story. If necessary, prompt by asking 'who, why, how, where' questions, but don't give answers at this stage.

Write students' suggestions on the board, building language and correcting the English as you go.

HEART LANGUAGE

Optional: Invite students to read Exodus 3:4, 7–8a; 19:4–8 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

RESOURCE 4.5 – Paraphrased Bible text
Print one per person.

Read and comprehend

Activity 1: Listen to the text

Read the paraphrased text aloud twice.

Invite students to correct and add to the predictions about the story on the board.

Add new information next to *Who? Why? How? Where to?* on the board.

Activity 2: Read and notice details

Distribute **RESOURCE 4.5 – Paraphrased Bible text** to each student.

Invite students to read Part A quietly to themselves and circle:

- a. what God says he has done (I have ...)
- b. what God promises to do (I will ...).

Invite students to share what they have circled with the class.

Invite students to read Part B and circle:

- a. what God expects from his people
- b. what God promises the people will be
- c. what the people promise to do.

Invite students to share what they have circled with the class.

Activity 3: Pictionary

Say 'I am going to draw a picture. Can you guess what it is?'

Invite students to guess what you are drawing on the board:

- burning bush
- treasure
- spacious land flowing with milk and honey
- land flowing with milk and honey

(**Note:** You could draw the first image and invite a volunteer to draw the next one.)

Discuss the meaning of the word-picture 'flowing with milk and honey' (*abundant land*).

? Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.

! Timeline and summary statement

Display **RESOURCE 4.6 – Summary sketch** and invite a volunteer to summarise the text in their own words.


Attach **RESOURCE 4.7 – Lesson 4 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

**RESOURCE 4.6 –
Summary sketch**

Print one A4 or A3
copy to display.

**RESOURCE 4.7 –
Lesson 4 icon**

Print one A4 or A3
version to match your
timeline size.

Place this icon in next position on timeline	Say
	'God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.'

💬 An important question

Ask 'Will God continue to rule his people?'

4.1 RESOURCE – Beach rescue pictures

Lesson 4: Part 1. A beach rescue
Print one set of pictures.



4.1 RESOURCE – Beach rescue pictures

Lesson 4: Part 1. A beach rescue
Print one set of pictures.



4.1 RESOURCE – Beach rescue pictures

Lesson 4: Part 1. A beach rescue
Print one set of pictures.



4.1 RESOURCE – Beach rescue pictures

Lesson 4: Part 1. A beach rescue
Print one set of pictures.



4.2 RESOURCE – Life in Australia text



Bible Overview.In.4

Sing and his family settled in Australia. Over time, they began to understand Australian culture better. They thought Australia was spacious and peaceful, but they would always remember and treasure their home country.

In Australia they lived near the bush and the beach. They enjoyed the beach, but Sing's dad was concerned because Sing was not a strong swimmer. One day in summer they learnt some very important lessons about being safe at the beach ...

Bible Overview.In.4

Sing and his family settled in Australia. Over time, they began to understand Australian culture better. They thought Australia was spacious and peaceful, but they would always remember and treasure their home country.

In Australia they lived near the bush and the beach. They enjoyed the beach, but Sing's dad was concerned because Sing was not a strong swimmer. One day in summer they learnt some very important lessons about being safe at the beach ...

Bible Overview.In.4

Sing and his family settled in Australia. Over time, they began to understand Australian culture better. They thought Australia was spacious and peaceful, but they would always remember and treasure their home country.

In Australia they lived near the bush and the beach. They enjoyed the beach, but Sing's dad was concerned because Sing was not a strong swimmer. One day in summer they learnt some very important lessons about being safe at the beach ...

4.3 RESOURCE – Beach instructions and reasons

Lesson 4: Part 1. A beach rescue
Print and cut one copy each of Parts A
and B, keeping the parts separate.



Bible Overview.In.4
PART A

Wear a rash shirt and a hat

Bible Overview.In.4
PART A

Apply sunscreen every 2 hours

Bible Overview.In.4
PART A

Drink a lot of water

Bible Overview.In.4
PART A

Obey the signs

Bible Overview.In.4
PART A

Swim between the flags

Bible Overview.In.4
PART A

Only swim at beaches patrolled by lifesavers

Bible Overview.In.4
PART A

Raise your arm if you need help in the water

Bible Overview.In.4
PART A

Never swim alone

4.3 RESOURCE – Beach instructions and reasons

Lesson 4: Part 1. A beach rescue
Print and cut one copy each of Parts A
and B, keeping the parts separate.



Bible Overview.In.4
PART B

to protect you from the sun.

Bible Overview.In.4
PART B

because it only protects your skin for 2 hours.

Bible Overview.In.4
PART B

to avoid dehydration.

Bible Overview.In.4
PART B

because they contain important safety information.

Bible Overview.In.4
PART B

because this is where the lifesavers can see you.

Bible Overview.In.4
PART B

because they rescue swimmers in trouble.

Bible Overview.In.4
PART B

because this shows people you need help.

Bible Overview.In.4
PART B

because there will be no-one to help you.

4.4 RESOURCE – Gap-fill activity

Lesson 4: Part 1. A beach rescue
Print one per person.

Use the words in the box to fill in the gaps.

trouble	save	concerned
beach	cry out	everything
flags	obey	

Sing's dad said to Sing:

1. I am _____ about you.
2. Be careful at the _____.
3. I have seen many people in _____ at the beach.
4. I have heard them _____ for help.
5. Always swim between the _____.
6. Always _____ the safety signs.
7. If you need help in the water, raise your arm so that the lifeguard
will see you and _____ you.

Sing said to his father:

I will do _____ that you have said.

Exodus 3:4, 7–8a; 19:4–8

Part A: Before leaving Egypt (Exodus 3:4, 7–8a)

God spoke to Moses from inside a burning bush. God said to Moses, 'I have seen my people suffering in Egypt. I have heard them cry out from their slavery. I am concerned about their suffering. So I have come to save them from the Egyptians. I will bring them out of that land. I will bring them into a good land. It is a spacious land flowing with milk and honey.'

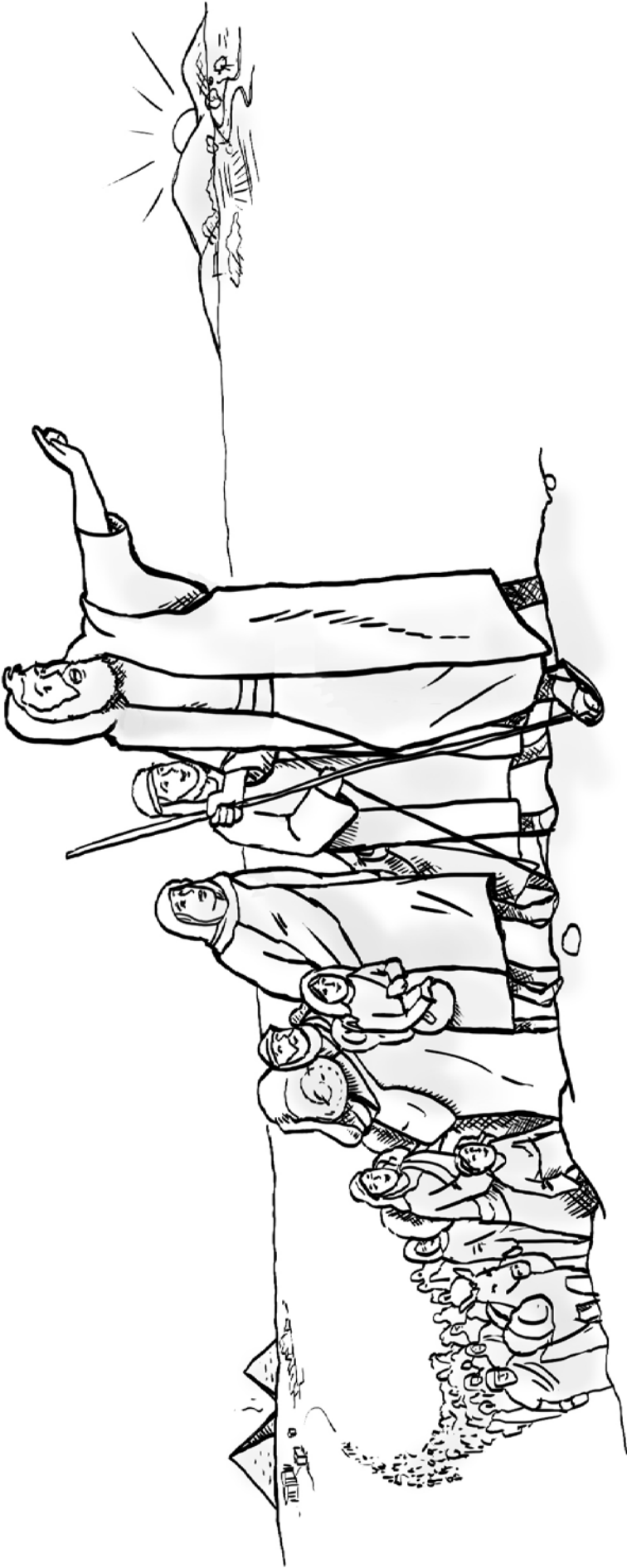
Part B: After leaving Egypt (Exodus 19:4–8)

God said, 'You saw how I carried you out of Egypt and brought you to myself. Now obey me. If you do, you will be my special treasure.'

The people said, 'We will do everything the Lord has said.'

4.6 RESOURCE – Summary sketch

Lesson 4: Part 2. God rescues and restores his people
Exodus 3:4, 7-8a; 19:4-8
Print one A4 or A3 copy to display.



4.7 RESOURCE – Lesson 4 icon

Lesson 4: Part 2. God rescues and restores his people
Exodus 3:4, 7-8a; 19:4-8
Print one A4 or A3 version to match your timeline size.

A4 version

4a

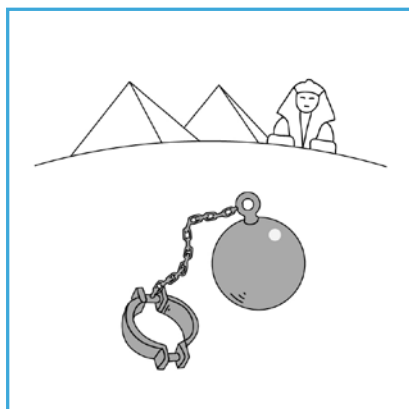


4b



A3 version

4a



4b



Lesson 5

PART 1 (APPROXIMATELY 1 HOUR):

Royalty

PART 2 (APPROXIMATELY 1/2 HOUR):

A king for God's people **2 Samuel 7:8–13**

BIG IDEA:

God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.

Prepare lesson

Part 1. Royalty

Print resources

- RESOURCE 5.1 – Student questionnaire**
Print one per person.
- RESOURCE 5.2 – Royal family tree**
Print one per person.
- RESOURCE 5.3.1 – Royalty facts: answers**
Print one A4 or A3 copy for display.
- RESOURCE 5.3.2 – Royalty facts: question strips**
Print one copy and cut out strips.

Part 2. A king for God's people

Read scripture

- 2 Samuel 7:8–13 in your Bible
- 2 Samuel 7:8–13 paraphrase on page 107

Print resources

- RESOURCE 5.4 – Paraphrased Bible text**
Print one per person.
- RESOURCE 5.5 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 5.6 – Lesson 5 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

RESOURCE 5.1 –
Student questionnaire
Print one per person.

RESOURCE 5.2 –
Royal family tree
Print one per person.

Part 1. Royalty

Activate knowledge

Distribute **RESOURCE 5.1 – Student questionnaire** to each student.

Invite students to walk around the room asking each other about the leaders of their countries and filling in the questionnaire.

Invite students to share one thing with the class that they learnt from the questionnaire.

Focus on language

Write *ruler, ancestors, descendants, kingdom* in a list on the left side of the board.

Invite the class to work together to define the words.

Write definitions on the board, correcting errors as you go.

Distribute **RESOURCE 5.2 – Royal family tree** to each student.

Ask the following questions and allow time for students to respond:

- 'Where is Queen Elizabeth II? (**point**)
- 'When was Queen Elizabeth II born?' (**1926**)
- 'Name one of Queen Elizabeth's ancestors.'
(**accept multiple responses**)
- 'Name one of Queen Elizabeth's descendants.'
(**accept multiple responses**)
- 'Who was king before Queen Elizabeth?'
(**King George VI**)
- 'When did he die?' (**1952**)
- 'Who are Queen Elizabeth's children?'
(**Prince Charles, Princess Anne, Prince Andrew, Prince Edward**)

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: See, think, wonder

Demonstrate 3 sentences about the family tree.
For example:

- (observation)
I see that Queen Elizabeth was born in 1926.
- (opinion)
I think that Queen Victoria had a lot of children.
- (question)
I wonder how old Prince Charles will be if he becomes king.

Invite students to look again at the family tree, and talk with the people around them about what they see, think and wonder (i.e. one observation/fact, one opinion and one question).

Speaking task 2: Asking questions in pairs

Divide students into pairs.

Invite students to think of their own questions about the family tree and ask each other.

Speaking task 3: Discussion about different rulers and their roles

Display [RESOURCE 5.3.1 – Royalty facts: answers](#).

Shuffle [RESOURCE 5.3.2 – Royalty facts: question strips](#) and lay them face up on a table.

Invite students to read the answers and find the question that matches each of them.

Define words and concepts as you go.

**RESOURCE 5.3.1 –
Royalty facts: answers**

Print one A4 or A3
copy for display.

**RESOURCE 5.3.2 –
Royalty facts: question
strips**

Print one copy and cut
out strips.

 **Lead into Bible**

Say 'Our Bible time is about a king and his descendant.'

Part 2. A king for God's people

2 Samuel 7:8–13 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.






Tell my servant David, 'The Lord says, I made you ruler over Israel. I have been with you everywhere. I have destroyed your enemies. Now I will make your name great. I will give my people a place to live. I will put them in the land. They will have a home of their own. Their enemies will not persecute them anymore. One day your life will end, and you will join your ancestors who have died. Then I will make one of your descendants king after you. I will establish his kingdom forever.'

Review previous lessons

Display the timeline with the icons from the previous lessons attached.

Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
<i>(The lines in italics fill in the crucial history between the lessons.)</i>	
Point to icons on the timeline	Summary statements
<p>1</p> 	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>
<p>2</p> 	<p>People rejected God's rule and broke their friendship with him. God sent them out of the garden.</p>
<p>3</p> 	<p>God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.</p>
<p>4a</p> 	<p><i>Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.</i></p>
<p>4b</p> 	<p>God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.</p>

Predict content

Say 'Today we learn about the king God gave his people.'

Write *The Lord said, 'I made you ruler over Israel.'* on the board.

Ask 'Who do you think God was talking to?'

Accept responses, prompting if necessary (*David*).

Write 'I will give my people _ _ _ _ _ .
I will put them in the _ _ _ _ _ .'

Play hangman to reveal the missing words (*a place to live; land*).

Write 'One day you will join your _ _ _ _ _ who
have _ _ _ _ _ .'

Play hangman to reveal the missing words (*ancestors; died*).

Write 'I will make one of your _ _ _ _ _ king
after you. I will establish his kingdom _ _ _ _ _ .'

Play hangman to reveal the missing words (*descendants; forever*).

Read and comprehend

Activity 1: Read and circle words

Distribute **RESOURCE 5.4 – Paraphrased Bible text** to each student.

Read the text aloud, inviting students to read along and circle the word 'will' every time they hear it.

Invite students to read aloud the sentences in the text containing the word 'will'.

Say 'We use the word "will" in promises. God is making promises to David.'

Discuss the meaning of these promises as a class.

**RESOURCE 5.4 –
Paraphrased Bible text**
Print one per person.

HEART LANGUAGE

Optional: Invite students to read 2 Samuel 7:8–13 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

Activity 2: Remembering God's promises

Say 'Remember the promises God made to Abram. He promised to:

- bless Abram's descendants
- give Abram's descendants their own land
- bless all people through them.'

Ask 'How many of these promises are in this passage?'

Accept responses.

Ask 'How can a kingdom last forever?'

Accept responses.

Activity 3: Pictionary

Invite students to play Pictionary as a class or in small groups. (Choose from the following words to give different students to draw for the group: King David, land, enemies, ancestors, descendants, king, kingdom, forever.)

Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.

Timeline and summary statement


Display [RESOURCE 5.5 – Summary sketch](#) and invite a volunteer to summarise the text in their own words.

**RESOURCE 5.5 –
Summary sketch**
Print one A4 or A3
copy to display.

**RESOURCE 5.6 –
Lesson 5 icon**

Print A4 or A3 version
to match your timeline
size.

Attach **RESOURCE 5.6 – Lesson 5 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

Place this icon in next position on timeline	Say
	<p>'God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.'</p>

An important question

Ask 'Who will this descendant be?'

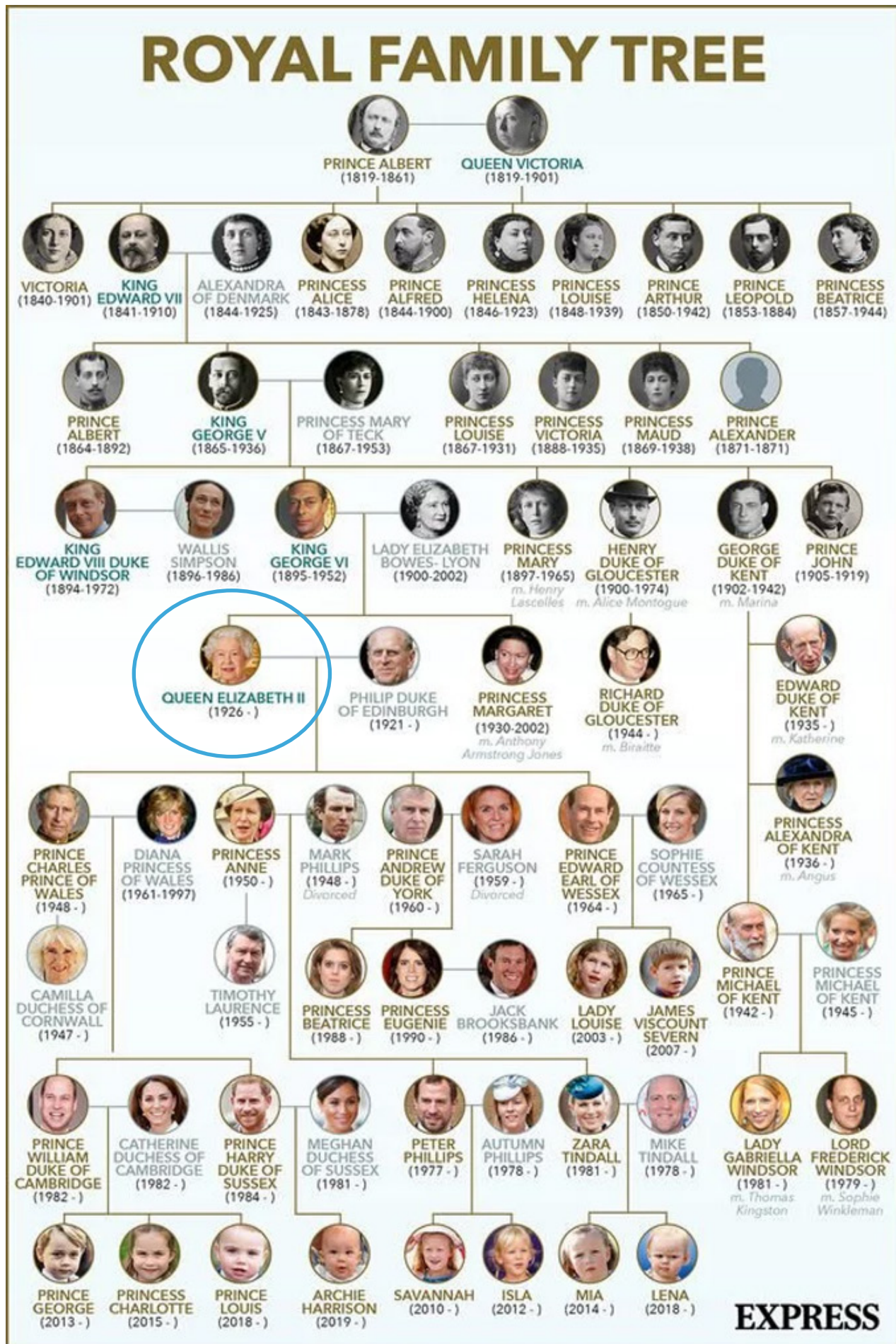
5.1 RESOURCE – Student questionnaire

Lesson 5: Part 1. Royalty
Print one per person.

Student name	Who is the leader of your home country?	What are 3 words to describe the leader of your country?	Does your home country have a king or a queen?

5.2 RESOURCE – Royal family tree

Lesson 5: Part 1. Royalty
Print one per person.



Source: [express.co.uk/news/royal/1137720/queen-family-tree-queen-elizabeth-huge-family-back-to-queen-victoria-relatives](https://www.express.co.uk/news/royal/1137720/queen-family-tree-queen-elizabeth-huge-family-back-to-queen-victoria-relatives)

<p>twice</p>	<p>her passport</p>	<p>Greek and Danish</p>
<p>Duke of Edinburgh</p>	<p>Cambridge University</p>	<p>'Your Majesty' or 'Ma'am'</p>
<p>vote</p>	<p>French</p>	<p>a truck driver and mechanic</p>

**5.3.2 RESOURCE – Royalty facts:
question strips**

Lesson 5: Part 1. Royalty
Print one copy and cut out strips.



Bible Overview
In.5

When she was 18, what was Elizabeth trained as in the Armed Services?

Bible Overview
In.5

Where did Prince Charles study history?

Bible Overview
In.5

What was the title of Queen Elizabeth's husband?

Bible Overview
In.5

The royal family are not allowed to do this.

Bible Overview
In.5

What was Prince Philip's ethnic background?

Bible Overview
In.5

How many times a year does Queen Elizabeth celebrate her birthday?

Bible Overview
In.5

How must the Queen be addressed?

Bible Overview
In.5

The Queen of England never has to show this when she travels.

Bible Overview
In.5

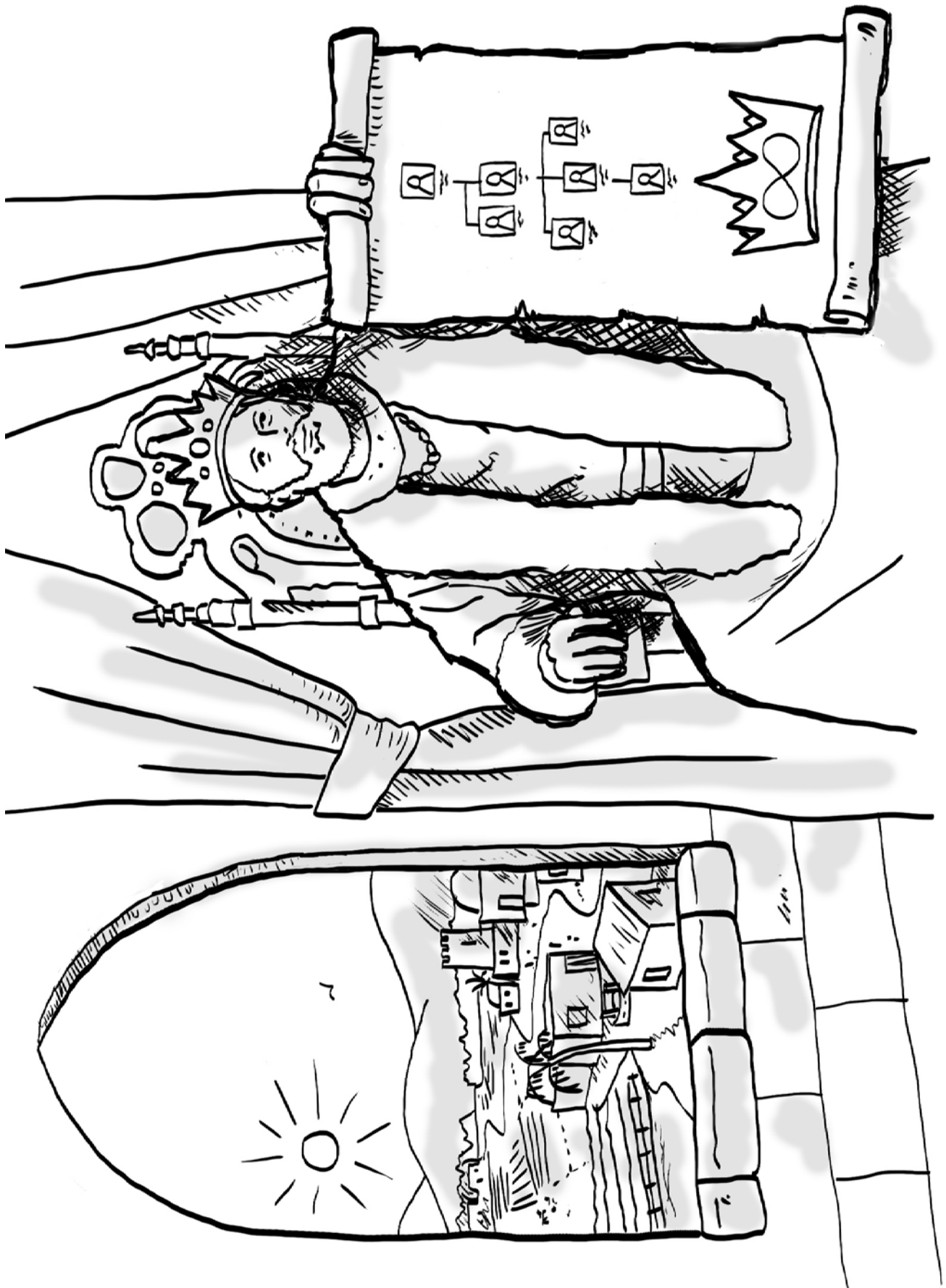
What language apart from English can Queen Elizabeth speak?

2 Samuel 7:8-13

Tell my servant David, 'The Lord says, I made you ruler over Israel. I have been with you everywhere. I have destroyed your enemies. Now I will make your name great. I will give my people a place to live. I will put them in the land. They will have a home of their own. Their enemies will not persecute them anymore. One day your life will end, and you will join your ancestors who have died. Then I will make one of your descendants king after you. I will establish his kingdom forever.'

5.5 RESOURCE – Summary sketch

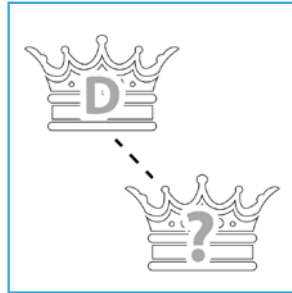
Lesson 5: Part 2. A king for God's people
2 Samuel 7:8-13
Print one A4 or A3 copy to display.



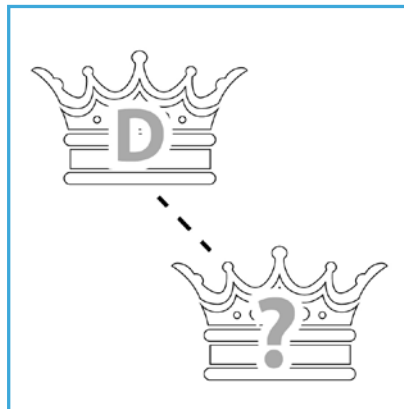
5.6 RESOURCE – Lesson 5 icon

Lesson 5: Part 2. A king for God's people
2 Samuel 7:8-13
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 6

PART 1 (APPROXIMATELY 1 HOUR):

What makes a good leader?

PART 2 (APPROXIMATELY 1/2 HOUR):

Solomon disobeys and there are consequences
1 Kings 11:6–11

BIG IDEA:

David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.

Prepare lesson

Part 1. What makes a good leader?

Print resources

- RESOURCE 6.1 – Brainstorming sheets**
Print one copy and cut into sections.
- RESOURCE 6.2.1 – Bingo picture sheet**
Print one per person.
- RESOURCE 6.2.2 – Bingo tokens**
Print and cut 8 tokens for each person.

Part 2. Solomon disobeys and there are consequences

Read scripture

- 1 Kings 11:6–11 in your Bible
- 1 Kings 11:6–11 paraphrase on page 127

Print resources

- RESOURCE 6.3 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 6.4 – Bible paraphrase text strips**
Print one set per pair.
- RESOURCE 6.5 – Paraphrased Bible text**
Print one per person.
- RESOURCE 6.6 – Lesson 6 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Part 1. What makes a good leader?

Activate knowledge

Divide the class into 3 groups.

Distribute different sections from **RESOURCE 6.1 – Brainstorming sheets** to the groups so that each group has a different topic.

Invite groups to list as many responses as they can in a few minutes.

Tell groups to pass their lists to the adjacent group so that each group has a new topic to brainstorm.

Invite groups add new words to the list they have received.

Repeat a third time so that each group has written on all 3 sections.

Invite groups to share the contents of the list they have with the class.

Define vocabulary and write new words and phrases on the board, correcting errors as you go.

Focus on language

Write *evil*, *false* and *turn away* in a list down the left of the board.

Invite a volunteer to define these words and agree on definitions as a class.

Say 'Not all leaders are good leaders.'

Divide students into small groups.

Invite groups to:

- a. use the words on the board in sentences to describe bad leaders
- b. discuss the traits of bad leaders.

**RESOURCE 6.1 –
Brainstorming sheets**

**Print one copy and cut
into sections.**

Invite groups to share their sentences and characteristics.

Write the sentences on the board, correcting errors as you go.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Bingo

Distribute [RESOURCE 6.2.1 – Bingo picture sheet](#) to each student.

Invite students to describe the pictures in pairs or as a class.

Distribute 8 tokens from [RESOURCE 6.2.2 – Bingo tokens](#) to each student (or use coins, buttons, etc.).

Demonstrate that you want students to listen, put a token on the picture you describe, and say 'bingo' when they have 3 in a row.

Describe the pictures until someone says 'bingo'.

Repeat the task at least once with a helper or student describing the pictures.

Speaking task 2: Storytelling

Choose one of the pictures on [RESOURCE 6.2.1 – Bingo picture sheet](#).

Model building a story about your chosen picture with a helper, sentence by sentence, each taking turns to add to the story.

Divide students into pairs.

Invite pairs to choose a picture and create a story together.

**RESOURCE 6.2.1 –
Bingo picture sheet**
Print one per person.

**RESOURCE 6.2.2 –
Bingo tokens**
Print and cut 8 tokens
for each person.

Re-allocate pairs.

Invite new pairs to repeat the storytelling process with a new picture.

Speaking task 3: Sharing stories

Ask 'Can anyone tell a story from their life about a bad leader?'

Accept responses and listen to stories.

Invite students to ask each other questions about their stories.

Lead into Bible

Say 'Our Bible time is about a bad king.'

Part 2. Solomon disobeys and there are consequences

1 Kings 11:6–11 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

David's son Solomon did evil things. He did not follow the Lord as his father David had done. On a hill near Jerusalem, Solomon built a place to worship false gods. His wives also offered sacrifices to their gods.

The Lord was angry with Solomon because his heart had turned away from him. The Lord had said to Solomon, 'Do not follow other gods,' but Solomon did not obey. So the Lord said to Solomon, 'Because you have not obeyed, I will take the kingdom away from you and give it to someone who serves under you.'

Review previous lessons

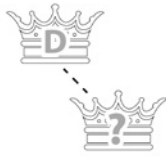
Display the timeline with the icons from the previous lessons attached.

Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
<i>(The lines in italics fill in the crucial history between the lessons.)</i>	
Point to icons on the timeline	Summary statements
1 	God made a good world, and he rules over it. God made people to be his friends and rule the world under him.
2 	People rejected God's rule and broke their friendship with him. God sent them out of the garden.
3 	God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.
4a 	<i>Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.</i>
4b 	God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.

5



God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.

RESOURCE 6.3 – Summary sketch

Print one A4 or A3
copy to display.

HEART LANGUAGE

Optional: Invite students to read 1 Kings 11:6–11 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

RESOURCE 6.4 – Bible paraphrase text strips

Print one set per pair.

RESOURCE 6.5 – Paraphrased Bible text

Print one per person.

🔍 Predict content

Display **RESOURCE 6.3 – Summary sketch**.

Ask students to describe what they see.

Accept responses and build language from the sketch.

Ask ‘What do you think the Bible time will be about?’

📖 Read and comprehend

Activity 1: Ordering text strips

Divide students into pairs.

Distribute strips from **RESOURCE 6.4 – Bible paraphrase text strips** to pairs.

Invite students to read the text and place the strips in the correct order.

Read the text aloud, inviting students to check the order of their strips.

Activity 2: Reading in pairs

Distribute **RESOURCE 6.5 – Paraphrased Bible text** to each student.

Invite students to take turns reading the passage aloud in their pairs, circling words that are new to them.

Define new words as a class.

Activity 3: Synonym activity

Write these phrases in a list on the left side of the board, circling the words in bold:

<i>Solomon did evil things.</i>	<i>(wrong/bad/wicked/sinful)</i>
<i>He did not follow the Lord.</i>	<i>(disobeyed, did not obey)</i>
<i>his heart had turned away</i>	<i>(he had stopped following/obeying/loving)</i>
<i>Do not follow other gods.</i>	<i>(worship, praise, pray to)</i>
<i>Solomon did not obey.</i>	<i>(disobeyed, did not follow)</i>

Invite students to discuss the circled words and write down similar words/phrases. (Suggested answers are bold in brackets at the right.)

Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.


Timeline and summary statement

Display **RESOURCE 6.3 – Summary sketch** and invite a volunteer to summarise the text in their own words.

**RESOURCE 6.6 –
Lesson 6 icon**

Print A4 or A3 version
to match your timeline
size.

Attach **RESOURCE 6.6 – Lesson 6 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

Place this icon in next position on timeline	Say
	'David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.'

An important question

Ask 'How will God keep his promise to bless the whole world?'

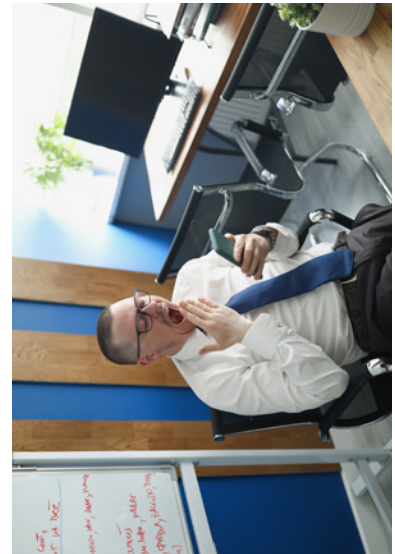
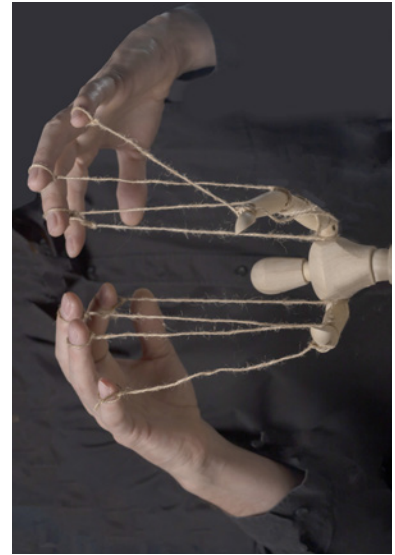
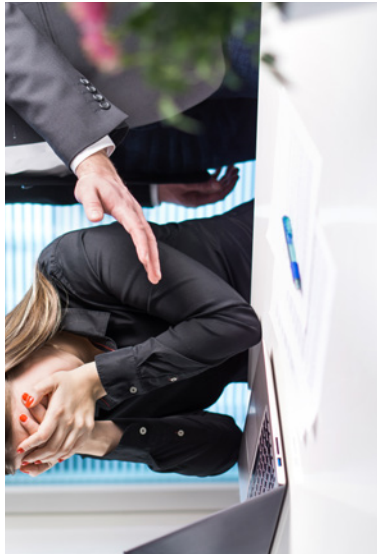
6.1 RESOURCE – Brainstorming sheets

Lesson 6: Part 1. What makes a good leader?
Print one copy and cut into sections.

<p>List the names of world leaders</p> <p>E.g. Xi Jinping, Anthony Albanese</p>	<p>List the important qualities of good leaders</p> <p>E.g. honesty, good communication</p>	<p>List the areas of life where we need good leaders</p> <p>E.g. schools, churches</p>
<p>Bible Overview.In.6</p>	<p>Bible Overview.In.6</p>	<p>Bible Overview.In.6</p>

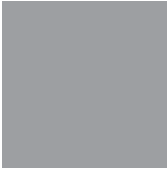
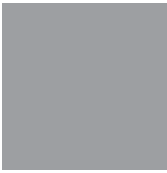
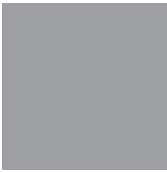
6.2.1 RESOURCE – Bingo picture sheet

Lesson 6: Part 1. What makes a good leader?
Print one per person.



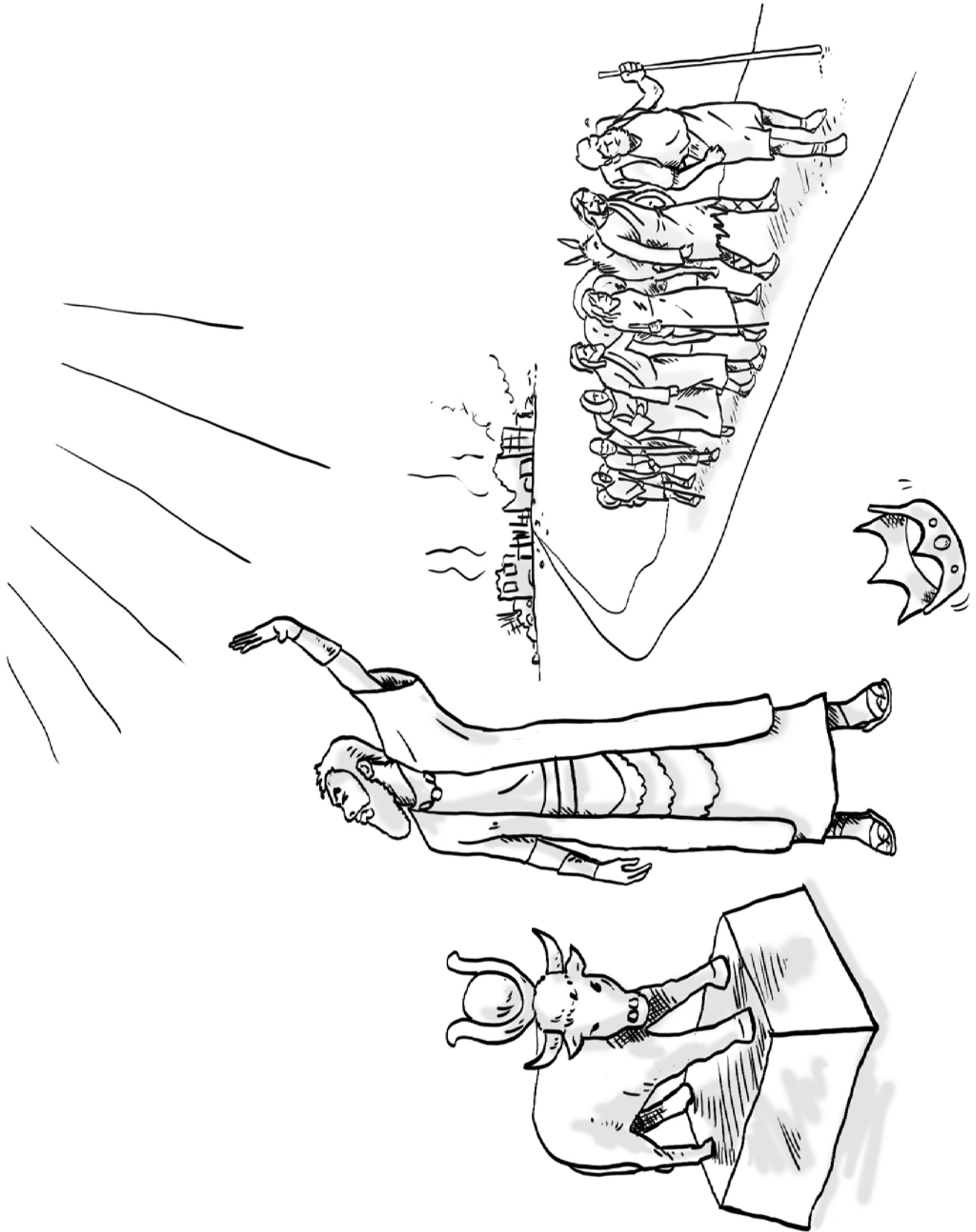
6.2.2 RESOURCE – Bingo Tokens

Lesson 6: Part 1. What makes a good leader?
Print and cut 8 tokens for each person.



6.3 RESOURCE – Summary sketch

Lesson 6: Part 2. Solomon disobeys and there are consequences – 1 Kings 11:6-11
Print one A4 or A3 copy to display.



**6.4 RESOURCE – Bible
paraphrase text strips**

Lesson 6: Part 2. Solomon disobeys and
there are consequences – 1 Kings 11:6–11
Print one set per pair.



Bible Overview.In.6

David's son Solomon did evil things.

Bible Overview.In.6

He did not follow the Lord as his father David had done.

Bible Overview.In.6

On a hill near Jerusalem, Solomon built a place to worship false gods.
His wives also offered sacrifices to their gods.

Bible Overview.In.6

The Lord was angry with Solomon because his heart
had turned away from him.

Bible Overview.In.6

The Lord had said to Solomon, 'Do not follow other gods,'
but Solomon did not obey.

Bible Overview.In.6

So the Lord said to Solomon, 'Because you have not obeyed,
I will take the kingdom away from you and give it to someone
who serves under you.'

1 Kings 11:6–11

David's son Solomon did evil things. He did not follow the Lord as his father David had done. On a hill near Jerusalem, Solomon built a place to worship false gods. His wives also offered sacrifices to their gods.

The Lord was angry with Solomon because his heart had turned away from him. The Lord had said to Solomon, 'Do not follow other gods,' but Solomon did not obey. So the Lord said to Solomon, 'Because you have not obeyed, I will take the kingdom away from you and give it to someone who serves under you.'

6.6 RESOURCE – Lesson 6 icon

Lesson 6: Part 2. Solomon disobeys and there are consequences – 1 Kings 11:6–11
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 7

PART 1 (APPROXIMATELY 1 HOUR):

Great names in history

PART 2 (APPROXIMATELY 1/2 HOUR):

The coming of God's king Luke 1:28–33

BIG IDEA:

God's promise to bless the world was fulfilled in King Jesus, a descendant of King David.

Prepare lesson

Part 1. Great names in history

Print resources

- RESOURCE 7.1 – Blank strips**
Print and cut enough for one strip per person.
- RESOURCE 7.2 – Board game**
Print one per 3 or 4 people.

Additional equipment

- Tokens and dice for board game

Part 2. The coming of God's king

Read scripture

- Luke 1:28–33 in your Bible
- Luke 1:28–33 paraphrase on page 145

Print resources

- RESOURCE 7.3 – Gap-fill activity**
Print one per person.
- RESOURCE 7.4 – Paraphrased Bible text**
Print one per person
- RESOURCE 7.5 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 7.6 – Lesson 7 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Part 1. Great names in history

Activate knowledge

Ask 'Can anyone share an interesting birth story?'

Accept responses.

Invite students to discuss the origin, meaning and significance of their names.

Focus on language

Write *great names in history* across the top of the board.

Ask 'Can you think of any great names in history?'

Write the names students suggest in a list on the left side of the board until you have at least as many names on the board as students in your class.

Invite students to suggest what makes these people great and encourage discussion.

Write some of the sentences from the students on the board, correcting and clarifying language as you go.

Ask 'How many of these people are great because of the family they come from?'

Ask 'How many of these people are great because of what they have done?'

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Group sequencing

Distribute one blank strip to each student from **RESOURCE 7.1 – Blank strips**.

**RESOURCE 7.1 –
Blank strips**
Print and cut enough
for one strip per
person.

Allocate one name from the board to each student.

Invite students to copy the name onto their strip.

Invite students to stand up and hold their name so that everyone can see it.

Invite students to talk with each other about how great these people are, and form a line from greatest to the least great.

(**Note:** The important part of this activity is the discussion. If they can't agree on a ranking after some time, that's okay.)

Speaking task 2: Pair discussion

Divide students into pairs.

Invite students to make a list with their partner of some things these 'great people' have in common (e.g. they were all babies once, they all make mistakes, they will all die, they all have feelings).

Invite pairs to take turns sharing their lists with the class.

Speaking task 3: Board game

Distribute **RESOURCE 7.2 – Board game** and the tokens and dice you have brought from home to small groups of students.

Invite students to play the game in small groups.

**RESOURCE 7.2 –
Board game**

Print one per 3 or 4
people.

Lead into Bible

Say 'In our Bible time, God promises a baby who will be great because he will rule forever.'

Part 2. The coming of God's king

Luke 1:28–33 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

The angel greeted Mary and said, 'The Lord has blessed you in a special way. He is with you.' Mary was very upset by his words. She wondered what he meant. But the angel said to her, 'Do not be afraid, Mary. You will become pregnant and give birth to a son. You must call him Jesus. He will be great and will be called the Son of the Most High God. God will make him a king like his father David from long ago. He will rule forever over his people. His kingdom will never end.'



Review previous lessons

Display the timeline with the icons from the previous lessons attached.

Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
<i>(The lines in italics fill in the crucial history between the lessons.)</i>	
Point to icons on the timeline	Summary statements
<p>1</p> 	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>
<p>2</p> 	<p>People rejected God's rule and broke their friendship with him. God sent them out of the garden.</p>
<p>3</p> 	<p>God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.</p>
<p>4a</p> 	<p><i>Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.</i></p>
<p>4b</p> 	<p>God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.</p>

<p>5</p> 	<p>God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.</p>
<p>6</p> 	<p>David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.</p>

Predict content

Write the following words on the board: *angel, Mary, afraid, son, great, king, rule, forever.*

Ask 'What do you think the Bible story will be about?'

Encourage students to use as many of the words on the board as possible in answer to this question.

Read and comprehend

Activity 1: Spoken gap-fill

Read the text below slowly, pausing to prompt students to guess the missing content:

The angel greeted (pause) _____ (*Mary*) and said, 'The Lord has blessed you in a special way. He is with you.'

Mary was very upset by his words. She wondered what he meant. But the angel said to her, 'Do not be (pause) _____ (*afraid*), Mary. You will become pregnant and give birth to a son. You must call him (pause) _____ (*Jesus*).

He will be (pause) _____ (*great*) and will be called the Son of the Most High God.

HEART LANGUAGE

Optional: Invite students to read Luke 1:28–33 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

**RESOURCE 7.3 –
Gap-fill activity**
Print one per person.

God will make him a (pause) _____ (*king*) like his father (pause) _____ (*David*) from long ago.

He will rule (pause) _____ (*forever*) over his people. His kingdom will never (pause) _____ (*end*).'

Activity 2: Written gap-fill

Distribute **RESOURCE 7.3 – Gap-fill activity** to each student.

Invite students to collaborate with the people around them to complete the gap-fill activity.

Read the paraphrased Bible text aloud again, inviting students to check their answers.

Clarify any words or phrases that are new to your students.

Activity 3: True or false

Distribute **RESOURCE 7.4 - Paraphrased Bible text** to each student.

Invite students to read the text quietly to themselves.

Say the following statements, inviting students to respond with a thumbs up or thumbs down:

- 'Mary was excited when the angel greeted her.'
(F – she was very upset)
- 'Mary understood what the angel was saying.'
(F – Mary wondered what he meant)
- 'The angel told Mary to fear God.'
(F – the angel said, 'Do not be afraid')
- 'The angel told Mary she would have a son.' (T)
- 'The angel told Mary what her son's name would be.'
(T – Jesus)
- 'The angel told Mary that her son would also be God's son.' (T – Son of the Most High God)

**RESOURCE 7.4 –
Paraphrased Bible text**
Print one per person.

- 'The angel said that God would make her son a carpenter like Joseph.' (*F – make him a king*)
- 'Mary's son will rule forever.' (*T*)
- 'His kingdom will never end.' (*T*)

Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.

Timeline and summary statement

Display **RESOURCE 7.5 – Summary sketch** and invite a volunteer to summarise the text in their own words.


Attach **RESOURCE 7.6 – Lesson 7 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

RESOURCE 7.5 – Summary sketch

Print one A4 or A3 copy to display.

RESOURCE 7.6 – Lesson 7 icon

Print A4 or A3 version to match your timeline size.

Place this icon in next position on timeline	Say
	'God's promise to bless the world was fulfilled in King Jesus, a descendant of King David.'

An important question

Ask 'How will God bless the world through Jesus?'

7.1 RESOURCE – Blank strips

Lesson 7: Part 1. Great names in history
Print and cut enough for one strip per person.



<p>START</p>	<p>What makes someone great?</p>	<p>How is this picture about greatness?</p> 	<p>Name one famous person.</p>
<p>You are great! Move forward 5 spaces.</p> <p>→</p>	<p>Name a person who is NOT famous whom you think is great.</p>	<p>Talk about a birth announcement you remember.</p>	<p>What is happening in this picture?</p> 
<p>Talk about your favourite baby names.</p>	<p>Describe this picture.</p> 	<p>What makes a good ruler?</p>	<p>Name someone who has ruled for a long time.</p>
<p>What does 'forever' mean?</p>	<p>Are these people great? Why/why not?</p> 	<p>Have you ever met anyone famous? If so, who?</p>	<p>Who is someone great you would love to meet?</p>
<p>How is this picture about greatness?</p> 	<p>What does your name mean?</p>	<p>Move back 3 spaces.</p> <p>←</p>	<p>FINISH</p>

7.3 RESOURCE – Gap-fill activity

Lesson 7: Part 2. The coming of God's king – Luke 1:28–33
Print one per person.

Use the words in the box to fill in the gaps.

forever	Mary	David
afraid	end	great
king	Jesus	

The angel greeted _____ and said, 'The Lord has blessed you in a special way. He is with you.' Mary was very upset by his words. She wondered what he meant. But the angel said to her, 'Do not be _____, Mary. You will become pregnant and give birth to a son. You must call him _____.

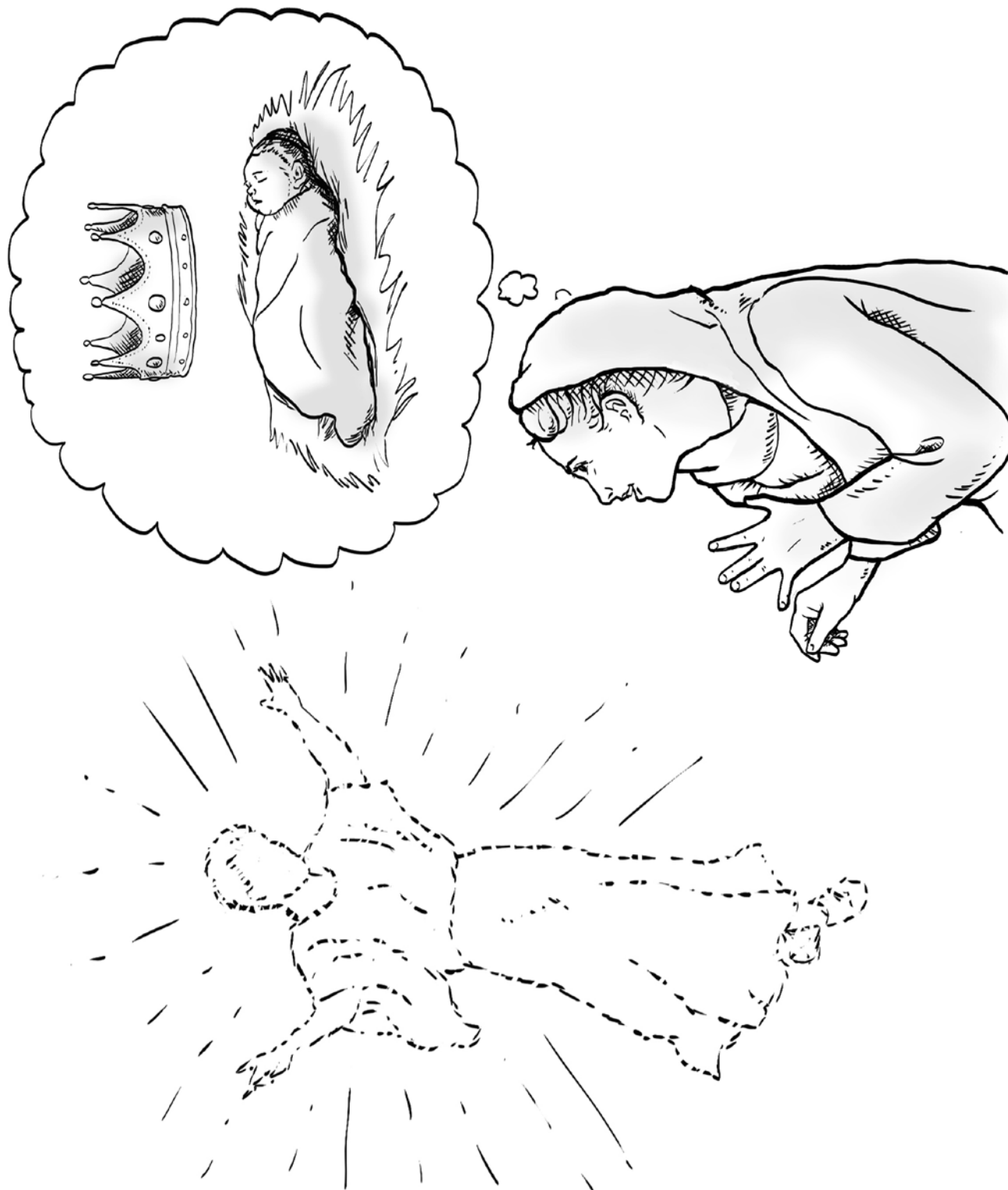
He will be _____ and will be called the Son of the Most High God. God will make him a _____ like his father _____ from long ago. He will rule _____ over his people. His kingdom will never _____.'

Luke 1:28–33

The angel greeted Mary and said, 'The Lord has blessed you in a special way. He is with you.' Mary was very upset by his words. She wondered what he meant. But the angel said to her, 'Do not be afraid, Mary. You will become pregnant and give birth to a son. You must call him Jesus. He will be great and will be called the Son of the Most High God. God will make him a king like his father David from long ago. He will rule forever over his people. His kingdom will never end.'

7.5 RESOURCE – Summary sketch

Lesson 7: Part 2. The coming of God's king – Luke 1:28-33
Print one A4 or A3 copy to display.



7.6 RESOURCE – Lesson 7 icon

Lesson 7: Part 2. The coming of God's king – Luke 1:28–33
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 8

PART 1 (APPROXIMATELY 1 HOUR):

A story of sacrifice

PART 2 (APPROXIMATELY 1/2 HOUR):

Death of the king Romans 5:6–9

BIG IDEA:

When Jesus died, he took our punishment for rejecting God so that we can be God's friends instead of his enemies.

 **Prepare lesson**

Part 1. A story of sacrifice

Print resources

- RESOURCE 8.1 – Sacrifice pictures**
Print one set of photos.
- RESOURCE 8.2 – Sacrifice text**
Print one per person.
- RESOURCE 8.3 – Sacrifice picture sheet**
Print one per pair.

Part 2. Death of the king

Read scripture

- Romans 5:6–9 in your Bible
- Romans 5:6–9 paraphrase on page 165

Print resources

- RESOURCE 8.4 – Paraphrased Bible text**
Print one per person.
- RESOURCE 8.5 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 8.6 – Lesson 8 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Part 1. A story of sacrifice

Activate knowledge

Divide students into small groups.

Distribute a different picture from **RESOURCE 8.1 – Sacrifice pictures** to each group.

Invite groups to discuss what they see in their pictures and what the picture illustrates about sacrifice (giving up something for someone else).

Invite groups to share their pictures and explanations with the class.

RESOURCE 8.1 – Sacrifice pictures

Print one set of photos.

Focus on language

Divide students into small groups.

Tell students that you will read a text about sacrifice twice.

Invite students to listen the first time and take notes as they listen again.

Read the following text aloud twice:

Cave Hero Tribute

After their rescue, 12 young footballers and their coach mourn the loss of Navy diver Saman Kunan who died rescuing them from an underwater cave.

About a week after their rescue, the boys were told about the former Navy Seal's personal sacrifice for them. Kunan was part of a team of people who were willing to risk their safety to rescue the desperate boys and their coach from the cave. They were powerless. They were not able to save themselves after water flooded the exit to the cave.

**RESOURCE 8.2 –
Sacrifice text**
Print one per person.

The 38-year-old Navy diver delivered three oxygen tanks to the boys but lost consciousness on his return trip. His diving partner was unable to revive him. The boys were in tears when they found out about the man's death on their behalf. They expressed thanks to Saman Kunan by bowing to his picture.

Invite small groups to work together to write a summary of the information in the text.

Invite one group to read out their summary.

Invite others to add details and correct any content.

Distribute **RESOURCE 8.2 – Sacrifice text** to each student.

Divide students into pairs.

Invite students to read the text in pairs.

Define any new words as a class.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Complete the sentence

Write the following sentence starter on the board:

- If I found out that someone had died to rescue me, I would feel ...*

Invite pairs to create as many endings to the sentences as they can.

Speaking task 2: Retell from a different perspective

Say 'I am going to retell the story from the perspective of the soccer coach.'

Retell the story using the following script as a suggestion:

How do we thank a man who gave his life for us?
I could not save my team, but Saman died for us.
The boys cried when they found out about his death
on their behalf. We will always be in debt to Saman.

Invite students to read the original text aloud in their pairs.

Invite students to take turns retelling the story from the perspective of:

- a. the boys
- b. Saman Kunan's wife.

Invite volunteers to share their perspectives with the class.

Speaking task 3: Share stories prompted by a picture

Distribute [RESOURCE 8.3 – Sacrifice picture sheet](#) to pairs.

Model telling a short story from your life prompted by a picture on the sheet.

E.g. My great uncle fought in World War I. He was injured and changed by the war. When he returned, he was awarded a Victoria Cross for bravery. He sacrificed his health and wellbeing for our country.

Invite students to choose a picture that helps them share a story from their life about sacrifice. (Prompt by asking 'Have you ever given something up for someone else?' or 'Has someone made sacrifices for you?' or 'Do you know someone who has made a big sacrifice for someone else?')

Invite students to share stories in their pairs.

Lead into Bible

Say 'In our Bible time a king dies for his enemies.'

**RESOURCE 8.3 –
Sacrifice picture sheet**
Print one per pair.

Part 2. Death of the king

Romans 5:6–9 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

At just the right time, Christ died for people who had not obeyed God. He died for us when we were powerless. It is unusual for anyone to die for someone else. Maybe someone would be willing to die for a good person. But God has shown us how much he loves us. Even when we did not obey God, Christ died on our behalf.

Because Christ died on the cross, God accepts us. So we know that Christ will save us when God judges everyone. Because of Jesus, God will not be angry with us or punish us. While we were still God's enemies, God's Son died on our behalf. As a result, we became God's friends.

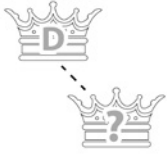


Review previous lessons

Display the timeline with the icons from the previous lessons attached.

Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
<i>(The lines in italics fill in the crucial history between the lessons.)</i>	
Point to icons on the timeline	Summary statements
1 	God made a good world, and he rules over it. God made people to be his friends and rule the world under him.
2 	People rejected God's rule and broke their friendship with him. God sent them out of the garden.
3 	God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.
4a 	<i>Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.</i>
4b 	God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.

<p>5</p> 	<p>God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.</p>
<p>6</p> 	<p>David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.</p>
<p>7</p> 	<p>God's promise to bless the world was fulfilled in King Jesus, a descendant of King David.</p>

HEART LANGUAGE

Optional: Invite students to read Romans 5:6–9 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

RESOURCE 8.4 –
Paraphrased Bible text
Print one per person.

🔍 Predict content

Write *The king must die* on the board.

Ask 'What do you think the Bible text will be about?'

Accept responses.

📖 Read and comprehend

Activity 1: Spoken gap-fill

Distribute **RESOURCE 8.4 – Paraphrased Bible text** to each student.

Write the following words down the left side of the board: *friends, powerless, good, behalf, accepts, save, unusual, enemies, judges.*

Define these words as a class.

Invite students to read the text quietly and circle the words that are written on the board when they come to them in the text.

Read the text below slowly, pausing to prompt students to contribute the missing content:

At just the right time, Christ died for people who had not obeyed God. He died for us when we were (pause) _____ (powerless).

It is (pause) _____ (unusual) for anyone to die for someone else.

Maybe someone would be willing to die for a (pause) _____ (good) person.

But God has shown us how much he loves us. Even when we did not obey God, Christ died on our (pause) _____ (behalf).

Because Christ died on the cross, God (pause) _____ (accepts) us.

So we know that Christ will (pause) _____ (save) us when God (pause) _____ (judges) everyone.

Because of Jesus, God will not be angry with us or punish us.

While we were still God's (pause) _____ (enemies), God's Son died on our behalf. As a result, we became God's (pause) _____ (friends).

Activity 2: Vocabulary building

Say the words listed below one by one and invite the class to suggest:

- a. a synonym/word(s) with a similar meaning
- b. the past tense

Words: die (a. de cease, pass away b. died), show (a. reveal b. has shown/showed), obey (a. follow b. obeyed), accept (a. welcome b. accepted), save (a. rescue b. saved), judge (a. condemn b. judged).

Activity 3: True or false

Make the following statements, inviting students to respond with a thumbs up or thumbs down indicating true or false:

- Jesus died for his friends. (*F – he died for his enemies.*)
- If we try to be good, God will accept us. (*F – he will accept us if we trust in Jesus.*)
- We can only hope that God will welcome us into heaven. (*F – heaven is certain for those who trust Jesus.*)
- We can become friends with God because what Jesus has done, not because of what we do. (*T*)

? Invite curiosity

Ask ‘Do you have any questions or comments about the text?’

Accept responses and discuss.

! Timeline and summary statement

Display [RESOURCE 8.5 – Summary sketch](#) and invite a volunteer to summarise the text in their own words.


**RESOURCE 8.5 –
Summary sketch**

Print one A4 or A3
copy to display.

**RESOURCE 8.6 –
Lesson 8 icon**

Print A4 or A3 version
to match your timeline
size.

Attach **RESOURCE 8.6 – Lesson 8 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

Place this icon in next position on timeline	Say
	<p>'When Jesus died, he took our punishment for rejecting God so that we can be God's friends instead of his enemies.'</p>

An important question

Ask 'How was it possible for God to love his enemies?'

8.1 RESOURCE – Sacrifice pictures

Lesson 8: Part 1. A story of sacrifice
Print one set of photos.



8.1 RESOURCE – Sacrifice pictures

Lesson 8: Part 1. A story of sacrifice
Print one set of photos.



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Lesson 8: Part 1. A story of sacrifice
Print one set of photos.



Cave Hero Tribute

After their rescue, 12 young footballers and their coach mourn the loss of Navy diver Saman Kunan who died rescuing them from an underwater cave.

About a week after their rescue, the boys were told about the former Navy Seal's personal sacrifice for them. Kunan was part of a team of people who were willing to risk their safety to rescue the desperate boys and their coach from the cave. They were powerless. They were not able to save themselves after water flooded the exit to the cave.

The 38-year-old Navy diver delivered three oxygen tanks to the boys but lost consciousness on his return trip. His diving partner was unable to revive him. The boys were in tears when they found out about the man's death on their behalf. They expressed thanks to Saman Kunan by bowing to his picture.



Cave Hero Tribute

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8.3 RESOURCE – Sacrifice picture sheet

Lesson 8: Part 1. A story of sacrifice
Print one per pair.



Romans 5:6–9

At just the right time, Christ died for people who had not obeyed God. He died for us when we were powerless. It is unusual for anyone to die for someone else. Maybe someone would be willing to die for a good person. But God has shown us how much he loves us. Even when we did not obey God, Christ died on our behalf.

Because Christ died on the cross, God accepts us. So we know that Christ will save us when God judges everyone. Because of Jesus, God will not be angry with us or punish us. While we were still God's enemies, God's Son died on our behalf. As a result, we became God's friends.

8.5 RESOURCE – Summary sketch

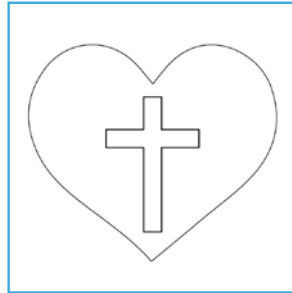
Lesson 8: Part 2. Death of the king – Romans 5:6-9
Print one A4 or A3 copy to display.



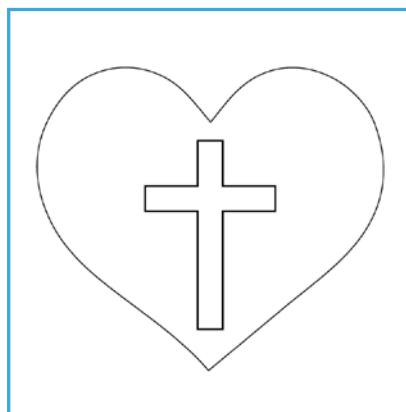
8.6 RESOURCE – Lesson 8 icon

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 9

PART 1 (APPROXIMATELY 1 HOUR):

Change

PART 2 (APPROXIMATELY 1/2 HOUR):

The king is raised

Acts 2:32–33a, 36–39a

BIG IDEA:

God raised Jesus from the dead and he rules forever. We can belong to Jesus' kingdom by trusting and obeying him.

Prepare lesson

Part 1. Change

Print resources

- RESOURCE 9.1 – Change pictures**
Print one set of photos.
- RESOURCE 9.2 – Word cards**
Print enough cards for each person to have one word.

Part 2. The king is raised

Read scripture

- Acts 2:32–39 in your Bible
- Acts 2:32–33a, 36–39a paraphrase on page 191

Print resources

- RESOURCE 9.3 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 9.4 – Bible text strips**
Print one set per pair, cut and shuffle.
- RESOURCE 9.5 – Paraphrased Bible text**
Print one per person.
- RESOURCE 9.6 – Lesson 9 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

RESOURCE 9.1 –
Change pictures

Print one set of photos.

Part 1. Change

Activate knowledge

Divide class into small groups.

Distribute a different picture from **RESOURCE 9.1 – Change pictures** to each group.

Invite groups to discuss what they see in their pictures.

Invite each group to write a sentence about the message of their picture (i.e. what idea is the picture communicating / what is the picture saying?).

Invite groups to share their pictures and sentences with the class.

Invite students to add or suggest other meanings or ideas communicated by each picture.

Focus on language

Write the words *regret*, *upset*, *change*, *forgive* and *promise* down the left side of the board.

Invite students to give the past tense of the verb forms of each word.

(**Note:** The past tenses of *forgive* are *forgave* – i.e. I forgave you as soon as you said it – and *forgiven* – i.e. I have forgiven you. It is not necessary to elicit both of these.)

Invite students to suggest sentences using the past tense forms of the words.

Write one or 2 sentences next to each word, correcting errors as you go.

Undertake speaking tasks

Choose one or more tasks to suit your context.

RESOURCE 9.2 – Word cards

Print enough cards for
each person to have
one word.

Speaking task 1: Creating a story together

Distribute one word card from **RESOURCE 9.2 – Word cards** to each student.

(**Note:** Two or more students can have the same word if necessary.)

Invite students to use their word in a sentence to build a story about change as a class or in small groups.

Repeat this task by shuffling and redistributing the cards.

Note (for yourself) sentences to improve with the class when they have completed their story.

Write 3 sentences from the story on the board and work together to improve the English.

Speaking task 2: Small group discussion

Divide students into small groups.

Invite students to share with their group about a time when they:

- changed their minds, and/or
- made a decision they regret, and/or
- made a good change to their life.

Speaking task 3: Building language together

Write You _____, but she _____ on the board.

Invite students to complete this sentence.

Examples:

You hid the chocolate, but she found it and ate it.

You said there would be no dessert, but she brought a cake for dessert.

Invite students to work in their groups to construct more sentences following this pattern.

Lead into Bible

Say 'In our Bible time, God's king is raised to life and people are invited to change their minds about him.'

Part 2. The king is raised

Acts 2:32–33a, 36–39a (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

Peter said, 'God has raised Jesus to life. We are all witnesses of it. Jesus has been given a place of honour at the right hand of God. He has received the promised Holy Spirit from the Father. People of Israel, you nailed Jesus to the cross, but God has made him Lord and King.'






When the people heard this, they were very upset. They asked Peter, 'What shall we do?' Peter replied, 'Repent and be baptised in the name of Jesus. Then your sins will be forgiven, and you will receive the Holy Spirit. The promise is for you and your children. It is also for all who are far away.'

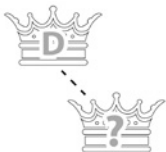


Review previous lessons

Display the timeline with the icons from the previous lessons attached.

Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
<i>(The lines in italics fill in the crucial history between the lessons.)</i>	
Point to icons on the timeline	Summary statements
<p>1</p> 	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>
<p>2</p> 	<p>People rejected God's rule and broke their friendship with him. God sent them out of the garden.</p>
<p>3</p> 	<p>God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.</p>
<p>4a</p> 	<p><i>Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.</i></p>
<p>4b</p> 	<p>God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.</p>

<p>5</p> 	<p>God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.</p>
<p>6</p> 	<p>David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.</p>
<p>7</p> 	<p>God's promise to bless the world was fulfilled in King Jesus, a descendant of King David.</p>
<p>8</p> 	<p>When Jesus died, he took our punishment for rejecting God so that we can be God's friends instead of his enemies.</p>

RESOURCE 9.3 – Summary sketch

Print one A4 or A3
copy to display.

HEART LANGUAGE

Optional: Invite students to read Acts 2:32–33a, 36–39 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

🔍 Predict content

Display **RESOURCE 9.3 – Summary sketch**.

Invite students to tell you what they see, think and wonder about the sketch.

Ask 'What do you think the Bible story will be about?'

Accept responses.

📖 Read and comprehend

Activity 1: Sequencing Bible text strips

Divide students into pairs.

**RESOURCE 9.4 –
Bible text strips**

Print one set per pair,
cut and shuffle.

**RESOURCE 9.5 –
Paraphrased Bible text**

Print one per person.

Distribute a set of cut up and shuffled strips from **RESOURCE 9.4 – Bible text strips** to each pair.

Invite students to read and sequence the strips in pairs.

Read the text aloud, allowing students time to check and rearrange their strips if necessary.

Invite students to take turns reading the text from the strips in their pairs.

Activity 2: Clarifying vocabulary

Distribute **RESOURCE 9.5 – Paraphrased Bible text** to each student.

Read the text aloud again, inviting students to circle words that are new to them.

Define new words as a class.

Activity 3: Retelling the story

Invite students to retell the story in their pairs.

Invite volunteers to share their recounts with the class.

Encourage other students to fill in any missing details.

Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.


**RESOURCE 9.6 –
Lesson 9 icon**

Print A4 or A3 version
to match your timeline
size.

! Timeline and summary statement

Display **RESOURCE 9.3 – Summary sketch** and invite a volunteer to summarise the text in their own words.

Attach **RESOURCE 9.6 – Lesson 9 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

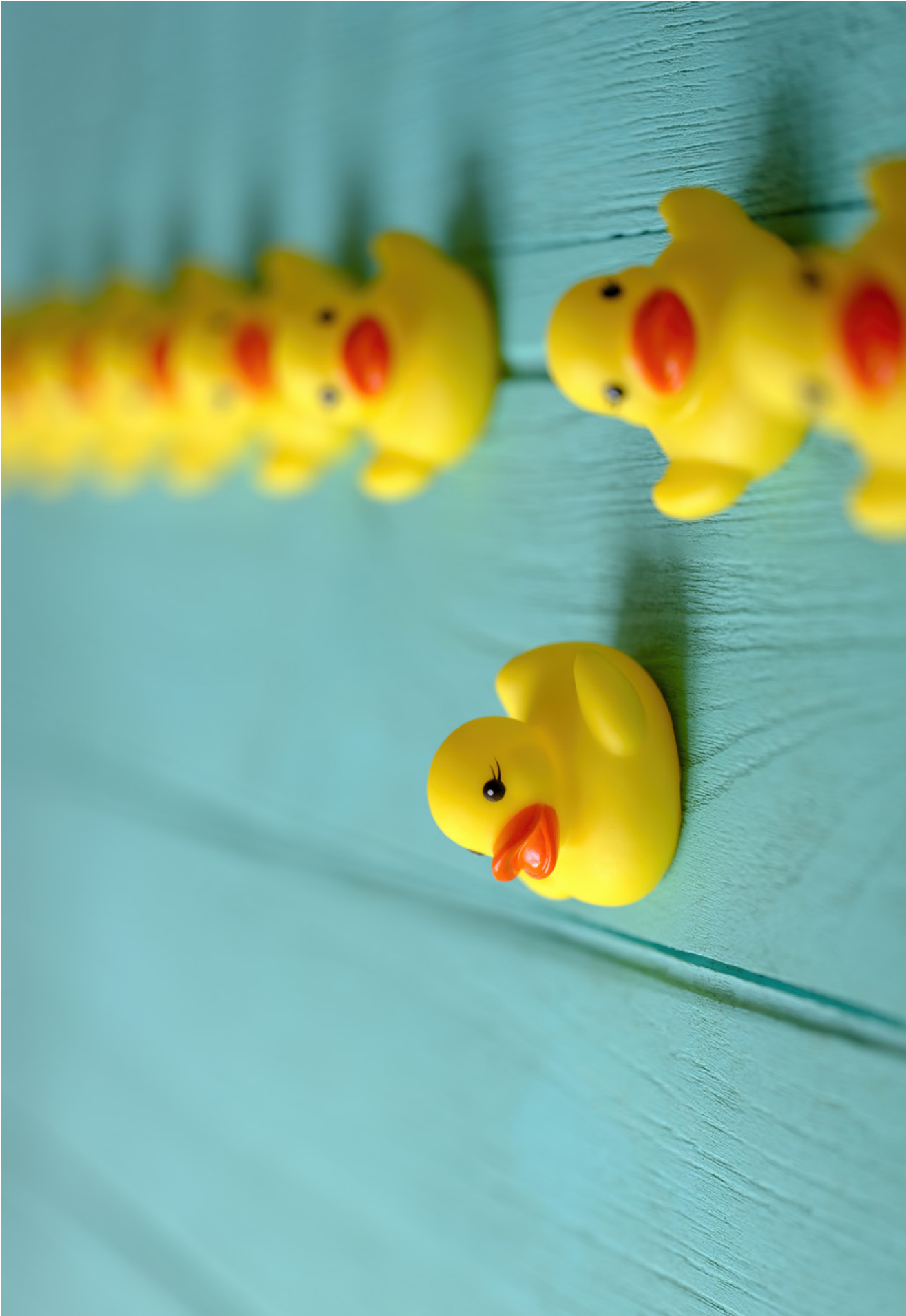
Place this icon in next position on timeline	Say
	<p>'God raised Jesus from the dead and he rules forever. We can belong to Jesus' kingdom by trusting and obeying him.'</p>

! An important question

Ask 'Who is the promise of forgiveness for?'





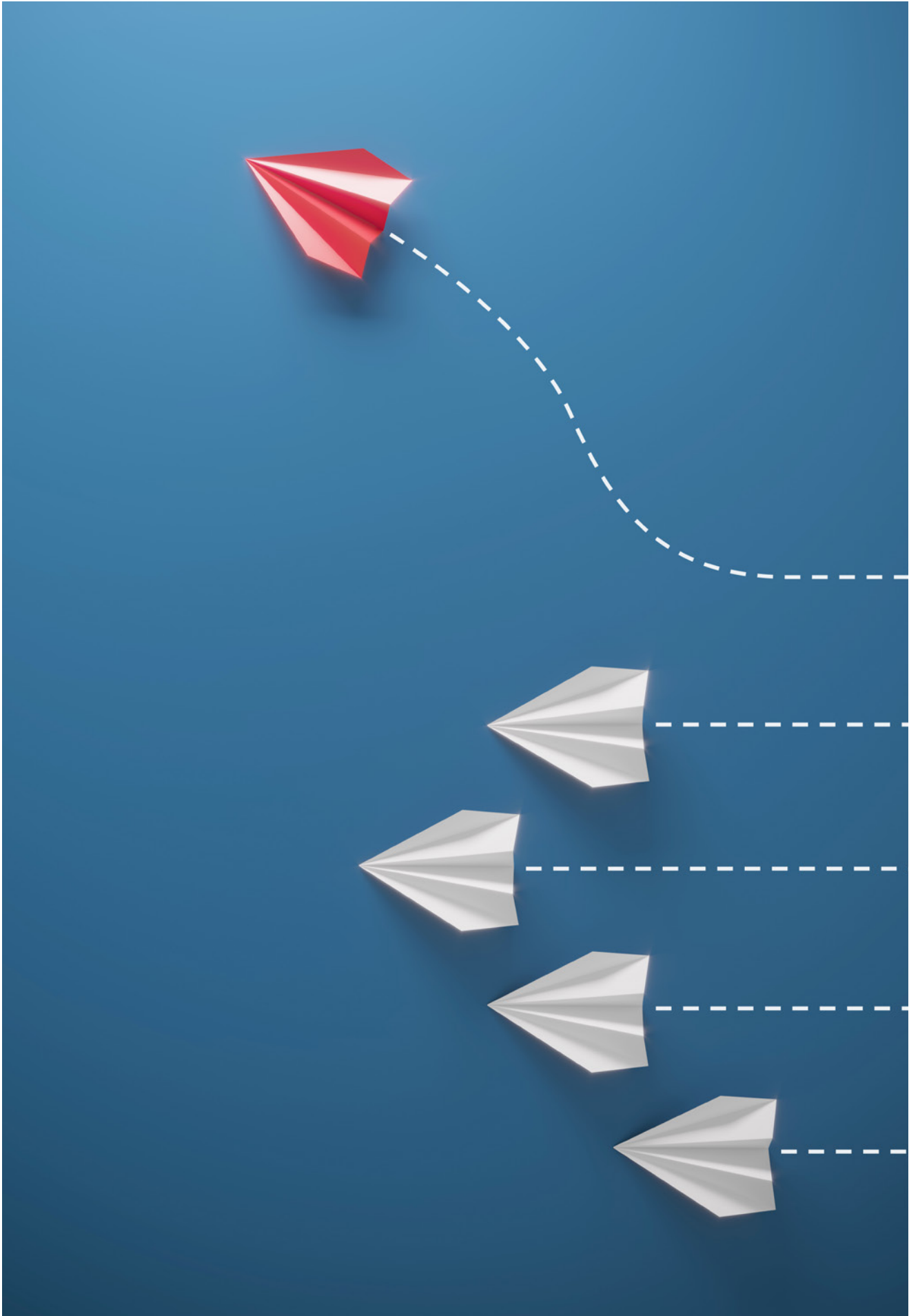






9.1 RESOURCE – Change pictures

Lesson 9: Part 1. Change
Print one set of photos.





Bible Overview.In.9

new

Bible Overview.In.9

promised

Bible Overview.In.9

regret

Bible Overview.In.9

changed

Bible Overview.In.9

upset

Bible Overview.In.9

think

Bible Overview.In.9

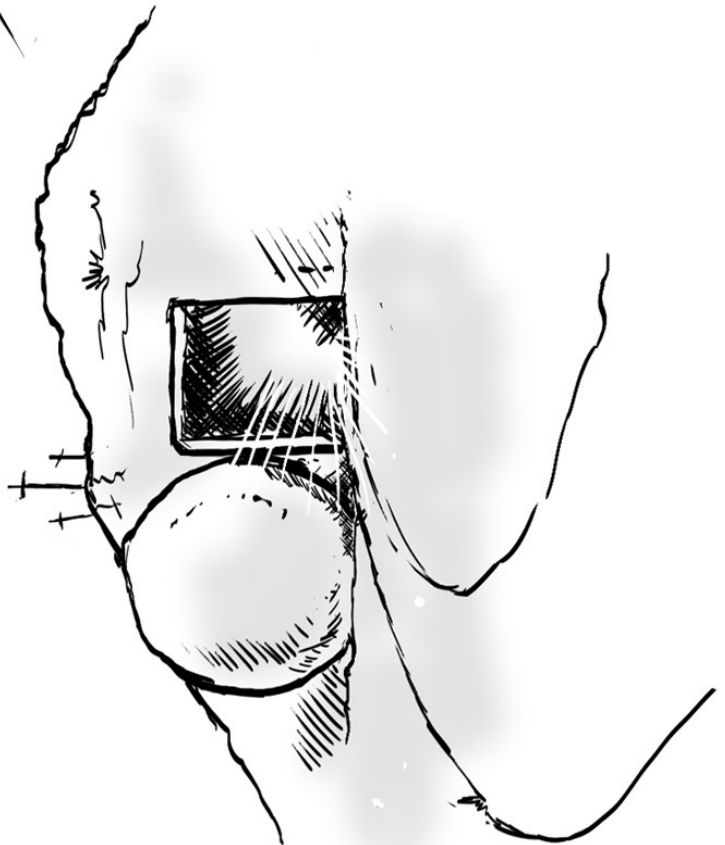
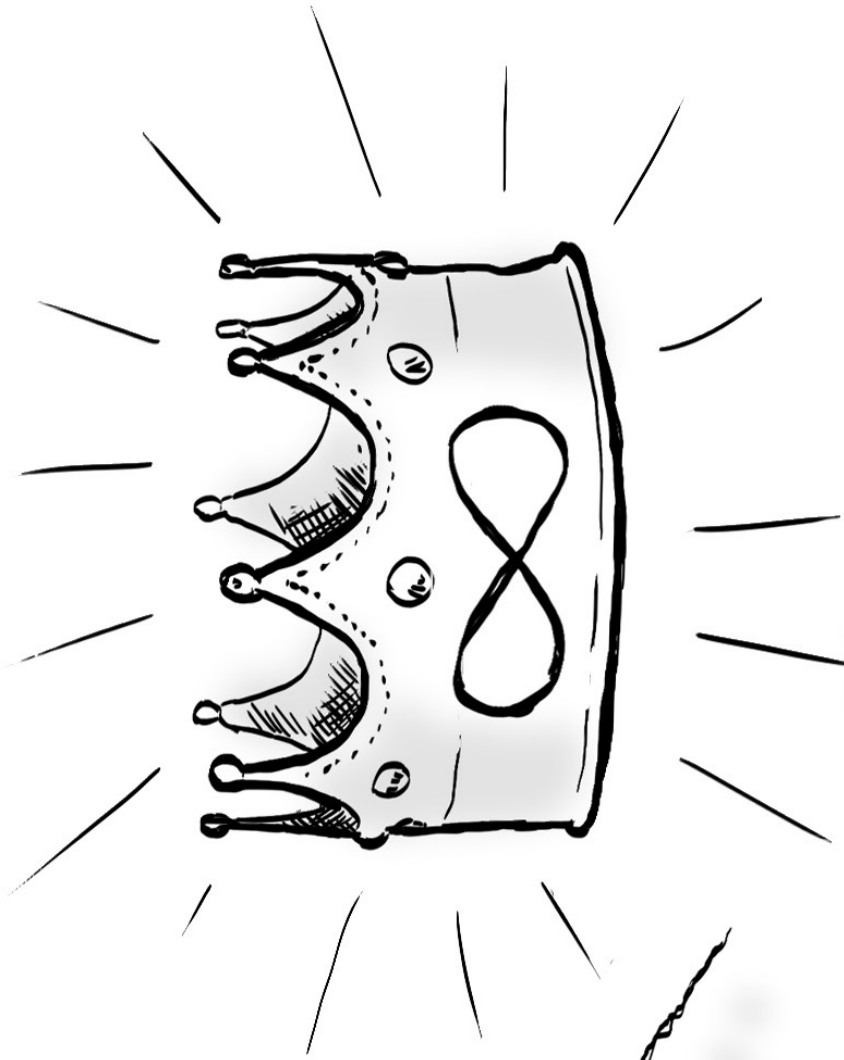
decided

Bible Overview.In.9

life

9.3 RESOURCE – Summary sketch

Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
Print one A4 or A3 copy to display.



9.4 RESOURCE – Bible text strips

Lesson 9: Part 2. The king is raised – Acts 2:32–33a, 36–39a
Print one set per pair, cut and shuffle.



Bible Overview.In.9

Peter said, 'God has raised Jesus to life. We are all witnesses of it.
Jesus has been given a place of honour at the right hand of God.'

Bible Overview.In.9

'He has received the promised Holy Spirit from the Father.
People of Israel, you nailed Jesus to the cross,
but God has made him Lord and King.'

Bible Overview.In.9

When the people heard this, they were very upset.

Bible Overview.In.9

They asked Peter, 'What shall we do?'

Bible Overview.In.9

Peter replied, 'Repent and be baptised in the name of Jesus.'

Bible Overview.In.9

'Then your sins will be forgiven,
and you will receive the Holy Spirit.'

Bible Overview.In.9

'The promise is for you and your children.
It is also for all who are far away.'

Acts 2:32–33a, 36–39a

Peter said, 'God has raised Jesus to life. We are all witnesses of it. Jesus has been given a place of honour at the right hand of God. He has received the promised Holy Spirit from the Father. People of Israel, you nailed Jesus to the cross, but God has made him Lord and King.'

When the people heard this, they were very upset. They asked Peter, 'What shall we do?' Peter replied, 'Repent and be baptised in the name of Jesus. Then your sins will be forgiven, and you will receive the Holy Spirit. The promise is for you and your children. It is also for all who are far away.'

9.6 RESOURCE – Lesson 9 icon

Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version



Lesson 10

PART 1 (APPROXIMATELY 1 HOUR):

Future hopes and dreams

PART 2 (APPROXIMATELY 1/2 HOUR):

Creation restored
Revelation 21:1, 3–5a

BIG IDEA:

Everyone who follows Jesus will live as friends with God, under his perfect rule in his new creation.

 **Prepare lesson****Part 1. Future hopes and dreams****Print resources**

- RESOURCE 10.1 – Worksheet**
Print one per person.
- RESOURCE 10.2 – Question cards**
Print enough cards for half of the class to have one card each.

Part 2. Creation restored**Read scripture**

- Revelation 21:1, 3–5a in your Bible
- Revelation 21:1, 3–5a paraphrase on page 215

Print resources

- RESOURCE 10.3 – Paraphrased Bible text**
Print one per person.
- RESOURCE 10.4 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 10.5 – Lesson 10 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Part 1. Future hopes and dreams

Activate knowledge

Write *a better world* on the board.

Invite students to brainstorm what this world would be like.

Write students' suggestions on the board, correcting errors as you go.

RESOURCE 10.1 –
Worksheet
Print one per person.

Focus on language

Distribute **RESOURCE 10.1 – Worksheet** to each student.

Invite students to talk with the people around them to complete the worksheet.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Circle discussion

Divide the class in half.

Arrange students into 2 concentric circles. The inner circle should face outwards and the outer circle should face inwards, so that students are facing each other in pairs.

Give a different question card from **RESOURCE 10.2 – Question cards** to each student in the outer circle.

(**Note:** More than one student can have the same question card if necessary.)

Invite the students in the outer circle to ask their partners the questions on their cards.

RESOURCE 10.2 –
Question cards
Print enough cards for
half of the class to have
one card each.

Allow 30–60 seconds for the students in the inner circle to answer.

Instruct the students in the outer circle to move one position in a clockwise direction and ask the same question of a new partner.

Repeat until original partners are reunited.

Instruct the students in the outer circle to give their card to the person opposite them.

Repeat the activity.

Speaking task 2: Memory game

Write *The perfect ruler would be ...* on the board.

Clarify the meaning of the word 'ruler'.

Circle the word 'would' and explain that this word can be used when we are imagining something.

Form one large circle.

Start the game by saying 'The perfect ruler would be honest.'

Invite a helper or confident student to repeat your sentence and add a characteristic (e.g. The perfect ruler would be honest and kind.).

Invite students to continue, adding a new characteristic each time (prompt if necessary: powerful, kind, compassionate, courageous, decisive, creative, confident, passionate, a good listener, etc.). You may need to explain that 'and' is only used before the last item in a list.

Speaking task 3: Sharing stories

Divide students into pairs.

Invite students to talk about a good ruler or leader.

Encourage students to ask each other questions.

 **Lead into Bible**

Say 'Our Bible time is about a good ruler in a good new world.'

Part 2. Creation restored

Revelation 21:1, 3–5a (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

I saw a new heaven and a new earth. The first heaven and the first earth were gone. I heard a loud voice from the throne. It said, 'Look! God now makes his home with the people. He will live with them. They will be his people and he will be their God. He will wipe away every tear from their eyes. There will be no more death and no more sadness. There will be no more mourning or pain. The old way of things has finished.'

The one on the throne said, 'I am making everything new!' Then he said, 'Write this down. You can trust these words. They are true.'






Review previous lessons

Display the timeline with the icons from the previous lessons attached.

Invite a volunteer to summarise the previous lessons as you point to the icons on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
<i>(The lines in italics fill in the crucial history between the lessons.)</i>	
Point to icons on the timeline	Summary statements
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">1</div>  </div>	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">2</div>  </div>	<p>People rejected God’s rule and broke their friendship with him. God sent them out of the garden.</p>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">3</div>  </div>	<p>God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.</p>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">4a</div>  </div>	<p><i>Abram lived with his descendants in the land but during a famine they went to Egypt. After a long time, they became slaves in Egypt.</i></p>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">4b</div>  </div>	<p>God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.</p>

5		God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.
6		David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.
7		God's promise to bless the world was fulfilled in King Jesus, a descendant of King David.
8		When Jesus died, he took our punishment for rejecting God so that we can be God's friends instead of his enemies.
9		God raised Jesus from the dead and he rules forever. We can belong to Jesus' kingdom by trusting and obeying him.

Predict content

Write *I am making everything new* on the board.

Say 'This is a statement from the Bible.'

Ask 'Who do you think says this?'

Accept responses.

Ask 'What do you think it means?'

Accept responses.

HEART LANGUAGE

Optional: Invite students to read Revelation 21:1, 3–5a in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

**RESOURCE 10.3 –
Paraphrased Bible text**
Print one per person.



Read and comprehend

Activity 1: Listen and describe

Say ‘The Bible text today is a vision that a man called John saw and wrote down.’

Invite students to close their eyes as you read the Bible text, and to imagine the place that is described.

Read the paraphrased Bible text aloud.

Ask ‘What did you imagine as I read the text? What did you see in your mind?’

Accept responses and encourage discussion by asking questions.

Activity 2: Read and circle

Divide students into pairs.

Distribute **RESOURCE 10.3 – Paraphrased Bible text** to each student.

Invite students to read the passage aloud in their pairs, circling the word ‘will’ every time they read it (in bold below):

I saw a new heaven and a new earth. The first heaven and the first earth were gone. I heard a loud voice from the throne. It said, ‘Look! God now makes his home with the people. He **will** live with them. They **will** be his people and he **will** be their God. He **will** wipe away every tear from their eyes. There **will** be no more death and no more sadness. There **will** be no more mourning or pain. The old way of things has finished.’ The one on the throne said, ‘I am making everything new!’ Then he said, ‘Write this down. You can trust these words. They are true.’

Invite volunteers to read aloud the statements that include the word ‘will’.

Activity 3: Pair discussion

Say 'If you could ask God questions about his new world, what would you ask him?'

Invite pairs to discuss this and share the questions they would have for God.

? Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.

! Timeline and summary statement

Display [RESOURCE 10.4 – Summary sketch](#) and invite a volunteer to summarise the text in their own words.


Attach [RESOURCE 10.5 – Lesson 10 icon](#) to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

RESOURCE 10.4 – Summary sketch

Print one A4 or A3 copy to display.

RESOURCE 10.5 – Lesson 10 icon

Print A4 or A3 version to match your timeline size.

Place this icon in next position on timeline	Say
	<p>'Everyone who follows Jesus will live as friends with God, under his perfect rule in his new creation.'</p>

... An important question

Ask 'What do you like most about this image of a new world?'

1. Find and circle these words in the find-a-word below:

V L C E A E V G L V E X O A Q
 I W P I I F N G Q M J W P N W
 E A R T H I T I G Q C D E N N
 I P L G N L H S C R I V V I B
 S M C R H S S E N D A S M K A
 G G U O G Q M A V E J K X O O
 O O U W M R J G H Q E V C X D
 M R D X P F N M S J C T V Z F
 Y E I L Q T O C P B W Z G W U
 K O J V Y E J R R S R O R B U
 U W J D K A Z G T H F P D R J
 S Y A Y R R O D T G O E W S Q
 N P A I N S I N Q A A M M U Z
 I F Y Z U F Q N C T U G E N O
 V R W E I D I S H P U W W M K

- heaven
- earth
- home
- tears
- death
- sadness
- joy
- life
- mourning
- pain
- comfort

2. Write 3 sentences including as many of the words from the find-a-word as possible.

1. _____

2. _____

3. _____

3. Share your sentences with the people around you.

10.2 RESOURCE – Question cards

Lesson 10: Part 1. Future hopes and dreams
Print enough cards for half of the class to have one card each.



What do you
hope to do
tomorrow?

Bible Overview.In.10

What would
your perfect
day be like?

Bible Overview.In.10

What are the
most important
things in life?

Bible Overview.In.10

What do you
hope to do
next week?

Bible Overview.In.10

What would a
perfect world
be like?

Bible Overview.In.10

What do you
hope to do
when you retire?

Bible Overview.In.10

What do you
dream about
doing one day?

Bible Overview.In.10

What is a good
friendship like?

Bible Overview.In.10

What brings
you comfort?

Bible Overview.In.10

What are your
hopes for
your family?

Bible Overview.In.10

Tell me about
a time when
someone
comforted you.

Bible Overview.In.10

Tell me about
your dreams for
the future.

Bible Overview.In.10

What are your
hopes for this
year?

Bible Overview.In.10

Tell me about a
time when you
were joyful.

Bible Overview.In.10

Tell me about a
good friend of
yours.

Bible Overview.In.10

Revelation 21:1, 3–5a

I saw a new heaven and a new earth. The first heaven and the first earth were gone. I heard a loud voice from the throne. It said, 'Look! God now makes his home with the people. He will live with them. They will be his people and he will be their God. He will wipe away every tear from their eyes. There will be no more death and no more sadness. There will be no more mourning or pain. The old way of things has finished.' The one on the throne said, 'I am making everything new!' Then he said, 'Write this down. You can trust these words. They are true.'

10.4 RESOURCE – Summary sketch

Lesson 10: Part 2. Creation restored – Revelation 21:1, 3–5a
Print one A4 or A3 copy to display.



10.5 RESOURCE – Lesson 10 icon

Lesson 10: Part 2. Creation restored – Revelation 21:1, 3–5a
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version

