

ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH

TEACHING GUIDE

2 Samuel: Success and Sin in David's Life (Includes Easter Lesson)

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Adult Bible Study in Simplified English Teaching Guide

2 Samuel: Success and Sin in David's Life

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These lessons use the New Life Version (NLV) of the Bible. You can read it online at www.biblegateway.com and at www.studylight.org. BibleGateway has a free app available for iPad, iPhone, Android phones, and Kindle Fire. If you prefer a hard copy of the NLV, go to barbourbooks.com (search for "New Life").

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Introduction for Teachers

Welcome!

The purpose of this Teaching Guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The Teaching Guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Prior Preparation, Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Extra Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

Pray and prepare

Prayer is key to every teacher's preparation, as well as an integral part of every teaching experience. We include a time of prayer in every lesson plan, but you can rearrange the plan to place the prayer time at a segment that is most conducive to your class experience. Use your own judgment as to where it best fits into your teaching session.

Online Resources and Study Helps

At **Bible Stories for Use with ESL Students**, you will find free materials, including picture sequence pages for both Old and New Testaments. Go to: <http://pages.suddenlink.net/eslbiblestories/index.htm>. The picture pages cover all important Bible passages and are copyright-free, so you can make handouts and posters for your students.

EasyEnglish is a form of simple English developed by Wycliffe Associates (UK). Their website: www.easyenglish.info contains Bible commentaries, Bible translations, Bible studies, and other materials written in simple English. They are free for download and use.

At **BaptistWay Press**, you will find additional adult Bible study helps. Go to BaptistWayPress.org and click Teacher Helps > Teaching Resource Items. While these are not specifically coordinated to the Simplified English Teaching Guide, they do coordinate with the theme/Bible passage for each unit.

The **Baptist Standard** online edition provides additional commentary on current lessons at www.baptiststandard.com > Resources > Bible Study (or www.baptiststandard.com/resources/bible-study).

Which Bible translation is used with these lessons?

The Bible text printed in this curriculum uses the New Life Version (NLV), a translation (not a paraphrase) which uses only an 850-word vocabulary.

The NLV is accessed free online at: www.biblegateway.com and www.studylight.org, so it is easily available to your students via their tablet or phone in class.

Bible Gateway also has a free app available for iPad, iPhone, Android phones, and Kindle Fire.

To order a hard copy of the NLV, go to barbourbooks.com (search for "New Life").

Why use the New Life Version (NLV)?

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the Teaching Guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud religious lawkeeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the Word List or teaching procedures, the familiar expression may be used to help students add it to their vocabulary.

This unique translation is gender-correct (same as the King James Version). All pronouns referring to God, Jesus, and the Holy Spirit are capitalized. Short sentences are used with the subject usually preceding the predicate. No contractions are used. Many paragraphs are preceded with captions which summarize the content. There are no footnotes. Most Old Testament quotations in the New Testament are followed by the reference. Most words are limited to one meaning, an important feature for new readers and people learning English as a second language.

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Suggestions for Teaching

General Suggestions

1. Provide language edition Bibles so students can read the focal passage in their native languages.
2. Beginning students may require three sessions to complete one lesson.
3. Review the Word List before beginning the study. Provide Study Guide pages for class to keep vocabulary studies in their notebooks.
4. Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
5. Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

Bible Comments/Focal Text

1. Help students hear English and practice their pronunciation by modeling phrases and sentence. Allow the entire class to repeat. Be consistent with stress and intonation. Speak naturally.
2. Allow individual students to read a sentence or paragraph at a time. For further practice, ask students to tell sections from Bible comments in their own words.
3. When time allows, pairs may read the lesson again to each other.
4. Class may close books and listen as a native speaker reads the section again.
5. Discuss lesson using “Things to Think About.”

Memory Verse

1. Challenge class members to say the Memory Verse several times each day.
2. Provide blank paper for students to write Memory Verses.
3. Write phrases or individual words on separate pieces of paper. Give to students to place in order.
4. Write entire verse on board. Read in unison. Erase key words a few at a time. Recite until entire verse is erased and class can repeat by memory.
5. Make a symbol for each word or phrase of the verse.
6. Use the symbols as a reminder for saying the verse.

Picture Sequencing (Lipson Method)

This method is especially suited for teaching beginners. It consists of a series of pictures with accompanying sentences that tell a story. It may be used solely for oral production (using pictures alone) or for integrated skills (engaging students in reading and writing the story).

You may use real pictures, videotape, pictures that are professionally drawn, or stick figures.

Other benefits include the following:

1. Relaxed, low-anxiety atmosphere as students focus on the pictures and create their own sentences to tell the story

Focus on fluency, not just accuracy

Focus on a message or task rather than form or grammar

Minimal error-correction as students tell the story

2. Pictures (even stick figures) convey meaning in every language.
3. The same set of pictures can be used with more than one level of students by making the sentences easier or more difficult.
4. The use of pictures helps students learn the language in “chunks” rather than words in isolation.
5. The only item needed is a piece of chalk—or a marker, if using a cling sheet or overhead transparency.

Picture Sequence pages for both Old/New Testaments are available free at Bible Studies for Use with ESL Students: <http://pages.suddenlink.net/eslbiblestories/index.htm>. The picture pages cover all important Bible passages and are copyright-free, so you can make handouts and posters for your students.

Preparation

1. Put a story into sentences that are suitable for the level of your students. Try to tell the story with a maximum of ten sentences. For low beginners, choose the simplest and fewest words possible. Keep sentences in their most basic form, so students can combine sentences later.
2. Draw simple pictures or stick figures to illustrate key points in the story. These serve as prompts for the telling of the story. Other drawing tips:

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An “x” in a small square beside a picture enables you to cue for a negative as you tell the story.

Direct quotations may be indicated with a cartoon-type bubble.

Procedure

1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.
3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.
4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).
5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become “stage prompter” at this point.)
6. Then ask for a single volunteer to tell the story. (This may open the door for several more proficient students to use what they know.)
7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another “semi”-eager student. By the time it is the least proficient student’s turn, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)
8. Follow with questions to review story (begin by naming the setting, the characters, etc.—easy questions).
9. Conclude with life application questions that require some thought and give students opportunity to express opinion, emotion, and their own ideas.

Lesson Expansion

If the setting and circumstances permit, use these ideas:

- Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
- Picture sequencing without hearing the story told
- Matching pictures and sentences

—Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)

—Strip story (cutting up sentences, issuing one strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)

—Cloze (supplying a written copy with every nth word blank; students work in pairs to fill in the missing words)

—Dictation (teacher or student telling the story while students write what they hear)

—Provide a copy of the sentences for each student. Ask that they read the story to a partner.

—Ask students to write the story in their own words.

Bible passage as content for reading

Procedure

1. Tell the parable or story using pictures. Use animation and simple sentences.
2. Ask questions about the main idea of the story.
3. Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.
4. Intermediate or advanced students: Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.
5. Beginning or low-intermediate students: Read story again and ask students to repeat it with you line by line.
6. Invite the class to read the story with you in unison.
7. Ask pairs to read the story to each other.
8. Ask for volunteers to tell the story in their own words.
9. Make drawings large enough for the back row to see.
10. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).
11. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat/ate, walk/walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

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Checklist for Successful Classrooms*Right Kind of Input*

1. New language in every lesson
2. Input that is slightly above the students' current level of proficiency
3. Content relevant to the students' real-life needs and interests
4. Language learned in meaningful chunks, not words in isolation
5. Comprehensibility achieved by use of the following:
 - Realia or authentic materials
 - Simplified language (rephrasing, repeating, clear enunciation)
 - Demonstration and multiple examples rather than explanation
 - Lots of gestures and nonverbal language

Low Anxiety Environment

Students should not be afraid to make mistakes or take risks in language learning. The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community:

- Personally greeting and bidding farewell to students
- Sincere and frequent affirmation
- Minimal error correction from the teacher
- Frequent reference to the culture(s) of the students
- Smiles and laughter that are commonplace
- Connecting with students through eye contact and positioning yourself on students' eye level
- Calling students by name

Checklist for Real-Life Interaction

1. Pace activities with a balance of noisy/quiet and still/active
2. Attention to different learning styles (visual, auditory, tactile, kinesthetic)
3. Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap-up at the end)
4. A focus on a task or message rather than form (grammar)
5. Provision for all four skills (listening, speaking, reading, writing)
6. Avoidance of questions for which answers are known
7. Use of information gap activity in which partners have different pieces of information and must ask

each other questions in order to fill in their gaps of understanding

8. Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games

9. Review previous material.

Some suggestions based on material developed for the *EFL Training Manual—Beyond our Borders*.

Meet This Unit's Writers

Jennifer Carson wrote lessons 1-5 and the Easter lesson. Jennifer is a freelance writer/editor who lives with her family in Saginaw, Texas.

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Teaching Guide

Adult Bible Study

in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 1: David Becomes King

Lesson Focus

In the middle of deep sadness, David honored God by doing good to his enemies.

Bible Text

2 Samuel 1:1-4, 11-12, 17, 23-27; 2:1-4a

Background Text

2 Samuel 1; 2:1-7

Memory Verse

"But I tell you, love those who hate you. Respect and give thanks for those who say bad things to you. Do good to those who hate you." (Matthew 5:44a)

Prior Preparation

- ♦ Find and print appropriate photos for Connect with Life #1.
- ♦ Prepare sentence strips with phrases for group work in Encourage Application #12.
- ♦ Prepare cups of lemonade if you plan to use the activity from Extra Teaching Ideas/Connect with Life.
- ♦ Locate the suggested slide shows for Extra Teaching Ideas/Guide the Study

Connect with Life

1. Introduce the concept of *opposites* by writing the following terms on the board.

Show some pictures that illustrate both the joy of victory and the pain of defeat. Examples might include sports photos, politicians, soldiers, Wall Street business people, etc. Help class members to identify the appropriate words with each picture. Be sure to reinforce that these terms are opposites, meaning that they are two completely different things.

Winning/Losing
Victory/Defeat
Success/Failure

2. Preview today's lesson by asking class members to read today's memory verse with you. Ask class members to look for words in the memory verse that are opposites.

Love/Hate
Good/Bad

3. Discuss Question #1 from Things to Think About.

Guide the Study

4. Say: *In today's lesson, we will read about two opposite things. David will feel joy at becoming king. At the same time, he will feel the deep grief of loss.*

Read 2 Samuel 1:1-4. Ask the class to listen for words that describe the man who came to Saul. Comment from the Study Guide section entitled "Saul's Death."

5. To give the class a clearer sense of Saul's horrible death, read 1 Samuel 31:1-6.

6. Read 2 Samuel 1:11-12, 17, 23-27. Ask class members to listen for words which describe David, Jonathan, and Saul. List these on the board. Comment from the Study Guide section entitled "David's Grief."

David's Song of Sorrow (2 Samuel 1)

David: tore his clothes (v. 11); cried in sorrow; did not eat (v. 12); sang a song of sorrow (v. 17)

Jonathan: was loved and pleasing in life; faster than eagles; stronger than lions (v. 23); killed on high places (v. 25); brother; pleasing (v. 26); powerful (v. 25)

Saul: was loved and pleasing in life; faster than eagles; stronger than lions (v. 23); dressed the daughters of Israel in red clothing with objects of gold (24); powerful (v. 27)

7. Discuss Question #2 from Things to Think About in the Study Guide.

8. Read 2 Samuel 2:1-4a. Ask a class member to summarize the events in these verses. Comment from the Study Guide section entitled "Israel's New King."

9. Discuss Question #3 from Things to Think About in the Study Guide.

Encourage Application

10. Read or summarize the Study Guide section entitled Things to Remember.

11. Consider Questions #4 and #5 from Things to Think About in the Study Guide.

12. Divide the class into groups and assign each group one of the following phrases by passing out sentence strips with the following words.

- My boss is a jerk!
- My neighbor is so rude!
- People in church can not be trusted!
- My spouse does not care about my feelings!

Ask the groups to think about and discuss how they would respond if they were in a situation that made them feel like this. Point out that God can enable us to honor even our enemies.

If time permits, ask each group to tell the others what they discussed.

13. Close class today by praying that class members will have God's power to follow David's example.

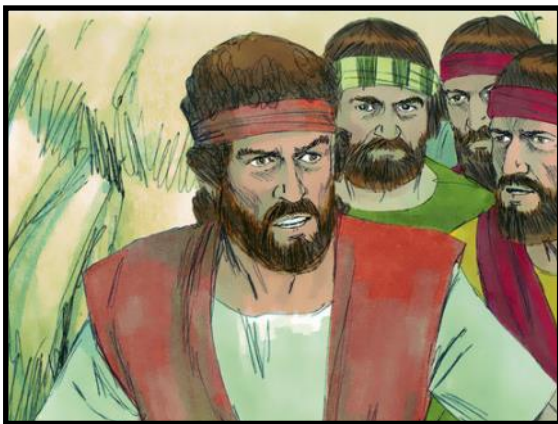
Extra Teaching Ideas

Connect with Life

♦ Offer a glass of lemonade with class members as they enter today. Write the following word on the board: BITTERSWEET. Say: *Lemonade is bittersweet. Without sugar, it is too bitter. Without lemon, it is too sweet. Many life experiences are bittersweet. In today's lesson, we will read about a bittersweet experience in David's life. When David became king, he felt the bitter loss of his friend and the sweet joy of victory over his enemy at the same time. And he honored God in the middle of all his feelings.*

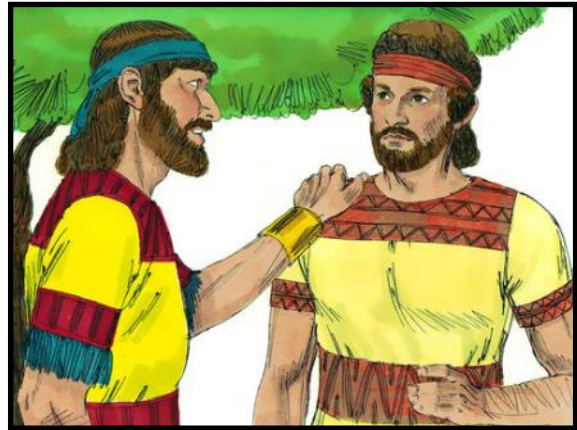
Guide the Study

♦ Read or summarize 1 Samuel 26-27 to help class members understand the hatred between Saul and David and why David was hiding from Saul. The slideshow found at the link below might be helpful in relating these events to the class.



<http://freebibleimages.org/illustrations/david-saul-cave/>

♦ Read or summarize 1 Samuel 18-20 to help class members understand Jonathan and David's friendship. The slideshow at the link below might be helpful.



<http://freebibleimages.org/illustrations/david-jonathan/>

Encourage Application

♦ Discuss the following case study with class members.

Case Study

You have a boss who has treated you unfairly for a long time. She takes credit for your work. She writes negative things about you in company reports. She even calls you bad names. Her behavior has kept you from being promoted to higher positions. When you come to work one day, you learn that your boss had a horrible accident. She cannot return to work. She will have to retire. This is announced to everyone at your company. What attitude will you have about this? What will you say to other coworkers about your former boss? How hard will it be to honor your former boss? How can you follow David's example?

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 2: David Depends on God

Lesson Focus

David recognized that his success came from God alone.

Bible Text

2 Samuel 5:1-16

Background Text

2 Samuel 3-5

Memory Verse

"I am the Vine and you are the branches. Get your life from Me. Then I will live in you and you will give much fruit. You can do nothing without Me." (John 15:5)

Prior Preparation

- ♦ Locate about six photos for the activity in Connect with Life #1.
- ♦ Locate a suitable map for Guide the Study #6,
- ♦ Make copies of the responsive reading for the activity in Encourage Application #13.
- ♦ Make copies of your recipe to pass out for Extra Teaching Ideas/Connect with Life.

Connect with Life

1. As class begins today, share some photos of famous people you think class members will recognize. Consider religious leaders like Billy Graham, world leaders like President Trump, and famous athletes like LeBron James. Show these photos to the class and see how many they can name.

2. Ask the class this question: *What makes these people successful?* Then record their responses on the marker board.

What makes people successful?

- Power
- Money
- Talent
- Fame

3. After reading or summarizing the introduction from today's lesson in the Study Guide, lead class members to discuss Question #1 from Things to Think About.

Guide the Study

4. Say: *In today's lesson, we will learn that God's way of achieving success is much different from the world's way.*

5. Ask a class member to read 2 Samuel 5:1-5. Call on a volunteer to summarize the events in these verses. Comment on these verses by drawing on the Study Guide section entitled "King of All Israel."

6. Use a map like the one here to give background for these verses.

7. Guide the class to discuss Question #2 from Things to Think About in the Study Guide.

8. Ask a volunteer to read aloud 2 Samuel 5:6-10. Ask class members to listen for the different names that refer to Jerusalem.

Affirm that *Jerusalem, city of David*, and *Zion*, all refer to the same place. Guide a discussion of these verses by drawing from the Study Guide section entitled "King of Jerusalem."

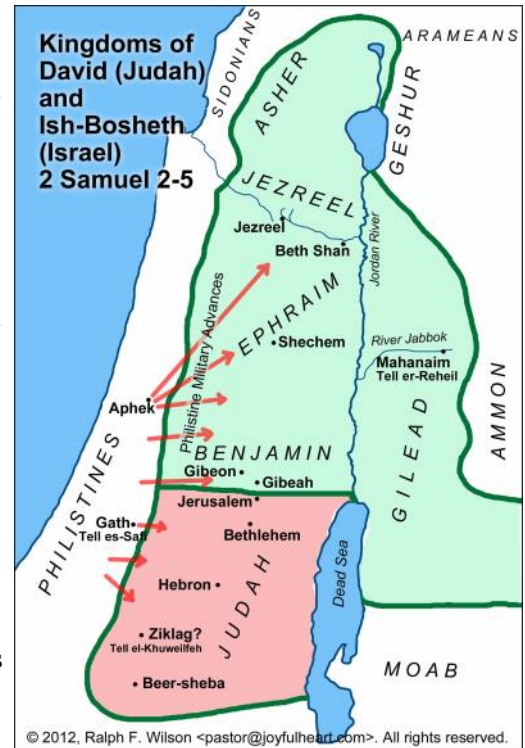
9. Read 2 Samuel 5:11-16 for class members. Comment on these verses by drawing on the Study Guide section entitled "King of All Nations."

10. Consider Questions #3 and #4 from Things to Think About in the Study Guide.

Encourage Application

11. Read or summarize "Things to Remember" from the Study Guide.

12. Ask class members to discuss Question #5 from Things to Think About in the Study Guide.



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13. Remind class members of the Memory Verse for this lesson. Pass out copies of this responsive reading activity and guide them to repeat John 15:5 with you. Switch parts and practice several times.

John 15:15

Teacher: *I am the Vine*

Class: *And you are the branches.*

Altogether: *Get your life from Me.*

Teacher: *Then I will live in you...*

Class: *And you will give much fruit.*

All together:
YOU CAN DO NOTHING WITHOUT ME.

14. Close class today by praying that class members will depend on God in everything they do and have success from His hand.

Extra Teaching Ideas

Connect with Life

♦ Prepare your favorite cookies, cake, or other snack for the class today. Also bring the recipe and ingredients to class with you. Share the snack with class members as class begins today. Say: *I wonder if you can guess the ingredients for this recipe?* Then call on class members to share their responses. List their guesses on the marker board. Then reveal the recipe and ingredients to class members. Say: *These are the ingredients needed to make these tasty cookies. In today's lesson, we will look at the important ingredients in David's life that made him a successful leader.*

An easy sample recipe for this activity is provided in the next column.

Guide the Study

♦ If time allows, read 2 Samuel 5:17-25. Instruct class members to listen carefully to verses 19, 23 and 25. Help class members to recognize how David depended on God. Write the following on the marker board to make the idea clear.

DEPENDENCE = ASK + OBEY

Encourage Application

♦ Use the following statements to help class members follow David's example of depending on God.

How to Depend on God

- When I am searching for success,
I WILL SEEK GOD.
- When I am experiencing success,
I WILL REMEMBER GOD.
- When I have enjoyed success,
I WILL THANK GOD.

♦ As class closes today, pass out copies of your recipe to each class member. Be sure to remind them that David's dependence on God was his clear recipe for success. Close the class in prayer that members will depend on God and experience victory in new areas of their lives this week.

Easy No-Bake Cookies

- 1/2 cup butter
- 1/2 cup milk
- 1 cup brown sugar
- 1 cup white sugar
- 1/4 cup cocoa
- 2/3 cup creamy peanut butter
- 1 1/2 teaspoon vanilla extract
- 3 cups instant oats

On the stovetop, stir together the butter, milk, sugars, and cocoa over low heat until all butter is melted. Increase heat to medium and bring all ingredients to a boil. Boil stirring constantly for 1 minute. Remove from heat. Add peanut butter and vanilla. Stir until melted. Stir in oats. Drop by heaping tablespoonfuls onto wax paper. Cool for 20-30 minutes. Yields about 24 cookies.

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 3: David Worships God

Lesson Focus

True worship requires us to prepare our hearts, understand God's holiness, and celebrate with great joy.

Bible Text

2 Samuel 5:1-16

Background Text

2 Samuel 3-5

Memory Verse

"I am the Vine and you are the branches. Get your life from Me. Then I will live in you and you will give much fruit. You can do nothing without Me." (John 15:5)

Prior Preparation

- ♦ Gather items to put in the box if you plan to use Extra Teaching Ideas/Connect with Life.
- ♦ Prepare copies of the Case Study for Extra Teaching Ideas/Encourage Application.

Connect with Life

1. Ask class members to consider what might happen if they failed to follow instructions while attempting to do the following:

- Putting up a tent
- Baking a cake
- Recovering from injury
- Changing a tire
- Driving to a new location
- Taking medicine

Encourage class members to share any humorous stories they have related to these circumstances. Then say: *Today's lesson reminds us of what can happen if we fail to follow God's instructions about worship.*

Guide the Study

2. Read or summarize today's lesson introduction from the Study Guide.

3. Guide class members to discuss Question #1 from Things to Think About in the Study Guide.

4. Explain that God gave specific instructions for moving the special box of God. Ask a class member to read these from Numbers 4:5-6. Then guide the class to list key parts from God's instructions on the marker board. Be sure to explain that Aaron and his sons were a family of priests who were especially appointed and prepared to serve the Lord.

Numbers 4:5-6

- Aaron and his sons
- Cover the box
- Carry it with long pieces of wood

5. Call on another volunteer to read 2 Samuel 6:1-5. Ask class members to listen carefully to see if David followed God's instructions from Numbers 4:5-6. Then guide the class to list things David did differently.

2 Samuel 6:1-5

- All the people
- Carried on a new wagon
- Did not cover the box

6. Comment on these verses by drawing ideas from the Study Guide section entitled "The Presence of God." Lead a discussion of Question #2 from Things to Think About in the Study Guide. Emphasize that David had the right intentions in moving the box, but he failed to follow God's specific instructions.

7. Read 2 Samuel 6:6-11 for the class. Ask class members to listen for words that describe how David felt in these verses. Affirm that David was angry (v.8) and afraid (v. 9) after the death of Uzzah. Compare these feelings to David's feelings in verse 5. Comment on these verses by drawing on the Study Guide section entitled "The Power of God." Say: *David was no longer singing and dancing before the Lord. Instead, he was angry and afraid.*

2 Samuel 6:12-15

- Went with joy
- Men carried the box
- Gave an offering
- Wore a linen vest (of a priest)
- A loud voice and the sound of the horn

8. Discuss Question #3 from Things to Think About in the Study Guide.

9. Ask for a volunteer to read 2 Samuel 6:12-15. Ask class members to listen for things David did differently when he returned to get the special box of God. Guide them to list these on the marker board. Say: *David was much more careful this time. Men carried the box instead of a cart. In wearing the linen vest, David acted as a priest instead of a king. He made a sacrifice to God after only six steps. On*

this journey, David made sure to show respect for God and His ways.

10. Lead the class to discuss Question #4 from Things to Think About in the Study Guide. Guide discussion by drawing from the Study Guide section entitled “The Joy of Worship.”

Encourage Application

11. Divide the class into pairs and have them practice saying this week’s Memory Verse to each other. After a few minutes, call on the whole group to repeat the verse with you. Then ask: *What last caused you to worship God?*

12. Ask two class members to help you read “Things to Remember” from the Study Guide.

13. Close in prayer, recognizing God’s holiness and goodness, and asking Him to give us hearts that truly worship Him.

Extra Teaching Ideas

Connect with Life

♦ Before class, place some common items inside a box. Suggested items include a writing pen, a book, a paper cup, a cotton ball, a feather, sandpaper, a quarter, a ring, a watch, a hat, a dollar bill, and a television remote. You may choose other items.

At the beginning of class today, ask for two volunteers who are willing to wear a blindfold. Blindfold the two volunteers and ask them to reach into the box and take out one item. Challenge them to identify the items using just their sense of touch. If they have trouble identifying the items, ask class members to offer them clues. Keep the activity light and fun.

Say: *Touch is an important sense. Think of all the things we understand through touch. We know hot and cold, soft and hard, rough and smooth. Sometimes we need to touch things to fully understand them. For example, Thomas needed to touch Jesus to believe in His resurrection. A woman was healed when she simply touched the hem of Jesus’ garment. These two examples show the blessings of touching Jesus. However, in today’s lesson, we will see how a simple touch led to destruction and fear.*

Guide the Study

♦ Share the parallel account of Uzzah’s story from 1 Chronicles 13:1-14. Enlist some class members to help act out the scene of Uzzah’s death. Or share the following photo to help envision the scene.



Credit: Giulio Quaglio the Younger
(Public domain)

Encourage Application

♦ Help the class to construct an acrostic for the word **WORSHIP**. See if class members can help you brainstorm words for each letter of the word. Each one should represent some element of worship. Display their suggestions on the marker board.

♦ Examine the following case study with class members at the close of today’s lesson. Encourage members to consider what they have learned about the meaning of worship.

W-willing,
whole-hearted
O-offering,
obedience
R-rejoicing,
repenting
S-sincere,
singing
H-holy,
humble
I-instruments,
intimate
P-pure,
powerful

Case Study

Many churches today experience conflict among their members about worship. Using things you learned from today’s lesson, how would you give advice to people who have the following complaints?

- *I want to sing some modern songs in our times of worship.*
- *I don’t like the way the worship leader dresses.*
- *I don’t think we should use an organ in our worship.*
- *I don’t think we should use a guitar or drums in our worship.*
- *People should dress more formally for worship.*
- *Modern music is too loud and not really worshipful, so we shouldn’t have it in our church services.*

Teaching Guide

Adult Bible Study

in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 4: David's Plans and God's Promises

Lesson Focus

God blessed David and made strong promises to David that would last forever.

Bible Text

2 Samuel 7:1-17

Background Text

2 Samuel 7

Memory Verse

"For the Lord is good. His loving-kindness lasts forever. And He is faithful to all people and to all their children-to-come."
(Psalm 100:5)

Prior Preparation

- ♦ Gather paper, markers, etc. for Connect with Life #1.
- ♦ Find and copy sample plans for Extra Teaching Ideas/Connect with Life.
- ♦ Prepare bookmarks for Extra Teaching Ideas/Guide the Study.
- ♦ Invite someone to sing or copy lyrics for one of the suggested songs for Extra Teaching Ideas/Encourage Application.

Connect with Life

1. As class begins, give each class member a blank piece of paper, along with a marker or colored pencil. Say: *Think back to your childhood and recall what you planned to be when you grew up. Draw a picture to show what that was.*

Call on a few volunteers to share their responses. Extend their responses by asking questions like these:

- What made you dream of doing that?*
- Did you realize your dreams and plans?*
- If not, what made you go in another direction?*
- Was God involved in this plan for your life?*

Say: *Sometimes our ideas of what we should do are different from God's idea of what we should do. This is true in many areas of life. In today's lesson, we will learn that David wanted to build a temple for God, but God had a different plan.*

Guide the Study

2. Read or summarize the introduction to today's lesson. Ask class members to discuss Question #1 from Things to Think About in the Study Guide.

3. Ask a class member to read 2 Samuel 7:1-3. Ask class members to listen for details that show God's blessings in David's life. Guide the class to find and list these on the marker board. Summarize and comment on these verses by referring to the Study Guide section entitled "David's Heart for God."

God's Blessings on David

- The Lord gave him rest (v. 1)
- Lived in a house of cedar (v. 2)
- The Lord was with him (v. 3)

4. Read 2 Samuel 7:4-11 for the class. Summarize these verses for the class by drawing from the Study Guide section entitled "God's Promise to David." Lead the class to discuss Question #2 from Things to Think About.

God's Promises to David

- I will make you a great name (v. 9)
- I will choose a place to plant Israel (v. 10)
- I will give you rest from enemies (v. 11)
- He will make a house for you (v. 11)

5. Call attention to the word *reject* from today's Word List. Ask if a class member would volunteer to illustrate the meaning of this word by drawing a picture on the marker board or by acting out the meaning of this word for the class. Say: *Even though God rejected David's plan, God made strong promises to David.*

6. Revisit 2 Samuel 7:9-11 by asking a class member to re-read these verses. Instruct class members to listen carefully for some of the promises God made to David. Point out that the promises in these verses often begin with the words *I will*. Guide the class to find and list these on the marker board.

More of God's Promises to David

- I will raise up your son (v. 12)
- I will build his nation (v. 12)
- I will make his nation last forever (v. 13)
- I will be a Father to him (v. 14)
- My loving-kindness will not leave him (v. 15)
- Your throne will be built to last forever (v. 17)

7. Ask a volunteer to read 2 Samuel 7:12-17. Instruct class members to continue listening for God's promises to David. Guide the class to find these and add them to the list on the board.

8. Draw comments on these verses from the Study Guide section entitled "God's Promises to David's Son." Then lead the class to discuss Question #3 from Things to Think About in the Study Guide.

Encourage Application

9. Read or summarize the Study Guide section entitled "Things to Remember." Then lead the class to discuss Questions #4 and #5 from Things to Think About.

10. Read today's Memory Verse aloud for class members. Then ask: *What words in this verse give you the most encouragement? Why?* List responses on the marker board and encourage discussion. Some possible ideas are listed here.

Psalm 100:5

- Good
- Loving-kindness
- Forever
- Faithful
- All

11. Close class today by praying that class members will seek and choose God's plans over their own.

Extra Teaching Ideas

Connect with Life

♦ Search the Internet to find some sample plans like floor plans, small business plans, graduation plans, retirement plans, health care plans, battle plans, lesson plans, meal plans, etc. Before class today, print out a few examples to share with the class. As class begins today, divide class members into groups. Give each group one of the sample documents you found. Ask groups to spend a few minutes looking over their document. Then ask each group to describe their document for the class.

Ask: *What do all these documents have in common?* Lead the class to see that these are all different types of plans. Say: *God has plans, too. He has plans to accomplish His purposes. He has plans to accomplish His work in this world. Today we will learn what happened when David discovered that his plans were different from God's plans.*

Guide the Study

♦ After reading 2 Samuel 7:1-3, point out that these verses do not clearly state David's reasons for wanting to build a temple for the special box of God. Ask class members to think of reasons why David might have wanted to do this. Guide the class to see that his reasons might have been selfish or unselfish. Say: *Only God truly knows what was in David's heart. Whatever the reason, it was not part of God's plan for David's life.*

UNSELFISH

- Honor God
- Protect the special box of God
- Design a building that reflects God's beauty
- Show God's greatness to the nations
- Keep enemies from capturing it

SELFISH

- Make himself famous
- Make other nations jealous of the One True God
- Prove that he was the most important leader of Israel
- Make God love him more

♦ Read Matthew 1:6-17 for class members. Explain that these verses show how God fulfilled His promise to David. Jesus was a direct descendant of David. And Jesus reigns with God forever on the throne of heaven. Create copies of the bookmark provided here. Instruct class members to place this bookmark in their Bibles to mark 2 Samuel 2:7. Say: *Let this bookmark remind you that God's words are promises you can trust.*

Encourage Application

♦ Close class today by singing a hymn about God's faithfulness to His people. Consider the traditional hymn, "Great Is Thy Faithfulness" or the contemporary hymn, "Forever God Is Faithful" (Michael W. Smith, 2001). Provide lyrics for the class by using hymnals or a music video containing lyrics. As an alternative, invite someone to perform one of these songs for members as class ends today.

God Keeps His Promises

*From David to Jesus
(Matthew 1:6-17)*

David
Solomon
Rehoboam
Abijah
Asa
Jehoshaphat
Joram
Uzziah
Jotham
Ahaz
Hezekiah
Manasseh
Amon
Josiah
Jehoniah
Shealtiel
Zarubbabel
Abiud
Eliakim
Azor
Zadok
Achim
Eliud
Eleazar
Matthan
Jacob
Joseph
Jesus the Christ

Teaching Guide

Adult Bible Study

in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 5: David's Battles and God's Power

Lesson Focus

God blessed David with many victories in battle because David understood God's power and relied on God.

Bible Text

2 Samuel 8:1-18

Background Text

2 Samuel 8

Memory Verse

"The Lord has made His saving power known. He has shown to the nations how right and good He is." (Psalm 98:2)

Prior Preparation

- ♦ Bring a small prize like candy bars or bookmarks to award the winners in Connect with Life #1.
- ♦ Locate a suitable map for Guide the Study #4.
- ♦ Prepare copies of Ephesians 6:10-17 for Encourage Application #10.
- ♦ Bring a toy vacuum cleaner, a real vacuum cleaner, and baby powder for Extra Teaching Ideas/Connect with Life.
- ♦ Write the names/locations of David's battles on slips of paper for Extra Teaching Ideas/Encourage Application

Connect with Life

1. Divide the class into groups at the beginning of today's lesson. Give each group a pencil and sheet of paper. Write the word **POWER** on the marker board. Then instruct the groups to think of as many power sources as they can in 90 seconds. Make a friendly competition out of it and offer a small prize to the group who comes up with the most correct ideas. When time's up, ask the groups to share their responses. List them on the board.

POWER

- Electricity
- Water
- Steam
- Wind
- Nuclear
- Battery
- Solar

Declare one group as the winner and award them a prize.

Then ask: *Have you ever thought about the kind of power that comes from God? In today's lesson, we will see how God's power gave David many victories in battle.*

Guide the Study

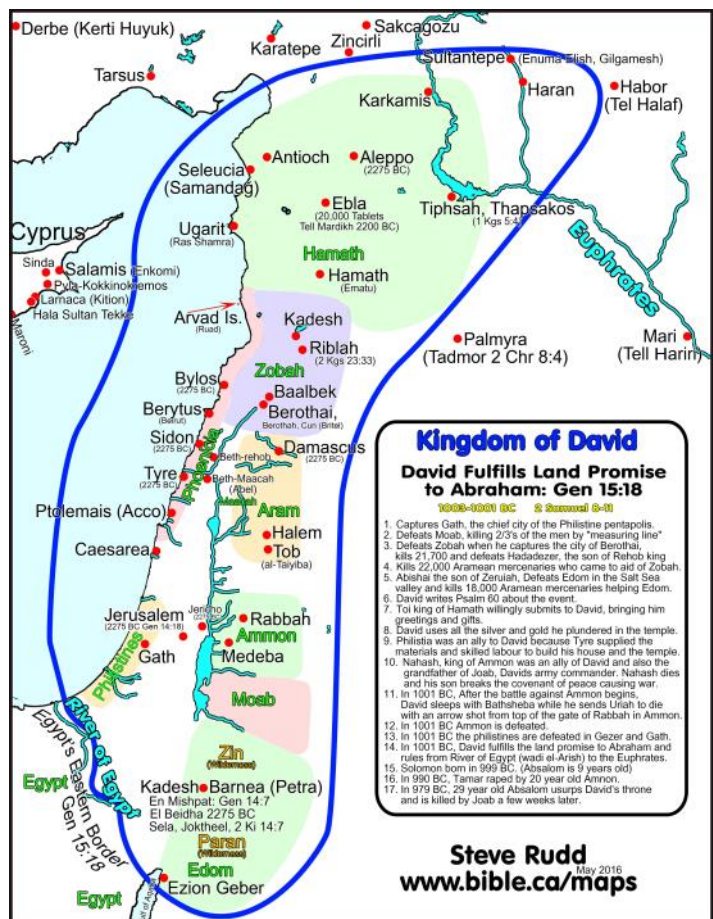
2. Read the introduction to today's lesson from the Study Guide. Then lead the class to discuss Question #1 from Things to Think About.

3. Ask a volunteer to read 2 Samuel 8:1-6. Instruct class members to listen for groups of people that David defeated. Guide them to identify and list these on the marker board.

David's Victories

- Philistines (v. 1)
- Moabites (v. 2)
- Zobah (vv. 3, 5)
- Syrians of Damascus (vv. 4, 6)

4. Use a map like the one here to help class members visualize the location of these nations. Point out that Israel was surrounded by enemies.



This map can be found at:

<http://www.bible.ca/archeology/bible-archeology-maps-timeline-chronology-2samuel8-1chronicles18-david-fulfills-abrahams-land-promise-997-995bc.htm>

5. Comment on 2 Samuel 8:1-6 by drawing from the Study Guide section entitled “Victory in Battle.” Then guide the class to discuss Question #2 from Things to Think About.

6. Read 2 Samuel 8:7-14 for the class. Instruct class members to listen for the words *gold*, *silver*, and *brass*. Comment on these verses by summarizing the Study Guide section entitled “The Rewards of Victory.” Then guide the class to discuss Question #3 from Things to Think About in the Study Guide.

7. Ask class members to offer their opinions about Question #4 from Things to Think About. Then say: *We can find an answer to this question by reading 2 Samuel 8:15-18.*

8. Ask a class member to read 2 Samuel 8:15-18. Instruct members to listen for the names of people who helped David rule over Israel. Guide members to identify these and write them on the marker board. Summarize the comments from the Study Guide section entitled “A Successful Leader.”

David's Helpers

- Joab (army)
- Jehoshaphat (historian)
- Zadok (religious leader)
- Ahimelech (religious leader)
- Seraiah (writer)
- Benaiah (ruler)
- David's sons (helpers)

Encourage Application

9. Read or summarize “Things to Remember” from the Study Guide. Lead class members to discuss Question #5 from Things to Think About.

10. Take prayer requests from the class about various struggles they are facing. Pray for the group that in each case, members will depend on God's power and the things He gives Christians to fight with. Ask God to give each member victory over the struggles they face.

Extra Teaching Ideas

Connect with Life

♦ Bring a toy vacuum cleaner and a real vacuum cleaner to class. At the beginning of class, ask for two volunteers to help you with a demonstration. Sprinkle some baby powder on the floor. Then ask the first volunteer to clean it up using the toy vacuum. When that does not work, ask the second volunteer to clean up the mess using a real vacuum cleaner. After the second volunteer vacuums up the mess, ask: *Why did the first vacuum cleaner fail to clean up the mess?*

Affirm that the first volunteer used a toy vacuum cleaner that had no power. Further affirm that the second volunteer was successful because the real vacuum cleaner was powered by electricity (or battery).

Then say: *Without power, nothing happened. The same is true in the lives of Christians. If we are not connected to God's power, nothing will happen. In today's lesson, we will see how God's power made David have victory over the nations.*

Guide the Study

♦ Refer to the map used in step #4. Hand out the name of each conquest written on slips of paper to volunteers. Have each volunteer point out the location of the battle. These include: Philistines, Moab, Zobah, and Damascus.

♦ Review David's helpers in 2 Samuel 8:15-18. Ask: *Why do you think each of these jobs was important? Would they be important to a leader today?*

Encourage Application

♦ Print out copies of Ephesians 6:10-17 for each class member. Pass these out and say: *God's power is available to all of His followers. We might not fight wars against armies from other countries. But we fight battles in our own lives every day. Our struggles are real, but so is God's power. Ephesians 6 tells us about the powerful weapons God gives us to fight these battles.*

Read aloud Ephesians 6:10-17 for the class. Instruct members to listen for and underline the things God gives Christians to fight with. Guide them to identify and understand each of these things.

Things God Gives the Christian to Fight With Ephesians 6:10-17

This is the last thing I want to say: Be strong with the Lord's strength. Put on the things God gives you to fight with. Then you will not fall into the traps of the devil. Our fight is not with people. It is against the leaders and the powers and the spirits of darkness in this world. It is against the demon world that works in the heavens. Because of this, put on all the things God gives you to fight with. Then you will be able to stand in that sinful day. When it is all over, you will still be standing. So stand up and do not be moved. Wear a belt of truth around your body. Wear a piece of iron over your chest which is being right with God. Wear shoes on your feet which are the Good News of peace. Most important of all, you need a covering of faith in front of you. This is to put out the fire-arrows of the devil. The covering for your head is that you have been saved from the punishment of sin. Take the sword of the Spirit which is the Word of God.

Teaching Guide

Adult Bible Study in Simplified English

2nd Samuel: Success and Sin in David's Life

Lesson 6: David's Sin

Lesson Focus

To lead adults to consider how they respond when tempted to lust after things that do not honor God.

Bible Text

2 Samuel 11: 1-9, 12-18, 25-27

Memory Verse

"He makes me strong again. He leads me in the way of living right with Himself which brings honor to His name." (Psalm 23:3)

Prior Preparation

- ♦ For Connect with Life, bring in four small wrapped gifts.
- ♦ For Guide the Study #4, prepare a poster or handout.
- ♦ For Extra Teaching Ideas/Connect with Life, get index cards.
- ♦ For Extra Teaching Ideas/Guide the Study, prepare handouts on temptation.

Connect with Life

1. To begin today, display four small gifts. Recruit a volunteer and ask them to select a gift, unwrap it in front of the class, and then choose to either keep the item or trade it for a different gift to keep. If the volunteer chooses to keep the first gift, ask them to be seated. Select another volunteer and continue until all four gifts are unwrapped.

2. Lead the discussion with these questions:

—What attracts us to the unopened gift?

—Why are we so quick to cast aside an unwanted gift in hopes for something more?

—Why are we still drawn to wanting something more when we get a gift we like?

Say: *We have been studying David's successes. Today, we will begin to look at times when David was not successful. David lusted for what he did not have. He tried to cover up his sin. He was defeated by the devil because he did not treasure what God had already given him.*

Guide the Study

3. Call attention to the Word List for this lesson. Discuss the difference between *desire* and *lust*. Note that wanting something is not necessarily wrong unless it becomes a strong desire to possess it no matter what the cost or how it may go against God. Point out that when we control our desires, we are not so easily tempted. Further note that a *cover up* is a plan of action to take steps to hide our sin. Explain that it is more than ignoring sin.

4. Use the introduction from the Study Guide to lead this discussion. Recall some of David's successes studied in previous lessons. Recall that David is the writer of many psalms. Say: *These were songs of worship. David was a spiritual leader of his nation. The most famous of these songs is the 23rd Psalm.*

Using a poster or a handout, read Psalm 23 together as a class by dividing the class into six groups. Assign one verse to each group. Read these verses aloud, having each group read their part.

Psalm 23

- 1 The Lord is my Shepherd. I will have everything I need.
- 2 He lets me rest in fields of green grass. He leads me beside the quiet waters.
- 3 He makes me strong again. He leads me in the way of living right with Himself which brings honor to His name.
- 4 Yes, even if I walk through the valley of the shadow of death, I will not be afraid of anything, because You are with me. You have a walking stick with which to guide and one with which to help. These comfort me.
- 5 You are making a table of food ready for me in front of those who hate me. You have poured oil on my head. I have everything I need.
- 6 For sure, You will give me goodness and loving-kindness all the days of my life. Then I will live with You in Your house forever.

5. Ask:

—What does this psalm suggest to you about David's relationship with God?

—Why would Satan attack David? (Point out that when a spiritual leader fails to follow God, it hurts everyone around him.)

6. Point out the Memory Verse. Discuss that all of us have times of weakness, but God can make us strong again. He leads us to live in such a way that His name is honored. Say: *David wrote this Psalm because God gave him the words so it is actually the word of God through David.*

7. Invite a volunteer to read 2 Samuel 11:1-4. Establish the background using the Study Guide section entitled "Lust Leads to Sin." Say: *Chapter 10 records how David sent the army to fight the sons of Ammon who ran away from the battle. Later, they returned to fight Israel, and this time David led the army. Again, Israel's enemies ran away. In chapter 11, David sent his army to chase and defeat these enemies for the last time. They were successful, but David*

wanted them to destroy the capital city of Ammon. So they camped around the city until it could be destroyed.

8. Ask:

—*What keeps you awake at night?*

—*What do you do when you can't sleep?*

9. Use the Study Guide section entitled “Lust Leads to Sin” to lead this discussion. Begin a list of ways to avoid sin on the board.

How to Avoid Sin

- **Count our blessings.**
- **Pray for those in need.**
- **Read Scripture to remind us of God's help.**
- **Walk away from what tempts us.**
- **Have friends who will remind us of God's ways.**

10. Ask:

—*Why should David have shown respect for Bathsheba?* (She was a child of God. She was related to two of his best soldiers. She was married to another man. She was a woman he should have kept safe.)

—*How did David fail to honor God?* (He did not remember God's Word or obey His Law.)

—*How did David fail to honor himself?* (He did not remember God's calling on his life to be the shepherd of Israel.)

—*How did David fail to honor Bathsheba?* (He used her and sent her home.)

—*What do you think David thought when he sent Bathsheba home the next morning?* (He would never do it again. No one would know. Maybe he was ashamed.)

11. Read aloud Matthew 5:27-28. Say: *Jesus said the desire to have sex with someone other than your spouse is mental adultery and sin. He said if the act is wrong, then so is the desire to act. It is sin to be faithful to your spouse with your body but not with your mind.*

12. Call on a reader to read 2 Samuel 11:5-9, 12-13. Say: *God always sees and knows. We can never hide anything from him, but David tried to cover up his sin.*

Ask:

—*What was it about Uriah that David should have respected?* (He was one of the best soldiers in David's army. He was fighting under David's orders. He was an honest, good, and loyal man.)

—*In what ways did David try to cover up his sin?* (He ordered Uriah to go home. He tempted him with an extra day of rest. He tried to buy Uriah's trust with a gift. He tried to trick Uriah by getting him drunk.)

13. Say: *Let's add to our list of ways to avoid sin.*

How to Avoid Sin

- **Honor and respect others.**
- **Remember God's call on your life.**
- **Confess your sin and ask for forgiveness.**

14. Invite someone to read 2 Samuel 11:14-18, 25-27.

Then ask:

—*How could David be so cruel as to send the note with Uriah that called for his death?* (David had become hardened to his own sin.)

—*How did Joab sin against David?* (He did not challenge David to follow God's Law.)

—*Did Uriah's death solve David's problem?* (no)

—*How did Bathsheba feel about Uriah's death?* (sad)

Encourage Application

15. Write the Martin Luther quote on the board. Invite someone to explain how this quote applies to today's lesson. Ask someone to read 1 Corinthians 10:13 and discuss how this verse encourages us. Say: *Wrong desires and temptations happen to everyone. All of us are tempted and all of us have the same rescuer! God alone can make us strong again.*

16. Say: *We might add a couple of other ideas to our list of ways to avoid sin.*

How to Avoid Sin

- **Avoid people and situations that tempt us.**
- **Pray for God's help.**

Extra Teaching Ideas

Connect with Life

♦ As members enter, give them an index card on which you have written: *Please pray for me this week. I am tempted to....* Explain that they do not have to put their names on these and you will not collect them.

Guide the Study

♦ Refer to these Scripture passages as you make these points in the lesson. Or create a handout for those who would like to study temptation further on their own.

Dealing with Temptation

- **Count your blessings.** (Philippians 4:4-8)
- **Pray for those in need.** (Ephesians 6:18)
- **Read about God's goodness in His Word.** (Psalm 19:7-11)
- **Surround yourself with godly friends.** (Col 3:16, James 5:16, Proverbs 27:17)
- **Walk away to flee temptation.** (2 Timothy 2:22)
- **Honor and respect others.** (Romans 13:9)
- **Remember God's calling on your life.** (2 Thessalonians 1:11)
- **Confess your sin and ask for forgiveness.** (1 John 1:9)

Encourage Application

♦ Refer to the cards from the beginning of class. Encourage members to give these to a trusted Christian friend, asking for prayer in the upcoming week.

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin David's Life

Lesson 7: David's Good Friend

Lesson Focus

To remind adults of the high cost of sin in this life and in the life to come, as well as the value of a good friend and the Word of God to protect and guide us.

Bible Text

2 Samuel 12:1-23

Memory Verse

"Your Word is a lamp to my feet and a light to my path.
(Psalm 119:105)

Prior Preparation

- ◆ For Guide the Study #10, create the posters.
- ◆ For Encourage Application #15, bring two balloons to class. Inflate only one.
- ◆ For Extra Teaching Ideas/Connect with Life, locate the music video.
- ◆ For Extra Teaching Ideas/Guide the Study, download the slide show.

Connect with Life

1. When the class is assembled, write the following questions on the marker board.

- Who is your best friend?
- Have you ever talked to your friend about their sin and its cost?
- Does your best friend encourage you to follow God?

2. Allow time for a class interview in which students ask three people these questions. After a few minutes call the class to order. Say: *God uses other people in our lives to keep us close to Him. Having a friend who encourages us to walk close to God is a blessing. David had a good friend named Nathan.*

Guide the Study

3. Introduce the lesson by pointing out these facts:

- Nathan was a prophet who helped David several times.
- He advised David about building the Temple (2 Samuel 7).
- David named one of his sons for Nathan (2 Samuel 5:14).
- Nathan gave David's son, Solomon, a name from God.

4. Ask: *From these four facts, what can you tell about David's friendship with Nathan?* (He respected and trusted Nathan. They remained friends for a lifetime.)

5. Ask someone to read the first paragraph in the Study Guide section entitled "Nathan's Story."

Ask:

—*Which of God's laws had David broken?* (Use this question to review the events of the last lesson.)
—*If God called you to confront someone about their sin, how would you begin? How would you feel?*

6. Invite a reader to read 2 Samuel 12:1-4. Ask:

—*How did Nathan begin his talk with David?* (a story)
—*Can you identify who the poor man is in Nathan's story?*
—*Who is the lamb? Who is the rich man?*
—*Do you think David understood he was the rich man?*
—*Why is it easier to see the sin in other people than to see our own sin?*

7. Ask the reader to continue with verses 5 and 6. Use the background information in the Study Guide to lead the discussion to an understanding that David followed the God's Law in requiring four lambs to replace the one that was stolen. But it was David's anger that caused him to say the man should die.

8. Call on a reader to read 12:7-12. Ask:

—*Who judged David?*
—*Why is it important for us to leave judgment in God's hands?* (Read Matthew 7:3 for Jesus' warning about judging others. Notice that God begins by reminding David of the blessings God had given him. God blessed David by giving him lands and people to care for. God even said He would bless David more.)

9. Ask: *What is the one question God asks David?* (Why have you hated the Word of the Lord by doing what is bad in His eyes?) Say: *God doesn't ask why David broke all those laws. Instead, he points to the root cause of David's sin. David did not love the Word of God and obey it.*

10. Write the following verses on seven different posters. Make sure each is large enough for the class to read. Distribute these to seven different volunteers before class begins. Call for these volunteers to come and stand in front of the classroom in the order of the verses from Psalm 119. Ask the volunteers to read their verses in order without

comment. Then say: *Listen again for the blessings of loving God's Word as they read one more time.*

11. Next, hand a colored marker to seven different students. Ask those students to come forward and highlight the benefits of loving God's Word in each verse (*no shame, a pure way, no sin, obey from the heart, joy, the Lord is our share and light for our path*). Attach these posters to the marker board.

- Psalm 119:6
- Psalm 119:9
- Psalm 119:11
- Psalm 119:34
- Psalm 119:3
- Psalm 119:57
- Psalm 119:105

12. Use the Study Guide to define for the class the high price David would pay in this life for his sin. Ask: *How was God more merciful than David?* (David said the man should die for his sin. God said David would not die because his sin was forgiven.)

13. Read aloud 2 Samuel 12:13-23 for the class. Use the Study Guide section entitled "David Repents" to help students understand the difference in natural costs and spiritual costs of sin. Say: *David realized from this experience that we are more than our bodies. Our focus in life should be on our souls that can live forever in heaven with God.*

Use this time to explain that the baby had not sinned and was already in heaven with God. It is our sin that separates us from God. We cannot go to heaven unless the price for our sin is paid. Point to Jesus paying the price for our sin by his death on the cross. Point out that He still had scars from the sin in His risen body. In the same way, will bear the scars of our sin in this life.

Encourage Application

14. Hold up the two balloons you prepared earlier. Say: *Which of these might represent a person who is alive? (The inflated balloon.) What makes this balloon seem alive is the air inside it. The skin of the balloon will decay and disappear. The air does not disappear when it leaves the balloon. The same thing is true for our bodies and our souls. Our souls leave our bodies and go to God if we believe and follow Him. (Hold up the uninflated balloon.) The skin of a balloon is not much use. It isn't much fun to play with. It cannot do anything. Should I protect the skin and ignore the air inside? Should I protect the air inside and ignore the skin? Of course not. In the same way, we must take care that our bodies honor God and take care that our souls grow close to Him.*

15. Ask: *How can we protect ourselves from sin that can damage our natural lives and our spiritual lives?*

16. Recap the lesson with these points:

- Have friends that encourage you to stay close to God.
- Know, love, and obey God's Word.
- Trust God's mercy.

17. Ask: *What qualities in Nathan made him a good friend?* Guide class member to some of the responses here and list them on the marker board.

- He spoke up for God.
- He did not ignore or approve of David's sin.
- He left judging sin to God.
- He was kind and wise with his words.
- He was a man David respected.

18. End in prayer that we treasure God's Word and surround ourselves with Christian friends who can keep us on the right path.

Extra Teaching Ideas

Connect with Life

♦ Introduce today's Memory Verse using the following link to a music video for the song "Thy Word."

<https://www.youtube.com/watch?v=GncLqKJOvQ8>

Point out that the word *thy* is an old English term meaning *your*. Sing the song to learn the Memory Verse. Say: *Today we will see how God's Word can protect and guide us to live in a way that pleases God.*

Guide the Study

♦ Use the slideshow at the link below to summarize and review the Bible text from today's lesson.

<http://freebibleimages.org/illustrations/david-bathsheba/>

Slides 1-10 illustrate the story of David's Sin. Review last week's lesson with those slides. Slides 11-15 illustrate Nathan's Story. Slides 16-19 illustrate the rest of today's story and include the event of Solomon's birth. Say: *This time the Lord sent Nathan to David with good news! God gave Solomon the name Jedediah "because of the Lord."*

♦ Ask a volunteer to read 1 Chronicles 3:5. Point out that this is a listing of David's sons. Note that Solomon was the fourth son born to David and Bathsheba. The third son was named for David's good friend, Nathan.

Encourage Application

♦ Use the questions from Things to Think About to draw the lesson to the following conclusions.

- The best friend to have or be is one who will confront sin and lead us back to God.
- God's Word is powerful to keep us from sinning and restore us to the joy of God's salvation.
- God is the judge and we should leave judging sin to His wisdom and not our own.
- Our souls are made to live forever in God's presence. We should focus on our souls as we live our earthly lives.

Teaching Guide

Adult Bible Study

in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 8: Like Father, Like Son

Lesson Focus

To lead adults to examine their family examples against the example Christ set in love.

Bible Text

2 Samuel 13:1-2, 6-23, 28-29

Memory Verse

"There is a way which looks right to a man, but its end is the way of death." (Proverbs 14:12)

Prior Preparation

- ◆ For Connect with Life #1, prepare posters and markers.
- ◆ For Guide the Study #4, print copies of the chant.
- ◆ For Guide the Study #10, bring a hammer and wood.
- ◆ For Extra Teaching Ideas/Guide the Study, copy the chart.

Connect with Life

1. Prepare and bring to class three posters with the following phrases. As students enter the room, hand them a marker and invite them to visit each poster. Invite them to write what they think the sayings mean.

- Like father, like son
- The apple doesn't fall far from the tree
- Cut from the same bolt of cloth

2. After students examine posters, call for attention. Share student input into the meanings of the phrases. Lead the discussion to family resemblances. Ask:

- Are there sayings in other cultures that may mean the same thing?*
- How do you resemble your parents?*
- Do you act like your mother or father?*
- Do you resemble your parents in your spiritual life too?*

Guide the Study

3. Use the introduction in the Study Guide as background

for how David failed as a father and husband. See 1 Chronicles 3:1-9 for the listing of David's sons. See Deuteronomy 17:14-17 for God's warning against many wives for kings.

4. Call on a reader for 2 Samuel 13:1-2, 6-11. Clarify the details of Amnon, Absalom and Tamar's relationship. Distribute copies of the chant below from 1 Corinthians 13:4-7. Read the entire chant as an example for the class. Divide the class into two groups. One group will read the lines on the left; the other will read the indented lines. All will read the bold lines together. Practice a couple of times until the class is able to read the chant fluently. Then, use the first four stanzas to examine Amnon's actions.

What Love Is

Love does not give up.

Love is kind.

Love is not jealous.

Love does not put itself up as being important.

Love has no pride.

Love does not do the wrong thing.

Love never thinks of itself.

Love does not get angry.

Love does not remember the suffering that comes from being hurt by someone.

Love is not happy with sin.

Love is happy with the truth.

Love takes everything that comes without giving up.

Love believes all things.

Love hopes for all things.

Love keeps on in all things.

5. Ask:

- Did Amnon feel this kind of love for Tamar?* (No, what Amnon felt was lust.)
- How did Amnon feel about waiting for Tamar?*
- Was Amnon kind?*
- How did he put himself up as being important?*
- How did he do the wrong thing?*
- What do you think made Amnon angry?*
- How did Amnon follow the example set by his father?*

6. Invite someone to read 2 Samuel 13:12-19. Use the background information from the Study Guide section entitled "Tamar" to explain her situation as the daughter of the king and a woman in those days.

7. Say: *Sometimes we are hurt in life. Unfair and unkind things happen to us. The next stanza in the chant shows how to live in godly love when bad things happen. How would Tamar's life after this sad event have been better if she had not focused her life on the hurt Amnon caused?*

8. Call on someone to read 2 Samuel 13:20-23, 28-29. Use

the background information in Study Guide section entitled “Absalom” to flesh out his character. Explain the harvest party that was the custom when the sheep were sheared.

9. Revisit the chant in relation to Absalom. Use the last three stanzas to expose Absalom’s failure to accept God’s love and confront Amnon in a loving way. Ask:
—How different would Absalom’s actions have been if he had not remembered the suffering of this sad event?
—How might things have been different if he had not given up and decided that killing Amnon was the only solution?
—How might Absalom have changed the situation if he had taken Tamar’s side and spoken to David and Amnon?
—How did Absalom follow the example set by his father?

10. Say: *Nathan told David that he would repay four times for the sin with Bathsheba. Now two of his sons have died. His daughter, Tamar, has suffered the loss of the future life she planned and hoped to have. What do you think will happen next?*

11. Ask someone to read “Things to Remember” from the Study Guide. Illustrate the meaning of the word *impact* using a piece of wood and a hammer. Hit the wood hard enough to leave an imprint. Say: *When we are hurt by sin, it leaves an imprint on our lives. How we respond to these hurts affects our futures. Tamar and Absalom were locked in a prison of hurt, bitterness, and hatred when they remembered Amnon’s sin. Absalom refused to repent.*

12. Say: *To examine each example in the light of Jesus means we must know what Jesus has done for us and how He lived. His example is the only pure example of God’s love. His example sets us free to forgive others as He did and to move on to a life of service out of love.*

13. Write the Memory Verse for today’s lesson on the board leaving out the words *right* and *death*. Ask: *What word do you think should go in the first blank?*

Say: *No one sets out to ruin their own lives. We all do what seems right in our own eyes. Amnon, Tamar and Absalom all wanted good things in their futures, but what seemed right in their own eyes did not lead to blessings. What word should go in the second blank? What seemed right to Amnon only led to his death. What seemed right to Absalom also led to killing his brother.*

Encourage Application

14. Ask: *How might David’s family have been different if he had set the example before them of faithfully following God’s laws and trusting His ways?*

Say: *Notice that we have no record of David talking to his children about God’s love and forgiveness. Our example to our family must be in what we say and what we do!*

15. End in prayer that we set the right example for our families. Pray also that we examine every example in our lives against the pure love of God in Christ Jesus.

Extra Teaching Ideas

Connect with Life

♦ As you read this list of things we might have heard from our parents, invite students to raise their hands for any phrases they remember hearing in their childhood.

- If you keep making that face, it will freeze that way.
- Be quiet. I can’t hear myself think.
- One day, you’ll thank me.
- Because I said so. That’s why!
- If all your friends jumped off a bridge, would you jump, too?
- Stop crying, or I’ll give you something to cry about.
- You’d better wipe that look off you face.
- Don’t make me stop this car!

Say: *Have you ever said something like this to your own kids? We often follow the examples of our parents in the way we live our lives and treat our families.*

David’s Actions/Choices	Nathan	Amnon	Tamar	Absalom
Did not value women		copied		
Lusted after a woman		copied		
Misused his power to get a woman		copied		
Did sex sins		copied		
Used a woman and sent her away		copied		
Planned a cover up			refused to copy	
Married her later		refused to copy		
Saw killing as a solution				copied
Had others do the killing				copied
Confronted sin	copied			
Knew he should die				copied
Repented of his sin		refused to copy		refused to copy

Guide the Study

♦ Use the chart here to guide the lesson. Review last week’s lesson using the columns for David and Nathan. Elaborate under each heading as you study Amnon, Tamar, and Absalom. Point out that the difference in David and his children was his willingness to repent and accept God’s forgiveness.

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 9: Absalom Rebels

Lesson Focus

To lead adults to relate to their families as adults and children in godly ways.

Bible Text

2 Samuel 15: 1-16, 24-26, 30-31

Memory Verse

"But You, O Lord, are a covering around me, my shining-greatness, and the One Who lifts my head." (Psalm 3:3)

Prior Preparation

- ♦ For Connect with Life #1, prepare the posters.
- ♦ For Extra Teaching Ideas/Connect with Life, locate the video.
- ♦ For Extra Teaching Ideas/Guide the Study, locate the video.
- ♦ For Extra Teaching Ideas/Encourage Application, prepare sentence strips.

Connect with Life

1. Before class today, prepare four large posters with the following labels.

- | | |
|-----------|-----------|
| • Family | • Pretend |
| • Correct | • Rebel |

When the class is assembled, enlist four scribes to write on the posters you prepared. Play a word association game by inviting students to call out the first word they think of when they read each poster. Attach the first poster to the board and begin the game. After one minute, go to the next word. Clarify meanings if necessary.

2. Ask: *How do these words all relate to the family?* Use the introduction in the Study Guide to observe that children have been rebelling against their parents since the beginning of time. Families experience the hurt of rebellion and sin today, too.

Guide the Study

3. Point to the "Family" poster. Say: *Today's lesson is about only two members of David's family.* Recall the events in David's life that led to this lesson. Emphasize David's failures, his children's failures, and the family's pain. Make the point that God expects parents and children to work together to make a happy home. To summarize, write the following on the "Family" poster.

God's ways make happy families.

4. Move to the "Correct" poster. Ask: *How should David have corrected his son, Amnon? His daughter, Tamar? His son, Absalom?* Note that Amnon should have married Tamar. Tamar should have been comforted. Absalom should have forgiven his brother, Amnon. Additionally note that the Law said killers should be put to death. To summarize, write the following on the "Correct" poster.

We all need to be reminded of God's ways.

5. Enlist a reader for 2 Samuel 15:1-6. Point to the "Pretend" poster and ask: *Who did Absalom pretend to be?* Draw from the Study Guide section entitled "Absalom Pretends to be King" to lead the discussion. Invite students to scan this section for every time they see the word *pretended*.

Ask: *In what ways did Absalom pretend to be someone he was not?* (king, judge, caring, humble) To summarize, write the following on the "Pretend" poster.

Pretending does not bring peace.

6. Say: *Absalom had not spoken to his father in four years. But he knew that David loved God and would never stop his son from worshiping. So he pretended to love God.*

7. Enlist someone to read 2 Samuel 15:7-12. Point out the significance of Hebron, the questions David should have asked Absalom about worship, and Absalom's plan to steal the throne from his father.

Say: *The last words David would ever speak to his son were, "Go in peace." But Absalom was not planning on peace with his father or with God.*

8. Ask: *How was Absalom pretending in the way he gave a gift to God?* (Even as he was offering his gift, he was plotting a way to hurt his father.)

9. Explain the relationship between Ahithophel, Bathsheba, and David. Ask: *Why do you think Absalom invited this man to come to Hebron and be his advisor?* (He may have known that Ahithophel was still angry with David over Bathsheba and Uriah. He wanted people to see he had wise advisors like his father. He wanted to hurt his father.)

Say: *The plan against David grew stronger as more*

and more people followed Absalom. David might have felt like everyone was against him.

10. Enlist a reader for 2 Samuel 15:13-16. Point to the “Rebel” poster. Ask:

—*In what ways did Absalom rebel against his father? Against God?* (He broke God’s Law, killed his brother, did not honor his father, was not sincere in worship, and used God’s name to get what he wanted.)

—*Why did David decide to run away from Jerusalem?* (He did not want the people to die because of him.)

—*Who did he take with him?* (His family and the men who worked for him and their families.)

—*Who did he leave behind?* (Ten women to take care of the king’s house)

Say: *We will learn more about these ten women next week.* Then, to summarize, write the following on the “Rebel” poster.

Refusing God’s ways always brings pain.

11. Invite the reader to continue with verses 24-26. Say: *David was in a hurry, but he took time to worship. The priests helped the people worship as they left the city.*

Read verse 25 one more time. Ask:

—*How was David’s worship different from Absalom’s?* (David agreed with God’s plan whatever it was. Absalom did not care about God’s plan.)

—*Did David know what God planned for him?* (No)

—*If God was pleased with David, what did he think would happen?* (He would return to the city with his family.)

—*What did David say would happen if God was not pleased with him?* (Let God do whatever seems good to Him.)

Say: *This kind of faith brings peace even in trouble.*

12. Ask the reader to continue with verses 30–31.

Say: *There might have been many things David would ask of God at this sad time. What was the one thing he asked?* (Make Ahithophel’s advice foolish.)

Encourage Application

13. Say: *We all rebel when we refuse God’s ways.* Use “Things to Remember” from the Study Guide to wrap up this lesson. Note the following truths.

- There are no perfect families.
- All families have to deal with mistakes.
- Foolish ways bring more pain.
- Godly ways bring God’s peace.

14. Use questions from Things to Think About in the Study Guide to conclude the lesson and apply it to modern families. End in prayer for families to honor God.

Extra Teaching Ideas

Connect with Life

♦ To introduce today’s Memory Verse, locate this simple chorus at the link below.

<https://www.youtube.com/watch?v=WOkmmk0v-IU>

As students enter the classroom, play the chorus. Allow students to listen to the song, then sing it together. Point out that *thou* is an old English word for *you*, *art* means *are*, and a shield protects a soldier.

Say: *David wrote this verse during the time of today’s lesson. It was a dark time for David, but his trust in God gave him hope for the future. David knew God covers us with His loving hand. All our honor and greatness is really God in us. When we are saddest, God lifts our heads to look into His face and find peace.*

Guide the Study

♦ Consider using Psalm 3 in conjunction with this lesson. Share the video found at the link below.

<https://www.youtube.com/watch?v=ighnzm48lvE>

First, read Psalm 3:1-2 along with 2 Samuel 15:1-6. Note David’s worry about his enemies and Absalom’s plans. Next, read Psalm 3:3-7 as you discuss 2 Samuel 15:7-12. Note David’s peace in the midst of trouble. Say: *Sleepless nights are natural when troubles increase, but God’s peace helps us sleep and awaken knowing God is in control.* Lastly, read Psalm 3:8 as you discuss the last verses. Note David’s faith in God to rescue and bless His people.

Encourage Application

♦ Share or summarize the article at the link below.

<https://www.webmd.com/parenting/features/6-ways-your-teen-manipulates-you#1>

Say: *Children often try to control their parents because they want attention or power. Sometimes they are seeking to cover up their mistakes or to get what they want.* Be sensitive to the family dynamics that may be present in your class members. Guide further discussion by emphasizing the points below. Ask:

—*Do you think any of these were the reasons for the actions of David’s children?*

—*Have you experienced such things in your family?*

—*Did you notice these actions in David’s family?*

—*What can we do to avoid the pain of these situations in our families today?*

End in prayer for family members that love and honor God.

Ways People Try to Control Others

- Wearing someone down by begging for something.
- Lying by bending or leaving out the facts.
- Doing something to hurt others.
- Using sadness or sickness to get others to give in.
- Refusing to talk to others.
- Using public displays to embarrass others.

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 10: Lies, Hurt, and Shame

Lesson Focus

To lead class members to understand that God loves us and is always with us. People will lie to us, hurt us, and shame us, but we can trust God is with us in times of trouble.

Bible Text

2 Samuel 16:1-22

Memory Verse

"It may be that the Lord will look upon my trouble and return good to me instead of his bad words today." (2 Samuel 16:12)

Prior Preparation

- ♦ For Connect with Life #1, choose several sentences for the game.
- ♦ For Guide the Study #4-5, prepare group assignments on strips of paper and highlighted copies of the Study Guide.
- ♦ For Extra Teaching Ideas/Connect with Life, write down examples of lies on sheets of copy paper.
- ♦ For Extra Teaching Ideas/Guide the Study, find and copy the feelings chart from the link provided.

Connect with Life

1. Prepare to play the "Rumor Game." Select some sentences that are easy enough for participants to remember but not too simple. You want the game's results to be amusing and show how rumors change when passed from person to person. A good sample sentence for this game would be: *Johnnie gave Sally a kiss last night at the dance.*

To start the game, go over the meaning of the word *rumor* in the Word List. Say: *We are going to find out for ourselves how rumors can change a lot when they are passed from one person to another.*

Arrange class members in a line or a large circle with enough room for each person to take a few steps to get to the next person in the line or circle. If using a circle, be sure that class participants are facing outward, not inward. Explain to class members that you will whisper a sentence to the first person, but you can only say it two times. Then, that person will tell the next person in the line or circle

what they heard. Again, each person can only repeat the sentence two times. Repeat the process until you come to the end of the line or circle.

Remind members that they cannot ask to hear the sentence more than twice and they can only hear it from the person before them—no going back to earlier people. Tell them that the last person in the line or circle will then tell everyone what the sentence was. Let them know that the sentence will surely change, but that is part of the game and also what happens in real life when people spread rumors from one person to the next. Finally, ask the last person to tell the class the sentence they heard.

You can repeat the game several times to illustrate the point that rumors often become lies that hurt people. Transition into the lesson by saying: *David knew the hurt that rumors can cause in life. Let's see how David experienced lies, hurt, and shame at the hands of his enemies, his family, and his friends.*

Guide the Study

2. Read the introduction to the class from the Study Guide and ask for their thoughts about being hurt by family and friends. Write the following phrases on the marker board in three columns. Then ask class members to give examples of each from their own life.

Lies	Hurt	Shame
------	------	-------

Write key words from their stories under each category. Since these things may be difficult for students to share, be prepared with examples from your own life to get the ball rolling.

3. Point out the question at the end of the introduction by saying: *What do you think David learned? We will try to answer this question by studying each section of today's lesson.*

4. Divide class members into three groups. Assign a section from today's Bible text to each group by passing out strips of paper like those below.

Helped by a Liar (vv. 1-4)
Hurt by an Enemy (vv. 5-14)
Shamed by His Friend and Son (vv. 15-22)

5. Tell class members to read their verses and the matching sections from the Study Guide. Perhaps prepare highlighted copies of the Study Guide for each group. Say: *When you have finished reading the verses and the section that goes with it, write down some answers to the*

question at the end of the section. Discuss your answers and choose one or two to answers to share with the class.

When finished, have each group tell about their section of today's lesson and what David learned from each of these events. Some possible answers include: forgive others, be patient, and have mercy. Don't be concerned about right or wrong answers. Refer to "Things to Remember" from the Study Guide to direct discussion or each section of verses.

Encourage Application

6. Read aloud the Study Guide section entitled "Things to Remember" and discuss how it applies in each section and how it applies to members' earlier personal experiences listed on the marker board.

7. Divide the class into four groups different groups. Assign each group a question from Things to Think About. Have each group discuss a question and give them time to come up with answers.

8. Ask each group to read their question for the class and summarize their responses. Ask class members to give each group feed-back by asking: *Do you have any questions or thoughts about our answers?*

9. Share with class members again the wonderful truth that God loves us and will always be with us. Ask members if they are a follower of Jesus. Share the gospel with any who are not and are interested in knowing how to become a follower of Jesus.

10. Close in prayer thanking God for His love and His promise to always be with us. Thank God specifically for how He was working in David's life as an example to us. Then specifically thank Him for some of the situations and solutions that were shared in class today. Also pray for those who are still dealing with trouble in their lives. Thank Him for the answer that you trust will be coming.

Extra Teaching Ideas

Connect with Life

♦ Before class today, write down several lies on separate sheets of copy paper. Include "little lies" like false compliments as well as major examples of dishonesty like lying on a resume, cheating on taxes, etc. Ask the class to work together to arrange these from least serious to most serious. Instruct members to display these on the marker board in the order upon which they have decided. Ask a volunteer to explain their decision.

Then say: *Psalm 19:14 says that all our words should be true and honoring to God. A lie is a lie no matter how big or small we think it is. Lies bring hurt and pain into our lives. This may not happen immediately, but it will happen. Even a false compliment can cause harm. For example, others may not trust your words about bigger things if they know you do not always give true compliments.*

♦ Divide the class into small groups of 3 to 8, trying to make the groups even in size Say: *In your group, let's talk about lying. Is it ever good to lie? When do people lie the most. What do people lie about the most?*

When the discussions winds down, take one person from each group to form new groups. Continue dividing members until one person from each of the first groups is in each of the new groups. Have each person share with their new group what was discussed in their first group. Then transition into the study by saying: *King David had trouble with those who lied to him, but also with those who hurt and shamed him. Let's see what happened.*

Guide the Study

♦ Divide the class into two groups. Ask each group to read today's Bible text and make a chart like the one here. As they read, ask them to fill out the chart as learn about the events that happened in these verses. When students have finished, combine their ideas and create a single chart on the marker board.

<u>David's Troubles</u>	<u>David's feelings</u>
<ul style="list-style-type: none"> • Ziba lies about Mephibosheth • Shimei lies and throws rocks • Absalom fights to be king 	<ul style="list-style-type: none"> • Disappointment, anger, sadness • Anger, embarrassment, revenge • Grief, hopelessness, hurt

Note: For lower level classes, provide a chart of pictures to show feelings. You can find a chart like this at the link provided below. Use this chart instead of words to help class members identify David's feelings.

<http://rectherapyideas.blogspot.com/2013/01/emotion-charades.html>

Encourage Application

♦ Say: *David learned some important things as a young boy and as king in his many times of trouble. Most of all, David learned to trust God. What we can learn from David's example?*

Encourage members to share their responses to this question. Guide the class to see that David's set an example of how to trust God in times of trouble. Then share Isaiah 26:3 with class members. Point out ways David trusted God in today's verses. Further discuss how we can show our trust in God during our own times of trouble.

You will keep the man in perfect peace whose mind is kept on You, because he trusts You.

—Isaiah 26:3

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 11: Grief for a Lost Son

Lesson Focus

To lead class members to consider how they might mourn the loss of a loved one or help those who are mourning like David did when he lost his son in battle.

Focal Text

2 Samuel 18:5-17, 19-23, 29-33

Memory Verse

"The Lord is near to those who have a broken heart. And He saves those who are broken in spirit." Psalm 34:18

Prior Preparation

- ♦ For Connect with Life #1, write the list on the board.
- ♦ For Extra Teaching Ideas/Connect with Life, create and copy the *Stress and Health* handout.

Connect with Life

1. Write first column from the chart below on board before class members arrive.

<u>Famous Person</u>	<u>Who Are They?</u>
Abraham Lincoln	President
Mary Tyler Moore	Actress
Eric Clapton	Guitarist, singer, songwriter
John Travolta	Actor
Joe Biden	Vice President
Marie Osmond	Singer, Actress
Mike Tyson	Boxer
Carol Burnett	Actress, Comedian
Roald Dahl	Author

Ask:

—Does anyone know who these people are? (Help the class to construct the second column by guiding them to identify the names on the board.)

—Can anyone guess the thing all of these people have had happen that is the same? (They have all experienced the

death of a son or daughter.)

—Do you know some famous people from your country who have lost a son or daughter?

Note that you may need to explain the word *lost* as no longer having a person in your life because they died. Say: *We often use the word "lost" to mean "died."* When someone dies, we often say: *"I am so sorry for your loss."*

If appropriate for your class, this may be a good time to talk a little about funerals, wakes, and or sympathy cards. Transition to the study by saying: *King David lost two sons in the past (2 Samuel 12:13-18; 13:28-31). His son Absalom decided to fight him like an enemy to become king. However, David loved Absalom. He did not want to lose another son.*

Guide the Study

2. Have volunteers from the class read the introduction from the Study Guide out loud. Use great care in leading discussion, keeping in mind that someone in the class may share this experience of mourning for a child who died.

3. Read 2 Samuel 18:5-8 out loud and have a volunteer or volunteers read the Study Guide section entitled "A Battle To Be King." Lead a discussion about David's thoughts as a father and as a king. If appropriate for your class, ask: *In your work, do you ever have a problem with doing your job and being a parent to your children? Tell us about it.*

4. Ask volunteers to read 2 Samuel 18:9-17 and then the Study Guide section entitled "Absalom's Terrible End." Say: *Joab was Absalom's cousin. We know this from 1 Chronicles 2:13-16; 2 Sam. 8:16.*

5. Ask class members to consider Question #3 from Things to Think About and discuss it with a partner. Next ask: *Remember what we studied in lesson 8 about how Absalom killed his brother, Amnon? What do you see that is the same or almost the same about the deaths of these two sons of David? Have the partners work together again, looking back at Lesson 8 to find and share their answers with the class.*

6. Ask volunteers to read 2 Samuel 18:19-23 and then the Study Guide section entitled "A Happy Army." Say: *David had killed men before when they told him that they had killed an enemy. 2 Samuel 1:9-15 tells about a time the time David learned about the man who killed Saul. David told one of his men to kill this man.*

Ask:

—Why do you think a man from another country was chosen by Joab to run and tell the king first? (Joab may have felt that a man from another country should be the one to possibly be killed instead of his own man.)

—Why do you think the other runner wanted to be the first to reach the king and then lied to say he did not know what happened to Absalom? (The second runner who became the first may not have believed Joab and thought that the king would be so happy that they had won the war

that he would reward him and would not ask about Absalom. Maybe he remembered Joab's words and chose not to tell the king about his son's dearth. In his grief, David did not kill either runner.)

7. Continue the same pattern by having other volunteers read 2 Samuel 18:29-33 and then the Study Guide section entitled "A Father's Sorrow." Say: *David's fighting men were very happy that they won the battle, but David did not share in their happiness. Ask: Why might his men have been hurt that he was not happy about this too? What might they have thought would happen when he got the good news?* (They may have wondered why that had fought so hard and been in so much danger for the king if he did not care about winning. Those who were fathers may have understood why David's first question was about Absalom, not about the battle. They may have thought that David would be happy and give rewards to his men for being so brave.)

Encourage Application

8. Ask: *In what ways might mourning for a child who has died cause a person to find it impossible to think well and make good decisions on important matters?* If any class members are willing, have them share a story about themselves or someone else they know who has suffered a great loss and explain how difficult it is to think about anything else or to think at all.

9. Read aloud "Things to Remember" from the Study Guide. Instruct class members to read it again and ask: *Do you agree that this is a good way to help parents who are mourning the loss of a child? What else would you do or say?* Discuss this as a class.

10. Have class members answer the remaining questions from Things To Think About in the Study Guide. Do this either in pairs or small groups and then share answers with the class.

11. Read the Memory Verse and then write it on the board underlining each word (or phrase) separately. Ask members to read the whole verse out loud together. Erase one word (or phrase) and ask them to read it again filling in the missing part from memory. Repeat this procedure until all words are erased. Pointing just to the blanks, help the class recite the full verse. After the class members are able to say the whole verse from memory, show excitement for them that they have now memorized the verse. Say something like: *Good job! Keep saying this verse throughout the week. Most of all remember that God loves you and is with you when you have sad times of trouble.*

12. Close in prayer asking class members to pray silently for those they know who are mourning the loss of a loved one. Then pray that all of the class will know the love and peace of God during troubled times now or in the future.

Extra Teaching Ideas

Connect with Life

♦ Write the word *STRESS* on the board. Then pass out the worksheet entitled "Stress and Health." Note that a full stress index scale can be found at the following link.

https://en.wikipedia.org/wiki/Holmes_and_Rahe_stress_scale

Define stress by saying: *Stress is a feeling of worry caused by times of trouble like not having work. There was a study about how stress can cause health problems. Different kinds of stress affect the body in different ways. Look at the results of that study on the worksheet I gave you. Write down the number of the different kinds of stresses that you have in your life. Add them up to see how much stress you have in your life. The higher the number, the more likely that you will get sick.*

STRESS AND HEALTH

<u>KIND OF STRESS</u>	<u>STRESS NUMBER</u>
The death of a spouse or child	100
A divorce	73
Getting hurt or sick	53
Losing a job	47
Stop working because of age	45
A child leaving home	29
A change in where you live	25

Encourage class members to share their score with a partner and talk about the reasons for the score. Say: *King David had a lot of stress in his life because it was a difficult time for him. Such great stress must have tested his faith in God's love.*

Guide the Study

♦ Break the class members into small groups. Have them read the Bible text and write down all the kinds of stress that they find in the those verses. Say: *David had many kinds of stress. Some of that stress came from his life and family, but some came from being king. Write down both kinds in separate lists and give each one a number from the "Stress and Health" worksheet. Add up David's numbers to see how they compare to yours. Talk about what his stress might have made him feel.*

Teaching Guide

Adult Bible Study

in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 12: David's Enemy is Defeated

Lesson Focus

To learn ask for God's wisdom with trouble and troublemakers.

Bible Text

2 Samuel 20:1-2; 4-7a; 8a; 9-10; 14-22

Memory Verse

"I am one of peace and faith in Israel." (2 Samuel 20:19a)

Prior Preparation

♦ For Connect with Life #1, prepare "Wise Sayings" matching cards. Print the following sayings on strips of paper. Print the bold side in one color and the bracket part in another. Keep an answer guide handy.

All's well that ends ____ [well].

Common sense is genius dressed in its ____ [working clothes].

Everything in ____ [moderation].

Give a man a fish, and you feed him for a day; teach a man to fish, and ____ [he'll eat forever].

Life is what you ____ [make it].

Live and ____ [let live].

Out of sight, ____ [out of mind].

You can lead a horse to water, but you can't ____ [make him drink].

♦ For Guide the Study #3, make a Lesson Outline for PowerPoint or on a poster.

♦ For Guide the Study #4, prepare simple drawings of the people in the lesson. Or use an Internet search to find the pictures. Place on posters and give to class members to display as each person is discussed.

♦ For Guide the Study #6, display the map of the area provided in this Teaching Guide.

♦ For Encourage Application #9, prepare to sing "Guide Me, O Thou Great Jehovah."

♦ For Encourage Application #10, prepare the list of Ways to Show Wisdom in the Church.

♦ For Extra Teaching Ideas, prepare pictures of an owl and The Three Wise Men. Ask someone to sing or find a recording of "Prayer of St Francis of Assis."

Connect with Life

1. Pass out the Wise Sayings matching cards. Ask members to find their match. Or, read aloud with entire class providing answer. Ask: *Did you ever hear these sayings before? What are some examples of other sayings about wisdom? Have you found these sayings to be true?* Allow time for answers.

Guide the Study

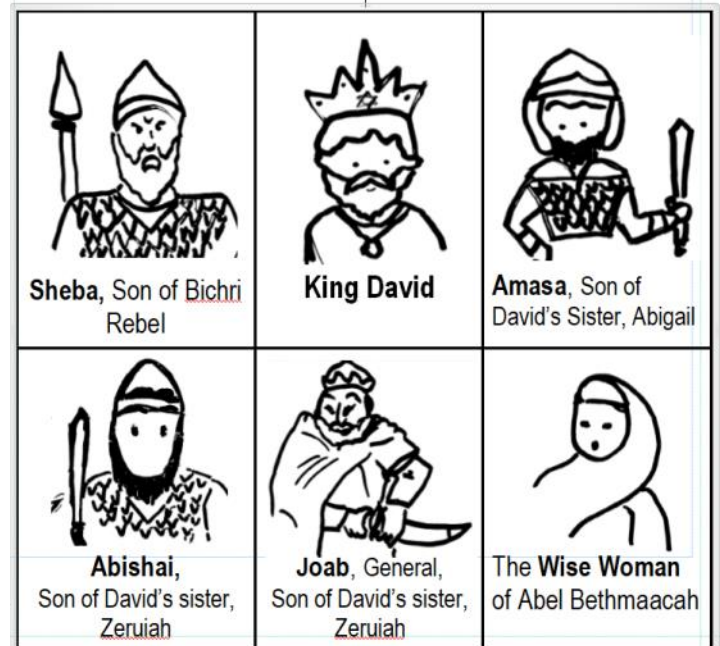
2. Say: *In this lesson, we will learn about seeking God's wisdom when troublemakers come our way.* Explain the revolt by a troublemaker, Sheba, who caused problems in David's kingdom. Say: *His military ruler, Joab, listened to the wisdom of a powerful woman, and kept David's kingdom together.*

3. Write the following outline on a markerboard, or prepare on a PowerPoint slide. Refer to it during the study:

David's Enemy is Defeated

Sheba The Troublemaker Revolts	2 Samuel 20:1-2
David's Orders	2 Samuel 20:4-7a
Joab Kills Amasa	2 Samuel 20:8a-10
Sheba Arrives in Abel Bethmaacah	2 Samuel 20:14
A Wise Woman Saves the City	2 Samuel 20:15-22

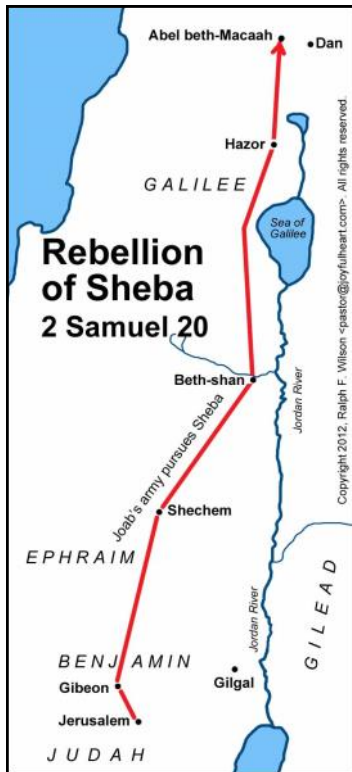
4. Introduce the main characters in the lesson using large posters or PPT slides. Prepare posters for each person and ask members to hold up the poster as those verses are read:



5. Review the history of David's kingdom and the problems he faced up to this point in 2 Samuel 20. Remind

the class that the troublemaker, Sheba, caused problems for David's kingdom.

6. Use this map or another enlarged as a poster or on a PowerPoint slide. Call for volunteers to read 2 Samuel 20:1-22. Point out the places on the map as they are read.



7. Divide the class into three groups: The Wise Woman, Joab, and Narrator. Ask each group to read their part in 2 Samuel 20:14-22.

8. Re-read verse 22 and ask class members to discuss what the woman might have said to the people in the city and why she was called "wise." Ask: *How can one person change the mind of an entire city? What is necessary to do that? In what way(s) can God's wisdom show itself in times of conflict and violence?*

Encourage Application

9. Sing "Guide Me, O Thou Great Jehovah."

10. Read and discuss the following list of ways to use wisdom in the local church:

Ways to Show Wisdom in the Church

Depend on the Holy Spirit
Be grateful for the church, the body of Christ
Read the Bible
Ask God for guidance and then obey Him
Practice the ministry of helping others get along
Appreciate people's differences
Serve with love and joy
Say "thank you" to everyone
Treat everyone with respect
Realize that the action of one can affect many
Lead by example
Practice knowledge while being humble

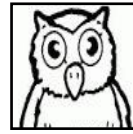
11. Discuss "Things to Think About" from the Study Guide.

12. Close in prayer that we will learn to ask for God's wisdom in solving problems with troublemakers.

Extra Teaching Ideas

Connect with Life

♦ Show pictures of an owl and The Wise Men. Ask: *What word do these pictures have in common?* Explain that this study tells of a **wise woman** who saved her city and helped David's kingdom.



Guide the Study

♦ Display pictures of the characters in this study. Point out each as the Bible verses are read.

♦ Display the picture of modern day Abel Bethmaacah. Explain how Sheba tried to escape David's armies by hiding in this city.



<https://juniaproject.com/view-dig-part-1-uncovering-wise-woman-abel-beth-maacah/>
Photo by Ferrell Jenkins. Used by permission.

Encourage Application

♦ Say: *Imagine David when he was close to the end of his 40 years as king. He has had much trouble in his life. He, like all of us, needed peace. Play a recording, have sung, or read "Prayer of St Francis of Assisi."*

Lord, make me an instrument of Thy peace;
where there is hatred, let me bring love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy.

O Divine Master, grant that I may not so much seek to be
consoled as to console;
to be understood, as to understand;
to be loved, as to love;
for it is in giving that we receive,
It is in pardoning that we are pardoned,
and it is in dying that we are born to eternal life.

♦ Say: *No one likes conflict, trouble, or a troublemaker but handling trouble with God's wisdom is the best way to solve problems and find peace. Explain: Conflict and trouble are part of life. Trouble and troublemakers teach us to turn to God for wisdom.*

♦ Close in prayer thanking God for His wisdom, love, and peace.

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin in David's Life

Lesson 13: Judgment and Hope

Lesson Focus

David relied on his army's power rather than on God. This brought God's judgment. David was sorry and gave gifts to God on the altar. God brought David back to Himself and gave him hope.

Bible Text

2 Samuel 24:1-4; 8-10; 13-18; 21; 23a-25

Memory Verse

"I will not give burnt gifts to the Lord my God which I do not pay for." (2 Samuel 24:24b)

Prior Preparation

- ♦ For Connect with Life #1, bring individual packets of small candies such as M&Ms or Skittles. (Or fill sandwich bags with dried beans.)
- ♦ For Connect with Life #3, select a song, such as "Give of Your Best to the Master," or "Take My Life and Let it Be."
- ♦ For Guide the Study #4, prepare a Powerpoint Slide or poster with the Study Outline.
- ♦ For Guide the Study #6 and #7, bring a calendar.
- ♦ For Encourage Application #7, prepare poster or PPT slide of the Judgement and Hope/Choices Poster.
- ♦ For Encourage Application #12, copy the Memory Verse bookmarks.
- ♦ For Extra Teaching Ideas/Connect with Life, cut out magazine pictures or go online and find pictures of things we might trust. Examples: money, safety features in cars, education, electronics, home security systems, retirement income, and so forth.
- ♦ For Extra Teaching Ideas/Encourage Application, prepare copies of Psalms 51:10-13 for class.

Connect with Life

1. Give the small candy packets to individuals or groups. Say: *Open and count how many pieces you have.* On the markerboard total the numbers for the class.

2. Explain that the lesson tells about a time when David counted all his mighty fighting men. He did the wrong thing by trusting in his army rather than God. But David was truly sorry and made a sacrifice to God.

3. Sing: "Give of Your Best to the Master," or "Take My Life and Let it Be."

Guide the Study

4. Display the Study Outline:

Judgment and Hope

- 1 David Counts the People of Israel 2 Samuel 24:1-4; 8-10
- 2 Confession of Sin and Judgment 2 Samuel 24:13-17
- 3 Worship and an Altar Built to God 2 Samuel 24:18; 21; 23a-25

5. Instruct class members to follow along as you read the Scripture passage. Then ask volunteers to read the Study Guide comments on the first three pages of the lesson. To conclude, ask volunteers to read the Scripture passage aloud.

6. Pause at any time and discuss the meaning of difficult words and the meaning of each. Use the calendar to show how long it took to number the people (9 months and 20 days).

Encourage Application

7. Say: *God gave David three choices for punishment: 1) seven years of no food in the land, 2) three months of running from his enemies, or 3) three days of disease in the land.* Display the Judgement and Hope/Choices Poster. Use a calendar to show times:


Judgment and Hope

David's Sin of Numbering the People

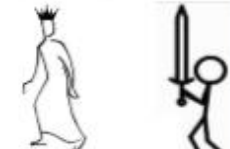
2 Samuel 24

David's Choices:


☐ 1. **7 Years -**
No Food



☐ 2. **3 Months -**
Running from Enemies



☐ 3. **3 Days -**
Disease in the Land
(70,000 dead)



8. Ask: *Which punishment would you pick?* Say: *Number 1: Seven years of no food in his land.* Ask those who would make this choice to raise one finger. Do the same for Number 2, (hold up two fingers.) And for Number 3, (hold up three fingers.)

9. Ask: *What choice did David make?* Place a check on #3. Ask: *Why?* Review the background of the three choices from the Scripture and Study Guide and the reasons behind David's choice. Say: *Does anyone wish to change your choice? Why or why not?* Allow time for class interaction.

10. Read the following list of events from the study. Answers are provided in parentheses. Ask class members to match where the events fit in the Study Outline. (See #4.) Then give answers:

Joab and his men numbered the people of Israel. (Answer: 1)
David offered a gift on the altar. (Answer: 3)
David showed sorrow for what he did wrong (Answer: 2)
David bought a grain-floor. (Answer: 3)
David pleaded with God. (Answer: 2)
David numbered the people. (Answer: 1)

11. Say: *David did not want to give a gift that cost him nothing. Can you think of a person or persons whom you love dearly. You have a chance to save that person from a period of illness and pain, but it will cost you something. Think about what you would be willing to give up to make this happen.* Say: *You do not have to tell anyone your thoughts.* Ask: *Was this choice hard? Why were you willing to give up something?*

12. Give bookmarks (see next column) to each class member.

13. End in prayer that we will be willing to give to God our hearts and lives.

Extra Teaching Ideas

♦ Invite class members to look at pictures you have found that shows something people trust to keep them safe. Say: *These pictures show people relying on items or situations for help. In this study, we see David learning to trust God.*

Guide the Study

♦ Call for volunteers to read the following Scripture passages:

1. David Counts the People of Israel (2 Samuel 24:1-4; 8-10). Point out that this teaches us that even a great king can sin.

2. Confession of Sin and Judgment (2 Samuel 24:13 -17). Say: *This teaches us that when we say we are wrong, we do not blame others and we can still ask for God's loving-pity. David was truly sorry for what he had done.*

3. Worship and an Altar Built to God (2 Samuel 24:18; 21; 23a-25). Say: *Here we learn that we should be willing to give much to show honor to God. David wanted God's help when he knew he had sinned.*

Encourage Application

♦ Review the "Things to Think About" section of the *Study Guide*. Allow time for class to discuss.

♦ Hand out copies of Psalms 51:10-13 for class to read aloud. Say: *This was written by King David.*

Psalm 51

10 Make a clean heart in me, O God. Give me a new spirit that will not be moved.
11 Do not throw me away from where You are. And do not take Your Holy Spirit from me.
12 Let the joy of Your saving power return to me. And give me a willing spirit to obey you.
13 Then I will teach wrong-doers Your ways. And sinners will turn to You.

♦ Read aloud for the class Paul's writing from Romans 12:1-2:

"Christian brothers, I ask you from my heart to give your bodies to God because of His loving-kindness to us. Let your bodies be a living and holy gift given to God. He is pleased with this kind of gift. This is the true worship that you should give Him.

Do not act like the sinful people of the world. Let God change your life. First of all, let Him give you a new mind. Then you will know what God wants you to do. And the things you do will be good and pleasing and perfect."

♦ Ask class to read the memory verse aloud.

♦ Pray that we would offer meaningful gifts to God which cost us something.

**I will
NOT
give burnt
gifts to the
LORD
MY
GOD
which I
do not
pay for**



2 Samuel 24:24

Teaching Guide

Adult Bible Study in Simplified English

2 Samuel: Success and Sin in David's Life

Easter Lesson: Go and Tell

Lesson Focus

Jesus instructed His followers to go and tell people how He died and rose to life so that people can be saved from the punishment of sin.

Bible Text

Matthew 28:1-20

Background Text

Matthew 28

Memory Verse

"He is not here! He has risen from the dead as He said He would." (Matthew 28:6a)

Prior Preparation

- ♦ Find a photo or a pair of moccasins to display for Guide the Study #3.
- ♦ Select and prepare the lyrics or video for your musical selection in Encourage Application #11.
- ♦ Bring a favorite picture for Extra Teaching Ideas/Connect with Life.
- ♦ Gather items or create a slideshow for Extra Teaching Ideas/Guide the Study.
- ♦ Enlist volunteers to act out the scenes in Extra Teaching Ideas/Encourage application.

Connect with Life

1. Begin class today by asking members to respond to Question #1 from Things to Think About. Encourage their responses and discussion.
2. Point out the word *proverb* from today's Word List and write it on the marker board. Make sure that class members understand the meaning of this word. Then ask them if they can think of any famous proverbs. Some might share American proverbs, while others might share proverbs from other cultures.

P R O V E R B

A matching game of some well-known proverbs and their meanings is included at the end of this lesson.

Guide the Study

3. Read the first paragraph from the introduction to today's lesson from the Study Guide. Point out the word *moccasin* from today's Word List. Display a pair of moccasins or share a photo of a pair for class members to see. Make sure members understand the meaning of this proverb. Then summarize or continue reading the rest of the introduction.



Photo from: [https://commons.wikimedia.org/wiki/File:Osage_\(Native_American\).Pair_of_Moccasins,_early_20th_century.jpg](https://commons.wikimedia.org/wiki/File:Osage_(Native_American).Pair_of_Moccasins,_early_20th_century.jpg)

4. Before you begin reading, explain that the events in this passage will include different groups of people, including women, soldiers, and religious leaders. List them on the board before you begin reading. Instruct members to keep these groups in mind as you read.

Women

Soldiers

Religious leaders

5. Divide class members into three groups. Instruct each group to view these events through the eyes of one of these groups. Say: *I want you to imagine how you would feel if you were walking in the moccasins of these people.*

Begin by reading Matthew 28:1-10 and have the class listen for the thoughts and feelings of the women and soldiers. Ask class members to share how they would feel if they one of the women or the soldiers. Record their responses on the marker board. As you comment on these verses, draw ideas from the Study Guide section entitled "Fear and Rejoicing."

6. Ask a volunteer to read Matthew 28:11-15. Instruct class members to listen for the thoughts and feelings of the religious leaders and add them to the list on the marker board. As you comment on these verses, draw on the Study Guide section entitled "Confusion and Lies."

Women

- Sad
- Tired
- Shocked
- Confused
- Afraid
- Angry
- Tired
- Joy

Soldiers

- Confused
- Nervous
- Shocked
- Worried
- Alarmed
- Afraid
- Amazed

Religious leaders

- Worried
- Threatened
- Confused
- Angry
- Desperate
- Troubled

7. Ask another volunteer to read Matthew 28:16-20. Instruct class members to listen for a final group of people involved in these events. Identify Jesus' followers and start a new list on the marker board. After reading these verses, ask class members to consider how this group of people might have felt as these events happened. Add their comments to the marker board. As you comment on these verses, draw on the Study Guide section entitled "Telling and Teaching."

Jesus' followers

- Shocked
- Amazed
- Confused
- Disbelief
- Joyful
- Hopeful
- Empowered

Encourage Application

8. Read or summarize the Study Guide section entitled "Things to Remember." Then guide class members to discuss Question #5 from Things to Think About in the Study Guide. Make sure you are prepared to answer this question yourself. Prepare a brief testimony of how Jesus' death and resurrection have changed your life and your future.

9. Ask class members to think about all those who were part of the events that happened that first Easter. Then invite them to stand and repeat today's Memory Verse with you, imagining how they would have said these words if they were present on that morning at the empty tomb.

10. Provide lyrics and sing a traditional Easter hymn like "Because He Lives" or "Up From the Grave He Arose." Alternatively, share a contemporary music video of a modern worship song like Matt Maher's "Christ Is Risen."

11. Close the class in prayer that members will go and tell others about Jesus.

Extra Teaching Ideas

Connect with Life

♦ Bring a photo to class today that shows the most important or most memorable day of your life. Share it with class members and take time to relate your experience to them. Encourage a few volunteers to share about the most important day or experience of their own lives. Then say: *In today's lesson, we will see how Jesus' followers experienced the most important day of their lives.*

Guide the Study

♦ Locate several different pictures that show the scene of the empty tomb on Easter morning. These might be paintings or photos or carvings or statues, etc. Display these on a table before class begins today. As an alternative, create a PowerPoint slideshow of images that depict this scene to share with the class. After

completing Guide the Study #6, invite them to examine these items and study the scenes. Say: *Picture yourself as part of the scene. What thoughts would you have? What questions would you have? What feelings would you have?*

Encourage Application

♦ Ask for volunteers to act out the scene from Matthew 28:1-20. The parts include Mary Magdalene and another Mary, an angel, some soldiers, Jesus, some religious leaders, and some other believers. Read the passage aloud as the actors play their parts. Encourage each actor to clearly show how their character might have felt or behaved. You might want to arrange for the actors to familiarize themselves with the story in advance.

After acting out the scene, follow up with discussion about how each character reacted in this story. Ask: *How do you think you would have felt in this person's moccasins?* Refer back to the list of emotions under steps #5 and #7.

Proverbs Matching Quiz

- | | |
|---|--|
| 1. _____ A watched pot never boils. | A. If you wait for something to happen, it never will. |
| 2. _____ Absence makes the heart grow fonder. | B. You can only perfect your skills by practicing. |
| 3. _____ The early bird gets the worm. | C. It's better to do something late than not do it at all. |
| 4. _____ Practice makes perfect. | D. It's difficult to break an old pattern of behavior. |
| 5. _____ Don't put all your eggs in one basket. | E. Don't gamble your possibility of success on one goal since failure could mean losing everything. |
| 6. _____ You can't teach an old dog new tricks. | F. You can't judge something by how it looks on the outside. |
| 7. _____ You can't judge a book by its cover. | G. When two people are fighting to win the love of someone else, there are no rules of fair play. |
| 8. _____ Better late than never. | H. People, places, or things become more valuable the longer they are absent. |
| 9. _____ All's fair in love and war. | I. Prove what you say by your actions. |
| 10. _____ Actions speak louder than words. | J. The person who begins his work the earliest gets all the opportunities and the most accomplished. |