

ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH

# TEACHING GUIDE

## Good News Of Jesus

A Study of Mark 1-3

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BAPTISTWAY PRESS • Dallas, Texas • [baptistwaypress.org](http://baptistwaypress.org)

# Adult Bible Study in Simplified English Teaching Guide

## Good News of Jesus: A Study of Mark 1-3

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First edition: November 2020

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These lessons use the New Life Version (NLV) of the Bible. You can read it online at [www.biblegateway.com](http://www.biblegateway.com) and at [www.studylight.org](http://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](http://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](http://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](http://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](http://www.baptiststandard.com) > Resources > Bible Study (or [www.baptiststandard.com/resources/bible-study](http://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 a vocabulary of about 1,000 words.

**The NLV is accessed free online at: [www.biblegateway.com](http://www.biblegateway.com) and [www.studylight.org](http://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](http://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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# Ideas for Adapting Your Instruction to Video Conferencing, Email, and More

## These are unusual times...

This is our third unit produced during the era of COVID-19 which has disrupted our normal church and meeting routines. Many churches are now back to meeting — but in smaller numbers. Classes that meet in person still have members who have chosen to continue attending virtually due to health risks. We are beginning to anticipate we will never truly return to our “old normal,” so we all must continue to provide Bible study methods to our audiences in a variety of ways: socially distanced classroom settings and virtual instruction.

This page gives you a few ideas for how to adapt these lessons to a method that will meet your students’ needs in an online, prerecorded, or self-guided method. As a teacher, you know best what your class members are able to do and what level of distance teaching will work. We hope you find these ideas helpful.

## Low Tech: Mail and Phone Calls

- **Mail or deliver a hard copy of the Study Guide lessons to each class member.** If your class is small, deliver each lesson weekly. For larger groups, a monthly delivery or mailing might be more practical.
- **Each week, call your members to discuss and review the lesson content briefly.** Personal contact is vitally important in these isolated times; the fellowship and genuine care shown by believers can be essential to those who are living alone.



## Medium Tech: Email

- **Option 1:** Email the Study Guide lesson to your class members each week. In this unit’s download, we have included a folder with these lessons as individual PDFs so you can easily attach each lesson’s Study Guide to your weekly email. Along with the Study Guide, include in your email a few paragraphs to introduce or comment on the lesson material. Encourage them to read the lesson carefully, to read it several times during the week for practice, and to make their own observations about the content.
- **Option 2:** Send a weekly email in which you explain the lesson content in a summarized form. You can send the Study Guide PDF or copy/paste some of its content as you “teach” through the email. Explain the verses; apply them to current situations. If you want to include video links, music links, etc., pull those from the Teaching

Guide. Give a homework assignment to read the next lesson or next Scripture passage.

- **Remember: The Bible verses are what is most important.** Place the verses early in the body of the email (not down at the end). Encourage them to read the verses in their heart language as well as English.

## Medium Tech: YouTube and Texting

- **Make a YouTube video:** Simply turn on your camera phone’s video feature and record yourself teaching the lesson, explaining it as if sitting across the table from a student. Post the video to a private YouTube channel that you create for free, then send your group the video link by email.
- **Create a Text Group:** Give your class a way to communicate with each other for virtual class discussions. Most texting apps on phones only allow a small number of people in a text group (sometimes only 10). Consider using the free “WhatsApp” app as it allows groups of 250 members. Your students will need to download WhatsApp on their phones.



## High Tech: Video Conferencing

If your class members are computer savvy and have high-speed Internet, then video conferencing is by far the most interactive option. As a teacher, you can teach “live,” you can “share your screen” to show a PowerPoint, video, etc., and you can conduct class much as you normally would. Students can see you, see each other, and get that group experience they are missing.

- **Zoom:** (Zoom.us) Zoom allows you to host video meetings for free with up to 100 participants – but free meetings are limited to 40 minutes. To host with no time limit, a monthly subscription is needed. Check with your church staff to see if they already have a subscription you can use. Or one of your class members may have a Zoom account.. Your members will not need a subscription to attend your session.
- **Facebook Messenger Video Chat:** Using Facebook Messenger, add your students to a Messenger group, then click the video chat icon.
- **Facebook Live:** Host a livestream video presentation with your students. They can type their messages via a chat box but cannot see each other.
- **Cisco Webex:** (www.cisco.com) Teach virtually, facilitate group projects, and host webinars.
- **Hangouts Meet:** hangouts.google.com
- **Microsoft Teams:** www.microsoft.com/Microsoft/teams
- **Skype:** www.skype.com

# Good News of Jesus: A Study of Mark 1-3

## *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 n<sup>th</sup> 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

**Emily Martin** wrote Lessons 1-2. She is a librarian at Park Cities Baptist Church in Dallas, a freelance writer, and Bible teacher.

**Janet Roberts** wrote Lessons 3-4. She has taught ESL since 1976. She trains teachers in Plano, Texas.

**Phyllis Merritt** wrote Lessons 5-6. She has taught ESL since 1970. She and her husband live in Waco, Texas.

**Jennifer Carson** wrote Lesson 7. She and her husband, Mark, have six children and live in Saginaw, Texas. She is an English teacher.

**Amy Barker** wrote Lessons 8-13 and the Christmas Lesson. She and her family live on a farm near Moody, Texas.

# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 1: John Prepares the Way

#### Lesson Focus

To lead adults to see that, like John the Baptist, we can lead people to Jesus in humility.

#### Bible Text

Mark 1:1-8

#### Memory Verse

“He [John] preached, saying, ‘One is coming after me Who is greater than I. I am not good enough to get down and help Him take off His shoes. I have baptized you with water. But He will baptize you with the Holy Spirit.’” (Mark 1:7-8)

#### Word List

**anoint:** to put oil on someone as part of a religious ceremony or to formally choose someone to do something

**baptize:** to dip something or someone in water (Someone who baptizes is called a baptizer or baptist.)

**famous:** known or recognized by very many people

### Prior Preparation

◆ For Connect with Life #1, arrange to show the preview for a popular movie.

◆ For Guide the Study #5, locate a map of Judea and a photo of the Jordan River. You can find maps and images at the following websites:

<https://www.freebibleimages.org/illustrations/bj-nt-maps/>

<https://www.publicdomainpictures.net/en/view-image.php?image=155130&picture=the-river-jordan>

◆ For Extra Teaching Ideas/Guide the Study, arrange to show the slide show about John the Baptist linked below. The link can be found at:

<https://www.freebibleimages.org/illustrations/gnpi-012-john-baptist/>

◆ For Extra Teaching Ideas/Guide the Study, invite a pastor or someone from your Baptism Committee to come speak to the class.

◆ For Extra Teaching Ideas/Encourage Application, prepare copies of the biography of Jesus on the next page.

### Connect with Life

1. Arrange to show the preview of a popular movie. Ask: *What did you learn from this preview?* Allow the class to react to the preview and tell what they expect to see in the movie. Then ask: *Why do you think the movie makers also made this preview?* Lead the class to see that the preview makes people interested in the movie and makes them want to go see it. Then say: *Our lesson today is about a person who came to get people excited and interested in Jesus Christ before He appeared among them.*

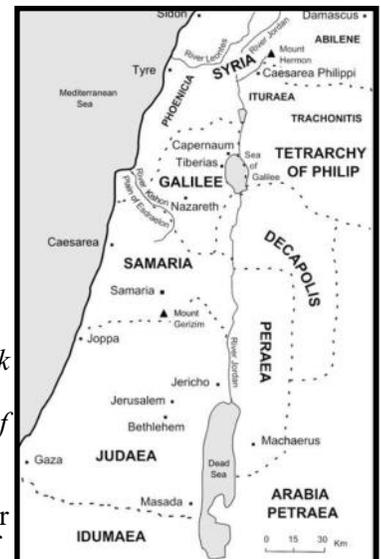
### Guide the Study

2. Read the first paragraph in the Study Guide section entitled “Listen to the Good News” about the book of Mark. If appropriate, add extra details about Mark, such as the possible reference in Mark 14:51-52; the account in Acts 15:36-41 or the mention in 2 Timothy 4:11.

3. On the marker board, write verse 1: “The Good News of Jesus Christ the Son of God.” Ask: *If this was all you read, what would you think this book would be about?* Then ask: *What do you think is the Good News?* Write responses on the marker board.

4. Call attention to the Word List and the word *anointed*. Clarify understanding of the term. Be sure to explain that *Christ* is the Greek word for “anointed.” Add that the Hebrew word for anointed is *Messiah*. Also explain that in ancient Israel, kings and priests were anointed. Jesus was God’s Anointed One who was both King and High Priest.

5. Invite a reader to read aloud Mark 1:1-3. Show a map of Judea in the time of Jesus. Point out the Jordan River and other places such as Bethlehem, Nazareth, and Jerusalem. Also show a photograph of the Jordan River.



6. Open a Bible and read Isaiah 40:3. Explain to the class that this was written about 700 years before the time of John the Baptist. Ask: *Why do you think Mark included in his book these words that were hundreds of years old?*

7. Call for another reader for Mark 1:4-5. Ask the class if anyone has been baptized or has attended a baptism. Allow for volunteers to describe what they did or what they saw. Be aware that some people may be familiar with infant baptism or other traditions that are different from the Baptist denomination’s full immersion of professed believers. Guide the discussion to

the understanding that the water of baptism does not wash away our sins. Our sins are forgiven when we admit them to God and ask for forgiveness. Baptism in water is simply a visible way of telling the world that we have accepted Jesus Christ as our Lord and Savior.

8. Enlist a reader to read Mark 1:6-8. Point out John's statement in Mark 1:7: "One is coming after me Who is greater than I. I am not good enough to get down and help Him take off His shoes." Ask the class to come up with other ways of saying the same thing.

9. Read Mark 1:8 again and explain that one big difference between John the Baptist and Jesus would be the kind of baptism each would bring. Lead the class to discuss Question #2 in Things to Think About: What is the difference between being baptized in water and being baptized by the Holy Spirit?

10. Say: *John the Baptist was simple and humble, but he was also famous in his time.* On the markerboard, make two columns, one labeled "FAMOUS" and the other "HUMBLE." For each column, indicate two rows, one labeled "HELPFUL" and the other "NOT HELPFUL." Instruct the class to think about the task of telling people about Jesus. Then ask them to suggest words or phrases that suggest how being famous or being humble might be helpful.

|             | FAMOUS                            | HUMBLE                 |
|-------------|-----------------------------------|------------------------|
| HELPFUL     | Attracts lots of people           | Easier to relate to    |
| NOT HELPFUL | People come for the wrong reasons | May not be bold enough |

## Encourage Application

11. Say: *John the Baptist had one goal in his life: To tell people about the coming of Jesus and to get them ready by turning from their sins. Jesus told His followers: "Go and make followers of all the nations. Baptize them in the name of the Father and of the Son and of the Holy Spirit. Teach them to do all the things I have told you. And I am with you always, even to the end of the world"* (Matthew 28:19-20).

Ask: *Why did Jesus give this command to His followers? Does He expect His followers today to do it, too? Why?*

12. Lead the class in a closing prayer that each of us can be as humble and as effective as John the Baptist as we try to bring other people to know and love Jesus.

## Extra Teaching Ideas

### Connect with Life

♦ Enlist a volunteer to help you with a little skit. Tell the volunteer that you will be introducing him/her to the class. But instead of telling all about the volunteer, you will be talking about yourself, your history, your

accomplishments. After the fake introduction, ask the class what they learned about the volunteer from your introduction. After some discussion, point out that because you only talked about yourself, they did not learn anything about this interesting person. Then, go ahead and tell a little about your volunteer, thanking him/her for being a good sport.

## Guide the Study

♦ Show the slide show of John the Baptist, with the text taken from Matthew 3:1-12.

♦ Invite a pastor or someone from your church's Baptism Committee to come and explain the steps to Believer's Baptism. Be sure the guest speaker discusses confession and repentance and that baptism by full immersion demonstrates to the world that our sins are washed away when we confess them, ask for God's forgiveness, and accept Jesus as our Lord and Savior.

## Encourage Application

♦ Divide the class into pairs. Instruct each pair to take turns. Each person is to introduce the other to Jesus as if they were meeting for the first time. If your students are very new Christians or are not familiar with Jesus Christ, you can prepare this short biography to help them.

### Biography of Jesus

Jesus was born in Bethlehem in about 4 B.C. His mother was Mary, a young woman who had not had a man. The Holy Spirit covered Mary with His power, so that Jesus would be born. He was the Son of God. He was raised by Joseph, who was the husband of Mary.

When Jesus was about 30 years old, He began to preach and teach and heal people. He healed people of diseases and demons. He taught them about God's love and forgiveness. Many people loved Jesus and learned about God's love for them. But some people did not like or believe Him.

After three years, the religious leaders took Jesus and tried Him in a religious court and in a Roman court in Jerusalem. They put Him to death on a cross. He arose from the dead three days later. Later, He went up to heaven. People who believe that Jesus was the Son of God can be forgiven of their sins. Jesus gives them life that lasts forever.

# Teaching Guide

## Adult Bible Study

in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 2: Jesus' Work Begins

#### Lesson Focus

To lead adults to trust God to help them overcome temptations.

#### Bible Text

Mark 1:9-15

#### Memory Verse

"He [Jesus] said, 'The time has come. The holy nation of God is near. Be sorry for your sins, turn from them, and believe the Good News.'" (Mark 1:15)

#### Word List

**minister:** to serve; to help or care for someone or something

**ministry:** the work of serving or ministering to others

**temptation:** something that causes a strong urge or desire to have or do something, especially something that is bad, wrong, or unwise

### Prior Preparation

- ◆ For Guide the Study #3, locate the map of Judea and photo of the Jordan River used in Lesson 1.
- ◆ For Guide the Study #7, collect Bibles in an easy-to-read translation to use in class.
- ◆ For Extra Teaching Ideas/Connect with Life, obtain some tasty treats for the class.
- ◆ For Extra Teaching Ideas/Guide the Study, enlist four readers and prepare copies of the Mini Drama Script.
- ◆ For Extra Teaching Ideas/Encourage Application, prepare sentence strips of the Bible passages provided on the following page.

### Connect with Life

1. Ask the class to remember a time when they began an important new chapter in their life, such as finishing school or starting a new job, or moving to a new location. Did they have a party or receive gifts? Ask if they remember things

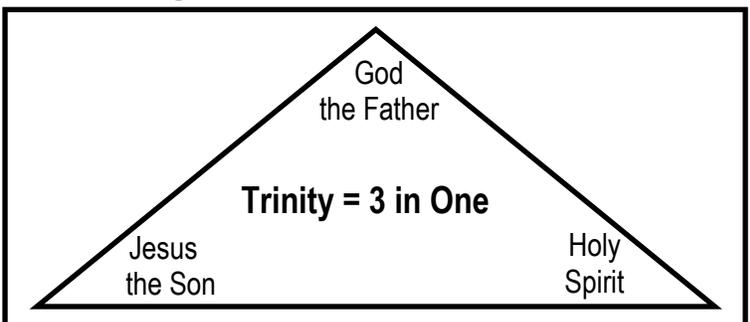
they did or said or heard that helped them mark the importance of this new adventure. Spend a few minutes talking about people's experiences. Then say: *Today we will learn about what happened to Jesus when He began His work as a minister for God.*

### Guide the Study

2. Ask a volunteer or lead a class discussion to recall the events of Lesson One, Mark 1:1-8.
3. Show a photograph of the Jordan River and its location on a map. You can use the same map and photos from Lesson 1. Read aloud the following information about the Jordan River:

The Jordan River flows from the foot of Mt. Hermon in the north and empties into the Dead Sea in the south. The place where it begins is more than 1,000 feet above sea level. And it ends nearly 1,300 feet below sea level at the Dead Sea. The river is an important part in several Bible stories including Abram and Lot, Joshua, and Elijah and Elisha. The Jordan River was the place where John baptized Jesus.

4. Read aloud Mark 1:10-11. Invite the class to look closely at the verses in the Study Guide. Have them circle the words *Jesus, Holy Spirit, God, and Son*. Ask: *How do these words help us understand the three Persons of God? Write "Trinity = 3 in 1" on the markerboard. Write "God the Father" above it, "Jesus the Son" to the left and "Holy Spirit" to the right. Draw a triangle around all of the words.*



5. Ask: *What do you think it means that the Holy Spirit came down like a dove? What do you think of when you think of a dove? Observe that doves are gentle and a common symbol of peace.*
6. Invite the class to look again at verse 11. Ask: *What did the people hear God say? What do you think the people felt and thought when they heard this?*
7. Ask: *Can you think of other times in the Bible that were forty days in length? Look up Genesis 7:4; Numbers 13:25; Exodus 24:18; 1 Samuel 17:16; Jonah 3:4; Acts 1:3. Ask: Have you ever done something difficult for forty days?*

8. Ask if anyone has ever camped or stayed in a remote, wilderness location. How did they feel? Who was with them? What was there to be worried about or afraid of? Then ask: *Do you think Jesus felt worried or afraid? Why or why not?*

9. Draw attention to Things to Think About Question #2 from the Study Guide. Depending on your class, allow them to work in pairs or small groups to discuss and answer the questions or just lead the full group in a general discussion.

In the same way, have the class or small groups discuss Question #3.

## Encourage Application

10. Draw attention to today's memory verse. Have the class read it aloud together. Note that these are the first words that Jesus says in the book of Mark. Ask: *Why was this statement so important? What does it mean to us?* Allow enough time for learners to think of their answers and share them.

11. Conclude with prayer that each person can minister to those around them by sharing the Good News. Also pray that each person will turn to God for strength in resisting life's temptations.

## Extra Teaching Ideas

### Connect with Life

◆ Bring some delicious treats to class. As class begins, tell the class to think hard and imagine that they are not supposed to eat these treats. Allow a few moments, ask: *What did you tell yourself to keep from grabbing and eating the treats right now? How did you resist?* Lead the class to discuss their strategies to resist temptations. Then ask: *When you are able to resist a temptation, how do you feel about yourself?* Guide the discussion to the understanding that we become stronger when we overcome temptation.

### Guide the Study

◆ Prepare the text from Matthew 3:13-17 as a script for a mini-drama. Assign the parts of Narrator, John the Baptist, Jesus, and the Voice of God. Allow the actors a few minutes to prepare the drama, then perform it for the class.

### Encourage Application

◆ Use the Word List to define the word *temptation* and discuss the meaning. Then distribute the sentence strips of verses on temptation to volunteers to read aloud. When all have been read, lead the class to answer the question, *How does God want His followers to think about temptations?*

### Mini Drama Script

**Narrator:** Jesus came from Galilee. He went to John at the Jordan River to be baptized. John tried to stop Him.

**John the Baptist:** I need to be baptized by You. Do You come to me?

**Jesus:** Let it be done now. We should do what is right.

**Narrator:** John agreed and baptized Jesus. The heavens opened when Jesus came up out of the water. The Spirit of God came down and rested on Jesus like a dove. A voice was heard from heaven.

**Voice of God:** This is My much-loved Son. I am very happy with Him.

**1 Corinthians 10:13** — You have never been tempted to sin in any different way than other people. God is faithful. He will not allow you to be tempted more than you can take. But when you are tempted, He will make a way for you to keep from falling into sin.

**1 Peter 5:10** — After you have suffered for awhile, God Himself will make you perfect. He will keep you in the right way. He will give you strength. He is the God of all loving-favor and has called you through Christ Jesus to share His shining-greatness forever.

**James 1:2-4** — My Christian brothers, you should be happy when you have all kinds of tests. You know these prove your faith. It helps you not to give up. Learn well how to wait so you will be strong and complete and in need of nothing.

**Hebrews 12:2-3** — Let us keep looking to Jesus. Our faith comes from Him and He is the One Who makes it perfect. He did not give up when He had to suffer shame and die on a cross. He knew of the joy that would be His later. Now He is sitting at the right side of God. Sinful men spoke words of hate against Christ. He was willing to take such shame from sinners. Think of this so you will not get tired and give up.

**James 1:12** — The man who does not give up when tests come is happy. After the test is over, he will receive the crown of life. God has promised this to those who love Him.

# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 3: Four Fishermen Follow Jesus

#### Lesson Focus

To lead adult learners to understand the importance of becoming a follower of Jesus and then “catching” others.

#### Bible Text

Mark 1:16-20

#### Memory Verse

“Jesus said to them, ‘Follow Me. I will make you fish for men!’”  
(Mark 1:17)

#### Word List

**commit:** to decide to give your love, support, or effort to someone or something in a serious or permanent way  
**committed:** willing to give your time, energy, etc., to something in a serious way  
**purpose:** the reason why something is done or used; the goal of a person, what a person is trying to do or become

### Prior Preparation

- ◆ For Guide the Study #4, locate a picture of the Sea of Galilee and modern-day Israel to bring to class.
- ◆ For Guide the Study #9 be prepared to give your testimony in short simple sentences without “churchy” words. Also, have your favorite evangelism tool available should you need it.
- ◆ For Extra Teaching Ideas/Connect with Life, find two different type of invitations. One should be fancy, and the other one should be very plain and be missing some important information like the date or place. Bring these to class with you.
- ◆ For Extra Teaching Ideas/Encourage Application, make color copies of the book mark with the memory verse on it to give to the students at the end of class.

### Connect with Life

1. Begin class by asking: *Have you ever gotten a phone call that made you leave everything you were doing to go*

*somewhere quickly? How did you feel? Who did you call to come with you? How quickly did you leave? If there is little or no response, suggest a scenario based on what you know about the class. Some examples might be: getting a call from the school saying your child is sick, getting a call saying your child was in a car accident, or getting a call from your doctor saying that you need to come to the office immediately. Ask similar questions as above: *If this happened to you, how would you feel? Who would you call to come with you? How quickly would you leave?**

Then say: *Jesus called people and asked them to follow Him. All Jesus’ followers today have a call on their lives. It changes how they live and gives them a purpose. Jesus’ followers want to share their faith with others. Let’s look at what happened one day when Jesus took a walk along the lake.*

### Guide the Study

2. Direct the class to read the Memory Verse with you. Repeat it together several times. Ask: *What does it mean to fish for men?* Wait a short time for a response and then say: *We will find that answer together in today’s lesson.*

3. Say: *Let’s look at one more question before we start reading our study. Look at “Things to Think About,” question number 3. Read it and think about what the answer might be as we study our lesson for today.*

4. Start by reading the verses under “Called to Follow,” Mark 1:16-17, 20a, then ask for several volunteers to read the introduction. Ask if anyone has been to Israel, or share if you have been there. Show pictures of modern day Israel and of the Sea of Galilee. Allow time for some sharing.



Sea of Galilee image source: [https://en.wikipedia.org/wiki/Sea\\_of\\_Galilee#/media/File:Kinneret\\_cropped.jpg](https://en.wikipedia.org/wiki/Sea_of_Galilee#/media/File:Kinneret_cropped.jpg)

5. Ask several other students to read the Study Guide section entitled “Called to Follow.” Ask if anyone has ever been fishing. Ask: *Did you enjoy it? What did you like best about fishing?* After a short discussion say: *What would you think if someone asked you to catch other people?*

6. Write the words “Catching People” on the board and ask the class for ideas on how to tell people about Jesus. If you don’t have any believers in your class or if most of your class members are seekers, pray and ask God to guide you

as you may want to skip this step. Brainstorm with the class and write ideas on the board, guiding the discussion toward these ideas such as:

- \* Tell your story of being called and caught by Jesus to others who do not know who Jesus is. Tell them how Jesus changed your life.
- \* Invite those who do not know Jesus to visit your church with you.
- \* Love those who are not followers of Jesus.
- \* Be real friends with those who are looking for answers in their life.
- \* Show the love of Jesus to everyone.

Tell the class about your experiences in fishing for people or your story of being caught by Jesus. Allow time for others to share their stories. Help them to develop a short simple testimony as needed.

7. Read the Study Guide section entitled called “Caught to Catch,” pausing after the questions to give the class time to ponder and perhaps give some possible answers to the questions asked in this section. Lead a discussion about who is dying and what it means to die spiritually (to be separated forever from God). Talk about what it means to live forever with Jesus.

Say: *Everyone’s body will die someday, but our spirits either live forever with Jesus or die forever being separated from God. If you love your family and friends (and even those you don’t know), then you want them to live forever with Jesus in heaven. You want them to live the wonderful life God has planned for them while they are here. This is why you want to “catch” them. This is why you want them to become followers of Jesus!*

8. Say: *Fishermen did not go to school. They did not need to know many things to throw a net and catch fish. They learned to fix their nets, take their fish to a market, and sell them. It was a simple life. When they could not find fish to catch, it was a hard life. Jesus wanted to teach them something new. Many religious teachers, leaders, and preachers studied and knew many things, but they did not know the important things Jesus wanted to teach. They thought what they knew was more important. Jesus called men who wanted to learn from Him. Let’s see whom He called next. Choose several good readers to read aloud the Study Guide section entitled “Committed to Follow.”*

9. Read the “Things to Remember” section to the class. Say: *Like Andrew, Simon, James and John, you can become a follower of Jesus by giving your life to Him. Your life will change, and you will have an important purpose to tell others about Jesus, the One who changed your life.*

## Encourage Application

10. Divide the class into like-minded groups and have them answer the questions in the “Things to Think About” section.

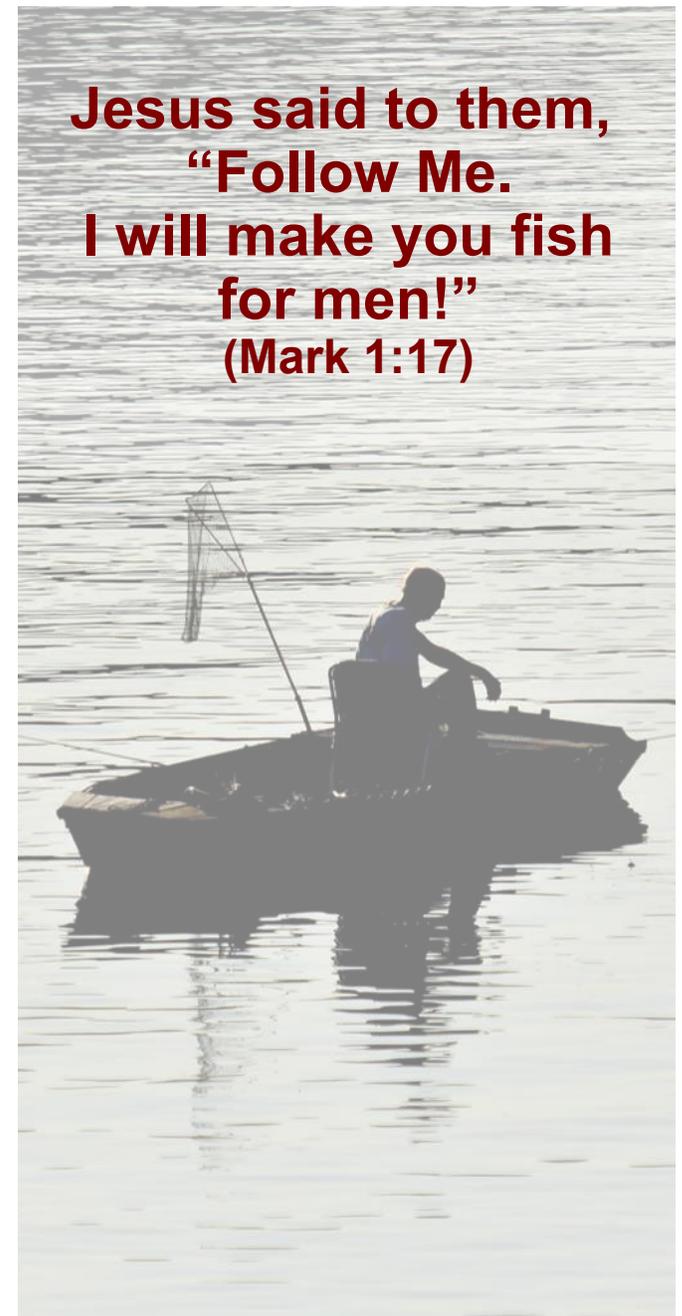
11. Close in prayer asking God to help all followers of

Jesus to tell others about their faith and help to change the world!

## Extra Teaching Ideas

### Connect with Life

◆ Take out the invitations that you brought to class and explain what they are. Say: *Sometimes the way an invitation looks makes people want to say “yes” to it. (Show the fancy invitation.) If it is very simple or does not tell them everything they need to know, they may want to say “no.” (Show the plain invitation.)* Talk about the two invitations and pass them around asking class members to say “yes” or “no” to each after they look at them. Say: *Today we are going to read about an invitation that Jesus said to some fishermen. Let us see if they said “yes” or “no” to Jesus’ invitation.*



**Jesus said to them,  
“Follow Me.  
I will make you fish  
for men!”  
(Mark 1:17)**

# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 4: Jesus' Busy Day

#### Lesson Focus

To lead adults to learn that no matter how busy we are, we need to take time to talk and listen to God in prayer just as Jesus did.

#### Bible Text

Mark 1:21-35

#### Memory Verse

"He went and took her by the hand and raised her up. At once her sickness was gone." (Mark 1:31a)

#### Word List

**Alzheimer's disease:** an illness of the brain that causes people to slowly lose their memory and ability to think.

**control:** to have power over people's lives, what they do and how they think

### Prior Preparation

- ◆ For Connect with Life #1, bring a book of prayers or print some prayers to bring to class. Look in your church library or visit a website such as:  
<http://www.prayer-and-prayers.info/christian-prayers/>
- ◆ For Guide the Study #14, make a copy of the "Jesus Prayed" card on the following page for each class member.
- ◆ For Extra Teaching Ideas/Connect with Life, collect colored markers and three poster boards. On the top of each poster, the following titles, one poster for each title:  
Busy at Church  
Busy at Home  
Busy in the Community
- ◆ For Extra Teaching Ideas/Encourage Application, copy The Lord's Prayer from the following page to give to all class members.

### Connect with Life

1. Ask: *What is prayer?* After giving some time for answers, pass around book or copies of prayers prepared in

advance. Give time for the class to look over them. Say: *These are some examples of talking to God, but prayer is more than just talking to God. It is also listening to God. Prayer is one way to get to know God. It is also a way to find rest away from others with the God Who loves you! Jesus was very busy, but He made time to be alone and pray with His Father.*

### Guide the Study

2. Ask: *Have you ever had such a busy day that you did not know how you would do all you needed to do? Have you ever felt so tired at the end of the day that you could do nothing else?* (Illustrate this by looking exhausted and flopping in a chair and just staring into space.) *What did you do during your busy day?* Give time for discussion. If needed, give an example of your own. Then read the introduction in the Study Guide. Say: *Let's read about a very busy day that Jesus had and what He did at the end of that day!* Write "Jesus' Busy Day" at the top of the board.

3. Read Mark 1:21-22. Ask: *Why were the people surprised when they heard Jesus' teaching?* Under "Jesus' Busy Day," write: 1) He taught at church. You will be adding to the list as the lesson continues.

#### Jesus' Busy Day

- 1) He taught at church.
- 2) He healed a man who had a demon.
- 3) He healed Simon's mother-in-law, who was sick.
- 4) He healed many people of diseases and demons all night long.
- 5) He went somewhere to be alone and pray.

4. Write the question, "What was said about Jesus?" at the top of the board in another part on the board. Divide the class into two groups. Ask one group to read Mark 1:23-26 and the other group to read Mark 1:27-28. Tell both groups to look for what people said about Jesus in the verses they read. Encourage them to underline the words said about Jesus in the Study Guide.

5. Come back together and have a class member from each group report the answers to the questions from their verses. Ask: *What did the people learn about Jesus?*

| What was said about Jesus?        |  |
|-----------------------------------|--|
| <b>Group 1<br/>(Mark 1:23-26)</b> | "What do You want of us, Jesus of Nazareth? Have You come to destroy us? I know Who You are. You are the Holy One of God." |
| <b>Group 2<br/>(Mark 1:27-28)</b> | "What is this? Is this a new teaching? He speaks with power even to the demons and they obey Him!"                         |

6. Ask: *What things control people today like this demon controlled this man?* Allow time to discuss common forms of enslavement today, such as addictions. Emphasize

Jesus' power to heal people and set them free of all types of control over their lives. Add to the list on the board under "Jesus' Busy Day:" 2) He healed a man who had a demon. Ask for volunteers to read the Study Guide section entitled "Busy at Church."

7. Read Mark 1:29-31. Then read the Memory Verse and have the class members repeat it several times. Ask: *Do you know a word we use for fast healing like this? Wait for a response and if it is not said, tell them the word is miracle. Say: A miracle is something that happens because God does something that is not possible for people to do. Jesus did a miracle of healing in the home of Simon and Andrew. Allow time to talk about miracles of any kind.*

8. Recruit volunteers to read the Study Guide section entitled "Busy at Home." Ask: *How do you serve your family at home? Is this important work? Divide the class into pairs and have them talk about the question: What keeps you the most busy at home? Add to the list on the board under "Jesus' Busy Day:" 3) He healed Simon's mother who was sick.*

9. Recruit volunteers to read Mark 1:32-34 and then the Study Guide section entitled "Busy in the Community." Say: *We do not know how many people Jesus healed. But we do know that many people came to Simon and Andrew's house, and that Jesus healed people all night. Add to the list on the board under "Jesus' Busy Day:" 4) He healed many people of diseases and demons all night long.*

10. Ask: *When Jesus had healed the last person, how do you think He felt? (very tired, joyful, satisfied) Call for a volunteer to read Mark 1:35 aloud. Ask: What did He do at the end of the day? (He went to a place where He could be alone and pray.)*

11. Add to the list on the board under "Jesus' Busy Day:" 5) He went somewhere to be alone and pray. Ask: *Why do you think Jesus chose to go somewhere to*

### Jesus Prayed

In the morning before the sun was up, Jesus went to a place where He could be alone. He prayed there. (Mark 1:35)

After He had sent them away, He went up the mountain by Himself to pray. When evening came, He was there alone. (Matthew 14:23)

When they were all gone, He went up to the mountain to pray. (Mark 6:46)

Then He went away by Himself to pray in a desert. (Luke 5:16)

One day Jesus went up on a mountain to pray. He prayed all night to God. (Luke 6:12)

*be alone? What do you think He might have said to God? After giving time for some answers, say: Look at everything Jesus did in one very busy day. He chose to be alone and pray. He needed to rest and feel the love of His Father before starting a new day. Jesus often went somewhere to be alone and pray. Here is a card to remind you to pray like Jesus. Pass out the cards prepared before class.*

### Encourage Application

12. Direct class members' attention to "Things to Think About." Divide them into pairs and have them ask each other questions #1-3. Come back together and answer questions #4-5 as a class leading into prayer time.

13. Pray for any requests voiced by the class and close the prayer asking God to help each person do what they have been given to do and then to feel the rest God gives.

### Extra Teaching Ideas

#### Connect with Life

◆ Place the three poster boards prepared in advance in different places around the room. Give each class member a colored marker and ask them to write something that they do in that place that makes them busy. For example, write "wash dishes" under "Busy at Home." Ask them to try to write one thing on each poster. When they have finished, transition to the study by saying: *What would happen if you did all of these things in one day? Today we are studying about a very busy day that Jesus had. Let's see what He did and then how He ended His very busy day.*

Busy at Home

Busy at Church

Busy in the Community

### Encourage Application

◆ Pass out the copies of the Lord's Prayer below, and challenge students to memorize it for next week.

### The Lord's Prayer (Matthew 6:9-12)

Pray like this:

Our Father in heaven, Your name is holy.

May Your holy nation come.

What You want done, may it be done on earth as it is in heaven.

Give us the bread we need today.

Forgive us our sins as we forgive those who sin against us.

Do not let us be tempted, but keep us from sin.

Your nation is holy.

You have power and shining-greatness forever.

Let it be so.

# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 5: Jesus Prays, Preaches, and Heals

#### Lesson Focus

Jesus came to preach and heal, and He helps us when we ask.

#### Bible Text

Mark 1:35-45

#### Memory Verse

“Jesus said to the followers, ‘Let us go to the towns near here so I can preach there also. That is why I came.’” (Mark 1:38)

#### Word List

**isolate:** out of the way; remote; away from all others

### Prior Preparation

- ◆ For #1, prepare to sing, “He Touched Me,” or “Sweet Hour of Prayer.”
- ◆ For #2, make Discussion Poster.
- ◆ For #3, bring copies for each member of the Bible Verse/ Picture Resource Page (p.17) or prepare PPT slides or posters with individual pictures or one PPT Resource Page.
- ◆ For #5 and #8, use an Internet search to find a picture of Jesus at prayer and touching a leper. Example: [https://freesundayschoolcurriculum.weebly.com/uploads/1/2/5/0/12503916/lesson\\_32\\_jesus\\_heals\\_a\\_leper.pdf](https://freesundayschoolcurriculum.weebly.com/uploads/1/2/5/0/12503916/lesson_32_jesus_heals_a_leper.pdf)
- ◆ For #9, prepare verses for Healing Touch discussion. Source: <https://bible.knowing-jesus.com/topics/Touching-For-Healing>
- ◆ For Extra Teaching Ideas, prepare marker board with Clean and Unclean columns.
- ◆ Prepare Prescription Bottle picture on slide or poster or make individual bookmarks.

### Connect with Life

1. Ask: *Have you ever heard anyone say that breakfast is the most important meal of the day?* Say: *Many people were interested in what Jesus was doing.*

Review all that had happened. (Jesus had been

baptized by John, blessed by God, tested in the desert, called his first followers, driven out demons, and healed many people. The word around town was spreading and everyone wanted to see Jesus. Jesus knew that He needed to take time to pray and be ready for what He was to do). Ask: *How is taking time to pray the first thing before breakfast even more important than eating?*

Sing, “Sweet Hour of Prayer” or “He Touched Me.”

### Guide the Study

2. Use this poster during the lesson for discussion:

**Lesson 5: Jesus Prays, Preaches, and Heals - Mark 1:35-45**

Good Time to be Alone - Mark 1:35-38

Forced to be Alone - Mark 1:39-45

3. Hand out individual copies of the Picture Resource Page (p.17) or make posters or PPT slide. Ask volunteers to read each verse. Use the information in #4 - #10 below to explain, discuss, and study the verses:



4. **Mark 1:35-37** - Point out that our Bible story begins with everyone—the friends, the crowds—looking for Jesus. Discuss where and why Jesus had gone out to a place to be alone.

5. Show a picture of Jesus at prayer. Explain that this is the first but not the last time that Mark wrote about Jesus going away to pray. Say: *Jesus spent time alone in the desert when He was tempted before He began His ministry (Mark 1:12–13). Here, Jesus spent time alone in prayer as He prepared to move to a new area to serve others in ministry. Later, He will spend some time alone praying in the Garden of Gethsemane before His most difficult ministry of all: His sacrifice on the cross.*



6. Say: *People were looking for Jesus because of what He could do, not Who He was. We could say they were “fans” not “followers.”*

7. **Mark 1:38-39** - Ask: *What more than doing good in the small town of Capernaum did Jesus need to do? Where did Jesus tell His friends that they needed to go? Who else needs Jesus today?* Use the map and pictures from this verse on the Picture Resource Page to point out what Jesus did.

8. **Mark 1: 40** - Ask: *Who does Mark say found Jesus?*

Mention that Jesus was now going all around Galilee preaching and putting out demons. This man with a bad skin disease was probably not the first person to find Jesus. Ask: *Was this a chance meeting? Why or why not?*



Say: *To protect the health and well-being of others, those with this bad skin disease were forced to live outside the town. The law required them to call out “Unclean!” to warn anyone who might come near.*

Ask a few class members to act out this scene by walking past the class member who represents one with a disease. As they walk by, the one with the disease must yell out “Unclean! Unclean!” After the demonstration, ask the members how they would feel if they were walking by, or if they were the sick man. Ask: *How did the man ask Jesus to help him?*

9. **Mark 1:41-42** - Ask: *How quickly was the man with the skin disease healed when touched by Jesus?* Ask: *Were there other times Jesus touched someone?* List answers on marker board. (See these examples: Matthew 9:20, Mark 5:27, Matthew 9:21, Mark 5:28, Mark 5:30, Luke 8:45, Luke 8:46, Mark 5:31, Luke 6:19, Matthew 14:36, Mark 6:56, Mark 8:22, Luke 18:15, Mark 10:16, Mark 7:33, Mark 3:10, Luke 8:47, Matthew 8:3, Mark 1:41, Luke 5:13, Matthew 9:29, Matthew 20:34, Luke 22:51.)

Ask: *What is the physical and spiritual importance of this touch from Jesus?* Allow time for discussion. Ask: *Has anyone here felt Jesus’ touch?*

10. **Mark 1:43-45** - Explain that Jesus had healed the man, and told him to go to the religious leader. He would look at him and say he was free to be around people again. The religious leaders would also see that the man was healed because of Jesus’ power.

Ask: *What did the man do instead of obeying Jesus?* Point out on the Resource Page the two choices he had. Discuss what happened to Jesus when the man did not obey. Compare Mark 1:35 with Mark 1:45. Discuss the differences in the alone times Jesus and the man with the bad skin disease had.

## Encourage Application

11. Class Discussion Questions for Mark 1:35-37:

- 1) Things you search for the most.  
(Something you have looked for in the dark).
- 2) What you do first thing in the morning?
- 3) A good time to pray.
- 4) Times to enjoy being alone.
- 5) Problems you have prayed about.
- 6) Why Jesus needed to be alone with God.

12. Class Discussion Questions for Mark 1:40-42:

- 1) What things do we say are unclean today?
- 2) How important was the man’s faith?
- 3) How did the man with the skin disease come up to Jesus?  
(Why is that important?)
- 4) How do you see Jesus’ love for this man?
- 5) Was this man healed at once?  
(Were there other times when Jesus waited to heal?)

13. Read and discuss the following statements:

- 1) We all seek Jesus at some time. We have a hole in our hearts that can only be filled by Him.
- 2) The man with a bad skin disease interrupted Jesus’ busy schedule.

- 3) Jesus’ *main* role was to make His followers ready for ministry after He was gone.
- 4) Jesus has love for every person.
- 5) A touch from God leads to instant healing.
- 6) It is required for the church to prove God’s acts of healing.

14. Say: *Most of what Jesus did was preaching/teaching and healing.* Read verse 39 aloud again. Explain that this one verse tells all that is important about Jesus’ ministry. Ask: *What is one sentence that tells what is important about you?*

15. Read and discuss questions from “Things to Think About.” Read the Memory Verse together.

16. Close with prayer that each person present may decide to be a follower of Jesus rather than only a fan.

## Extra Teaching Ideas

### Connect with Life

◆ Tell about the man with the bad skin disease. Say: *He was called “unclean.”* Place a line down the middle of the marker board. Label one side *clean*, and the other *unclean*. Invite members to stand on (or point to) the side they agree with for each word: dirt, water, a bandage, your house, a dog, a snake, God, man, a person with the flu, a sinner, a saved sinner (add others). Note that unclean meant untouchable, outcast, and isolated. Say: *This describes the man with the bad skin disease.*

### Guide the Study

◆ Write on the board the following outline from the Study Guide to discuss this lesson:

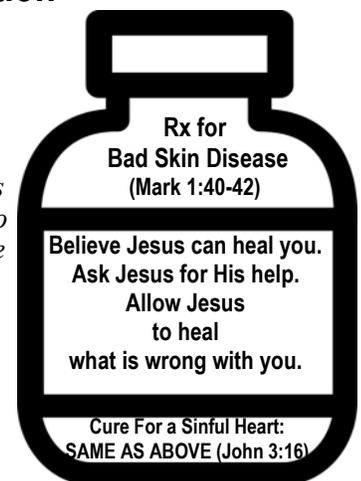
Jesus Goes to Pray Alone (1:35-38)  
Jesus Touches and Heals a Man (1:39-45)

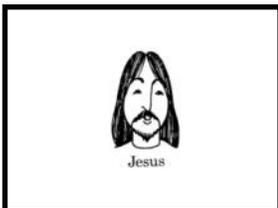
## Encourage Application

◆ Display or hand out copies of this bottle for all:

◆ Say: *Jesus does not want us to come to Him for only His mighty works. He wants us to be willing to also to do His will and follow Him. He does not want people to come to Him to get what they think they want. He wants people to come to Him to get Him.*

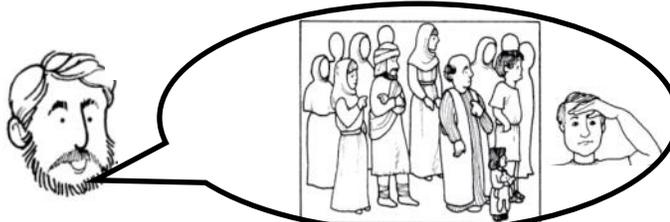
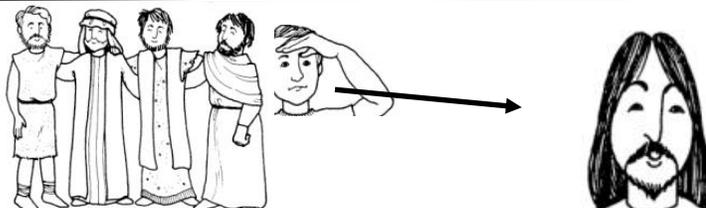
◆ Close with Prayer that all will see faith, God’s will, and Jesus’ power at work today in their lives.





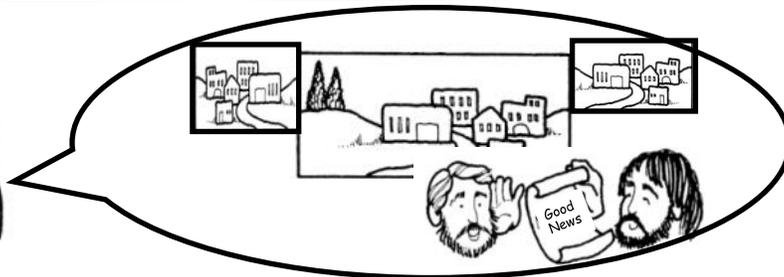
35 In the morning before the sun was up, Jesus went to a place where He could be alone. He prayed there.

36 Simon and the others looked for Jesus.



37 They found Him and said, "All the people are looking for you."

38 Jesus said to the followers, "Let us go to the towns near here so I can preach there also. That is why I came."



39 He went through Galilee. He preached in their places of worship and put out demons.

40 A man came to Jesus with a bad skin disease. This man got down on his knees and begged Jesus, saying, "If You want to, You can heal me."

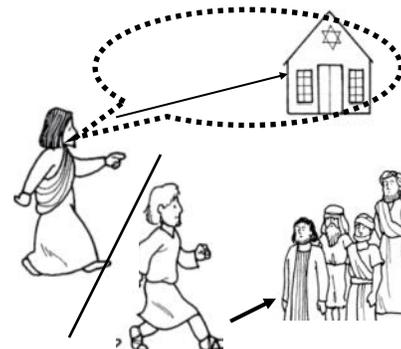
41 Jesus put His hand on him with loving-pity. He said, "I want to. Be healed."

42 At once the disease was gone and the man was healed.

43 Jesus spoke strong words to the man before He sent him away.

44 He said to him, "Tell no one about this. Go and let the religious leader of the Jews see you. Give the gifts Moses has told you to give when a man is healed of a disease. Let the leaders know you have been healed."

45 But the man went out and talked about it everywhere. After this Jesus could not go to any town if people knew He was there. He had to stay in the desert. People came to Him from everywhere.



# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus A Study of Mark 1-3

## Lesson 6: Friends with Faith

#### Lesson Focus

We can bring our hurting friends to Jesus to find hope, help, and healing. We can bring them to the church which is the body of Christ on earth.

#### Bible Text

Mark 2:1-12

#### Memory Verse

"I am doing this so you may know the Son of Man has power on earth to forgive sins." (Mark 2:10a)

#### Word List

**paralyzed:** not to be able to use your body to move or walk

### Prior Preparation

- ◆ For #3, prepare to sing, "What a Friend We Have in Jesus."
- ◆ For #4, download the short scene of "Jesus Heals the Paralytic" from *The Chosen*.  
<https://www.youtube.com/watch?v=dIBOmQ1PaMY>
- ◆ For #5, bring one copy for each class member of the Bible Verse/Picture Resource Page (p. 20) or prepare individual PPT slides or posters with individual pictures, or one PPT.
- ◆ For #16, prepare "clothesline" with individual pictures, and Bible verses from Picture Resource Page (p. 20).
- ◆ For Extra Teaching Ideas, prepare Story Sticks (four strips of card and three brass paper fasteners) for telling "Four Friends, a Roof, and Jesus." See video demonstrating how to use:  
<https://www.youtube.com/watch?v=DX5xUpXHUNE>

### Connect with Life

1. Discuss how friendships are a major part of everyday life. Say: *We want a friend who will listen, laugh, encourage us. We need friends who are lasting, faithful, and fun. Faithful friends can be hard to find. What a joy*

*and comfort to realize that Jesus is our forever friend. Explain that Jesus is faithful, loving, and caring. Say: This lesson is about faithful friends bringing a friend to the forever friend, Jesus.*

2. Ask: *Have you ever been in a crowd of people who wanted to see someone famous?* Allow time for discussion. Say: *Today's Bible passage is about the crowds of people around Jesus. Explain that Jesus has already called some followers and done mighty works. He had healed one man with a bad skin disease who told others. Say: Jesus started getting more attention in His day than the most famous movie star gets in ours. People wanted to see Him. People wanted to hear Him. And sick people hoped for His healing.*

3. Sing, "What a Friend We Have in Jesus."

### Guide the Study

4. Show "The Chosen, scene: Jesus Heals the Paralytic."

5. Make a copy of the Bible Verse/Picture Resource Page (p. 20) for each person, or enlarge the individual pictures or make a PPT slide of the page. Call on volunteers to read the Bible verses on the page using the pictures and information below to explain and discuss:



6. **Mark 2:1** - Explain that Jesus returned to the town of Capernaum from preaching and when the town heard He was back, everyone came to hear Him.

7. **Mark 2:2** - Describe the crowded house. Discuss the excitement of those present who have come to hear Jesus and perhaps see Him heal.

8. **Mark 2:3** - Ask: *What do we know about the four men who come to Jesus carrying their friend?* Tell about a time you were so sick you had to stay in bed. Ask: *How would you feel if you knew you would not ever be able to move?*

9. **Mark 2:4** - Ask: *What would you do if you came to church and the doors were locked?* Compare how the four friends did not give up when they saw the crowd. Say: *They knew they could not heal their friend. But they did the carrying that made the healing possible.*

Discuss how there are many hurts in the world that we as believers cannot heal. Say: *We too can do the carrying that makes healing possible. Sometimes we take people to Jesus in prayer. Other times, we take them to Christ's body on earth which is the church.*

10. **Mark 2:5** - Say: *It is interesting that the only faith mentioned is that of the four friends. They believe that Jesus has the power to heal their friend who could not move. That is why they worked so hard to get him to Jesus. They went up on the roof and made a hole because of that faith. Ask: What did Jesus say? (Your sins are forgiven.)*

11. **Mark 2:6-7** - Ask: *How did the religious leaders of the day respond?* Explain that starting here and in the rest of

the Book of Mark many of the religious leaders show that they do not believe Jesus. They denied Jesus' power and said He was not the Son of God. Their hearts were hardened to what Jesus was doing.

12. **Mark 2:8-9** - Discuss how Jesus knew what the religious leaders were thinking. (He told them.)

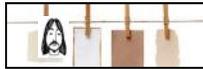
13. **Mark 2: 10-11** - Ask someone to read the paragraph from the Study Guide (Page 31) about Jesus calling Himself the Son of Man.

14. **Mark 2:12** - Ask: *Will you choose to be like the crowd or like the religious leaders?* (The crowd was full of wonder. They thanked God and said, "We have never seen anything like this.")

### Encourage Application

15. Discuss questions from "Things to Think About" in the Study Guide. Learn the memory verse together.

16. Review the Story from the Picture Resource Page: Hand out Bible verse strips to attach to enlarged the matching pictures placed on the wall or hung on a "clothesline."



17. Close with prayer thanking God that Jesus has the power to forgive our sins.

### Extra Teaching Ideas

#### Connect with Life

◆ Say: *Think of the best thing a friend has ever done for you. Share with the class.*

◆ Using poster size Story Strips (4 cardstock paper strips and 3 brads), review this story, or show the "Four Friends, a Roof, and Jesus" video:

|  |   |  |
|--|---|--|
|  | Paralyzed man   |  |
|  | Four friends  |  |
|  | The 4 friends carry their friend to the house where Jesus preaches.<br>The house does not look like ours.<br>It has a flat roof   |  |
|  | At the doors are many people and also at the window is a crowd<br>Nowhere can you get through.<br>But the 4 friends do not give up.<br>Luckily there is a staircase on the side of the house . . .  |  |
|  | . . .leading to the flat roof   |  |
|  | They carry their friend on the roof and make a hole in the roof.  |  |
|  | Through the hole, they let him down on ropes, directly in front of the feet of Jesus.<br>● Jesus heals (forgives) his sins.<br>● Jesus heals his body and commands him,<br>● "Take your bed and go home." He takes his bed and goes home. |  |

### Guide the Study

◆ Use the following outline to read and discuss the verses:

**Lesson 6: Friends with Faith**  
 Faith That Can Be Seen - Mark 2:1-4  
 Who Can Forgive Sins? - Mark 2:5-7  
 Jesus Can Heal and Forgive - Mark 2:8-12

◆ Re-tell Luke 2:1-12 by acting it out with your hands: *(Social Distancing Version)*

Jesus was in a crowded house (*place palms of hands together with fingers straight up*).  
 Four friends climbed the stairs to the roof (*four fingers climbing stairs*).  
 They made a hole in the roof (*dig hole*).  
 And lowered the bed through the roof (*thumb and forefinger holding imaginary rope and swinging it for bed going down*).  
 Now their friend could see Jesus (*put one hand horizontally above eyes as if looking out*).  
 The friend could not walk (*flat hand*).  
 But Jesus forgave the man's sins and healed the man and then he could walk (*two fingers walking*).  
 He was happy that his friends brought him to Jesus (*two hands shaking with each other*).

### Encourage Application

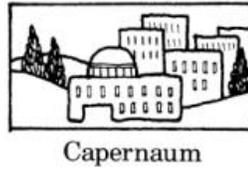
◆ Discuss how the four men did not give up. Say: *Jesus paid attention to the man who could not move when He saw the faith of the men. Ask: Do we give up when we meet difficulties? Ask: Is our faith the kind that causes Jesus to take notice? Or, do we let problems keep us from showing our faith?*

◆ Explain that there are people all around us who are paralyzed— paralyzed by fear, by sin, by addiction, by poverty, and other things. Ask: *Can we get some friends together and "carry a corner of their stretcher" and do whatever it takes to get them to Jesus?*

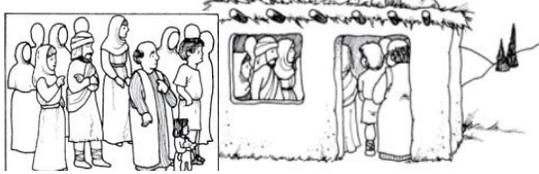
◆ Summarize the study by sharing that this passage teaches:

The blessings of having friends who will carry you to Christ  
 Jesus' power over sin  
 Jesus' ability to heal  
 How your faith can bless the life of someone else  
 The power of being close to Christ

Close by reminding the class that people knew that this man was sick. They did not know that his soul was also sick with sin. Jesus knew the man needed God to forgive him. God saves people, by Jesus. God forgives them because of Jesus' death. We must believe God and ask Him to forgive us. Then we will be made right with God.



1 After some days Jesus went back to the city of Capernaum. Then news got around that He was home.



2 Soon many people gathered there. There was no more room, not even at the door. He spoke the Word of God to them.



3 Four men came to Jesus carrying a man who could not move his body.

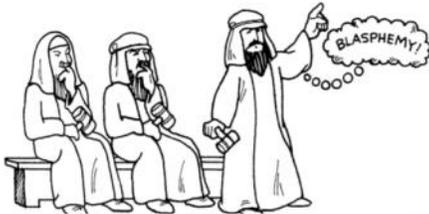


4 These men could not get near Jesus because of so many people. They made a hole in the roof of the house over where Jesus stood. Then they let down the bed with the sick man on it

5



When Jesus saw their faith, He said to the sick man, "Son, your sins are forgiven."



6 Some teachers of the Law were sitting there. They thought to themselves,  
7 "Why does this Man talk like this? He is speaking as if He is God! Who can forgive sins? Only One can forgive sins and that is God!"



8 At once Jesus knew the teachers of the Law were thinking this. He said to them, "Why do you think this in your hearts?"

9 Which is easier to say to the sick man, 'Your sins are forgiven,' or to say, 'Get up, take your bed, and start to walk?'



10 I am doing this so you may know the Son of Man has power on earth to forgive sins." He said to the sick man who could not move his body,

11 "I say to you, 'Get up. Take your bed and go to your home.'"



12 At once the sick man got up and took his bed and went away. Everybody saw him. They were all surprised and wondered about it. They thanked God, saying, "We have never seen anything like this!"



# Teaching Guide

## Adult Bible Study in Simplified English

### *Good News of Jesus: A Study of Mark 1-3*

## Lesson 7: Jesus a Friend of All

#### Lesson Focus

To lead adults to understand that Jesus calls everyone to be His friend and anyone can follow Him.

#### Bible Text

Mark 2:13-17

#### Memory Verse

For the Son of Man came to look for and to save from the punishment of sin those who are lost. (Luke 19:10)

#### Word List

**approve:** to believe that something or someone is good or acceptable

**compare:** to say that something is similar to something else

**respect:** a feeling of thinking good about someone and their actions, then treating that person with importance

### Prior Preparation

- ◆ For Guide the Study #2, locate the map of Judea in Lesson 1.
- ◆ Gather enough paper and pens for each person.
- ◆ For Extra Teaching Ideas/Guide the Study, enlist two willing actors and discuss the concept beforehand.
- ◆ For Extra Teaching Ideas/Encourage Application, prepare the sentence strips of the three Bible passages.

### Connect with Life

1. Begin with a game of “Follow the Leader.” Designate a leader and instruct the class to do what the leader does—the same words, gestures, or walking around, etc. Allow a few minutes of fun. Then say: *Our lesson today is about someone whose life was changed when Jesus said, “Follow Me.”*

### Guide the Study

2. Ask a volunteer to read aloud Mark 2:13-14. Show a map of Judah or Israel, pointing out the Sea of Galilee and the town of Capernaum. Remind the class that Jesus had been ministering in this area for a while and had already called four followers. Ask the class if they remember the first four disciples — Andrew, Simon, James, and John. Also ask: *What were some of the things Jesus was doing to minister to the people of that area?* (Teaching, preaching, healing.)

3. Read the short informative paragraph about tax collectors from the mainstream Study Guide. Adapt the vocabulary level as needed for your students:

As a tax collector, Levi did not fit anyone’s profile of a potential disciple for a respected teacher. Tax collecting was a despised profession, especially for religious Jews. The Roman system set the customs duty for each district at a fixed sum, then leased the responsibility for collecting taxes out to contractors. This made the system ripe for abuse. Most Jews also despised the Roman occupation of Israel. They saw Jews who collected taxes for the Romans as conspiring with the enemy. This might have been particularly true for Levi. Many men who were named Levi were descended from the Levites; the tribe responsible for caring for the temple. If Levi had traded a religious occupation for collecting taxes, he would have been particularly despised. Religious teachers taught that a tax collector made a house unclean simply by setting foot in the door, and some rabbis taught that it was acceptable to deceive a tax collector in order to protect one’s property from being seized. Tax collectors were despised and regarded as sinners.

4. Ask: *Why do you think people might not have liked or respected Levi?* Then ask: *Why do you think Jesus called this man to follow Him?* Accept many answers. Be sure that some of the answers include:

- Everyone is special to God.
- Jesus, who knows everything, knew that Levi would follow Him.
- Jesus could see all that Levi had to offer.

5. Ask: *What do you think Levi had to leave behind him when he went to follow Jesus?* Write the suggested answers on the markerboard. Then ask: *Which of these things do we have to leave behind if we follow Jesus? Are there other things we also leave behind?*

6. Read Mark 2:15-16 as the class follows in their Study Guides. Ask: *Why do you think Levi had a dinner party with Jesus and all the other guests?* Answers could include:

- Levi wanted to celebrate his choice to follow Jesus.
- Levi wanted other people like him to meet Jesus.
- Levi wanted to share his food and wealth with needy people.

Ask: *Why did the teachers of the Law and the proud religious law-keepers disapprove of Jesus eating at the house of Levi?* Answers should include their concern for

observing the religious laws. But also, they were snobs.

Ask: *Are there some situations or groups of people that you would not want to have dinner with? Why is that? How do you think Jesus would approach these kinds of people?*

7. Read Mark 2:17. On the markerboard, make two columns. Label one column **“Healthy/Right with God”** and the other **“Sick/Sinners.”** Lead the class in brainstorming words and phrases that apply to each term. List the terms in each column. Then ask: *Which of these words or phrases apply to you?* Hand out paper and pen to each person. Have them make the same columns on the paper and list the terms that apply to themselves in the applicable column. After a few minutes to work quietly, ask: *Which column is longer for you? Does your “Healthy/Right with God” column outweigh your “Sick/Sinners” column?* Allow a few moments of thought. You can also invite the class to share their private thoughts for ways to become more healthy in their relationship with God.

## Encourage Application

8. Read the section Things to Remember in the Study Guide. Emphasize that Levi had many skills and abilities that he was able to redirect to be useful in Jesus’ ministry. Have them write down some of their skills and abilities. Then ask: *Can you think of some ways that God could use your skills and abilities in His kingdom?* Optional: Break into pairs or very small groups so people can talk about this among themselves.

9. Ask: *What does it mean to us to “follow” Jesus? What does Jesus’ call to “follow Me” look like to us?*

10. Conclude with prayer that each person can be like Levi and become a follower and friend of Jesus.

## Extra Teaching Ideas

### Connect with Life

♦ Ask the class to think of some leaders they know or know of. This could include people in their family or the church, people in their jobs or at school, political leaders, athletic leaders, opinion leaders, and so on. Write some of the names or titles on the markerboard. Lead a discussion with questions such as: *Who would follow this person and why? Would you follow this person? What happens to the people who follow a particular leader?* Then introduce the lesson by saying that we will study Jesus and His call to follow Him.

### Guide the Study

♦ Enlist two volunteers to act out Jesus calling Levi. Explain the concepts that Levi might have been surprised that Jesus wanted him at all. Also, Levi might have been reluctant to give up his business, or he might have been very glad to leave it behind him.

♦ Read the description of “discipleship” in the New Testament from the mainstream Study Guide:

When Jesus called His disciples, He was drawing on a concept understood by both Jews and Greeks. In Jewish life, followers of a Rabbi were called disciples. They followed their chosen teacher in order to learn from Him, be like Him, and eventually teach as He did.... We see both of these concepts at work in Jesus’s disciples. They were with Him and learned from Him, and Jesus sent them out to preach. Yet they were also devoted to the way of life Jesus taught: The Kingdom of God. Today, followers of Christ still consider themselves disciples. We devote ourselves to following Jesus, learning from Him, and embodying a kingdom way of life.

♦ Divide the class into two groups. Give paper and pen to each group and have them appoint a scribe. Tell one group to write a job description for a follower of Jesus, including the skills and characteristics of the ideal job applicant. Tell the other group to write a job application or resume for Levi, including his skills and personal characteristics. After a few minutes to work, have each group read what they wrote. Lead a discussion about whether Levi was qualified for the job of following Jesus.

Next, take the job description that the first group wrote and work as a class to add or delete points. Come to an agreement about what would be required to be a follower of Jesus. Then ask: *What about us? What about you? Do you have those qualifications? Do you think Jesus would call you/us to be a follower? What does anyone really need to be a follower of Jesus?*

## Encourage Application

♦ Say: *The teachers of the Law and the proud religious law-keepers thought that by being very careful to keep every little law and command, they could avoid being sinners.* Ask: *What do most people think it means to be a sinner? What do you think Jesus thought it meant to be a sinner?* Print out sentence strips or just these Bible references about salvation. Distribute the strips to volunteers to read aloud. When all have been read, lead the class to answer the question, *What does God want people to do to be forgiven of their sins?* Be sure to emphasize that the only requirement for God’s forgiveness is believing and trusting in Jesus Christ as God’s Son and our Savior.

**1 John 1:9:** If we tell Him our sins, He is faithful and we can depend on Him to forgive us of our sins. He will make our lives clean from all sin.

**Ephesians 2:8-9:** For by His loving-favor you have been saved from the punishment of sin through faith. It is not by anything you have done. It is a gift of God. 9 It is not given to you because you worked for it. If you could work for it, you would be proud.

**John 3:16:** For God so loved the world that He gave His only Son. Whoever puts his trust in God’s Son will not be lost but will have life that lasts forever.

# Teaching Guide

## Adult Bible Study in Simplified English

### *Good News of Jesus: A Study of Mark 1-3*

## Lesson 8: Old Things and New Things

Old

New

house  
car  
recipe  
clothing  
shoes  
friends  
jewelry  
grocery store

### Connect with Life

1. Begin class by calling attention to the two posters hung on opposite sides of the room. Instruct class members to stand and move to the side of the room that indicates their preference for old or new as you call out different things. Once everyone understands the instructions, begin calling out items: *house, car, recipe, clothing, shoes, friends, jewelry, grocery store*, etc. After several rounds of play, allow the class to return to their seats. Say: *Jesus brought new ideas and ways of doing things when He came. Some people liked the new ideas, but others wanted to keep the old ways. Today we will look at what Jesus said about these changes and what they mean for us.*

### Lesson Focus

Jesus always changes things when He comes into a person's life. Each person must decide whether to accept or reject Jesus and the changes He brings.

### Bible Text

Mark 2:18-22

### Memory Verse

"For if a man belongs to Christ, he is a new person. The old life is gone. New life has begun." (2 Corinthians 5:17)

### Word List

**bride:** a woman who has just married or is about to be married

**bridegroom:** a man who has just married or is about to be married

**fast:** to stay away from something for a period of time

**ritual:** an act or series of acts done in a particular situation and in the same way each time

### Guide the Study

2. Direct attention to the Word List and read the definitions together. Say: *A ritual can be something you do for religious reasons. It might be something you do at church. But a ritual can also be something you do out of habit. Maybe you have rituals for how you start or end your day.*

Ask: *Do you have any rituals that you follow? Why?* Be prepared to give examples of your own rituals you follow.

Say: *There are many different ways to fast and reasons to do it. Some people fast for health reasons or before a medical visit. Others fast for religious reasons.* Ask: *Have you ever fasted? What did you fast from and why?* Allow time for class members to share, then say: *In Jesus' day, God's people had many rituals they followed, and one of those was fasting. It was common for people to fast.*

3. Call for a volunteer to read aloud Mark 2:18. Using the background information provided in the Study Guide section entitled "Old Ways," explain the practice of fasting done by the Jews in that time. Note that fasting was so common that it drew people's attention when Jesus and His followers did not fast.

4. Say: *Sometimes we notice when others do not follow rituals like we do. Maybe one person wears nice clothes to church and notices when someone else comes in wearing shorts and sandals.* Ask: *Do you think it is right to judge people for following or not following our rituals? Why or why not? How important are our rituals? Why?*

5. Say: *Before we read how Jesus answered the question about fasting, let us try to guess His answer.* Ask: *Why do you think Jesus and His followers did not fast as often as the other people?*

6. Invite someone to read aloud Mark 2:19-20. Ask: *How many of us have stayed away from the food at a wedding?* Invite a show of hands and ask: *Why is a wedding not the right time to fast? How was Jesus' time on earth like a*

### Prior Preparation

◆ For Connect with Life #1, make two posters to read "Old" and "New" and hang them on opposite sides of the meeting room.

◆ For Guide the Study #7, obtain Bibles in an easy-to-read translation, or print the following passages on cards to use in group work.

Group 1: Isaiah 61:10, 62:5; Jeremiah 2:32; Hosea 2:19

Group 2: Ephesians 5:25-27; Revelation 19:7, 21:9

◆ For Encourage Application #10, make a poster of Hosea 6:6 for display.

◆ For Extra Teaching Ideas/Guide the Study, collect a piece of old fabric needing repair (maybe pants with a hole in the knee or seat), a new piece of fabric to use as a patch, two brown paper bags, and some heavy materials such as rocks or cans of soda. Dampen one of the bags prior to class.

◆ For Extra Teaching Ideas/Encourage Application, make copies of the "Why I Fast" box on the following page.

wedding? Use the background information in the Study Guide section entitled “A Special Time” to guide the discussion. Point out that Jesus knew that His time with His followers was limited.

7. Say: *The Bible uses the picture of a wedding or a marriage to help us understand our relationship with God.* Divide the class into two groups and assign each group select verses to investigate. Instruct them to read the passages looking for how it uses the picture of a wedding or marriage. They are to answer the questions: *What is God’s role? What role do His people play? What does it teach us about God?*

**Group 1:** Isaiah 61:10, 62:5; Jeremiah 2:32; Hosea 2:19

**Group 2:** Ephesians 5:25-27; Revelation 19:7, 21:9

Allow time for groups to work together then call for reports. After groups have identified God/Jesus as the groom or husband and God’s people as His bride, lead a discussion on how this picture helps us to understand God’s love for us.

8. Say: *Jesus liked to use word-pictures like this to help us understand the new things He was teaching. In our story today, He used two more. Let us see what else they show us.*

Invite a volunteer to read aloud Mark 2:21-22. Instruct the class to read along and listen for the words *new* and *old* and circle them when they find them. Ask if anyone in the class has ever patched a piece of clothing or made a quilt. Invite anyone with this experience to share what is needed in putting two pieces of cloth together in this way. Ask: *Why does it matter if the cloth is new or old?* Then turn to the second picture of wineskins. Ask: *What does the picture of wine and bags mean to us?* Use the background information in the Study Guide section entitled “New Ways” to lead to understanding that Jesus was bringing something new and the old ways would no longer work for God’s people as they once did.

## Encourage Application

10. Ask: *Do you think Jesus was saying that He wanted to get rid of all rituals like fasting and gifts to God?* Display the poster of Hosea 6:6. Ask: *What is more important to God than our rituals?* Lead discussion to the understanding that our relationship with God must be more important to us than any rituals we follow.

11. Read aloud the final paragraph of the lesson in the Study Guide. Ask the following questions:

- *Do you agree that living for Jesus is not natural for us? What is new, different, or hard about it?*
- *Do you agree with the writer of this lesson that living for Jesus is the best way to live? Why?*

Remember to be sensitive to class members who may not yet know Jesus as their Savior. Be prepared to give your own answers to the above questions.

12. Call attention to the Memory Verse. Write it on the board and read it aloud together. Then erase one or two words and read it together again, filling in the missing words. Continue erasing words and reciting it aloud until the entire verse can be said from memory.

13. Close in prayer, thanking God for loving us and making us His bride. Ask for faith to accept the changes He wants to make in our lives and the strength to follow in obedience.

## Extra Teaching Ideas

### Guide the Study

◆ Present an old fabric needing repair and a new swath of material to use as a patch. Discuss what might happen after repairing the old garment with the new patch. Note that when it is washed, the new patch might shrink, then the garment would be torn once again. Ask: *How does this word-picture help us understand what Jesus was saying in these verses?*

Then show two brown paper bags to the class. One bag should be new and in perfect condition. The other bag should be damp. Ask for two volunteers to fill the bags with relatively heavy materials: rocks, cans of soda, etc. Each volunteer should fill the bags with identical items. Then ask them to pick up the bags. The bag in perfect condition should hold the items. The damp bag should break. Use this activity to help understand Jesus’ word-picture about the wine and skin bags.

## Encourage Application

◆ Hand out copies of the “Why I Fast” box below. Ask class members to mark any boxes that are true for them. Lead a discussion on good and bad reasons to fast. Then say: *Many people fasted in Jesus’ time, too. Like us, they had different reasons for fasting. Jesus knew that people would continue to fast, so He gave instructions for how to do it.* Read Matthew 6:16-18 to the class and discuss why Jesus would ask His followers to do it in secret.

### Why I Fast

- I fast for health reasons.
- I fast to have more time for other things.
- I fast to think about God more.
- I fast to worship God.
- I fast to ask God for help or answers.
- I fast because others do it.
- I fast to obey my pastor
- I never fast.

# Teaching Guide

## Adult Bible Study

in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 9: The Day for Rest

#### Lesson Focus

God's Law is good for us. The Day of Rest was given to us because we need rest. We find rest for our souls in Jesus.

#### Bible Text

Mark 2:23-28

#### Memory Verse

"Come to Me, all of you who work and have heavy loads. I will give you rest." (Matthew 11:28)

#### Word List

**authority:** the power to give orders or make decisions; the power or right to direct or control someone or something  
**bold:** very confident; not afraid of danger or difficult situations  
**burden:** something heavy that is carried; someone or something that is very difficult to accept, do, or deal with

### Prior Preparation

- ◆ For Connect with Life #1, gather some pictures that represent rules we follow in life, such as traffic signs, postings at parks and businesses, or public service posters. Print them to display in class or prepare a slide show.
- ◆ For Guide the Study #3, obtain a Bible in an easy-to-read translation and place a bookmark at Exodus 20.
- ◆ For Encourage Application #10, make copies of the bookmark on the following page. Make enough to give one to each class member.
- ◆ For Extra Teaching Ideas/Connect with Life, collect a list of obscure laws in your state or area. Print them on slips of paper to hand out in group work. Some strange laws from Texas are provided on the following page.
- ◆ For Extra Teaching Ideas/Encourage Application, prepare cards listing restful activities to be acted out in a game of charades. Suggested activities: sleeping, reading, listening to music, sunbathing, etc.



This Is A  
No Smoking  
Area



No Smoking image source: <https://www.publicdomainpictures.net/en/view-image.php?image=23070&picture=no-smoking-area&large=1>  
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 Fasten Seatbelt image source: [https://commons.wikimedia.org/wiki/File:Philippines\\_road\\_sign\\_R6-7.svg](https://commons.wikimedia.org/wiki/File:Philippines_road_sign_R6-7.svg)

### Connect with Life

1. Display the pictures gathered before class or quickly scroll through a slide show. Ask: *What are some rules we follow in our daily life? Why is it important to have rules and to follow them? Is it ever right or good to break the rules? Why?* After some discussion, say: *In today's story, Jesus' followers broke a rule. We will see what Jesus said and did to help us understand His purpose in coming and the life He offers to us.*

### Guide the Study

2. Invite a volunteer to read aloud Mark 2:23-24. Ask: *Why were the religious leaders upset to see Jesus' followers picking grain and eating it?* Use the Study Guide section entitled "Working on the Day of Rest?" for background information on the cultural issues surrounding this story. Point out that Jewish laws allowed people to pick grain from other people's fields like this. The problem was the day on which they did it.

3. Call for a reader to read aloud Exodus 20:10 from a Bible. Ask the reader to identify which Commandment it is (the fourth) and how many verses are used to tell about it (four verses, the longest Commandment). Ask: *Why do you think God gave us this Law?*

4. Ask: *Why was the Day of Rest so important to the religious leaders? Is it still important today? Do we still obey this Law as we should today?* Allow time for a discussion of modern cultural attitudes toward rest and our need to practice a day to rest.

5. Say: *Before we read how Jesus answered the question about working on the Day of Rest, let us try to guess His answer.* Ask: *Why do you think Jesus allowed His followers to pick this grain?*

6. Invite someone to read aloud Mark 2:25-26. Say: *Jesus talks about a story from the past before David became King of Israel. Let's read it to understand what Jesus was saying.* Call for volunteers to read 1 Samuel 21:1-6, which is provided on the last page of the lesson in the Study

Guide. Use the information in the Study Guide section entitled “Eating Holy Bread?” to provide background to this story.

7. Ask: *Who was Jesus talking to when He asked about this story?* (the religious leaders) Say: *This is a story the religious men knew well. They were proud of the stories of David from their past. Ask: Why do you think Jesus used this story with these religious leaders?* Help the class to see that Jesus was recalling a story they knew well to ask them to think more deeply about it. He was also showing His greater understanding of Scripture than that of the religious leaders. Also point out that Jesus was setting Himself equal to David, a man that all Jews held in high regard.

8. Ask: *Why was David allowed to break the Law and eat the bread?* (His life was more important) So, *I will ask again, why did Jesus allow His followers to break the rules on the Day of Rest?* Make the point that God’s Law always allows for the needs of life.

9. Call for a reader for Mark 2:27-28. Ask: *What does Jesus mean when He says that the Day of Rest was made for man? Remember that Jesus liked to call Himself the Son of Man. So what did He mean by “The Son of Man is Lord of the Day of Rest also”?* Lead the discussion to the understanding that Jesus was calling Himself the Messiah and claiming authority over the Law and Scripture.

## Encourage Application

10. Call attention to the Memory Verse. Hand out the bookmarks with this verse and read it aloud together as a class. Point out that these are words spoken by Jesus. Point out the Word List and the definition for *burden*. Ask: *What do you think Jesus meant when He said “heavy loads” or “burdens”?* Discuss question #4 of Things to Think About: *Do you ever find following God’s Laws to be a burden? How can you find rest in Jesus?* Also ask: *Why is a Day of Rest a gift from God?*

11. Close in prayer, thanking God for His gift of the Day of Rest and asking for wisdom in how to obey it.

## Extra Teaching Ideas

### Connect with Life

♦ Divide the class into pairs or small groups and give each group a card listing strange laws. Instruct groups to read the law and invent a reason or story for why the law was made. Once all groups are ready, invite each group to read their law and share their stories. After all groups have reported, say: *We often make laws after something happens to keep it from happening again.* Ask: *How do God’s laws differ from our laws?*

### Strange Laws in Texas

It is illegal to sell your eye in Texas.

It is illegal to milk another person’s cow in Texas.

Wire cutters cannot be carried in your pocket in Austin, Texas.

You may not dust any public building in Clarendon, Texas, with a feather duster.

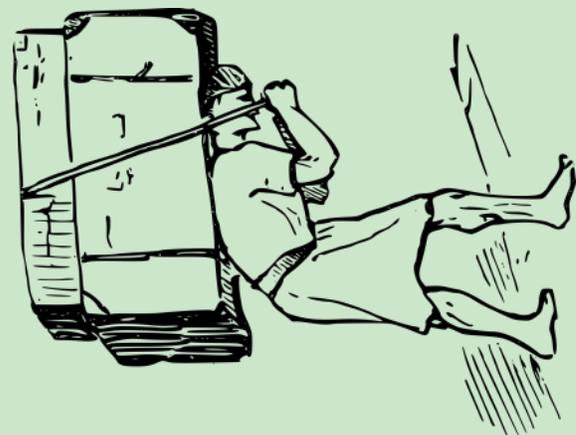
In Galveston, Texas, it is illegal to breathe in the fumes of model glue.

In Temple, Texas, you may ride your horse in a saloon.

## Encourage Application

♦ Play a game of charades with the restful activity cards you prepared in advance. After all turns have been taken, ask: *What do all these actions have in common?* (rest) *What are some things to do to rest?* Encourage class members to think beyond activities of simple physical rest to things that might be fun and rejuvenating, such as hobbies or even physical exercise. Say: *God knows what we need. So when He tells us to rest, He does it for our good. But God’s Law for the Day of Rest is not only about rest for our bodies. It is also about honoring Him.*

“Come to Me,  
all of you who  
work and have  
heavy loads.  
I will give  
you rest.”  
(Matthew 11:28)



# Teaching Guide

## Adult Bible Study in Simplified English

### *Good News of Jesus: A Study of Mark 1-3*

## Lesson 10: Jesus' Right Anger

#### Lesson Focus

Jesus was angry when he saw no love in the hearts of the religious leaders, but He did not act in anger. Jesus always acted in love, and we can follow His example.

#### Bible Text

Mark 3:1-12

#### Memory Verse

"Make a clean heart in me, O God. Give me a new spirit that will not be moved." (Psalm 51:10)

#### Word List

**consume:** to take all of a person's attention, energy, time, etc.  
**motivate:** to give someone a reason for doing something; to be a reason for something

### Prior Preparation

♦ For Extra Teaching Ideas/Connect with Life, create index cards listing various everyday activities that require the use of two hands. Examples are: hang a picture on the wall, sew a patch onto clothing, knead bread dough, put a plant in a pot, etc.

### Connect with Life

1. Begin class by asking if any class members have ever injured or broken an arm, hand, or shoulder. If so, ask them to share a bit about the experience, asking questions such as: *How did you feel about your injury? What was difficult about only using one hand/arm? What did you do to get well? How did you feel when you were able to use both arms/hands again?* If no one has had this experience, invite class members to guess at how a person with a hurt arm would answer, or be prepared with a story of your own.

2. Say: *We probably all know someone who has a physical problem with their body that makes them unable to do some*

*things. Some people are born this way. Sometimes people have bad accidents and their bodies do not heal completely.* Then ask: *Do you think we treat people with physical problems the way we should? Why or why not?* After some discussion, say: *In today's story, we will see a man with a hand that he could not use. We will see how Jesus acted when He met this man.*

### Guide the Study

3. Call for a reader to read aloud Mark 3:1-2. Remind class members of previous lessons that occurred on the Day of Rest and ask what happened on those days. (Lesson 4: Jesus cast out a demon and healed many people. Lesson 9: Jesus' followers picked grain, and Jesus taught about the purpose of the Law for the Day of Rest.) Then say: *Here we find Jesus on another Day of Rest. And the religious leaders are watching to see what He will do on this day.* Ask: *What do you think they expected Jesus to do? What did they want Him to do? Why?*

Begin a chart on the board like the one below, and write class members' comments in the column for the religious leaders. Guide the discussion to the idea that the religious leaders were testing Jesus about how He obeyed the Law.

| What Did They Want?                          |                           |              |  |
|--|---------------------------|--------------|--|
| The religious leaders                        | The man with the bad hand | The crowd    | Jesus                                    |
| To test Jesus, to prove that Jesus was wrong | To be healed              | To be healed | To show more about God, to love, to help |

4. Ask: *What attitude do these religious leaders show toward the man with the dried-up hand?* Use the Study Guide section entitled "What Will He Do?" to provide the setting for the confrontation to come. Continue adding comments to the chart on the board.

5. Say: *Before we read how Jesus responded to this "test," let us try to guess what He will do.* Ask: *Do you think Jesus will heal the man with the bad hand? Why?*

6. Invite someone to read aloud Mark 3:3-6. *What do you think the man was thinking and feeling?* Point out that the man did not ask for healing or even come to Jesus. Jesus initiated the interaction. This is the only healing in Mark where Jesus was not first asked for help. Create a second column on the board for the man, and fill in responses from the class.

7. Ask: *Did Jesus do what you expected Him to do? Why was Jesus angry? Why do you think He chose to heal this man? What did Jesus want?* Add comments to the chart on the board in the Jesus column.

8. Direct attention to the Word List and clarify understanding of the words *consume* and *motivate*. Explain

the connection between motivations and wants. Then say: *Jesus was not consumed or motivated by His anger. He was angry, yes. But that was not why He healed the man. Jesus was motivated by love. His actions were always about showing God's love.*

9. Call for a reader for Mark 3:7-12. Ask: *What did the crowd want from Jesus? (Write responses in the chart.) How did Jesus show love in these verses? Do you think Jesus grew tired from doing all this healing? Make the point that we are often easily angered when we are tired, but Jesus did not grow angry, even when the crowd put Him in danger. Ask: What does this story tell us about what made Jesus angry and what did not?*

## Encourage Application

10. Discuss question #1 of Things to Think About: *What makes you angry? How do you show your anger?*

11. Ask someone to read Jesus' question from verse four again. Ask: *What was Jesus asking? Read aloud the fourth paragraph from the Study Guide section entitled "What Should He Do?" beginning with "The religious leaders were very careful about what they should not do."*

Ask: *The religious leaders thought too much about the "don't do's" and maybe they did not think enough about the things they should do. Do you think we ever make that same mistake today? Invite the class to share examples of rules and rituals believers often follow that restrict behavior, and encourage them to think of ideas of things we should be intentional about doing. Ask: Why is what we do as important and what we do not do? Guide the discussion to the idea that what we do is a reflection of what is in our hearts.*

12. Add a new section to the chart on the board: What was in their hearts. Go through each column identifying what we can guess about the hearts of the people in today's story.

| What Did They Want?                              |  |                  |  |
|--|--|------------------|--|
| The religious leaders                            | The man with the bad hand                    | The crowd        | Jesus                                    |
| To test Jesus, to prove that Jesus was wrong     | To be healed                                 | To be healed     | To show more about God, to love, to help |
| What Was In Their Hearts?                        |  |                  |  |
| Anger, jealousy, hatred, no love for the hurting | Hope for healing, fear of religious leaders? | Hope for healing | Love                                     |

13. Direct attention to the Memory Verse and have the class read it aloud together. Then use the verse as a prayer to close the lesson.

## Extra Teaching Ideas

### Connect with Life

♦ Play a game of charades with the activity cards you prepared in advance, but instruct volunteers that they can use only one hand to demonstrate their clue. After several rounds, invite discussion on the difficulties a person faces in life if he/she is not able to use both hands. Ask class members to consider how difficult life must have been for people with disabilities who lived during Jesus' time. Then say: *Today we will see how Jesus solved this problem for someone He met.*

### Guide the Study

♦ Divide the class into four groups and assign each group a verse listed below. Instruct groups to read their verse and look for how it relates to today's story. After all groups have had a few moments to read and discuss, call for reports from each group.

Good comes from a good man because of the riches he has in his heart. Sin comes from a sinful man because of the sin he has in his heart. The mouth speaks of what the heart is full of. (Luke 6:45)

Jesus said to them, "You are the kind of people who make yourselves look good before other people. God knows your hearts. What men think is good is hated in the eyes of God." (Luke 16:15)

But Jonah was not pleased at all, and he became angry.... And the Lord said, "Have you any reason to be angry?" (Jonah 4:1, 4)

If you are angry, do not let it become sin. Get over your anger before the day is finished. (Ephesians 4:26)

## Encourage Application

♦ Invite the class to work together to make a list of rules for behavior in the church building and write the list on the board. Then divide the class into small groups to determine how the above rules should be enforced and what any consequences would be for breaking the rules. Invite groups to share and compare their ideas.

After all groups have shared, ask: *Are there good reasons to have rules like this? What are they? Are there good reasons not to have rules like this? If so, what are they? What does our lesson today teach us about how we should follow rules as we walk with Jesus?*

# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 11: Jesus Chooses the 12

#### Lesson Focus

Jesus calls His followers to come close and spend time with Him, to share His message, and to do good in the world.

#### Bible Text

Mark 3:13-19

#### Memory Verse

"You have not chosen Me, I have chosen you. I have set you apart for the work of bringing in fruit. Your fruit should last." (John 15:16a)

#### Word List

**extraordinary:** much more than what is usual or ordinary

**purpose:** a plan or reason for action; a use

**response:** an answer or reply

**team:** a group of people who work, play, or act together

### Prior Preparation

- ◆ For Connect with Life #1, write the definition of *team* from the Study Guide on the marker board prior to class.
- ◆ For Guide the Study #3, print Luke 6:12-13 on a card to be read by a class member.
- ◆ For Guide the Study #9, make copies of the worksheet provided on the third page of this lesson. Cut apart the sections to make separate cards for each disciple.
- ◆ For Extra Teaching Ideas/Encourage Application, collect a strong magnet, a nail, and a paper clip to bring to class. Test to make sure the magnet will pick up both the nail and the paper clip, but the nail will not pick up the paper clip.

### Connect with Life

1. Begin class by pointing to the definition of *team* on the marker board and asking: *When have you been part of a team?* Encourage class members to think beyond sports teams to consider other types of teams, such as work teams. Invite a student to read aloud the first paragraph of the Study Guide introduction. Ask if anyone can relate to the experience of being chosen for a team and how that felt.

2. Begin a comparison chart on the board to compare team effort to individualized effort. Invite students to call out challenges and benefits of working in each circumstance and write responses in the chart. Ask questions such as: *What are good reasons to work as a team? What would be good reasons to work as just one person? What can be difficult about working with a team? Are there any difficulties in working by yourself? When might it be best to work as a team? When might it be best to work without a team?* Leave the chart up on the board through the remainder of the class discussion.

| Team Effort                       | One-person Effort           |
|-----------------------------------|-----------------------------|
| More minds, more ideas            | Freedom to work at own pace |
| Different strengths work together | Single focus                |
| Sometimes hard to get along       | No conflict                 |
| Etc.                              | Etc.                        |

*Say: Today we are going to look at how Jesus chose His team to travel with Him and learn from Him. We can learn some things about Jesus from the people He chose and how He chose them.*

### Guide the Study

3. Invite a volunteer to read aloud Mark 3:13. Using the first paragraph of the Study Guide section entitled "The Preparation" as background, explain the significance of mountains in Jewish history. Then ask a class member to read aloud Luke 6:12-13 from the card you provide. Ask: *How did Jesus prepare to choose His team? What do His actions tell us about this decision?*

One day Jesus went up on a mountain to pray. He prayed all night to God. In the morning He called His followers to Him. He chose twelve of them and called them. (Luke 6:12-13)

4. Group class members into pairs or three's. Ask pairs to discuss question #1 of Things to Think About. After discussion has slowed, invite volunteers to offer their thoughts on the best ways to prepare for big decisions. List comments on the board.

5. Read the third paragraph from the Study Guide section entitled "The Preparation" aloud for the class and use the Word List to define the terms *purpose* and *response*. Ask: *How did Jesus act as a leader? (He chose who He wanted.) What was the response of the men Jesus called? (They followed Him.)* Direct attention to the Memory Verse in the Study Guide, and invite the class to read it aloud with you. Say: *Jesus said these words to His followers on the night before soldiers came and took Him away. Ask: Why do you think He wanted them to remember that He had chosen them? What does this verse tell us was Jesus' purpose in choosing them? (For the work of bringing in fruit.)*

6. Select another reader to read aloud Mark 3:14-15. Ask: *Why do you think Jesus chose twelve men to be His special followers?* Using the Study Guide section entitled "The

Team's Purpose" for reference, explain the significance of the number twelve. Be sure to note that Jesus was signaling a new beginning for the people of God.

7. Say: *We call these twelve men "apostles." The word apostle means "one who is sent." Let us look again at these verses to find out what Jesus wanted these men to do.* Guide discussion to discover three tasks Jesus wanted the apostles to do and write the list on the board.

### The Tasks of the Apostles

1. To be with Jesus
2. To go out and preach
3. To do good work (heal diseases and cast out demons)

8. Invite the class to read the Memory Verse aloud with you again. Then ask: *What is the fruit that might come from being with Jesus? What is the fruit we would expect from telling others about Jesus? What fruit should come from doing good works?* Write responses on the board.

9. Choose a student to read aloud Mark 3:16-19. Hand out cards of the verses for each disciple to each group. Divide the class into five groups. Assign the following apostles and verses to different groups. Instruct groups to read the verses and write down all that they find out about the apostle from them. Allow time for groups to work then call for reports. Invite anyone to share what they learned about each man. As each group reports, ask: *What fruit came from being with Jesus for this man?*

|                |                               |  |
|----------------|-------------------------------|--|
| <b>Simon</b>   | Mark 1:16-18<br>Luke 22:54-56 | Fisherman, left nets to follow Jesus;<br>Name changed to Peter<br>Denied Jesus |
| <b>James</b>   | Mark 1:19-20<br>Acts 12:1-2   | Fisherman, left nets to follow Jesus;<br>Killed by Herod                       |
| <b>John</b>    | Mark 1:19-20<br>John 19:26-27 | Fisherman, left nets to follow Jesus;<br>Took care of Jesus' mother            |
| <b>Andrew</b>  | John 1:40-42a<br>John 6:5,8-9 | Brought Peter (his brother) to Jesus;<br>Found the boy with bread & fish       |
| <b>Matthew</b> | Matthew 9:9-10                | Tax collector;<br>Left job to follow Jesus;<br>Hosted a dinner for Jesus       |

### Encourage Application

10. Say: *The Bible does not tell us a lot about the twelve men Jesus chose to be His closest followers. But what it does tell us about them helps us to understand what was*

*important to Jesus.* Ask: *What can we learn about Jesus from the men He chose?* (Wanted people willing to follow. Men who were not perfect but who could learn.) Consider reading aloud the final paragraph of the Study Guide section entitled "The Team." Discuss how Jesus makes His followers extraordinary.

11. Point attention back to the chart on the board comparing team effort to individual effort. Ask: *Why do you think Jesus chose a team to follow Him? Could Jesus have done all that He came to do without a team?* Guide discussion toward the understanding that Jesus called followers to be His hands, feet, and voice in the world. He allows us to participate in His work so that we are changed and so that He can change the world through us.

12 Close with prayer that each person would find their place on Jesus' team and allow Him to change them into people who will bear fruit for Him.

### Extra Teaching Ideas Encourage Application

♦ Say: *Jesus chose twelve men to travel with Him and to learn from Him. His plan was for them to carry on His teaching after He returned to heaven.* Then use the following object lesson.

Say: *Many people were attracted to Jesus. They came to hear Him teach and to ask for healing.* Demonstrate the magnetism of the magnet by picking up both the nail and the paper clip. Also show that the nail will not pick up the paper clip. Then begin rubbing the nail on one pole of the magnet in one direction repeatedly. Do this for several minutes as you explain: *The twelve apostles spent three years traveling with Jesus. They lived very closely with Him. They saw the great works that He did. And they listened to His teaching. They asked Him questions when they did not understand, and He taught them. What were some of the things the apostles saw Jesus do?* Elicit responses, all the while rubbing the nail on the magnet in one direction.

Then say: *After three years, these men were changed men. Some of what Jesus had taught had rubbed off on the apostles. Now they spoke and acted more like Jesus. Now they were attractive to others, too.* Hopefully, you have now magnetized the nail and it will pick up the paper clip.

Then ask: *What qualities of Jesus would you like to pick up from Him as you spend time with Him each day?*

**Simon****Mark 1:16-18**

16 Jesus was walking by the Sea of Galilee. He saw Simon and his brother Andrew putting a net into the sea. They were fishermen.

17 Jesus said to them, "Follow Me. I will make you fish for men!"

18 At once they left their nets and followed Him.

**Luke 22:54-57**

54 Then they led Jesus away to the house of the head religious leader. Peter followed a long way behind Him.

55 They built a fire in the yard and sat down. Peter sat down with them.

56 One of the servant-girls saw Peter as he sat by the fire and looked right at him. She said, "This man was with Jesus also."

57 Peter lied and said, "Woman, I do not know Him."

**Andrew****John 1:40-42a**

40 Andrew, Simon Peter's brother, was one of the two who had heard John's words and had followed Jesus.

41 The first thing he did was to find his brother Simon. He said to him, "We have found the Christ!"

42 Andrew took Simon to Jesus.

**John 6:5,8-9**

5 Jesus looked up and saw many people coming to Him. He said to Philip, "Where can we buy bread to feed these people?"

8 One of His followers was Andrew, Simon Peter's brother. He said to Jesus,

9 "There is a boy here who has five loaves of barley bread and two small fish. What is that for so many people?"

**James****Mark 1:19-20**

19 Jesus went on a little farther. He saw James and his brother John who were sons of Zebedee. They were in a boat mending their nets.

20 Jesus called them and they left their father Zebedee. He was in the boat with men who were working for him.

**Acts 12:1-2**

1 At that time King Herod used his power to make it hard for the Christians in the church.

2 He killed James, the brother of John, with a sword.

**John****Mark 1:19-20**

19 Jesus went on a little farther. He saw James and his brother John who were sons of Zebedee. They were in a boat mending their nets.

20 Jesus called them and they left their father Zebedee. He was in the boat with men who were working for him.

**John 19:26-27**

26 Jesus saw His mother and the follower whom He loved standing near. He said to His mother, "Woman, look at your son."

27 Then Jesus said to the follower, "Look at your mother." From that time the follower took her to his own house.

**Matthew****Matthew 9:9-10**

9 As Jesus went from there, He saw a man called Matthew. Matthew was sitting at his work gathering taxes. Jesus said to him, "Follow Me." Matthew got up and followed Jesus.

10 Jesus ate in Matthew's house. Many men who gathered taxes and many who were sinners came to Matthew's house and sat down with Jesus and His followers.

# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 12: Sin That Lasts Forever

#### Lesson Focus

The good things Jesus did proved that He came from God, and we can trust Him. His words are words of life, and we must open our hearts to believe the truth about Him.

#### Bible Text

Mark 3:20-30

#### Memory Verse

“Christian brothers, be careful that not one of you has a heart so bad that it will not believe and will turn away from the living God.” (Hebrews 3:12)

#### Word List

**logic:** a proper or reasonable way of thinking about or understanding something

**misrepresent (verb):** to describe someone or something in a false way

**misrepresented (adjective):** described in a false way

**misunderstand (verb):** to fail to understand someone or something correctly

**misunderstood (adjective):** thought of incorrectly; not understood

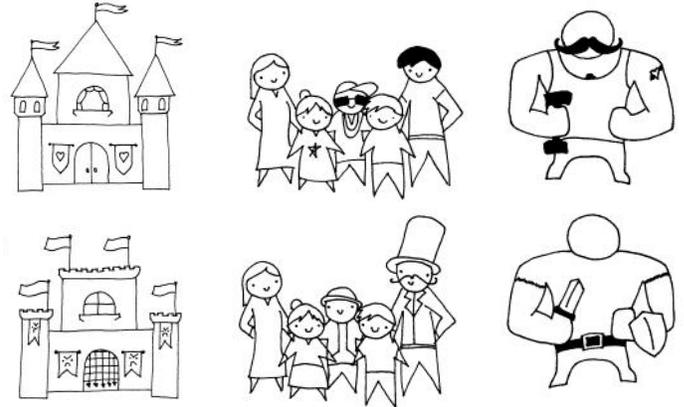
### Prior Preparation

- ◆ For Connect with Life #1, copy each of the simple drawings provided here onto a separate card.
- ◆ For Encourage Application #10, make posters to display in class: John 14:16-17a, John 16:7-9, and Isaiah 6:9-10.
- ◆ For Extra Teaching Ideas/Connect with Life, make copies of the skits provided on the following page.

### Connect with Life

1. Begin class by calling for three volunteers. One will draw a picture on the board following the instructions of the other two. Give the other two the pictures of the castle, but do not let them see that their pictures differ. Instruct the two with pictures to tell the one at the board what to draw and how. When they discover that their instructions

conflict, the person at the board must decide whose instructions to follow. Leave the drawing on the board. As time allows, continue the activity with more volunteers and the remaining pictures. If possible, leave all three pictures drawn on the board.



Pictures drawn by Joshua Baker

2. Invite two volunteers to read aloud the first two paragraphs of the introduction in the Study Guide. Then ask: *How do you choose who you listen to, who you trust?* Allow for some discussion then ask: *How can you find the truth about Jesus?* After more discussion, say: *Today we will see how important it is that we know and understand the truth about Jesus.*

### Guide the Study

3. Direct attention to the Word List in the Study Guide. Explain the relationship between the verbs *misrepresent* and *misunderstand* and the adjectives that come from them. Then say: *Jesus was misunderstood by some people and misrepresented by others. We will see who misunderstood Jesus and why. And then we will read about others who misrepresented Him and see why they did it.*

4. Invite a volunteer to read aloud Mark 3:13. Say: *The book of Mark begins with Jesus as a man, and we do not know much about Jesus' life before He was about thirty years old.* Invite class members to share what they know about Jesus' life and family before He began His ministry. Then ask: *How do you think His life changed after He began teaching and doing good works? Why was His family worried about Him? What did they misunderstand?* Use the Study Guide section entitled “Misunderstood” to guide the discussion. Point out that Jesus had changed His lifestyle, gathered an unusual group of friends around Him, and begun to anger the religious leaders.

5. Discuss Things to Think About questions 2 and 3.

6. Select another student to read aloud Mark 3:22. Ask: *Why did the religious leaders come from Jerusalem to see and hear Jesus? What did they think when they heard Him speak and saw the things He was doing? Why would they call His actions evil?* Use the first two paragraphs in the Study Guide section entitled “Misrepresented” as background to point out that the religious leaders were responding to Jesus with emotion. They were afraid.

7. Invite another student to read aloud Mark 3:23-27. Say: *Jesus could have responded to being misrepresented with His own emotion. Ask: How might Jesus have felt as He heard the religious leaders say false things about Him?*

Point out that Jesus did not respond to their fear with more emotion. Instead, He used logic to show that what the religious leaders said about Him was not true. He asked them to use their minds and think.

8. Say: *Jesus used three picture-stories to show that what the religious leaders said about Him was not true. Discuss Jesus' first two parables, pointing to the drawings of the castle and the family. Ask: Is it true that a kingdom that is divided will not last? How do you know? Is a family that fights a healthy family? How do you know?*

Say: *Jesus' third picture-story is of a strong man. Who is the strong man? (The devil) So who is the man who ties him up? (Someone stronger—Jesus)*

9. Invite a reader for Mark 3:28-30. Then say: *Jesus talks here about forgiveness. He says that all sins can be forgiven. Ask: What are some ways Jesus showed God's forgiveness? (He spent time with sinners, told some people they were forgiven, and prayed for God to forgive others.) But Jesus speaks of a sin that lasts forever. Who is that sin against? (The Holy Spirit)*

## Encourage Application

10. Say: *We need to understand what is so bad about this sin against the Holy Spirit. Set up the poster of John 14:16-17a. Ask: What names does Jesus use for the Holy Spirit here? Underline "Helper" and "the Spirit of Truth."*

### John 14:16-17a

"Then I will ask My Father and He will give you another Helper. He will be with you forever. He is the Spirit of Truth."

Next, display the poster of John 16:7-9. Ask: *What did Jesus say the Helper would show the world? Underline "the truth about sin," "about being right with God," "what it is to be guilty," and "about sin." Ask: Can you pick one word that all these are about? (sin)*

### John 16:7-9

"I tell you the truth. It is better for you that I go away. If I do not go, the Helper will not come to you. If I go, I will send Him to you. When the Helper comes, He will show the world the truth about sin. He will show the world about being right with God. And He will show the world what it is to be guilty. He will show the world about sin, because they do not put their trust in Me."

Finally, display the poster of Isaiah 6:9-10. Ask: *What happens when we hear but do not understand or look and do not see? Underline "Make the hearts of these people hard." Ask: What does God promise will happen if we listen and understand? Underline "turn again and be healed."*

### Isaiah 6:9-10

He said, "Go, and tell these people, 'You hear and hear but do not understand. You look and look but do not see.' Make the hearts of these people hard. May their ears hear little and their eyes see little. Or they will see with their eyes and hear with their ears and understand with their hearts, and turn again and be healed."

Explain that this passage from Isaiah is quoted three separate times in the New Testament in reference to these religious leaders who misrepresented Jesus (see Matthew 13:14-15, John 12:40, and Acts 28:27). Read aloud the final paragraph of the Study Guide section entitled "A Warning." Say: *Jesus warned the religious leaders about the sin that lasts forever. How would you describe that sin?*

11. Say: *One of the jobs of the Holy Spirit is to show us our sin. We can open our ears and hearts to His voice, and He will help us to understand our sin and our need for Jesus to save us. Or we can refuse to listen. The more we do this, the more our hearts will grow hard toward God. It is the hard heart that rejects God that God cannot forgive.*

12 Close with prayer for ears eager to listen to the Holy Spirit, eyes eager to see God at work, and hearts eager to trust Jesus.

## Extra Teaching Ideas

### Connect with Life

◆ Use the following skits to guide understanding of the words *misunderstood* and *misrepresented*. Invite volunteers to come forward to read the parts. After each skit, ask: *Which one misunderstood the other? Which one was misunderstood? Which one misrepresented the other? Which one was misrepresented?*

#### Misunderstood

(Two people riding in a car)

**Driver:** Do you know how to get there?

**Passenger:** I do. Turn right here.

**Driver:** I can't.

**Passenger:** Why not?

**Driver:** There is no street there. I can only turn left.

**Passenger:** That's what I meant! Turn left right here!

#### Misrepresented

(Two people giving speeches)

**Speaker 1:** Anyone walking their dog in this park should clean up after their pet. We must keep our park clean.

**Speaker 2:** Did you hear what he/she just said? He/she said people should not walk their dogs in our park because they make our park dirty. He/she hates dogs!

**Speaker 1:** That's *not* what I said!

# Teaching Guide

## Adult Bible Study in Simplified English

### Good News of Jesus: A Study of Mark 1-3

## Lesson 13: Jesus' True Family

#### Lesson Focus

God invites everyone to become part of His family by believing in Jesus and obeying Him. The church is our spiritual family.

#### Bible Text

Mark 3:31-35

#### Memory Verse

"Whoever does what My Father wants is My brother and My sister and My mother." (Mark 3:35)

#### Word List

**awkward:** uneasy or uncomfortable

**familiar with:** having knowledge about something or someone

**specific:** definite, exact; related to one particular purpose, use, etc.

### Prior Preparation

- ◆ For Connect with Life #1, write the following question on the board before class begins: *What would you like to know more about in Jesus' life?*
- ◆ For Extra Teaching Ideas/Connect with Life, gather a few pictures and songs that are likely to be familiar to class members. Consider images of famous people, movie posters, or well-known books. Be sure to include some pictures representing familiar stories from the Bible and well-known songs like "Happy Birthday." If possible, try to find a few pictures or songs that will be familiar to some people, but not to others. Make arrangements to present them in class such as through a slide presentation, posters, or photocopies.

### Connect with Life

1. Begin class by reading the first paragraph of the lesson from the Study Guide. Then point to the question on the board and ask: *What would you like to know more about in*

*Jesus' life?* Allow class members to respond with their questions about Jesus. Be prepared to offer questions of your own to get the conversation started, such as: *What did Jesus look like? What did Jesus' laugh sound like? What was He like as a boy?*

What would you like to know more about in Jesus' life?

2. Say: *Four different men wrote down the stories we have about Jesus (Matthew, Mark, Luke, John). They told many of the same stories, each in his own way. But they all focused on the time when Jesus was an adult traveling and teaching. They did not tell us about Jesus' life before He began His ministry.*

Ask: *Why do you think they did not tell us more?* Guide the discussion to the conclusion that the Bible tells us all we need to know.

### Guide the Study

3. Call for a volunteer to read aloud Mark 3:31-32. Say: *Here we get a little peek at Jesus' family. We know about His mother, Mary, who was married to Joseph. Now we see that Jesus had brothers. Matthew tells us their names: James, Joseph, Simon, and Judas. Matthew also tells us that Jesus had sisters (Matthew 13:55-56).*

Be prepared to address the issue of those who believe that Mary remained a virgin for her whole life and did not have other children. Gently explain that the Bible uses the word *brothers* here and in other places (Sources: Matt. 12:46-49, Luke 8:19-21, John 2:12, John 7:1-12). Also, Matthew's Gospel clearly states that Joseph did not have marital relations with Mary until after Jesus was born. (Source: Matthew 1:24-25a: "Joseph awoke from his sleep. He did what the angel of the Lord told him to do. He took Mary as his wife. But he did not have her, as a husband has a wife, until she gave birth to a Son.")

Bear in mind that the point of the lesson is the contrast between Jesus' earthly family and His spiritual family, so the issue of whether or not Jesus had brothers and sisters is a discussion for another lesson. Refocus on the important truth that Jesus is welcoming us into His spiritual family.

4. Say: *These were people who had spent a lot of time with Jesus and should know Him well. Ask: Why do you think they came here? Why do you think they stayed outside? Make the point that Jesus' physical family kept themselves at a distance from Him while others were drawing near to Him. Consider reading aloud the fourth paragraph of the Study Guide section entitled "Jesus' First Family."*

5. Direct attention to the Word List and the definition of *familiar with*. Clarify understanding of this phrase, then say: *The writer of this lesson says that sometimes we get too familiar with Jesus. Ask: What do you think that means, to be too familiar? Is it possible to know about Jesus without knowing Him personally?* Guide the discussion to see the difference between knowing facts about Jesus and loving and trusting Him as your Savior. If

time allows, discuss question #2 of Things to Think About: *How do you feel about the stories of the Bible? Are they old and dull? Or are they fresh and alive?*

6. Invite another reader to read aloud Mark 3:33-35. Again, direct attention to the Word List, and now point out the word *awkward*. Say: *The writer of this lesson calls this an awkward moment. What do you think this means?* Explain that Jesus' family members were causing a scene by interrupting His teaching time and by excluding themselves. Ask: *Has a member of your family ever done something that made a moment awkward for you? How did you respond?*

7. Ask: *What do you think the crowd expected Jesus to do when His family showed up? What did He do instead? How do you think the people near Jesus felt when He called them His brothers and sisters?*

8. Ask: *Do you think Jesus showed dishonor to His family by saying this? Was He saying His family was no longer important to Him?* Point out that we do not know what Jesus did after He spoke these words about His spiritual family. He may have gone out to them after He finished His teaching time. We can trust that Jesus obeyed God's command to honor His mother. The fifth paragraph of the Study Guide section entitled "Jesus' Faith Family" provides more background on Jesus' care for His family.

Ask: *If Jesus was not saying that His physical family was no longer important, what was His point?* Consider reading aloud the final paragraph of the Study Guide section entitled "Jesus' Faith Family."

9. Discuss question #4 of Things to Think About: *Has your family ever made it hard to do what God wants you to do? How did you respond?*

## Encourage Application

10. Ask: *What did Jesus say one must do to become His brother or sister? (do what the Father wants) How can we know what the Father wants?* Allow time for a discussion of ways of discerning God's will for your life, such as praying, reading God's Word, talking with faithful believers, etc.

11. Then ask: *What are some things we know that God wants for everyone to do?* Invite the class to turn to the last page of the Study Guide and call for volunteers to read the verses provided there: John 3:16, 2 Peter 3:9, John 15:12, Romans 12:2, and Romans 8:14. As each verse is read, ask: *What does this verse say that God wants from us?* Write responses on the marker board. (A suggested table format is shown in the next column.)

## What Does God Want For Everyone to Do?

|             |   |
|-------------|---|
| John 3:16   | Put your trust in Jesus                           |
| 2 Peter 3:9 | Be sorry for your sins and turn from them         |
| John 15:12  | Love others as Jesus loved you                    |
| Romans 12:2 | Let God change your live by giving you a new mind |
| Romans 8:14 | Let the Holy Spirit lead you                      |

12. Ask: *How do you feel knowing that God wants you in His family?* Close with a prayer of thanksgiving for the opportunity to become a part of His family because of Jesus' loving sacrifice for our sins. Pray that every person present accepts that gift and becomes a member of the family of God.

## Extra Teaching Ideas

### Connect with Life

◆ Demonstrate the concept of familiarity by displaying pictures of people or images that class members might know. (Examples: celebrities, politicians, sports figures, Billy Graham, Mother Teresa, Statue of Liberty, Eiffel Tower, Leaning Tower of Pisa, and even notable places in your city and state). As you show each image, ask: *Are you familiar with this?* Allow class members to share what they know about that person, place, or thing. Also include some familiar songs and invite class members to sing along or finish the lyrics. Make note of how someone's interest level is aroused or diminished by familiarity with something. Do they get excited when they see something they know? Or are they bored by it because they have seen it so many times?

Ask: *We want to be familiar with the stories of Jesus, but we also do not want to be so familiar that they grow dull to us. What must we do to keep the stories of Jesus alive and fresh for us?*

## Guide the Study

◆ After reading through and discussing all of today's passage, invite the class to act out this scene. Assign parts for Jesus, Jesus' family members, and the crowd sitting near Jesus. Encourage them to emphasize the awkwardness of the moment when Jesus' family tries to call Him away. Then ask: *What do you think you would have done if you were one of Jesus' brothers or sisters? What would you have done if you were in the crowd sitting with Him?*

# Teaching Guide

## Adult Bible Study in Simplified English

### CHRISTMAS LESSON

## Are You Willing?

#### Lesson Focus

Mary sets a powerful example of obedience and sacrifice as she willingly accepted God's call to become the mother of His Son, Jesus.

#### Bible Text

Luke 1:30-38

#### Memory Verse

"Then Mary said, 'I am willing to be used of the Lord. Let it happen to me as you have said.' Then the angel went away from her." (Luke 1:38)

#### Word List

**fascinate:** to cause someone to be very interested in someone or something

**inspire:** to make someone want to do something; to cause someone to have a feeling or emotion

**sacrifice:** the act of giving up something that you want to keep especially in order to get or do something else or to help someone

### Prior Preparation

◆ For Connect with Life #1, gather a variety of pictures of art pieces featuring Mary. Prepare the pictures to display in class either by printing them in color or putting them into a slide show. Some recommendations and websites are provided in the box to the right.

◆ For Extra Teaching Ideas/Encourage Application, consider playing a video with lyrics to "Mary, Did You Know?" for the class. A video with lyrics and scenes from Jesus' life can be found at:

<https://www.youtube.com/watch?v=ghrkDTbZAa0>

### Connect with Life

1. Begin class by showing a sampling of pictures of art depicting Mary. As you display each piece, ask: *What is this painting or sculpture about?* After all pictures have

#### Recommended Artwork to Display

##### Fra Angelico, *The Annunciation*

<https://www.britannica.com/topic/Annunciation-Christianity>

##### Stefan Lochner, *Madonna of the Rosebower*

[https://en.wikipedia.org/wiki/Madonna\\_of\\_the\\_Rose\\_Bower](https://en.wikipedia.org/wiki/Madonna_of_the_Rose_Bower)

##### Michelangelo, *La Pietà*

[https://it.wikipedia.org/wiki/Restauro\\_della\\_Piet%C3%A0\\_di\\_Michelangelo](https://it.wikipedia.org/wiki/Restauro_della_Piet%C3%A0_di_Michelangelo)

##### Raphael, *Madonna del Granduca*

<https://www.stjathenaeum.org/l-baroli-after-raphael-sanzio->

##### Dante Gabriel Rossetti, *'Ecce Ancilla Domini'*

[https://commons.wikimedia.org/wiki/File:Dante\\_gabriel\\_rossetti,\\_ecce\\_ancilla\\_domini\\_\(annunciazione\),\\_1849-50,\\_03\\_vergine.jpg](https://commons.wikimedia.org/wiki/File:Dante_gabriel_rossetti,_ecce_ancilla_domini_(annunciazione),_1849-50,_03_vergine.jpg)

##### Correggio, *The Holy Night* →

<https://www.wikiart.org/en/correggio/adoration-of-the-shepherds-the-holy-night-1522>



been shown, ask: *What do all these pieces of art have in common?* (Mary) Then discuss how the artists chose to present Mary. Ask: *Why do you think they showed her in this way? Why do you think so many artists have chosen to paint Mary's story?*

2. Direct attention to the Word List and read the definitions together. Say: *Mary has had a special place in church history and traditions for many years.* Ask: *Is there anything about Mary that fascinates you? How does Mary's story inspire you?* Then say: *God chose Mary for a special job, and we can learn from how she responded. Today we are going to let Mary's story challenge us to follow her example.*

### Guide the Study

3. Call for a volunteer to read aloud Luke 1:30-33. Provide a brief background to this passage for those unfamiliar with the Christmas story. Explain that God sent the angel Gabriel first to an old man to tell him that he and his wife would have a child in their old age. The child would prepare people for God's Chosen One who was coming to earth. A few months later, Gabriel was sent to a small town called Nazareth to speak to a young woman named Mary. Using the Study Guide section entitled "Chosen to Be His Mother," share the few things we know about Mary: she was young and unmarried, but promised in marriage.

4. Read Luke 1:28 aloud to the class. Ask: *What else do these verses tell us about Mary?* (honored and favored by God, chosen among many women) *How do you think Mary felt to hear these words? How would you feel if an angel came to you and said these things about you?*

5. Ask: *What did the angel tell Mary about the Son she would give birth to?* (Name Him Jesus. He will be great. He will be called the Son of the Most High. He will be King.) Say: *God's people knew about God's promise to send a Savior. They had been watching and waiting for Him for many centuries. But no one expected God to send Him in this way.* Ask: *Why do you think God sent Jesus to a poor couple from a small, unimportant town? What does that teach us about Jesus?*

6. Invite someone to read aloud Luke 1:34-38. Then ask another reader to read aloud the first paragraph of the Study Guide section entitled "Willing to Be His Mother." Ask: *What fears might have entered Mary's mind as she thought about what God was telling her to do?* Then discuss question #1 of Things to Think About: *Does obedience to God seem scary to you? What fears come up in your heart?*

7. Ask: *How did the angel answer Mary? What do you think his answer meant?* Guide the discussion to the understanding that this was not going to be a baby conceived in the normal human way, but that God was doing something completely new and unique.

8. Say: *Notice that Mary asked only one simple question: "How will this happen?" She did not ask for details or signs. And the angel did not give much detail, either. But he did tell her about Elizabeth.* Ask: *Why do you think the angel told Mary that Elizabeth was having a baby, too?* Lead the discussion to the point that God can do all things. The story of Elizabeth was proof that God can do things that seem impossible to us.

### What Happened to Mary?

- Joseph thought about sending her away.
- She went to see Elizabeth and sang a song of worship.
- She had to travel (by foot or donkey) to Bethlehem just before giving birth.
- She gave birth in a place where cattle are fed.
- They were visited by shepherds and wise men.
- They took Jesus to the temple where an old man and an old woman spoke words of thanks over Him.
- They escaped to Egypt and lived there for a few years.
- They returned to live in Nazareth again.
- They took Jesus to Jerusalem every year for a special religious gathering.
- She asked Jesus to help at a wedding where He turned water into wine.
- She tried once to take Him away from His work of teaching and healing (see Lesson 13).
- She watched Jesus die on the cross.
- Jesus' follower John took her into his home to care for her.
- She saw Jesus alive again and was part of the first church.

9. Say: *Let's think for a moment about what God was asking Mary to do.* Ask: *What do you know about what happened to Mary after this visit from the angel?* Make a list on the board of things that we know from the Bible that happened to Mary.

### Encourage Application

10. Ask: *When you think of all that happened to Mary, what things seem exciting or wonderful to you? What sacrifices did Mary make to be Jesus' mother? What hard things did she have to go through?* As class members respond, make notes on the board of items that were special and ones that were hard. Be sure to point out things such as the effect on her reputation of becoming pregnant before she was married and living in a small town where her history was known. Then ask: *If you could trade places with Mary and live the life that she lived, would you do it?*

11. Discuss questions 3 and 4 of Things to Think About: (3) *What hard things has God asked you to do? How do you respond when He asks you to do things that seem impossible?* (4) *Which is harder for you, trusting God with the things you know, or trusting Him with what you do not know?*

12. Say: *Mary did not know all these things that would happen to her if she said yes to God. She did not know the great works she would see her Son do. And she did not know that she would watch Him die. She also could never have imagined that her Son would rise from the dead in the ultimate act of conquering sin for all mankind. But we know do that she trusted God because of what she said to the angel.*

Invite the class to read the Memory Verse aloud together. Then ask: *Have you ever said, "I am willing" to God?* Allow time for class members to share any stories of obedience they wish to share, then close in prayer for willing hearts to follow God in whatever He asks us to do.

### Extra Teaching Ideas

#### Encourage Application

♦ Say: *Mary said, "I am willing" to God without knowing all that He was asking her to do. We know enough of Mary's story to know that God was asking her to do something huge. In two different verses, Luke tells us that Mary thought deeply about all that was happening to her (Luke 2:19, 51).* Ask: *Have you ever wondered how much Mary understood about Jesus when He was born?* Then end the class time by showing a video of "Mary, Did You Know?"