

Class Facilitator's Guide

for The Story of Hope



**Engaging, Interactive, and FUN Lesson
Plans for 31 Classroom Sessions**

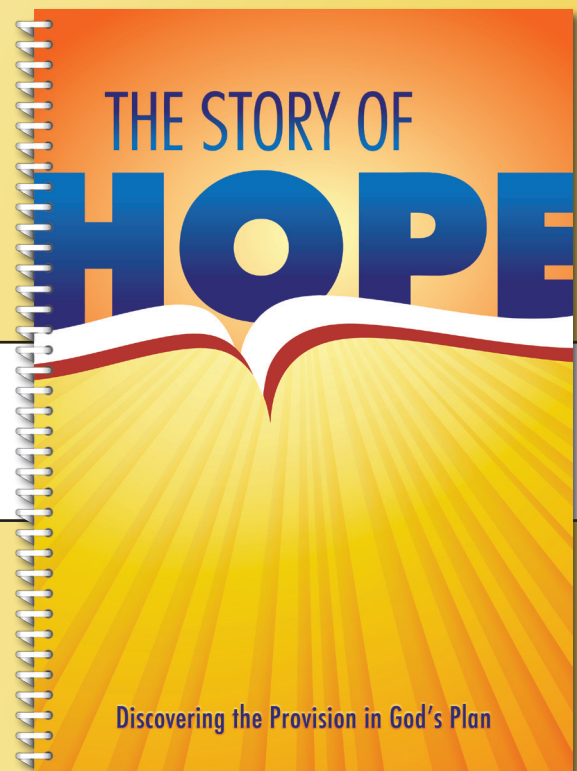


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Discovering the Provision in God's Plan

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General Information

Class Sessions

There are 31 class sessions in this series.

Each class session will require approximately 45-50 minutes of teaching time.



Teaching-Learning Style

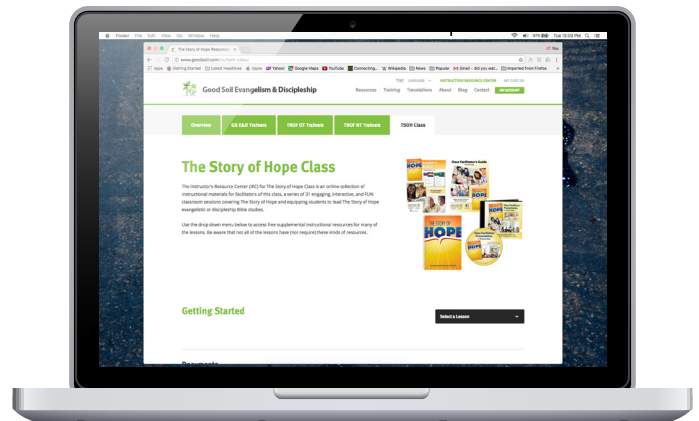
We strongly believe that people (adults included) learn best when they are having fun. So the lesson plans for this class are designed to create a learning environment where students are engaged directly in learning, are responding interactively with the facilitator and other students, and are enjoying what they are doing from the beginning of the class until the very end.

Toward those ends, we have created learning activities that are generally group-centered, for table groups (five or six per table group) who work together around the tables. But to revive the energy in the classroom, students will also be getting up and going to their flip charts or participating in a variety of other activities that move them to other spaces in the room.

You may need to adapt some of the activities and time allotments for your situation, but we strongly recommend that you retain the creative interactivity in the instructional methods.

The Instructor's Resource Center (IRC)

Each session will incorporate a variety of creative methods, some of which require Good Soil Evangelism and Discipleship resources that can be purchased from www.GoodSoil.com/resources. But many of the learning activities require the use of FREE documents that are available for you to download from an online source that we call the **Instructor's Resource Center (IRC)**—specifically the IRC for teaching *The Story of Hope*.



Create an account to access this IRC:

www.GoodSoil.com/tsoh-class

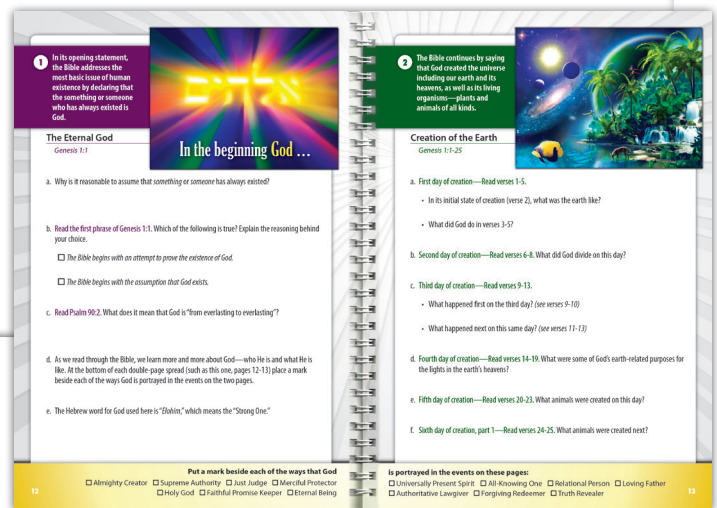
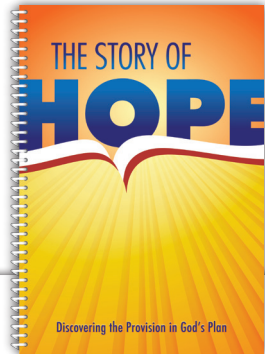
Essential Teaching-Learning Resources

The Story of Hope

These lesson plans are based upon the assumption that every student in your class has his/her own copy of *The Story of Hope*.

The workbook edition:

- Contains 64 pages
- Has a spiral binding
- Has sufficient space for students to record responses to questions

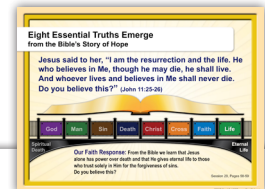
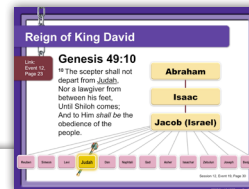
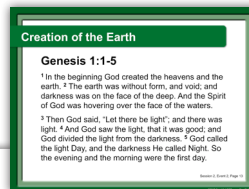
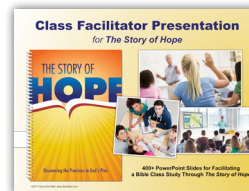


The Story of Hope – Class Facilitator Presentation PowerPoint

(Available on CD or download)

The PowerPoint presentation contains:

- 400+ slides, including event-images for all 40 of *The Story of Hope* events
- All of the Bible passages needed for this study
- Maps and other instructional slides



Reflections: The Audio Experience (Available on a flash drive)

100+ professionally produced audio narratives (6½ hours of audio journey through the Bible's BIG Story), including the 40 audio event-narratives to be used in this course.

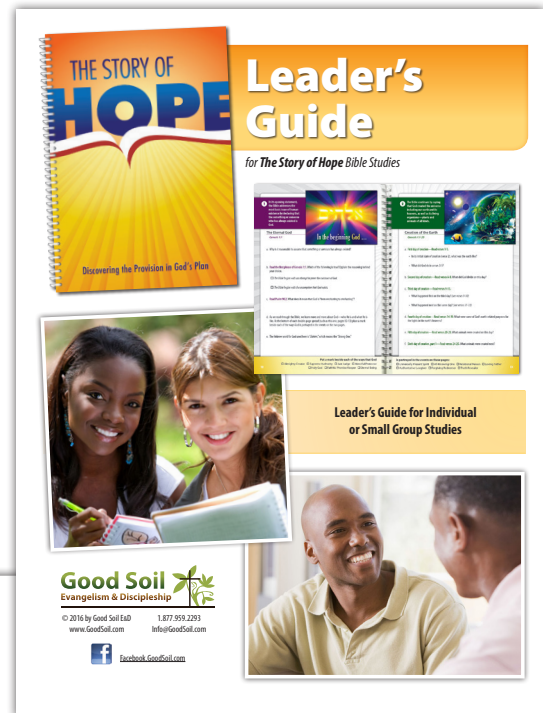


The Difference—Leader's Guide & Class Facilitator Guide

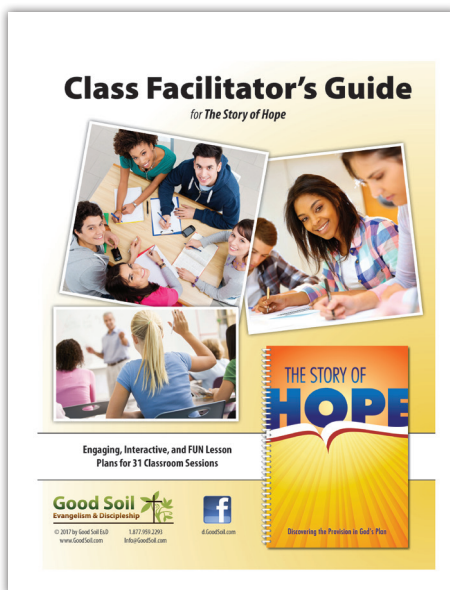
***The Story of Hope* Leader's Guide**

There is another guide (*The Story of Hope* Leader's Guide) that provides helpful instructions for using *The Story of Hope* in one-on-one or very small group settings. It is available as a free download from www.GoodSoil.com/free.

Before preparing to teach or facilitate any of the sessions in this series, read the instructions and other helpful materials in *The Story of Hope* Leader's Guide. You will find answers to the questions contained in *The Story of Hope* in that document, as well as other types of supporting content, that is not duplicated in this Class Facilitator's Guide.



Understand the difference between the Leader's Guide and the Class Facilitator's Guide:



- *The Story of Hope* **Leader's Guide** (above) is designed primarily to be used in one-on-one or small and informal group settings. It focuses more on the content of the lessons, with suggested answers to the questions, etc.
- This document, *The Story of Hope* **Class Facilitator's Guide**, is designed primarily to be used in teaching (facilitating) groups of students in a classroom setting. It focuses more on teaching-learning methods for use with students in a classroom setting.

Both guides are needed for leading this class and both are available as free downloads from www.GoodSoil.com/free. The content and activities for both uses can be interchanged as needed.

Both resources are available for FREE from www.GoodSoil.com/free.

Tips for Facilitating *The Story of Hope* Sessions

1. Although not required, you will be much better prepared to facilitate this class if you have participated in a complete Good Soil Basic Seminar and Trainer Certification Workshop.
www.GoodSoil.com/training
 2. Browse through this entire class facilitator guide, prior to beginning the class, to understand the content, methodology, instructional resources, and general teaching-learning style recommended for facilitating this class.
 3. Make note of recommended instructional resources that need to be ordered or prepared ahead of time for upcoming class sessions.
 4. Resist the tendency to resort to a primary-lecture mode of instruction, even if it is a “stretch” away from your most comfortable teaching style. Take advantage of the participatory methods suggested in this guide.
 5. Get to know all the students by their first name and address them by first name throughout the class. And if students are not familiar with each other, create name tags for them to use until every student knows all the other students in the class. This is important in order to create an open, interactive learning environment in the class.
 6. Provide each student with his/her own workbook (and related instructional materials). Often husbands and wives will volunteer to share a set of instructional materials, but when that happens the tendency is that only one of them will be fully active and engaged in the learning process. Some of the activities in this guide assume that each student has a workbook and is independently active in learning.
 7. If possible, develop a teaching team for facilitating this class. Assign “chunks” of each lesson plan to members of the team. Meet, as a team, to discuss how the various teaching-chunks will be coordinated to assure a smooth-flowing, unified class session. Discuss how each instructor will transition (specifically) to the instructor and teaching-chunk following his/hers.
 8. Use instrumental “activity music” that is appropriate for the desired tempo of each activity to help restore and maintain a good energy level in the class.
 9. Occasionally, remix the table groups to break up cliques and expose students to a broader variety of table group co-learners.
 10. Use the “Recommended Classroom Arrangement” example on the following page to optimize your teaching-learning space as much as possible for the teaching-learning activities suggested in this guide.
- Plan to participate in a Moving Beyond Lecture workshop at ABWE.**
- www.GoodSoil.com/training

Frequently Used Teaching Tools:



Highlighters



Markers
(regular and Sharpie)



Post-it Notes
(at least 4" x 6" or larger)



Flip Chart(s)
(see room set-up)

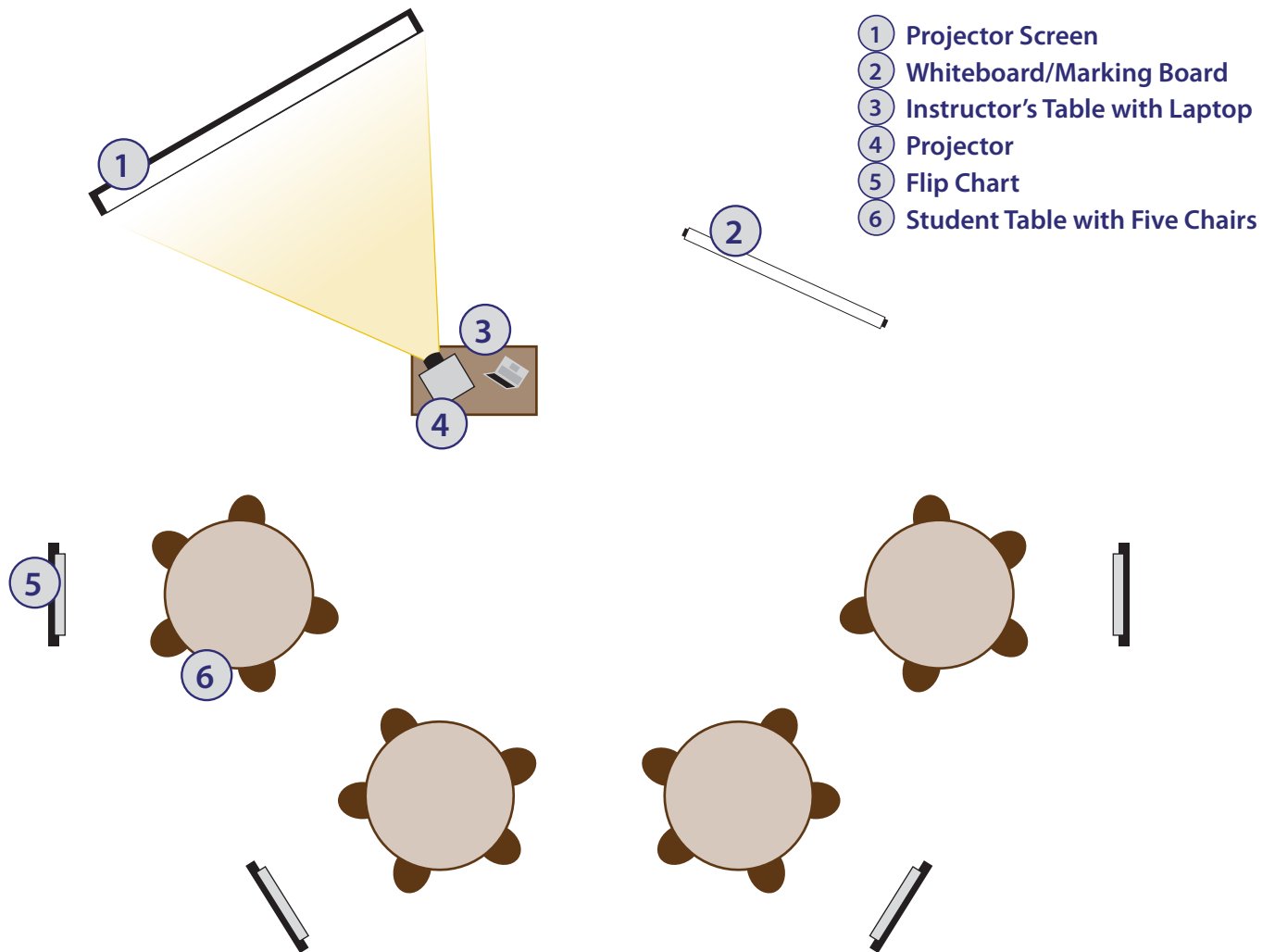


Pens



Index Cards
(3" x 5" and 5" x 8" or larger)

Recommended Classroom Arrangement



ACTIVITY AREA

Engaging—Interactive—FUN Learning



Introduction and Maps

Resources Needed:

- ☐ *The Story of Hope* Class Facilitator Presentation PowerPoint
- ☐ *The Story of Hope* (64-page edition) for each student
- ☐ *Reflections: The Audio Experience* flash drive

These resources can be purchased from:

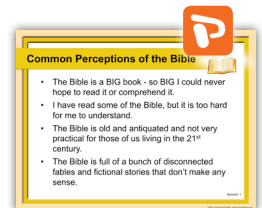
- www.GoodSoil.com/resources
- 877.959.2293
- Publish@abwe.org

(*Reflections: The AudioVisual Experience* mobile app, available from the app stores, can also be used to play the audio narratives.)

- ☐ Highlighter marker for each student
- ☐ Copy of the “Modern Political Map of Israel and Surroundings” for each student printed from the file in the IRC (www.GoodSoil.com/tsoh-class)
- ☐ Copy of the “Modern Political Map of the Middle East Region” for each student printed from the file in the IRC (www.GoodSoil.com/tsoh-class)
- ☐ Recommended (to order now, for Session 3): *The Serpent of Paradise* book by Erwin Lutzer (Moody Press)

Focus Activity:

1. Display the “Common Perceptions of the Bible” PowerPoint slide in *The Story of Hope* Class Facilitator Presentation.
2. Ask the class: “Of these four common perceptions of the Bible, which do you think is the **most common** perception among the people where you live?”
3. Discuss briefly, but do not try to correct any of these (mis)perceptions at this point.
4. Transition: “As we work our way through this study of *The Story of Hope*, we will see if these are accurate perceptions or if they are honest misperceptions.”



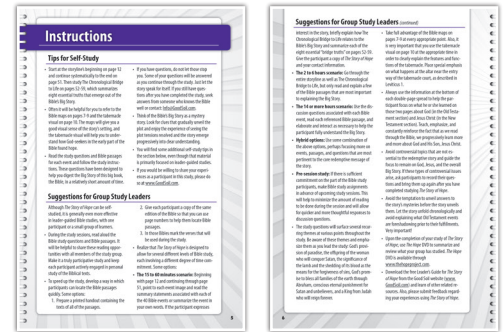
Page 4

1. Give each student a highlighter marker.
2. Ask students to read page 4, quietly on their own, and highlight at least one key fact (but maybe more) in each of the five paragraphs on page 4.
3. Then, ask everyone to stand. Ask each student to share, with the entire class, one of the key facts he or she highlighted, then sit down.
4. Continue this process until everyone has shared or all of their highlighted facts have been shared.



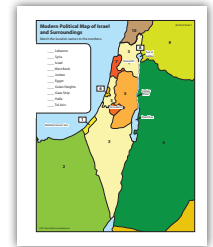
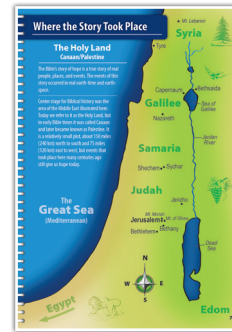
Pages 5-6

1. Explain the purpose of the instructions on these pages, but do not spend time on specific instructions. You will come back to these pages in a later session.
 - **Tips for Self-Study** are to prepare readers to work through *The Story of Hope* if they are studying it on their own.
 - **Suggestions for Group Study Leaders** are for people who are leading others through a study of *The Story of Hope*, one-on-one or in a small group study setting—but not in an instructional classroom setting.
2. The guide that you are reading now is for classroom facilitators/instructors. The **Suggestions for Group Study Leaders** on pages 5-6 of *The Story of Hope* are generally not pertinent to what you are doing if you are facilitating a class, such as a Sunday school class or adult Bible fellowship class.



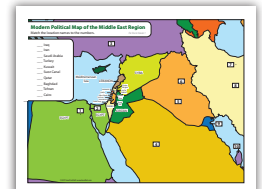
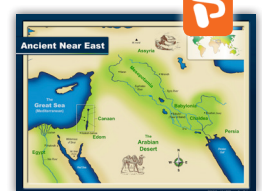
Page 7

1. Display the "Holy Land" map from *The Story of Hope* Class Facilitator's Presentation PowerPoint.
2. Read aloud the two paragraphs under **Where the Story Took Place** (upper left of page 7 in the workbook).
3. Give each student a copy of the "Modern Political Map of Israel and Surroundings" that you have downloaded from the IRC and printed.
4. **Table Group Activity:** Instruct each table group to match the location names to the proper geographical places on the map.
5. When they finish (locating or *guessing*), give them the correct answers and briefly explain the current political significance of each place. But do not get bogged down with this activity. The purpose of this activity is simply to emphasize that Bible events took place in a real geographical region of the earth.



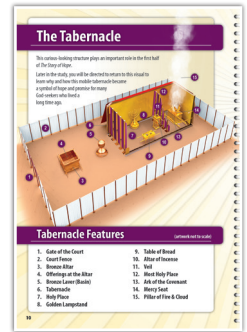
Pages 8-9

1. Display the "Ancient Near East" map from *The Story of Hope* Class Facilitator's Presentation PowerPoint.
2. Read aloud the paragraph under **Map of the Ancient Near East** (upper left of page 8 in the workbook).
3. Give each student a copy of the "Modern Political Map of the Middle East Region" that you have downloaded from the IRC and printed.
4. **Table Group Activity:** Instruct each table group to match the location names to the proper geographical places on the map.
5. When they finish (locating or *guessing*), give them the correct answers and briefly explain the current political significance of each place. But do not get bogged down with this activity. The purpose of this activity is simply to emphasize that Bible events took place in a real geographical region of the earth.



Page 10

1. Read aloud the text under **The Tabernacle** heading (upper left of page 10 in the workbook), but otherwise skip this page for now.
2. Prior to Session 10, you should consider the possibility of an optional class session activity—table groups (or perhaps entire class group) construct a model of the tabernacle. This can be an excellent out-of-class fellowship activity. See information about that project in the Session 10 section of this *Class Facilitator's Guide*.
3. If you choose to use this tabernacle-model activity, you would want to schedule it early. And you would need to order the tabernacle model kit far enough ahead of when it is needed to be sure you receive it on time.



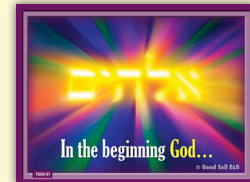
Class Session #2 - The Story of Hope Events 1 & 2

Resources Needed:

- ☐ See previous session for basic resources needed.
- ☐ Flip charts and sets of colored flip chart markers for each group
- ☐ Optional: Set of cards or sheets for each group printed from the “God-Attributes” file in the IRC
- ☐ Blank index cards

Standard Procedure:

As an introduction to each event, display the event’s PowerPoint image-slide and read the summary statement (top left of the workbook page).



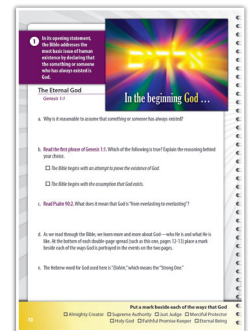
1 The Eternal God

Page 12

a. Why is it reasonable...?

Personal Response Card:

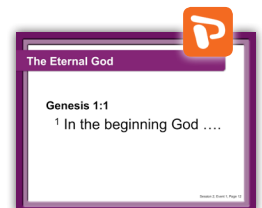
1. Give each student a blank index card. Instruct students to write one or more responses to this question on the card.
2. When all students have written their responses, ask them to hold them up for other class members to see. Then, (one by one) ask students to share their responses with the entire class.
3. Ask and discuss: “Which of these responses is the strongest argument that *something* or *someone* has always existed?”



b. Read the first phrase of Genesis 1:1

Mini-Debate Tables Activity:

1. Display and read the Genesis 1:1 PowerPoint slide.
2. Instruct half of the table groups to defend the first option (The Bible begins with an attempt to prove...) and the other half to defend the second option (The Bible begins with the assumption...).
3. Give the groups two minutes to prepare their defenses, then call for responses from both groups.
4. Read the material in the Leader’s Guide for *The Story of Hope* and explain why the second option is correct.



c. Read Psalm 90:2

1. Present the Psalm 90:2 PowerPoint slide and read the verse.
2. Lead a brief discussion based on the “What does it mean...?” question on the slide.



d. As we read through the Bible....

1. Read statement d and give a brief explanation now.
2. Tell the class that you will say more about this at the end of this session.

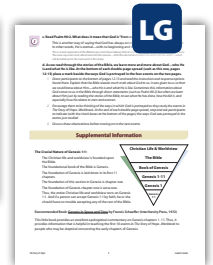
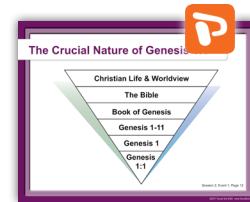
e. The Hebrew word for God....

1. Present the Elohim PowerPoint slide (TSOH-01 slide) again.
2. Explain:
 - The Old Testament was originally written in the Hebrew language.
 - The strange letters (middle of the screen) are from the Hebrew language.
 - The word is pronounced (reading from right to left, the way the Hebrew language is read) "E-lo-him (e-lō-'hēm)."
 - *Elohim* is a common name for God in the Old Testament.
 - *Elohim* means "The Strong One."



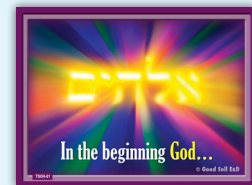
Supplemental—The Crucial Nature of Genesis 1:1

1. Present The Crucial Nature of Genesis 1:1 PowerPoint slide.
2. Animate (bottom to top) this inverted pyramid and use the information in *The Story of Hope* Leader's Guide to explain it.



Reflections Audio Activity:

Present the TSOH-01 "The Eternal God" image-slide as you play "OT-01 The Eternal God" audio file (4:04) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



2 Creation of the Earth

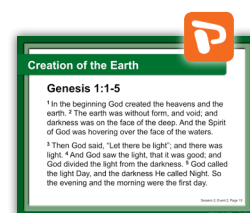
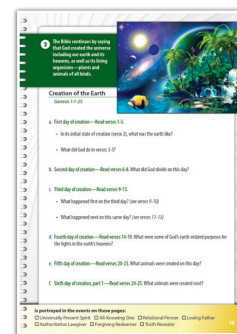
Page 13

Group Drawing Activity:

1. Divide the class into six groups. Use the existing table groups, if possible. You might have to temporarily shift students around to get six groups.
2. Assign each group one of the six days of creation.
3. Instruct them (in their groups) to study the verses associated with their creation day and answer the related questions in the workbook.
4. Then send the groups to flip charts (one flip chart per group) and create a simple but colorful drawing to use to explain to the entire class what happened on the day of creation assigned to them.

Group Presentations:

1. Ask each group (or someone from the group) to display the group's drawing.
2. Present the PowerPoint slide with the verses for the creation day.
3. Have someone from each group give the answers to the workbook questions for the creation day.



a. First day of creation....

Group presentation: Follow the procedure stated above.

b. Second day of creation....

Group presentation: Follow the procedure stated above.

c. Third day of creation....

Group presentation: Follow the procedure stated above.

d. Fourth day of creation....

Group presentation: Follow the procedure stated above.

e. Fifth day of creation....

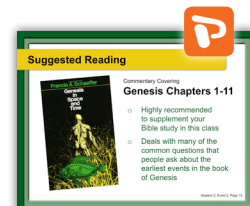
Group presentation: Follow the procedure stated above.

f. Sixth day of creation....

Group presentation: Follow the procedure stated above.

Recommended Resource:

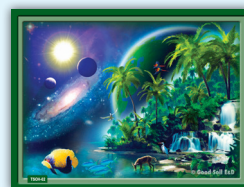
1. Present the *Genesis in Space and Time* (book) PowerPoint slide.
2. For students who want to learn more about these early events in Genesis, recommend this book by Francis Schaeffer.





Reflections Audio Activity:

Present the TSOH-02 “Creation of the Universe” image-slide as you play “OT-03 Creation of the Universe” audio file (4:53) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Note: From this point on, the numbers for the audio files (such as OT-03) will NOT match the event numbers in the workbook and the image-slide numbers (such as TSOH-02). Reason: There are a total of 100 events in *The Roots of Faith* Bible courses and the *Reflections* coffee table book and there is an audio-event file for each of those 100 events. *The Story of Hope* only includes 40 of the 100 Bible events presented in those other Good Soil resources.

Pages 12-13 (Bottom of Page Spread)

How did we see God portrayed in these events?

The amount of time you will have for this activity will vary from session to session.

You may want to think of other ways to accomplish the purpose of this activity—to help students focus on learning about God as they proceed through the study. Here are two options:

Option One:

1. Simply instruct students to place a check mark in front of each of the characteristics or attributes of God that is revealed in these two events.
2. Ask them to explain how they saw each of these attributes of God in the events.

Option Two:

1. Give each group a set of 14 index sheets or cards, one of the attributes printed on each of the sheets/cards.

14 God-Attributes sheets/cards: Download the “God-Attributes” file from the IRC and print the 14 God-attributes on seven 8½” x 11” sheets of paper or cardstock and cut them in half to create a set of the 14 God-attributes for each group.

2. Ask them to select from the cards the attributes revealed in these two events.
3. Ask them to explain how they saw each of these attributes of God in the events.

Keep these cards for use in the other lessons to follow.



Class Session #3 - *The Story of Hope* Events 3 & 4

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Download the “True-False Cards” file from the IRC and print “True/False” on 8½” x 11” cardstock paper and cut the sheets in half to create flash cards for each student (True on one side/False on the other). *Note: Students should keep these for future use throughout the class.*
- ☐ Flip chart and set of markers for each table group
- ☐ Download the “Isaiah 14 – Ezekiel 28” file from the IRC and print a copy for each student.
- ☐ Highlight markers for each student

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



③ Creation of Mankind

Page 14

Personal Response Activity: For all six of the Genesis 1 and 2 passages:

1. Ask a student to read a question (Example: "Compared to the other creatures...") aloud to the class.
2. Present the slide with the verses for that question (Example: Genesis 1:26-27).
3. Instruct students to write (in their workbooks) their answers to the questions. Give them time to write an answer, but not too much time—keep it moving.
4. Move on to the next question and Bible passage. Do not discuss answers yet.



a. Read Genesis 1:26-27.

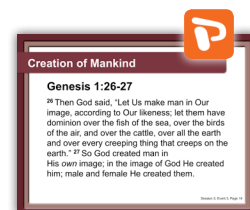
b. Read Genesis 1:28-31.

c. Read Genesis 2:7.

d. Read Genesis 2:8-9.

e. Read Genesis 2:15-17.

5. When the students have written answers to all of the questions, work through each of the questions with the class, allowing students to share their responses.
6. Provide additional “grouting.”



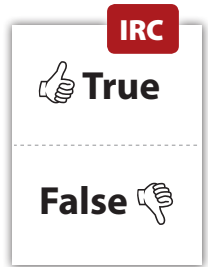
DEFINITION

Grouting

Filling in information gaps,
adding additional information
that students may not be
aware of, supplemental facts or
content

True/False Cards:

1. Print these using the “True-False” file from the IRC. Print the cards back and front (with True on one side and False on the other side) and cut them to create cards for two students.
2. Give each student a True/False card and tell them to keep these cards with their workbooks because they will be used repeatedly throughout the class.
3. Read the Genesis 2:18-25 verses and make the “At this time, Adam and Eve...” statement.
4. Then, ask students to display either the “True” or the “False” side of their True/False cards to share their opinions regarding the statement.
5. Then ask the “What do you see...?” question and engage the class in a discussion related to this question.



Reflections Audio Activity:

Present the TSOH-03 “Creation of Mankind” image-slide as you play “OT-04 Creation of Mankind” audio file (3:01) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



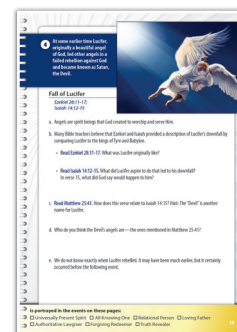
4 Fall of Lucifer

Page 15

a. Angels are....

Flip Chart Activity: This activity provides a light and maybe lively mood, plus it gets students up and away from their seats. And, it helps focus their thinking on angels.

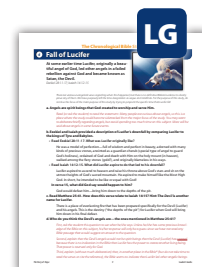
1. Read the “Angels are....” statement.
2. Ask these questions:
 - Other than to *worship* and *serve God*, what are other thoughts that people—especially people who do not know much about what the Bible says about angels—think about angels? What or who angels are? What they do?
 - What are some movies or TV shows that feature angels, and how are they depicted?
3. Direct the table group to their flip charts. Have them divide the charts into two columns, one with the title “**People’s Views of Angels**” and the other with the title “**Angels in Media.**”
4. Give them (only) three minutes to see how many things they can list.
5. Briefly, debrief their responses.



b. Many Bible teachers....

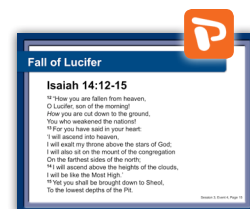
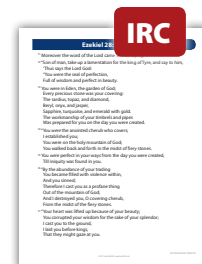
Be sure to read the information in *The Story of Hope* Leader’s Guide which explains that many contemporary evangelical Bible teachers do not “see” Lucifer in Isaiah 14 and Ezekiel 28.

To prepare to lead this session, read *The Serpent of Paradise* by Erwin Lutzer (Moody Press). Lutzer presents and holds the traditional view (assumed in this study) that the primary referents of these passages are the kings of Babylon and Tyre, but that Satan (Lucifer) is definitely an intended secondary, but very important, referent.



Reading and Highlighting Activity:

1. From the “Isaiah 14 – Ezekiel 28” file in the IRC, print the Isaiah 14:12-15 and Ezekiel 28:11-17 passages (back and front on one sheet) and give each student a copy. Provide highlighter markers.
2. Instruct students to work on this activity in their table groups.
3. Give the class some background information on this Isaiah 14 passage, especially with regard to the King of Babylon, as the historical primary referent.
4. Tell them to read Isaiah 14:12-15 aloud in their groups, one verse per student at a time.
5. Ask them then to highlight any word or phrase that seems to be referring to Lucifer (Satan)—what he was originally like or what he did, as well as any other information about him.
6. Present and read the Isaiah 14:12-15 slide.
7. Debrief the groups’ observations, as an entire class.
8. Follow the same procedure with Ezekiel 28:11-17. Give the class background information on this passage and the King of Tyre as the primary historical referent. Tell them to look for any information that seems to refer to Lucifer, even



though he may be the secondary referent.

c. Read Matthew 25:41.

1. Present and read the Matthew 25:41 and Isaiah 14:15 slide.
2. Ask the “How does this relate...?” question and lead a brief discussion.

Note: A couple of future New Testament lessons (Sessions 15 and 23) will refer back to this, but the students do not need to know that yet.



d. Who do you think....

Index Response Cards:

1. Give every student one blank index card.
2. Explain that you are now going to read the “Who do you think...?” question, but that you do not want a verbal response to the question.
3. Instruct the students to—completely on their own and with no interaction with others—write their answers (or guesses) on their cards.
4. Have them pass those cards in to you.
5. Read their answers, one by one, and organize them into stacks of cards (same or very similar answers in a separate stack).
6. Then, answer the question and lead them in a brief discussion about evil spirits (demons), but do not get bogged down on this topic—it’s too early in the study to spend much time on this topic.

e. We do not know exactly....

Read this statement, and leave it hanging. Explain that they will learn more about this in Session 4.



Reflections Audio Activity:

Present the TSOH-04 “Fall of a Powerful Angel” image-slide as you play “OT-06 Fall of a Powerful Angel” audio file (2:19) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 14-15 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.

Class Session #4 - The Story of Hope Events 5 & 6

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Recommended reading for your preparation: *Honor and Shame* by Roland Muller
- ☐ Set of four printed visuals from the “Types of Death” file in the IRC
- ☐ Set of printed pages for each table group from the “World Cultures” file in the IRC
- ☐ True/False Cards introduced in Event 3 of Session 3

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



5 Beginning of Human Sin

Page 16

a. Keep in mind....

1. Display the Revelation 20:2 slide.
2. With the verse displayed on the screen, ask the “According to...” question.
3. Explain, that “dragon,” “serpent of old,” “the Devil,” and “Satan” are the names given to Lucifer after his fall from God’s favor.
4. Meaning of “Devil” is “slanderer.” Meaning of “Satan” is “adversary.”
5. Explain that in this last book of the Bible (Revelation) some highly symbolic language is used, which explains why Satan is referred to as “the dragon.”

b, c, and d.

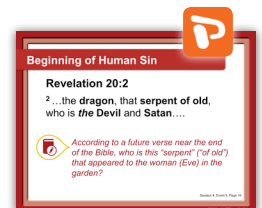
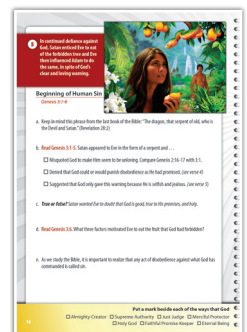
Dyad Study: (For points b, c, and d)

1. Ask students to choose dyad partners for this activity.
2. Assignment: Work in dyads to answer these b, c, and d questions. Goal: Be prepared (as dyads) to explain clearly answers to these questions.
3. Class debriefing:

- Present and read the Genesis 3:1-5 slides.
- Lead the class to discuss their answers to the b and c questions.

True/False Cards: Use the cards for student responses with the c question.

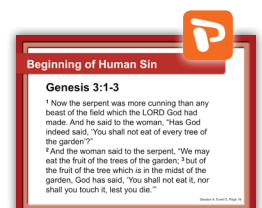
- Present and read the Genesis 3:6 slide.
- Lead the class to discuss their answers to the d question.



DEFINITION

Dyad

Activity in which two students work together



e. As we study....

Read this statement and establish clearly what the word “sin” means in Biblical terms. There are lots of popular definitions for “sin,” so be sure that your students know what God means when sin is mentioned in the Bible.



Reflections Audio Activity:

Present the TSOH-05 “Beginning of Human Sin” image-slide as you play “OT-07 Beginning of Human Sin” audio file (2:51) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



6 Origin of Death

Page 17

a. The essence of death....

Printed Visuals:

1. Download the “Types of Death” file from the IRC and print one set of the four pages to use as visuals for this activity.
2. Ask for four students to volunteer to come to the front of the room and face the class.
3. Give the first student on the left the “**Spiritual Death**” visual to display to the class.
4. Give the second student the “**Physical Death**” visual to display.
5. Give the third student the “**Eternal Death**” visual.
6. Then, give the fourth student the “**Social Death**” visual and move this person into the second position (between “Spiritual Death” and “Physical Death”). Explain that even though “Social Death” is not mentioned by name in the workbook, we will see it implied. Explain that “social death” means that sin causes human relationships to be broken.
7. Read “The essence of death....” statement and elaborate sufficiently. Explain that toward the end of the study they will learn more about eternal death.

The goal of this activity is to make these concepts clear and “sticky” in the minds of your students. These are important concepts that will emerge again and again throughout the BIG Story of the Bible.

b. Read Genesis 3:7-13.

1. Read aloud (or ask a student to read) the b question—“What indications...?”
2. Present the Genesis 3:7-13 slides and instruct the class to speak up when they see the “indications” mentioned in the b question.
3. Lead a brief discussion and elaborate until the ideas are grasped by students.

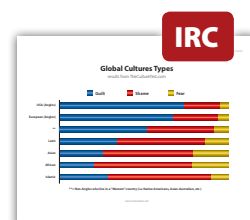
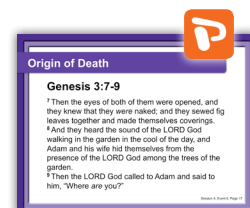
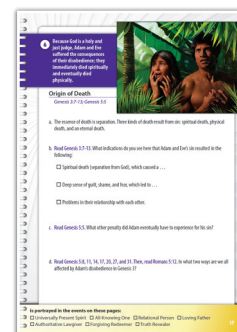
Table Group Study of *Fear-Power—Guilt-Innocence—Shame-Honor* Cultures:

1. Display the slide with the three overlapping “culture circles.”
2. Explain that sin generally affects cultures (and people within those cultures) in some different ways.
3. Explain that the behavior of people, in particular cultures, tends to be motivated more by:
 - Desire to be free of **guilt** (thus, be innocent) or ...
 - Desire to not have to experience **shame** (thus, to be honorable) or ...
 - Desire to live free from **fear** (thus, be in favor with those in power)

Graphs Study:

Download the “World Cultures” file from the IRC and print one set of these graphs for each table group.

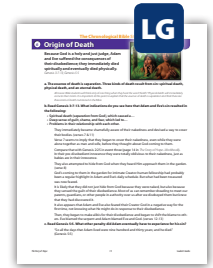
1. Give each table a copy of these graphs.



2. Give the groups two or three minutes to make as many written observations as they can from these graphs.
3. Debrief their observations.
4. Conclusion: The effects of sin may have a different “face” for every culture. But, like Adam and Eve, all people (everywhere in the world) are affected by sin.

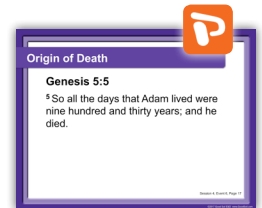
c. Read Genesis 5:5.

1. Read the “What other penalty...?” question.
2. Briefly state the obvious—Adam died *physically*. Be prepared to explain why people in the earliest parts of the Bible times lived such long lives. See *The Story of Hope* Leader’s Guide.



d. Read Genesis 5:8, 11

1. Present and read the two slides with the Genesis 5 verses.
2. Then present and read Romans 5:12, on the following slide.
3. Ask the “In what two ways...?” question and briefly discuss.



Reflections Audio Activity:

Present the TSOH-06 “Origin of Death” image-slide as you play “OT-08 The Origin of Death” audio file (2:14) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 16-17 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.

Class Session #5 - The Story of Hope Events 7 & 8

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Copy of "Genesis 3 Worksheet" for each student, printed from the file in the IRC
- ☐ Flip charts and markers for all groups
- ☐ True/False Cards introduced previously

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



7 Promise of a Satan Conqueror

DEFINITION

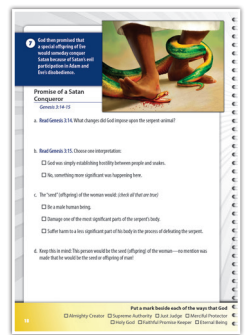
Frontloading

Revealing information about who the coming Satan Conqueror is before He is revealed in the story

Page 18

Rule for this Class—Avoid Frontloading

Beginning with this lesson, class facilitators and students with previous knowledge of the Bible's BIG Story will be tempted to talk about Jesus before He is revealed in the story (Event 21). We call that "frontloading." Avoid it yourself and tell students that it is not allowed in the class. Let the story unfold gradually. For example, in this lesson avoid indicating that the promised Satan Conqueror is Jesus Christ. Let students experience the unveiling of this mystery by themselves.



Worksheet Table Group Study:

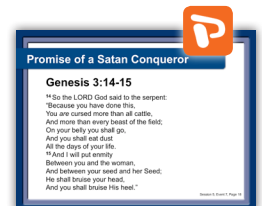
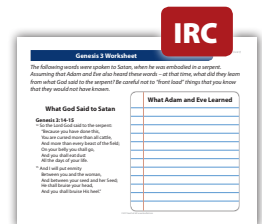
1. Give each student a copy of the "Genesis 3 Worksheet," which contains the text for Genesis 3:14-15.
2. Tell students to work in their table groups.
3. Instruct them to think from the historical perspective where Adam and Eve were.
4. Assignment: List as many things as they see in the verses that Adam and Eve may have learned from God's statements to Satan.
5. Once they have worked through the verses and recorded observations, then move into the workbook questions.

a. Read Genesis 3:14.

Ask for students' responses. Add your comments, as much as is helpful.

b. Read Genesis 3:15.

Ask for students' responses. Add your comments, as much as is helpful.



c. “The ‘seed’ (offspring)....”

Ask for students’ responses. Add your comments, as much as is helpful.

d. Keep this in mind....

Read this and emphasize the mysterious nature of this promise, at this early stage in the story, but explain that the mystery will gradually be made clear as the story unfolds.



Reflections Audio Activity:

Present the TSOH-07 “The Promise of a Satan Conqueror” image-slide as you play “OT-09 The Promise of a Satan Conqueror” audio file (2:20) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



8 Provision of Coverings

Page 19

a. Read Genesis 3:7 and....

Present the Genesis 3:7 and 3:21 slide.

b. Look for at least two....

Total Class Discussion:

1. Lead the class to discuss the differences stated in the verses.
2. In addition to the Leader's Guide comments, emphasize that:
 - Adam and Eve had to work for the coverings of fig leaves.
 - Adam and Eve only had to receive (freely and without working for them) the tunics of skin.

c. True or False? Based upon....

True/False Cards:

1. Ask students to display the True or the False side of their cards.
2. Lead a brief discussion to be sure students understand this concept.

d. True or False? It appears that....

True/False Cards:

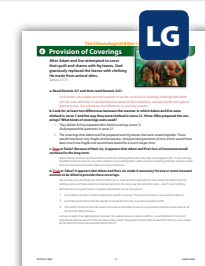
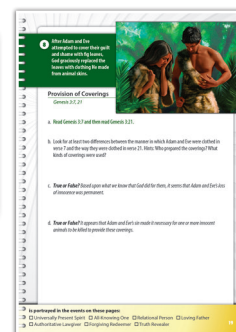
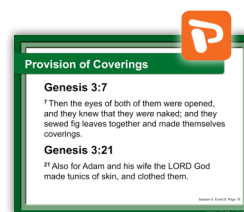
1. Ask students to display the True or the False side of their cards.
2. Lead a brief discussion to be sure students understand this concept.

Storyboard Activity:

1. Present the Storyboard Activity slide to give students an idea of how to create the storyboard for this activity.
2. Instruct table groups to take a flip chart and turn it sideways (horizontal) and draw a colorful visual storyboard for the four events in which Adam and Eve's thoughts and feelings must have been quite different.
3. Ask a couple of representatives from each group to come to the front of the class to display and explain the group's storyboard.

Listening Activity:

1. Tell students to listen carefully to the audio narrative for this event.
2. Ask them to look for facts related to this event that we did not cover in the workbook questions.



Reflections Audio Activity:

Present the TSOH-08 "Provision of Coverings" image-slide as you play "OT-11 Provision of Coverings" audio file (2:31) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



3. Ask for student responses—important facts mentioned in the audio narrative that we did not cover in the workbook. Such as: Adam’s wife was not given the name “Eve” (life giver) until this point in the story; for Adam to give her this name was an expression of Adam’s faith in God’s promise, God provided tunics of animal skins after this expression of Adam’s faith in God’s promise, etc.

Pages 18-19 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.

Class Session #6 - The Story of Hope Events 9 & 10

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ True/False Cards introduced previously
- ☐ Flip chart and set of markers for each table group

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



9 Banishment from Eden

Page 20

a. Read the first statement....

True/False Cards:

1. Read the verse statement in Genesis 3:22.
2. Read the "Because they had eaten...." T/F statement.
3. Ask students to use their T/F cards to respond.
4. Briefly discuss.

b. Read the second half....

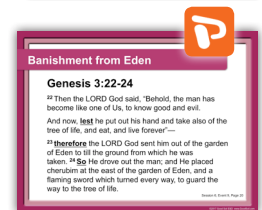
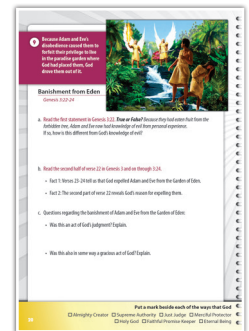
Read the two "Facts" in the workbook, as well as the Genesis 3 verses on the slide.

Point out the "lest," "therefore," and "so" transitions in the text.

c. Questions regarding....

Decide and Move Activity: Lead this activity before you read c. "Questions regarding..."

1. Without any verbal or other outward response from students (or any discussion among themselves), ask them to decide (silently) between these two options:
 - What God did here to Adam and Eve was an act of His **judgment** on them because of their disobedience.
 - What God did here to Adam and Eve was an act of God's **grace and mercy** upon them.
2. Give them a few seconds to decide if the proper answer is **judgment** or the proper answer is **grace and mercy**.
3. Then, instruct students who think it was **judgment** to move to one side of the room and stand there and the students who think it was **grace and mercy** to go to the opposite side of the room and stand there. If they think it was **both**, ask them to stand in the middle of the room.
4. Lead a discussion and explain why it was **both**. Be sure that they understand the **grace and mercy** concepts, as well as the **judgment** concept.





Reflections Audio Activity:

Present the TSOH-09 “Banishment from the Garden” image-slide as you play “OT-12 Banishment from the Garden” audio file (2:39) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



10 The Great Flood

Page 21

a. Read Genesis 6:5-7, 11-12.

1. Read the “What influenced...?” and “How serious...?” questions from the workbook.
2. Read the Genesis 6:5-7 and 11-12 verses.
3. Briefly discuss.

b. Read Genesis 6:8-10 and 7:1.

1. Read the “How did Noah differ...?” and “What do you think...?” questions from the workbook.
2. Read the Genesis 6:8-10 and 7:1 verses.
3. Briefly discuss.

c. Read Genesis 6:5—8:22. [or Genesis 6:17-24]

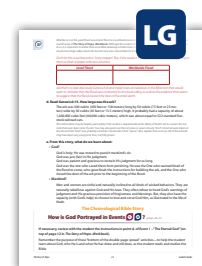
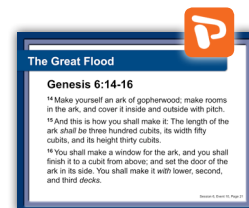
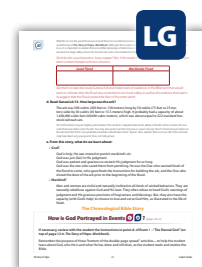
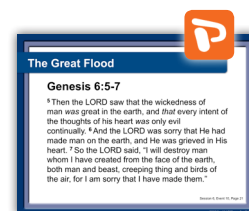
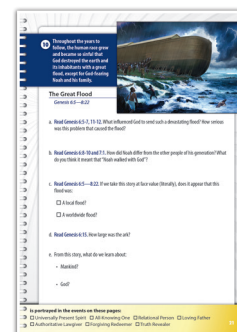
1. It takes approximately 11 to 12 minutes to read this passage. Here are a couple of options to consider:
 - If you can make class time for this, play a professional reading of this passage. There are websites where professional readings of the Bible are available free of charge. Example: audiobible.com
 - Genesis 6:17-24 is the most pertinent portion of this larger passage, as it relates to the question in point c. Present these two slides and only read Genesis 6:17-24.
2. Ask the “If we take...?” question and briefly discuss. Be sure to read the information in the Leader’s Guide about not allowing this issue to become a “story stopper.”

Map: Display the “Ancient Near East” map and point out the location of Mt. Ararat (now in modern Turkey).

d. Read Genesis 6:15. [Expand to Genesis 6:14-16]

Flip Chart Drawing Activity:

1. Present the Genesis 6:14-16 verses on the screen.
2. Send groups to their flip charts and ask them to create a simple drawing of what the ark probably looked like, based on the information given in these verses.
Note: A “cubit” is approximately 18 inches.
3. Assemble the total class (if possible) in front of each flip chart (rotating from one to the next, etc.) and discuss each drawing.
4. Provide additional “grouting” (information not specifically mentioned in these verses) to help students grasp the dimensions (and immense size) of the ark, as well as its structural fitness to survive turbulent waters. Read the material in the Leader’s Guide, as well as additional commentary resources that may be helpful for grouting.



e. From this story....

Table Group Responses:

1. Ask half of the table groups to briefly discuss the “Mankind” question.
2. Ask the other half of the table groups to briefly discuss the “God” question.
3. Ask each half of the table groups to share their responses with the other half.



Reflections Audio Activity:

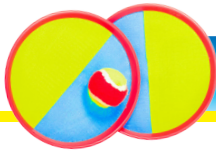
Present the TSOH-10 “The Great Flood” image-slide as you play “OT-15 The Great Flood” audio file (3:26) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 20-21 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.



Class Session #7 - Velcro Activities for Events 1-10

Resources Needed:

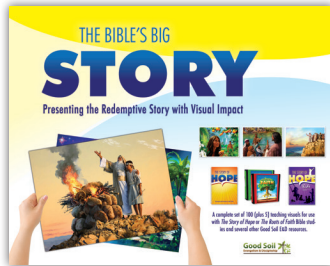
- ☐ One set of *The Bible's BIG Story Teaching Visuals*
- ☐ Blank index cards (at least 10 per group)

These teaching visuals will be used for three other "Velcro" lessons: Sessions 13, 19, 25.

DEFINITION

Velcro Activity

An activity designed to review what has been taught and (hopefully) learned, so as to **make learning "stick"**



Velcro Activities:

Teaching Visuals Activity

1. From the set of teaching visuals, select the ten visuals for *The Story of Hope* lessons already studied in the class.
2. Move to an area of the room where there is enough floor space for ten teaching visuals to be spread across the floor and for the entire class of students to assemble in front of or around the visuals. Ask students to take their *The Story of Hope* workbooks with them.
3. Randomly give ten students one (each) of the teaching visuals and ask them to place the visuals on the floor in their proper order.
4. If these ten students struggle to sequence the visuals properly, ask the other students to help direct them.
5. Once the visuals are in the proper order, begin with TSOH-01 and ask for volunteers from the class to share something they learned about that event that they did not know previously—share from memory, without looking at their workbooks.
6. After students have responded without looking at their workbooks, then allow them to look at their workbooks and give other responses.
7. Continue through all ten events.
8. Add your own comments and grouting, after students have exhausted their responses.

Table Groups Competition Quiz Activity

1. Give each table group at least ten blank index cards.
2. Assign one or more (depending on how many table groups you have) of the events studied thus far in the class (TSOH-01 through TSOH-10) to each table.
3. Ask the groups to write at least two (maybe more) questions related to the events assigned them, using the material in their workbooks as a basis for the questions. Give them five minutes to write their questions.
4. Instruct them to focus on clear and specific answers.
5. Have them pass their question cards in to you.
6. Shuffle the cards.
7. Using these student-created questions, quiz the class. Pick and choose the best questions from the pool of those submitted.
8. Assign a scorekeeper for this table group competition.
9. Provide grouting and clarification as needed in order to make this a profitable activity.

Class Session #8 - The Story of Hope Events 11 & 12

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Recommended Creative Option: Materials for building a floor map of the Ancient Near East (See below.)
- ☐ One set of the "Twelve Sons and Ancestors" sheets for each group printed from the file in the IRC
- ☐ Copy of the "Genesis 49-10 Five Versions" sheet printed from the file in the IRC

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



11 Promises to Abraham

DEFINITION

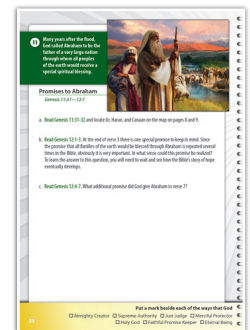
Backfilling

Giving **background information** about an event that is necessary to understand the event or facts related to the event

Note: "Backfilling" will be important for many of the events in the story where it has been necessary to skip some significant historical information. For example, do some backfilling here to tell students about the tower of Babel and set the context for God's calling Abram (Abraham) out of Ur of Chaldea. Be alert to other future places in the story where backfilling will be necessary.

Page 22

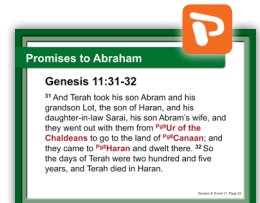
Maps: Display the map slides as they appear interwoven with the Bible text slides and point out the significant locations mentioned in the texts.



a. Read Genesis 11:31-32 and....

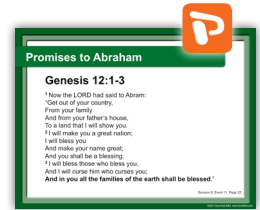
Map Study:

1. Present the Genesis 11:31-32 slide and read the verses.
2. Recommended Creative Option: Build a "floor map" with the main features of the map labeled, using rope pieces or cords and other items to represent key features. "Walk" from place to place on the map, explaining key story facts as you go. Save these items for a later review ("Velcro") activity.
3. Another Option: Have students turn to the "Ancient Near East" map on pages 8-9. Display the Ancient Near East slide and show students the path of Abraham's journey from Ur to Haran to Canaan, explaining important features and facts.



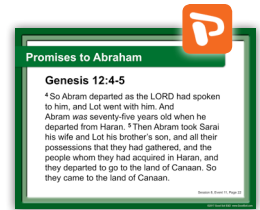
b. Read Genesis 12:1-3.

1. Present the Genesis 12:1-3 slide.
2. Read the verses and call attention to the final promise at the end of verse 3.
3. Explain that this promise is very important, but leave them hanging as to why it is so important. Create a sense of mystery, but explain that they will understand its importance later, as the BIG Story unfolds.



c. Read Genesis 12:4-7.

1. Present the Genesis 12:4-7 slides.
2. Read the verses.
3. Ask the “What additional promise...?” question and ask for students’ responses.
4. Briefly discuss.



Reflections Audio Activity:

Present the TSOH-11 “Promises to Abraham” image-slide as you play “OT-17 Promises to Abram” audio file (3:36) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



12 Offering of Isaac

Page 23

a. Read Genesis 22:1-14.

Map: Display the map slide as it appears interwoven with the Bible text slides and point out the location of Moriah.

Rhetorical Questions:

1. Read the two questions under section a but do not comment or discuss them.
2. Present the Genesis 22:1-14 slides and read them.

b. The answers....

Reread verse 5.

1. Present the Genesis 22:5/Hebrews 11:17-19 slide.
2. Read (in the workbook) the "What did Abraham...?" question.
3. Read verse 5, from the slide.
4. Then, read Hebrews 11:17-19 from the bottom of the same slide.
5. Call for student responses and discuss.

Reread 22:7-14.

1. Present and read the Genesis 22:7-14 slides.
2. Read (in the workbook) and discuss the "How was Abraham...?" question.

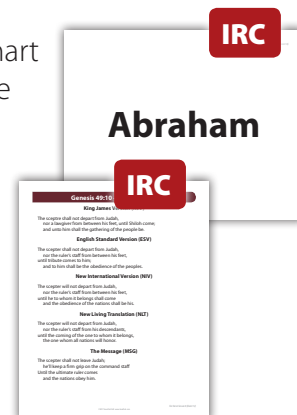
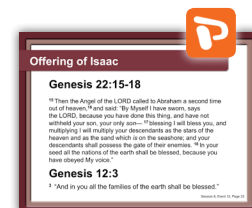
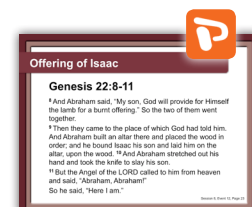
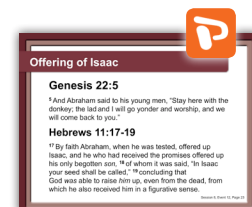
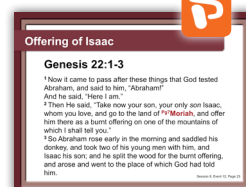
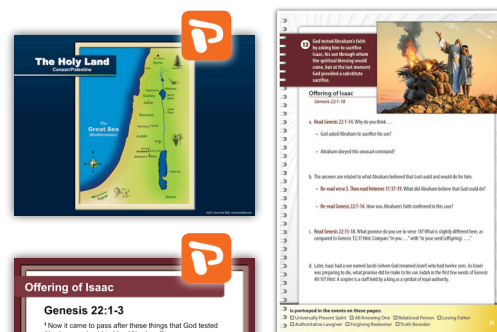
c. Read Genesis 22:15-18.

1. Present the Genesis 22:15-18/Genesis 12:3 slide.
2. Read Genesis 22:15-18.
3. Then, read the "What promise...?" and "What is slightly different...?" questions in the workbook.
4. Point out the Genesis 12:3 text that is at the bottom of the slide.
5. Ask for student responses and discuss.

d. Later, Isaac...

Floor Chart Activity:

1. Instead of using the Genesis 49:10 and Abraham-to-Jacob's Sons family tree chart slide (in "TSOH Class Facilitator Presentation"), build this family tree chart on the floor. Print the names from the "Twelve Sons and Ancestors" file in the IRC.
2. Provide sufficient grouting for students to understand who these three "patriarchs" (Abraham, Isaac, and Jacob/Israel) were and some unique facts about each of them.
3. It is very important that you set the historical context of Genesis 49:10.
4. Give each student a copy of the "Genesis 49:10 – Five Versions" sheet and



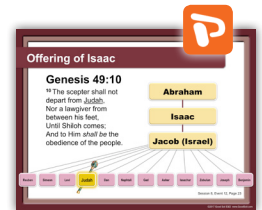
read through all five versions.

5. Tell the students to place their minds in the historical setting of this Genesis 49 event. Ask and discuss: What would Judah and the other brothers have understood from this prophetic blessing that Jacob (Israel) pronounced for Judah and Judah's descendants?
6. Tell them to think of this verse as the "Scepter Hint" and explain that we will refer back to this hint in later lessons.

Note: You will need these same floor chart pieces for an activity with Event 19 in Session 12.

Alternate Activity:

1. Present the Genesis 49:10 and Abraham-to-Jacob's Sons Chart slide.
2. Read Genesis 49:10 and explain the historical context for the verse.
3. Explain the Abraham-to-Jacob's Sons family tree chart.
4. Tell them to think of this verse as the "Scepter Hint" and explain that we will refer back to this hint in later lessons.



Reflections Audio Activity:

Present the TSOH-12 "Offering of Isaac" image-slide as you play "OT-20 Offering of Isaac" audio file (3:28) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 22-23 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.

Class Session #9 - The Story of Hope Events 13 & 14

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ One set of "Gods of Egypt" visuals, printed from the file in the IRC (Print them back and front on cardstock, making sure the names match the descriptions.)
- ☐ Copy of the "Plagues of Egypt" document from the file in the IRC (grouting information for the facilitator)
- ☐ Blank index cards, two per student
- ☐ Variety of printed materials on the Jewish Passover holiday—at least one document per student

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



13 Moses' Call to Leadership

Page 24

Maps: Display the map slide as it appears interwoven in the Bible texts and point out the significant locations on the map.

a. God directed....

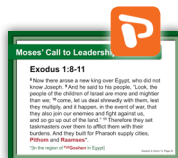
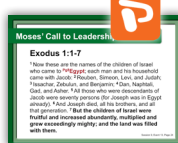
Brief Backfilling: Read the statement and provide just enough background information as necessary to get from the previous event to this one. Avoid the tendency to spend too much time on this.

b. Read Exodus 1:1-7.

1. Present the text and map slides for this section.
2. Allow students to respond to the "In what ways...?" question and discuss.

c. Read Exodus 1:8-14.

1. Present the text and map slides for this section.
2. Allow students to respond to the "What happened...?" question. Discuss.



d. Read Exodus 3:1-10.

1. Present the text and map slides for this section.
2. Allow students to respond to the "What task...?" question and discuss.



e. Read Exodus 3:11-17.

1. Read the Exodus 3:14-15 passage.
2. Then read the "What was Moses...?" question and...
 - "From God's instructions in verse 14?" question. Discuss.
 - "From God's instructions in verse 15?" question. Discuss.
3. Read the Exodus 3:16-17 passage.



God's of Egypt Matching Activity:

Preparation: Do some research on the gods of Egypt, especially on the 16 included in this activity. There is a lot of information on the gods of Egypt on the internet.

Introduction: Explain to the class that there were hundreds of gods of Egypt, but many of them were local variations of some of the more popular gods. Explain that this fun activity will introduce them to 16 of the most famous Egyptian gods.

1. Print one set of "Gods of Egypt" name and description sheets from the file in the IRC.

Important: Print these in some way so that students will not be able to see/read information on the side of the sheet that is turned facedown on the floor. For example, print them on a thick paper or cardstock or tape a dark colored sheet to the back side of these sheets.

2. Assemble the class in an area of the room, or in another room, with sufficient floor space for the following activity.
3. Place the sheets with the names of the gods facedown on the floor, in some arrangement so all members of the class can see them.
4. Place the sheets with the descriptions of the gods facedown on the floor in a separate but adjacent grouping. But, be sure to mix the order of these so they are not in the same order as the name sheets.
5. One student at a time: Ask a student to point to one of the god-name sheets, then turn it faceup. Then ask the student to point to one of the god-description sheets, which you also turn faceup.
6. If the name and description match (you can tell from the numbers on the sheets), read the god-description and briefly comment based on your reading/study preparation for this activity.
7. If the name and description do not match, turn them back over and continue.
8. To speed up the activity, allow others in the class to help the "picker" choose which sheets to turn over.
9. Goal: Teach students the identity of 16 of the most well-known gods of Egypt.

IRC

1 Apis

Question to discuss: How does this shed light on the question Moses asked the LORD God:

Then Moses said to God, "Indeed, when I come to the children of Israel and say to them, '***The God of your fathers has sent me to you, and they say to me, 'What is His name?' what shall I say to them?***'" (Exodus 3:13).

Answer: Living in Egypt, they had heard a LOT of god-names and knew about a LOT of gods.



Reflections Audio Activity:

Present the TSOH-13 "Moses' Call to Leadership" image-slide as you play "OT-24 Moses' Call to Leadership" audio file (3:42) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



14 The Plagues and Passover

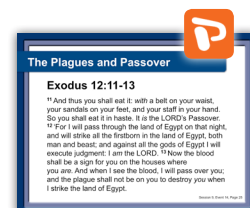
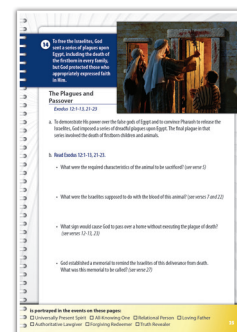
Page 25

a. To demonstrate His power....

Gods of Egypt and Ten Plagues Matching Activity:

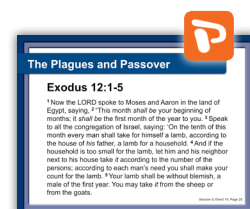
This activity is a continuation of the previous “Gods of Egypt” activity.

1. Read the “To demonstrate...” statement in the workbook.
2. Present the Exodus 12:12 slide and read it. Explain that each plague was an execution of the LORD God’s judgment on one or more of the Egyptian gods.
3. Move the class back to the same floor location where the previous activity was conducted. This time, arrange the 16 sets of “gods sheets” in a circle. Place the god-description sheet for each of the gods of Egypt on top of (and overlapping) the “god-name” sheet so that the name can be seen behind and above the description for each of the gods.
4. Assign each student one of the following plagues-passages:
 - Exodus 7:20-21
 - Exodus 8:6
 - Exodus 8:17
 - Exodus 8:24
 - Exodus 9:5-7
 - Exodus 9:10
 - Exodus 9:23-26
 - Exodus 10:13-14
 - Exodus 10:22-23
5. Tell the students to look up their assigned verses in a Bible and stand behind the god-name (and description) that the LORD God executed judgment upon with the plague mentioned in the passages assigned to them.
6. Once all students have moved to a chosen location, ask each student to read his/her passage and explain why he/she thinks the plague assigned to him/her was directed upon the Egyptian god on the sheets in front of them.
7. Prior to this session, download from the IRC and read the “Plagues of Egypt” article. Based on information in that article, give students feedback regarding their choices for matching the plagues with Egyptian gods. You will see that in some cases a plague may have targeted two or more gods. Give some key grouting information.



b. Read Exodus 12:1-13, 21-23.

1. Read the first four questions before reading the texts on the slides:
 - What were the required...?
 - What were the Israelites...?
 - What sign would cause...?



2. Tell the class to be looking for answers to these questions as you read the Bible text slides and to stop you when they see an answer to one of the questions.
3. Read the slides slowly and stop to discuss answers to the workbook's questions. Provide additional grouting as is helpful.
4. Read the "God established..." statement and the "What was this memorial...?" question.
5. Present the Exodus 12:27 slide and read it.

Passover Research:

1. Give students two blank index cards on which they are to write one fact per card about Passover as a current Jewish holiday. You can either provide them a smattering of pages from websites (or other printed sources) or, if they have personal internet-accessible devices they can search on their own. Tell them not to just look for the most obvious facts.
2. Ask them to stand and (one by one) read one of their cards.
3. When both of their cards have been read (or another student has given information on their cards), ask them to be seated.
4. Continue until all of their Passover facts have been given.
5. Provide your own grouting.



Reflections Audio Activity:

Present the TSOH-14 "The Plagues and Passover" image-slide as you play "OT-26 The Passover" audio file (3:17) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 24-25 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.

Class Session #10 - The Story of Hope Events 15 & 16

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Flip chart and markers for each group
- ☐ Copy of the "Exodus 20 Text" (Exodus 20:1-17) document for each student printed from file in IRC
- ☐ Large (5" x 8" or larger) blank index cards, at least two per student

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



15 The Exodus from Egypt

Page 26

Maps: Display the map slide as it appears interwoven in the Bible texts and point out the significant locations on the map.

a. Read Exodus 14:1-12.

1. Read the "What caused...?" question first.
2. Then present the Bible verses on the slides.
3. Ask for student responses to the question and discuss.

b. According to verses 1-2 and 9 in Exodus 14....

1. Show the Ancient Near East map slide.
2. Read the "According to...?" question in the workbook.
3. Ask students to locate the place where the Israelites camped.

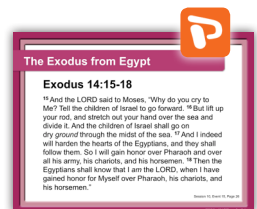
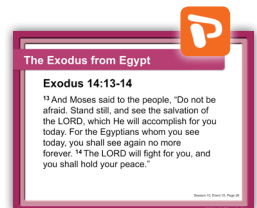
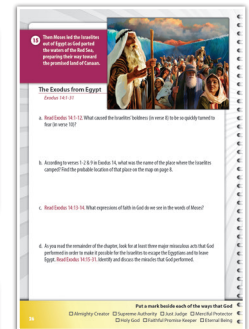
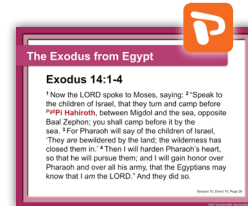
c. Read Exodus 14:13-14.

1. Present the verses on the slide.
2. Allow students to respond to the "What expressions...?" question and discuss.

d. As you read the remainder....

Table Group Discussion:

1. Read these d statements from the workbook.
2. Tell students that after you read the Exodus 14:15-31 passage, they will work as a group to identify and discuss the miracles (at least three) that God performed on this occasion.
3. Then present the verses on the slides and read them.



4. Instruct table groups to begin their group discussions. They may need to have their own Bibles open as they participate in their table group discussions.
5. Lead a total group discussion to debrief the group's observations.

Flip Chart Art Activity:

1. Divide the class into two groups: Egyptians and Israelites. Assign each table to be Egyptians or to be Israelites.
2. Give this assignment:
 - **Egyptian table groups**—Go to your flip charts and draw some facial expressions to show...
First—The emotions that you (Egyptians) were feeling as you were tracking down the Israelites as they were fleeing Egypt.
Second—The emotions that you were feeling as you were in the Red Sea and realized that you were in BIG trouble.
 - **Israelite table groups**—Go to your flip charts and draw some facial expressions to show...
First—The emotions that you (Israelites) were feeling when you realized that the Egyptians were coming after you and the Red Sea was between you and freedom.
Second—The emotions that you were feeling when you arrived on the east side of the Red Sea and realized that the Egyptian army would not harm you or force you back into Egyptian bondage.
3. If the class is not too large, move them around (from one chart to the next) and ask groups to explain their drawings.
4. Use this opportunity to provide grouting.



Reflections Audio Activity:

Present the TSOH-15 "The Exodus from Egypt" image-slide as you play "OT-27 The Exodus from Egypt" audio file (3:45) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



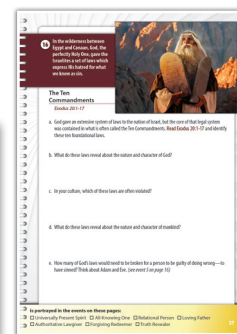
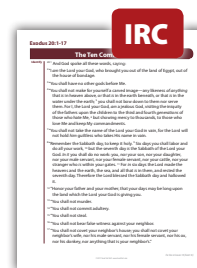
16 The Ten Commandments

Page 27

a. God gave an extensive system of laws....

Ten Commandments Identification Activity:

1. Read the "God gave..." statement.
2. Download the "Exodus 20 Text" (Exodus 20:1-17) file from the IRC and print copies for all students and give each student a copy.
3. Instruct students to individually (do this by themselves and not as a group) identify the "ten commandments" from these verses.
4. Have them compare their identifications with other students in the group.
5. Then, present the Exodus 20:1-17 slides, which show the verses organized and labeled to identify the ten commandments in the text.



b. What do these laws reveal about...God?

Personal Response Cards: Give each student two large index cards (at least 5" x 7").

1. Read the "What do these laws reveal about...God?" question.
2. Ask each student to write his/her response (in large, dark, bold print) on one side of an index card.
3. Instruct students to hold up their cards.
4. Read their responses and discuss.

c. In your culture...?

Personal Response Cards: Follow the same basic procedure as above, using the blank side of the same card.

d. What do these laws reveal...mankind?

Personal Response Cards: Follow the same basic procedure as above, using another index card.

e. How many...?

Personal Response Cards: Follow the same basic procedure as above, using the blank side of the same card used in d.

Grouting: Explain that, in Egypt, these people were just a family—a very large family or clan. And there they were living under the oppressive authority of Egyptian law. But now they were becoming a nation—a nation of sinful people—and needed their own system of laws. Otherwise, chaotic anarchy would soon consume them.

"What If" Activity:

1. Tell the class: "Think about your own neighborhood—where you live."
2. Present the class with this scenario:
"What would happen if for 24 hours ALL laws were suspended so that NOTHING was illegal. And all law enforcement authorities were totally deactivated, because there were no laws to enforce."
3. What might happen in your neighborhood? In the "downtown" of your city? In a major city of your country?

4. Option: Ask groups to create a drawing on their flip charts to depict this scenario.
5. Ask some volunteers to share their thoughts.
6. Discuss and explain the reason why it was so important for God to establish a system of law for these Israelites—who were sinful just like all of us are.



Reflections Audio Activity:

Present the TSOH-16 “The Ten Commandments” image-slide as you play “OT-28 The Ten Commandments” audio file (3:06) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 26-27 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.

Class Session #11 - The Story of Hope Events 17 & 18

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ See the instructional options for teaching about the tabernacle:
The Tabernacle Model Kit and *The Tabernacle PowerPoint & Tabernacle Pamphlet*
(Plan ahead to order one or both of these, if you choose to use them.)
- ☐ A stuffed-animal lamb toy
- ☐ TSOH-08, 14, and 17 from *The Bible's BIG Story Teaching Visuals*
- ☐ Articles from internet on "sand vipers," at least one per student
- ☐ Index cards (5" x 8", preferably)
- ☐ Photocopies of Leviticus 1:1-4, 10-14 for students who do not bring a Bible to class

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



17 Tabernacle in the Wilderness

Page 28

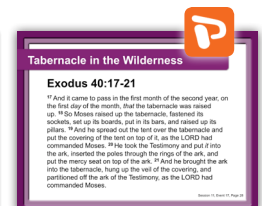
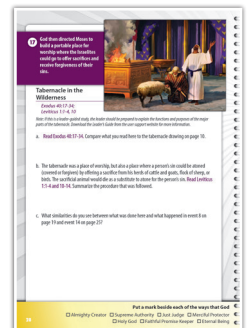
Very Important Event: This is one of the most important Old Testament events in *The Story of Hope*. If students who are going through a study of *The Story of Hope* understand what happened at the tabernacle—the sacrificial system especially—they will have little trouble in understanding the atoning death of Jesus Christ. So do whatever you can do to make the content of this lesson clear and memorable. Be sure to do your own study-preparation to be able to answer questions and provide valuable grouting.

Here are some instructional options:

1. Build the tabernacle model using the kit available from www.GoodSoil.com/resources, then use it as an object lesson to teach the major features of the tabernacle. This is a great out-of-class fellowship and learning activity for the class to participate in.
2. Use selective slides from *The Tabernacle PowerPoint* to explain the main features of the Old Testament tabernacle. You may also find the Tabernacle Pamphlet to be helpful as you prepare for your presentation. Both can be ordered from www.GoodSoil.com/resources.
3. Just read the Exodus 40:17-34 passage on the slides and use the tabernacle diagram on page 10 of the workbook to explain all of the major features of the tabernacle.

a. Read Exodus 40:17-34.

1. Prep yourself thoroughly so that you understand the features and functions of the tabernacle clearly enough so that you are comfortable explaining it to the class.



2. Instruct students to turn to the tabernacle diagram on page 10 of their workbook.
3. Display the Exodus 40:17-34 slides and read them. Pause throughout your reading of the slides to point out, on the diagram, the various features being explained in the text.

b. The tabernacle was a place....

Flip Chart Activity:

1. Send groups to their flip charts and give them this assignment:
Summarize Leviticus 1:1-4, 10-14 using only six bullet points. They will need their own Bibles or if they do not have Bibles with them, you will need to provide photocopies of these verses for them.
2. Present the Leviticus 1:1-4 and 10 verses on the slides.
3. Then ask each group to share their bullet points with the entire class.

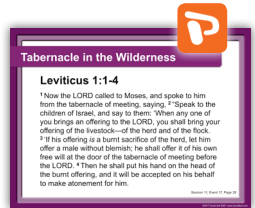
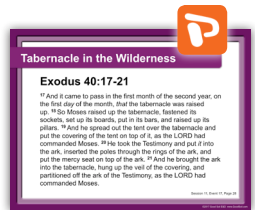
Object Lesson:

1. Order a realistic-looking toy lamb (from Amazon.com or some other source).
2. Either:
 - Use the toy lamb to demonstrate the process described in Leviticus 1:4. Make this a serious and solemn demonstration. Emphasize the “substitutional atonement” that occurred in this act.
 - Ask a volunteer from the class to demonstrate this act, using the lamb.
3. This is a very IMPORTANT step in helping students to understand what John the Baptist will say in a later event—“The Lamb of God who takes away the sin of the world.” (but do not “frontload” what will be revealed later.)

c. What similarities...?

Teaching Visuals:

1. From *The Bible's BIG Story Teaching Visuals*, select the printed teaching visuals for TSOH-08, and TSOH-14, and TSOH-17.
2. Ask three students to each hold one of these across the front of the room.
3. Lead the class in a “What similarities...?” discussion.



Reflections Audio Activity:

Present the TSOH-17 “Tabernacle in the Wilderness” image-slide as you play “OT-30 Tabernacle in the Wilderness” audio file (3:10) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



18 Bronze Serpent

Page 29

Another Very Important Event: This event helps to establish the “by grace through faith” truth that is crucial to understanding God’s provision for our spiritual needs. Just a few events later when we get into the New Testament, students will see this event from the perspective of Jesus. But be careful not to “frontload” with this event. Just teach the event the way it appears in the text.

Sand Viper Research:

1. Search for internet articles on the “sand viper” and print a variety of these, enough for every student to have an article.
2. Ask students, in their table groups, to make a list of at least five important things to know about sand vipers.
3. Display the slide with the picture of a sand viper.
4. Explain that the “fiery serpents” in this event were probably sand vipers.

a. Read Numbers 21:4-9.

1. Display the Ancient Near East map slide and point out the region of Edom. Explain that this event occurred somewhere on the western side of Edom, probably down near the northeastern inlet of the Red Sea.
2. Call the students’ attention to the seven bullet points in the middle of page 29.
3. Assign each of the seven bullet point observation responsibilities to students, so that every student has something to look for in the text. Example: Some students look for “sin of unbelief and rebellion” in the story, etc.
4. Tell them to stand (and remain standing) when they see what they were assigned to look for in the verses as you read them.
5. Present the Numbers 21:4-9 slides and read them slowly and with good expression.
6. When you complete the reading, everyone should be standing.
7. Debrief their observations.

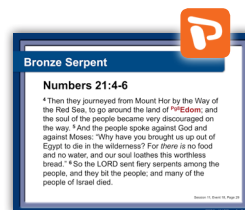
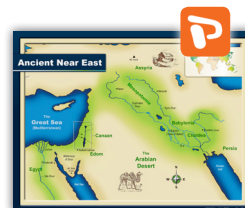
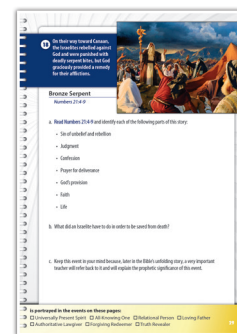
b. What did an Israelite...?

Personal Response Cards:

1. Give each student a blank index card, preferably at least 5” x 8”.
2. Ask them to write their responses (in large clear letters) to this question on the index card.
3. Have them hold up their response cards for other students to see.
4. Read the responses aloud to the class and comment as necessary.

c. Keep this event....

1. Read this statement.
2. Create a bit of suspense, but avoid frontloading.





Reflections Audio Activity:

Present the TSOH-18 “Bronze Serpent” image-slide as you play “OT-34 Bronze Serpent” audio file (2:26) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 28-29 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.

Class Session #12 - *The Story of Hope* Events 19 & 20

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ The set of name sheets used with Event 12 in Session 8, printed from the “Twelves Sons and Ancestors” file in the IRC
- ☐ Two flip charts and markers
- ☐ Download the file from the IRC and print copies of the “Isaiah 52-53” document for each student
- ☐ Download the file from the IRC and print one set of the “Six Prophetic Messiah-Events” sheets

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).

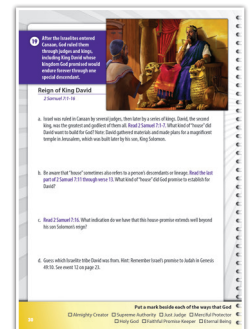


19 Reign of King David

Page 30

Backfilling: Briefly explain the major occurrences in the BIG Story between the bronze serpent event and this one:

- Crossing the Jordan River
- Conquest of Canaan
- Ruled by judges (300+ years)
- Rule of Saul, the first king
- Earlier life of David



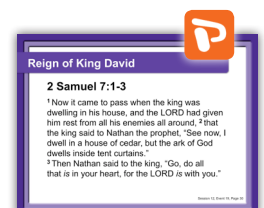
“What is a house?” Activity: How many definitions of “house” can you think of?

1. Give the groups two minutes to make a list of as many definitions of “house” as they can think of.
2. Debrief their lists.
3. Here are some definitions of house:

<input type="checkbox"/> A building	<input type="checkbox"/> Legislative body	<input type="checkbox"/> Management of a gambling casino, etc.
<input type="checkbox"/> A household (people)	<input type="checkbox"/> Commercial establishment (publishing house, etc.)	<input type="checkbox"/> Family of ancestors and descendants
<input type="checkbox"/> Audience of a theater		<input type="checkbox"/> Give shelter to (verb)
4. Explain that, in this lesson, we will see two very different uses of the word “house.”

a. Israel was ruled....

1. Read this paragraph.
2. Present and read the 2 Samuel 7:1-7 text on the slides.
3. Discuss and provide grouting.



b. Be aware that “house”....

1. Read this paragraph.
2. Present and read the 2 Samuel 7:11b-13 text on the slides.
3. Discuss and provide grouting.

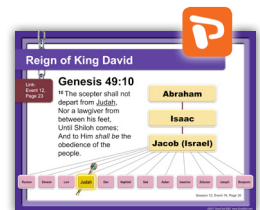
c. Read 2 Samuel 7:16.

1. Present and read the 2 Samuel 7:16 slide.
2. Emphasize the “forever” nature of God’s promise to David and his son Solomon.

d. Guess which Israelite tribe....

Floor Chart Activity:

1. Essentially, redo the “Floor Chart Activity” used with Event 12 in Session 8.
2. But this time mix the sheets and throw them on the floor and ask the class to arrange them properly.
3. Use this opportunity to review what they know about:
 - Abraham
 - Isaac
 - Jacob/Israel
 - Sons of Jacob/Israel
 - Judah—especially the prophetic blessing that Jacob/Israel made with regard to Judah and his descendants
4. Present the family chart (with Genesis 49:10) slide that was introduced in Session 12.
5. Discuss the amazing prophetic fulfillment here.



Reflections Audio Activity:

Present the TSOH-19 “Reign of King David” image-slide as you play “OT-40 Reign of King David” audio file (3:32) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



20 Prophecies of a Coming Messiah

Page 31

Introduction Slide: Present the slide with the background information about “The prophecies we will study...” bullet points. Establish the amazing fact that these prophecies were written hundreds of years before their fulfillment—fulfillments that will be seen through this lesson as being incredible with regard to their specificity.

Two Flip Chart Recorders: Select two perceptive students and ask them to be “flip chart recorders” for this activity. Their task: Record (on flip charts as they listen in on the class discussion) specific facts about the coming Messiah that the original readers of these prophecies would or should have learned. Each of the flip chart recorders should have a flip chart. Turn the flip charts so the other recorder and the students in the class cannot see what is being recorded.

a. His birth.

1. Present the Isaiah 7:14 slide.
2. Ask and discuss the “What possible connection...?” question.

b. His birthplace.

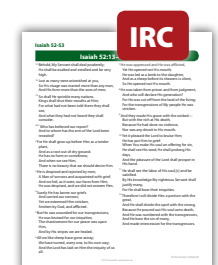
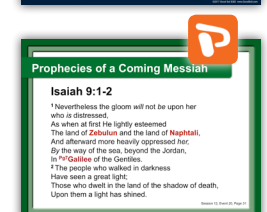
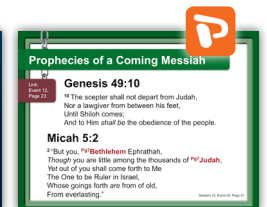
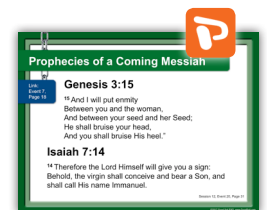
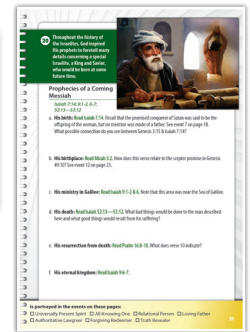
1. Present the page 7 “Holy Land/Canaan” map and point out the location of the region of Judah and the village of Bethlehem. Explain that Bethlehem was the home of King David.
2. Present the Micah 5:2 slide.
3. Ask and discuss the “How does this verse relate...?” question.

c. His ministry....

1. Present the “Holy Land/Canaan” map (page 7 in *The Story of Hope*) and point out the location of the region of Galilee. Explain that the descendants of Jacob’s (Israel’s) sons Zebulun and Naphtali were given this land to possess when the Israelites conquered the land of Canaan.
2. Without frontloading, point out the towns of Capernaum and Nazareth that were located in Galilee.
3. Present and read the Isaiah 9:1-2 and 9:6 slides.

d. His death....

1. Give each student a copy of the “Isaiah 52-53” document (text of Isaiah 52:13—53:12) that you have printed from the file in the IRC.
2. Assign to half of the class to look for and mark all of the indications that some **bad things** would happen to God’s “Servant” (the Jewish Messiah).
3. Assign to the other half of the class to look for and mark all of the indications that some **very good things** would result from what would happen to the Messiah.



4. Display the slides for this passage and read them slowly, allowing students time to look for the “good things” and “bad things.”
5. Debrief their findings. Be careful to avoid frontloading and instruct the students also not to frontload. With these prophecies, as well as the others in the lesson, try to keep yours and the students’ minds in the “historical mindset.”

e. His resurrection....

1. Present and read the Psalm 16:8-10 slide.
2. Ask and discuss the “What does...?” question.

f. His eternal kingdom....

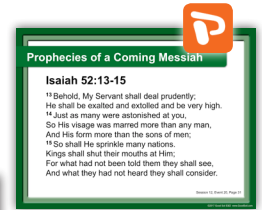
1. Present and read the Isaiah 9:6-7 slide.
2. Ask and discuss—“What do we learn here about the Messiah?”

Prophetic Timeline of Messiah’s Life-Death-Beyond:

1. From the file in the IRC, print a set of “Six Prophetic Messiah-Events” sheets for this activity.
2. Ask six volunteers to come to the front of the room and stand facing the class.
3. Position them to form a six-point timeline and give each one the appropriate sheet to form a timeline like this:



4. Ask the flip chart recorders to turn their charts to face the class.
5. Briefly walk down the timeline and ask the recorders to share what facts they observed from the discussions during the study.
6. Engage the class in discussion along the way.



Reflections Audio Activity:

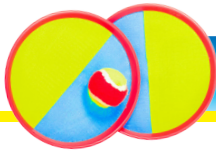
Present the TSOH-20 “Prophecies of a Coming Messiah” image-slide as you play “OT-45 Pre-Exilic Prophecies” audio file (3:03) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 30-31 (Bottom of Page Spread)

How did we see God portrayed in these events?

Use one of the student-response techniques introduced in Session 2 (or a technique that you think of) to elicit student responses to the God-attributes at the bottom of these pages.



Class Session #13 - Velcro Activities for Events 1-20

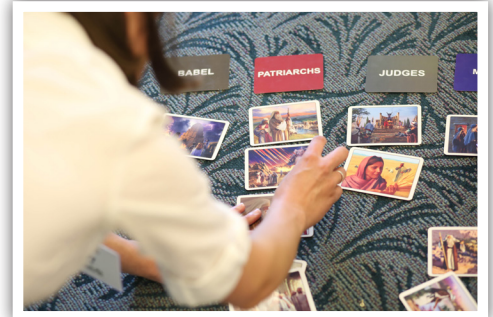
DEFINITION

Velcro Activity

An activity designed to review what has been taught and (hopefully) learned, so as to **make learning “stick”**

Resources Needed:

- ☐ Option One: Sets of *Old Testament ChronoBible Cards* for each table group
- ☐ Option Two: One set of *The Bible’s BIG Story Teaching Visuals*
- ☐ Index cards labeled with map locations



Chronological Ordering of Events Activity—Option One:

Chronological Bible Cards

1. Give each table group a set of Old Testament ChronoBible Cards for events TSOH-01 through TSOH-20.
2. Have one member of each group shuffle the cards and deal cards to members of the group. It is not necessary for all students to have the same number of cards.
3. Instruct the groups to arrange the 20 cards in their proper order, without looking at their workbooks or other helps.
4. Once they think they have the cards in the proper order, tell them to look at their workbooks to check their work.
5. Then tell students to pick up the specific cards dealt to them.
6. The next step is to prepare to give an “in their own words” overview of the events on their cards. Give them two or three minutes to study the summary and key content material on the back of their cards and refer to their workbooks.
7. Then the student with the OT-01 The Eternal God card places it back down in its proper place and (without looking at notes of any kind) shares an overview of what should be remembered from that “event.” **Thirty seconds limit per event!**
8. Continue in the proper chronological sequence until all 20 events have been reviewed.

Chronological Ordering of Events Activity—Option Two:

The Bible’s BIG Story Teaching Visuals

1. Follow the same general procedure as presented with Option One.
2. But, with this option, use one set of *The Bible’s BIG Story Teaching Visuals* for TSOH-01 through TSOH-20.
3. Conduct the activity in a floor space large enough to spread out 20 teaching visuals and allow

students to stand around them.

4. Shuffle and distribute the teaching visuals to the students.
5. Follow the same procedures for having students arrange the visuals in order and for overviewing the events. **Thirty seconds limit per event!**

Floor Map Activity

1. Write (neatly with a bold marker) the names of each of these 14 map locations on a separate index card. Each of these places has been mentioned and located on a map in the lessons studied thus far.
2. Create a large floor map to roughly replicate the “Ancient Near East” map on pages 8-9, using strings/cords (etc.) for outlining the map. How large is “large”? Make the map large enough that you can walk through it, asking students to tell you what they know about the 14 key places—especially why the place is significant!
3. Distribute the cards to students.
4. Instruct them to place the index card (map label) in its proper place on the map. If they need help, allow them to ask help from someone else in the class.
5. Walk to or point to each of the 14 places and ask students to tell you what they know about that place and why it is important.
6. Provide additional grouting as you lead this activity.

14 Map Locations

- Mt. Ararat
- Ur of the Chaldeans
- Canaan
- Haran
- Shechem
- Moriah
- Egypt
- Goshen
- Horeb
- Pi Hahiroth
- Edom
- Bethlehem
- Judah
- Galilee



Class Session #14 - The Story of Hope Events 21 & 22

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Large Post-it note pads for every table (large ones, not small 3" x 3")
- ☐ Dark ink "sharpie" pens or something comparable for all students
- ☐ On-screen countdown timer
- ☐ Five flip charts and markers for each chart
- ☐ Index cards for the activities in this session
- ☐ Set of "Jesus-Attributes" cards for each table printed from the file in the IRC

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



21 Birth of Jesus of Nazareth

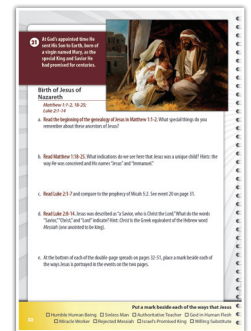
Page 32

"400 Years" Timeline Backfilling Activity:

1. On the right side of a marking board, write the current year. On the left side of the board, write the year that would have been 400 years ago. Example:

1616	2016
------	------

2. Put a pad of large (not the small 3" x 3" notes) Post-it notes on each table.
3. Tell students to write one major historical event that has occurred in the last 400 years on a Post-it note. Tell them to continue this process as quickly as they can for two minutes, writing as many (one per Post-it note) as they can. Tell them not just to think of events in the most recent centuries. Run the countdown timer.
4. Then have students stick these notes where they would fit on the 400 years timeline.
5. Briefly point out some of these historical events and explain that a lot of things can happen in 400 years!
6. Explain that approximately 400 years transpired between the close of the Old Testament and the beginning of the New Testament. Do not spend much time on this, but explain that many changes occurred during that time that affected the Jewish people:
 - Political changes
 - Cultural and social changes
 - Religious changes within the Jewish religion
7. But state that even through these 400 years of change, many devout Jews continued to anticipate the fulfillment of the messianic prophecies given centuries earlier.



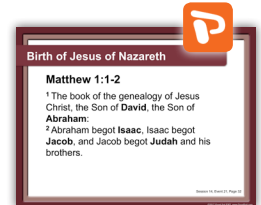
a. Read the beginning....

Flip Chart Activity:

1. Place five flip charts around the room. Write one of these names on each of the charts (big and bold):

Abraham	Isaac	Jacob	Judah	David
----------------	--------------	--------------	--------------	--------------

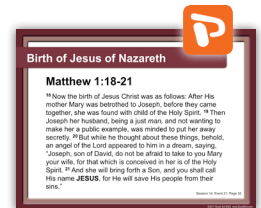
2. Tell students to go to at least three of the five charts and write down one specific thing they remember about that person. If necessary, they can refer to their workbooks.
3. Debrief the information on the charts.
4. Now present the Matthew 1:1-2 slide and read the verses.
5. Provide grouting as needed, especially for key information about the five men that was overlooked.
6. Make the point that these were ancestors of Jesus Christ—what a heritage!



b. Read Matthew 1:18-25....

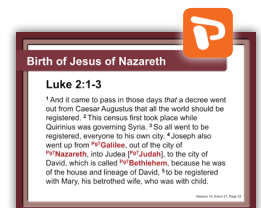
Names:	
<ul style="list-style-type: none"> • Jesus • Immanuel 	

1. On the left side of a flip chart or marking board, create a column labeled “Names” and write “Jesus” and “Immanuel” in that column (see above).
2. Read the “What indications...?” question in the workbook.
3. Present the Matthew 1:18-25 slides and read the verses.
4. Discuss the “What indications...?” question and the implications of all of this.



c. Read Luke 2:1-7....

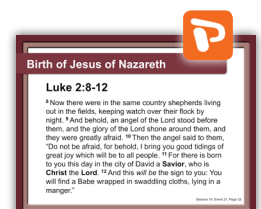
1. Read the c statement.
2. Present and read the Luke 2 slides.
3. Display the Canaan map slide and locate Galilee, Nazareth, Judah, and Bethlehem on the map.
4. Discuss the relationship between Micah 5:2 (written 700 years earlier!) and this event.



d. Read Luke 2:8-14....

Names:	Titles:
<ul style="list-style-type: none"> • Jesus • Immanuel 	<ul style="list-style-type: none"> • Savior • Christ • Lord

1. On the flip chart or marking board, add another column labeled “Titles” and add the three titles from Luke 2:11 (see above).
2. Present the Luke 2:8-14 slide and read the verses.
3. Ask the “What do the words...?” question.
4. Call for student responses and provide grouting as needed.



e. At the bottom....

Explain that, for the next 20 events (New Testament events), we will be looking for ways in which Jesus is portrayed in the events.



Reflections Audio Activity:

Present the TSOH-21 "Birth of Jesus of Nazareth" image-slide as you play "NT-02 Birth of Jesus—The Christ" audio file (3:56) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.

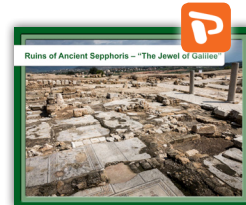


22 Temptations by Satan

Page 33

a. Jesus grew up....

1. Read the "Jesus grew up..." statement.
2. Grouting Material:
 - Present the "Ruins of Ancient Sepphoris" image-slide (pronounced **SEF-uh-ris**).
 - The Greek word for "carpenter" is *tekton*, which is broader than what "carpenter" means to us. A *tekton* was a craftsman, not necessarily limited to working with wood. Given the lack of wood in the region of Galilee and the prevalence of stone, it is more likely that Joseph worked more with stone than with wood.
 - We commonly think that Nazareth, where Jesus grew up, was a small village far away from any major city. But Nazareth was only about three miles away (easy walking distance) from Sepphoris, a beautiful and wealthy city.
 - It is possible (perhaps likely) that Joseph and Jesus often worked as craftsmen in Sepphoris—perhaps on the famous theater that existed there.
 - Do some internet research on **Sepphoris** and prepare to give a few minutes of interesting grouting.



b. At about age 30....

1. Read this b statement.
2. Explain that when Jesus was baptized, God spoke from heaven, proclaiming that Jesus was His beloved son and He (God) was well pleased with Him (Jesus). Explain that Satan soon put that proclamation to a very serious test—to try to prove that Jesus was not worthy of the assertion God made.

"Hungry Memories" Standing Groups Activity:

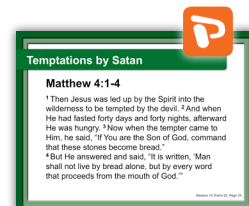
1. Ask students to think of the time that they were the hungriest they remember ever being and make note of that occasion on an index card.
2. Have them stand and assemble with several students from other tables (not the table groups they normally sit with). In these standing groups, tell them to share their "most hungry" times and how hunger affected them.

c. Read Matthew 4:1-4.

1. Read the "How would you summarize...?" question.
2. Present and read the Matthew 4:1-4 slide.
3. Lead the class in a brief discussion.

d. Read Matthew 4:5-7.

1. Read the "How would you summarize...?" question.
2. Present and read the Matthew 4:5-7 slide.
3. Lead the class in a brief discussion.



e. Read Matthew 4:8-11.

1. Read the “How would you summarize...?” question.
2. Present and read the Matthew 4:8-11 slide.
3. Lead the class in a brief discussion.

Grouting Information: Medically speaking, most doctors agree that healthy humans can go up to eight weeks without food as long as they have water. People have gone longer and been fine, and people have starved to death in less time.



f. How does Jesus' response...?

Flip Chart Activity:

1. Send groups to their flip charts.
2. Instruct them to create two columns labeled like this:

Eve	Jesus
-----	-------

3. Ask them to compare and contrast the temptations by Satan that Eve and Jesus encountered, as well as their responses.
4. Debrief their work.

g. What words...?

Response Card Activity:

1. Give each student an index card.
2. Tell them to write one word on their cards that comes to mind when they think about how Jesus resisted Satan's temptations.
3. Ask them to display the cards to the class.
4. Read some of their responses.



Reflections Audio Activity:

Present the TSOH-22 “Temptations by Satan” image-slide as you play “NT-05 Temptations by Satan” audio file (4:28) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



How did we see Jesus portrayed in these events?

Option One:

Simply instruct students to place a check mark in front of each of the characteristics/attributes of Jesus that were revealed in these two events. Ask them to explain how they saw each of these attributes of Jesus in the events.

Option Two: (Recommended!)

Give each group a set of 15 index sheets or cards with one of the attributes printed on each of the sheets/cards.

1. Ask them to select from the cards the attributes revealed in these two events.
2. Ask them to explain how they saw each of these attributes of Jesus in the events.

Keep these cards for use in the other lessons to follow.

15 Jesus-Attributes sheets/cards: Download the “Jesus-Attributes” file from the IRC and print the 15 Jesus-attributes on eight 8½” x 11” sheets of paper or cardstock and cut them in half to create a set of the 15 Jesus-attributes for each group.



Class Session #15 - The Story of Hope Events 23 & 24

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ One set of "Sequence of Jesus-Events" sheets printed from file in IRC
- ☐ The stuffed-animal lamb toy used in Event 17 of Session 11
- ☐ Flip charts and markers for each group
- ☐ Post-it note pad for each table
- ☐ Variety of articles (one copy per student) on the Jewish Sanhedrin from Bible resource books or internet sites such as Wikipedia, Jewish Virtual Library, Jewish Encyclopedia, etc.

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



23 John the Baptist's Proclamation

Page 34

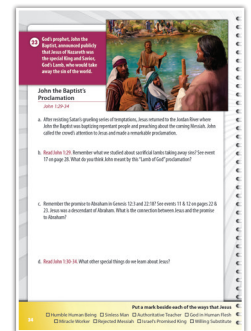
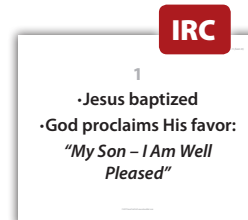
a. After resisting....

Sequence of Events Visuals:

1. Ask for three volunteers to come to the front of the room and face the class.
2. Give the first student (left to right) the "1" visual from the Event 23 visuals—"Jesus baptized/God proclaims His favor" to display for the class. Explain what happened in this scene (Matthew 3:13-17).
Note: This was not an event we covered in this lesson, but it is important backfilling information.
3. Give the second (middle) student the "2" page and briefly review the temptation and testing of Jesus that we studied in Event 22.
4. Give the third (right end) student the "3" page and briefly state that this is what we are going to study now—Jesus returned to the scene of John baptizing in the Jordan River and John made an astounding proclamation.
5. Emphasize the significance of the sequence of these three events. First—God pronounced His favor on His Son, Jesus. Second—Satan tried to prove that Jesus was unworthy of that favor, but Jesus proved Himself to be all that God knew Him to be. Third—Having been tested but found faithful, Jesus was now ready to be proclaimed as "the Lamb of God who takes away the sin of the world."

Flip Chart Activity:

1. Send groups to their flip charts.
2. Place the lamb toy somewhere where everyone can see it (e.g., in front of the room).

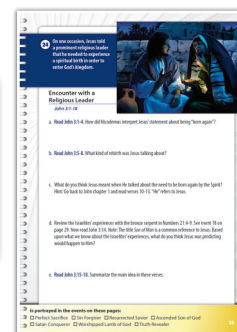


24 Encounter with a Religious Leader

Page 35

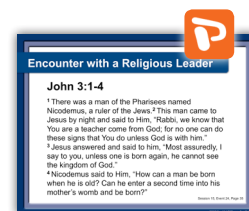
"Sanhedrin" Instant Expert Activity:

1. Present the "Jewish Sanhedrin" slide and keep it projected during this activity.
2. Print an assortment of articles on the Jewish Sanhedrin from Bible study resources or just from such internet sites as Wikipedia, Jewish Virtual Library, Jewish Encyclopedia, etc.
3. Give one copy of an article to each student.
4. Tell each table to appoint a "scribe" to record the group's observations.
5. Give them three minutes to browse through their articles and have their groups' scribes record key facts about the Jewish Sanhedrin. Run the on-screen timer for three minutes.
6. Ask the scribes to stand and read the observations for their group but skip any observations that have been shared previously.
7. Continue this process until they have no more new observations.



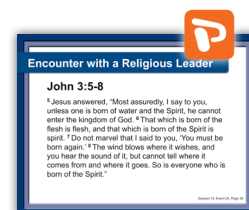
a. Read John 3:1-4.

1. Present and read the John 3:1-4 slide.
2. Explain that the title "a ruler of the Jews" indicates that Nicodemus was a member of the Jewish Sanhedrin.
3. Discuss the possible/probable implications of the fact that a member of the Sanhedrin would approach Jesus in this way, with this question.
4. Ask the "How did Nicodemus interpret...?" question and discuss students' responses.



b. Read John 3:5-8.

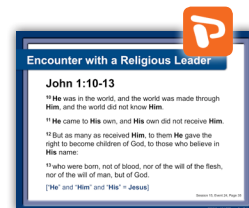
1. Present and read the John 3:5-8 slide.
2. Ask and discuss the "What kind of rebirth...?" question.
3. Explain that people who do not have a true and close relationship to God tend to think in terms of physical things. But people who have a true and close relationship with God can grasp spiritual things and tend to think about spiritual things.



c. What do you think Jesus....

Paraphrase Activity:

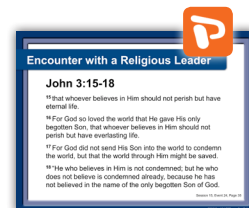
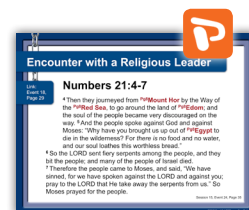
1. Read the "What do you think...?" question and the "hint" that follows it.
2. Present—but do not read—the John 1:10-13 slide.
3. Assign verse 10 to one group and ask them to create an in-their-own-words paraphrase of this verse (and write it down).
4. Do the same for verses 11, 12, and 13 with three other groups. If you have more than four groups, assign some verses to more than one group.
5. Ask representatives of the groups to stand and read their paraphrases, beginning with verse 10.



- State that this is what Jesus was explaining to Nicodemus, just two chapters later, but Nicodemus was having a difficult time understanding the concept.
- Present this discussion question: *Do you think people today have a hard time understanding this concept? Why? Or why not?*

d. Review the Israelites' experiences....

- Read the d statement and question.
- Present and read the Numbers 21:4-9 slide, as well as John 3:14.
- Ask and discuss:
 - What future "lifting up" do you think Jesus was talking about?
 - Do you think Nicodemus understood the significance of this comparison to the bronze serpent event?



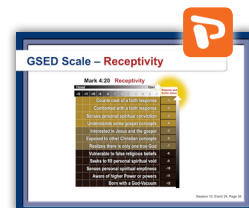
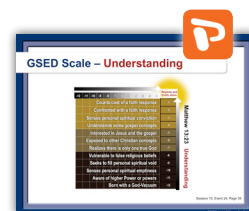
e. Read John 3:15-18.

Paraphrase Activity:

- Follow the same procedure as above (in section c).
- Assign verses 15, 16, 17, and 18 to groups to paraphrase and share with the class.

Good Soil Evangelism and Discipleship Scale Assessment:

- Give each student a blank Post-it note.
- Present the vertical dimension of the Good Soil Scale slide.
- Give a brief explanation of this "understanding" (vertical) dimension of the scale.
- Ask students (individually) to assess where they think Nicodemus was on the scale with regard to his understanding of the gospel:
 - When he first came to talk with Jesus. (with a number from -12 to -1)
 - At the end of his encounter with Jesus. (with a number from -12 to -1)
- Tell them to write their assessment numbers on the Post-it note.
- Instruct students to stand and cluster in triads (groups of three) with people who are not from their own table groups.
- Standing triad task: Compare their assessments of Nicodemus and discuss their reasoning behind their assessments.
- With students still in standing triads, present the horizontal dimension of the Good Soil Scale slide.
- Give a brief explanation of this "receptivity" dimension of the scale.
- Ask students to assess where they think Nicodemus was on this dimension of the scale with regard to his openness to know and receive the gospel.
- Tell them to write this number (-12 to -1) on the Post-it note.
- Ask them to compare their assessments of Nicodemus on this dimension of the scale.



Note: If you do not understand the Good Soil Evangelism and Discipleship Scale well enough to lead this activity with confidence, you can read about it in chapter two of *Gaining Ground with Good Soil* (available from www.GoodSoil.com/resources).



Reflections Audio Activity:

Present the TSOH-24 “Encounter with a Religious Leader” image-slide as you play “NT-08 Encounter with a Religious Leader” audio file (4:05) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 34-35 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

Class Session #16 - The Story of Hope Events 25 & 26

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Copy of the “Religion of the Samaritans” document for each student printed from the file in the IRC
- ☐ True/False response cards for each student—introduced in Session 3
- ☐ Post-it notes pad for each table
- ☐ Download the “One God – Three Persons” file from the IRC and print copies for all students

Standard Procedure:

Display the event’s PowerPoint image-slide and read the summary statement (top left of the workbook page).



25 Encounter with a Samaritan Woman

Page 36

Samaritan Religion Backfilling:

1. Give each student a copy of the “Religion of the Samaritans” document (printed from the file in the IRC).
2. Read through these beliefs and traditions of the Samaritans and comment with helpful grouting. You should do some background research on the Samaritans in order to be prepared for grouting and students’ questions.
3. Instruct them to be looking for indications in this story of any of these beliefs and practices.

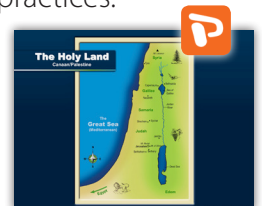
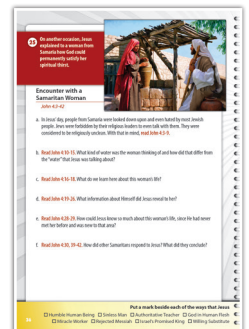
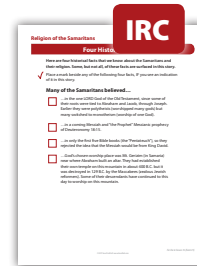
Map: Display “Holy Land” (page 7 in *The Story of Hope*) map. Point out the locations:

Jerusalem Judah (or “Judea”) Sychar in Samaria Galilee

a. In Jesus’ day....

Reader’s Theater Reading:

1. Display the slide with the reading assignments for John 4:3-42.
2. Assign readers for the narrator, Jesus, Samaritan woman, and the group of Samaritan “seekers” who came out of the city to see Jesus.
3. Explain that the color of the text on the slide will clue them as to which parts of the passage they will read aloud to the class—and read with the appropriate expression.
4. Ask the readers to stand before the class, but where they can see the screen.
5. Begin the reading process and change slides to keep the process going without interruption until the reading is finished.



Read the questions associated with each of the following sections of the session and elicit student responses. Lead brief class discussions as needed.

b. John 4:10-15.

c. John 4:16-18.

d. John 4:19-26.

e. John 4:28-29.

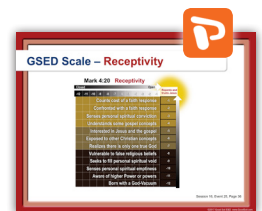
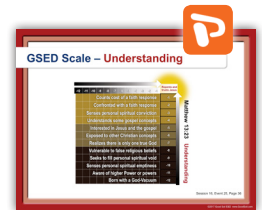
f. John 4:30, 39-42.

Samaritan Religion Observations:

Using their “Religion of the Samaritans” sheets, ask students to share what they observed about the Samaritan religion from the dialogue in this event.

Good Soil Evangelism and Discipleship Scale Assessment:

1. Give each student a blank Post-it note.
2. Present the vertical dimension of the Good Soil Scale slide.
3. Give a brief explanation of this “understanding” (vertical) dimension of the scale.
4. Ask students (individually) to assess where they think the Samaritan woman was on the scale with regard to her understanding of the gospel:
 - When she first met Jesus. (with a number from -12 to -1)
 - At the end of her encounter with Jesus. (with a number from -12 to -1)
5. Tell them to write their assessment numbers on the Post-it note.
6. Instruct students to stand and cluster in triads (groups of three) with people who are not from their own table groups.
7. Standing triad task: Compare their assessments of the Samaritan woman and discuss their reasoning behind their assessments.
8. With students still in their standing triads, present the horizontal dimension of the Good Soil Scale slide.
9. Give a brief explanation of this “receptivity” dimension of the scale.
10. Ask students to assess where they think the Samaritan woman was on this dimension of the scale with regard to her openness to know and receive the gospel.
11. Tell them to write this number (-12 to -1) on the Post-it note.
12. Ask them to compare their assessments for this dimension of the scale.



Note: If you do not understand the Good Soil Evangelism and Discipleship Scale well enough to lead this activity with confidence, you can read about it in chapter two of *Gaining Ground with Good Soil* (available from www.GoodSoil.com/resources).



Reflections Audio Activity:

Present the TSOH-25 “Encounter with a Samaritan Woman” image-slide as you play “NT-09 Encounter with a Samaritan Woman” audio file (3:54) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



26 Claims of Oneness with God

Page 37

Matching Activity:

1. Inform students that they will work in table groups for this activity.
2. Give them a blank Post-it note or an index card and tell them to make a list of five numbers, 1-5.
3. Display the matching (people with statements) slide and instruct table groups to put an A, B, C, or D beside each number on their cards to indicate which responses each of the people would most likely make.

Correct answers: 1 = D, 2 = B, 3 = D, 4 = B, 5 = C

4. Debrief their responses and discuss.
5. Transition with—"Let's see what Jesus said."

a. For a mere man....

1. Read the statement a.
2. Explain that even though the Jews in Jesus' day did not have legal authority to stone people to death, they were willing to break the Roman law if they thought somebody was claiming to be God.

b. Read John 5:16-18.

True/False Response Cards:

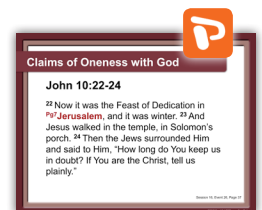
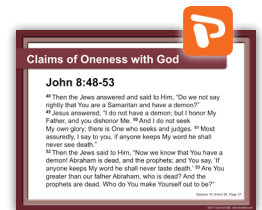
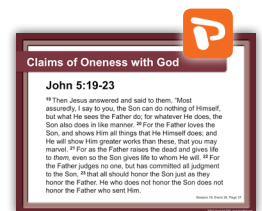
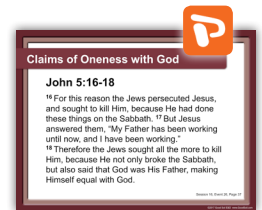
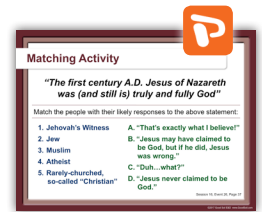
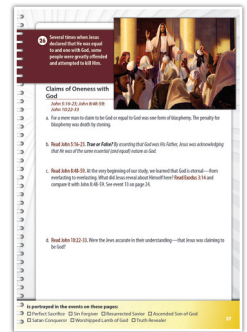
1. Present the John 5:16-18 slide.
2. Read the True/False statement.
3. Ask students to display the "True" or the "False" side of their card to give their response to the statement.
4. Even though the extended passage is not referenced in their workbooks, present the John 5:19-23 slide (which contains the response of Jesus to the opposition he was facing).
5. Ask: "What additional indications do we see in this passage that Jesus claimed to be God and did not back down when people disputed His claim?"
6. Lead students in a discussion of their observations and questions.

c. Read John 8:48-59.

1. Present the John 8:48-59 slides and leave the final slide (which includes Exodus 3:14) on the screen.
2. Ask the "What did Jesus reveal...?" question.
3. Give the students time to discuss this openly in the class, so that the implications of what Jesus was saying are clear to all students.

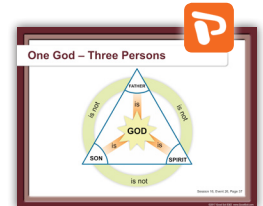
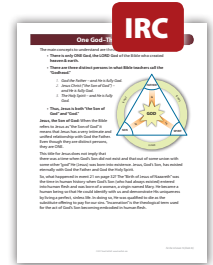
d. Read John 10:22-33.

1. Present and read the John 10:22-33 slides.
2. Ask and discuss the "Were the Jews...?" question.



“One God – Three Persons” Dyad Activity:

1. Give each student a copy of the “One God – Three Persons” document, printed from the file in the IRC.
2. Ask students to work in dyads (two students).
3. Instruct them to get together, where their conversations will not disturb other students.
4. Assign this task: Read (aloud to each other) and study this document until they feel confident that they could explain these concepts to a “Duh...what?” kind of person (person who is not hostile to learning these concepts, but is ignorant of them).
5. Display the slide with the “One God – Three Persons” diagram.
6. Assemble the entire class and debrief what they’ve learned from this activity.



Reflections Audio Activity:

Present the TSOH-26 “Claims of Oneness with God” image-slide as you play “NT-13 Jesus’ Claims of Oneness with God” audio file (3:40) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 36-37 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

Class Session #17 - The Story of Hope Events 27 & 28

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ True/False flash cards for each student
- ☐ Flip chart and markers for each group
- ☐ Sets of “Miracles of Jesus” cards printed from file in IRC (Cut the pages into four sections, creating 12 small sheets—one sheet for each of the 12 miracles, one set of 12 per table group.)

Standard Procedure:

Display the event’s PowerPoint image-slide and read the summary statement (top left of the workbook page).



Flip Chart Brainstorming:

1. Send table groups to their flip charts.
2. Task: Make a list of what people think of when they hear the word “Hell.”
3. Give them two minutes for this brainstorming. Run the on-screen timer.
4. Debrief their lists.
5. Now, ask them to put a check mark by the things on their list that are probably “correct” based on what the Bible says.

27 Teachings about Hell

Page 38

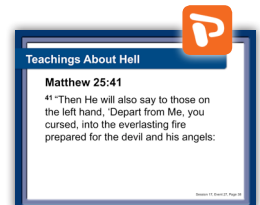
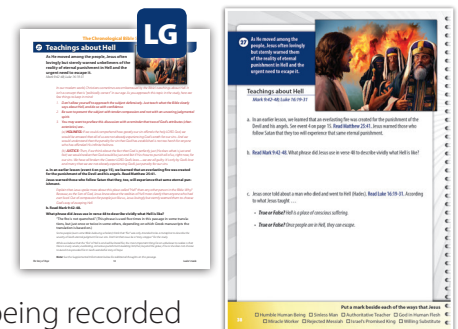
Introductory Comments: Address the current “political correctness” sensitivity regarding this topic. Be sure to look at the information in the Leader’s Guide regarding this issue.

Flip Chart Recorders Assignment:

1. Select two students to be “flip chart recorders.”
2. Position two flip charts in a way that students cannot see what is being recorded as this session proceeds.
3. Instruct the flip chart recorders to make a list of all of the facts about Hell that they hear or read on the screen during the session. They will work separately, each creating his/her own list.
4. You will use this information toward the end of the session.

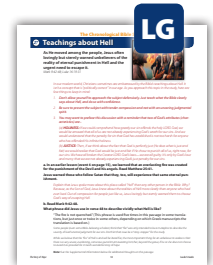
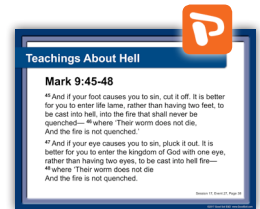
a. In an earlier lesson....

1. Display and read the Matthew 25:41 slide.
2. Explain that God did not create hell for human beings, but that those who choose to follow the devil (Satan) are choosing to follow him to his destiny.



b. Read Mark 9:42-48....

1. Display and read the Mark 9:45-48 slide.
2. Ask and discuss the “What phrase...?” question.
3. There are two common questions that emerge when studying this passage:
 - Is the fire only a metaphor or is it “real” literal fire?
 - What does “Their worm does not die” mean?
4. Both of these questions are addressed in the Leader’s Guide. Study the information regarding these two questions and either:
 - Intentionally raise and answer the questions.
 - Be prepared in case students raise the questions.



c. Jesus once told....

True/False Response Cards:

1. Display and read the Luke 16:19-31 slides.
2. State the two True/False statements and ask students to display their True/False response cards to register their responses.

Additional “Hell statements” made by Jesus:

1. State that Jesus said more about Hell than any other person in the Bible.
2. Present the three additional “Hell statements” slides. Just project these slides, but do not read them. Give students and flip chart recorders time to read them silently and thoughtfully—and for the recorders to record the key facts they see in the verses.



Checking Flip Chart Recorders’ Lists:

1. Ask students to tell what Biblical facts about Hell were covered in the verses studied in this session.
2. Instruct flip chart recorders to put a check mark before each fact on their lists as they are mentioned by students.
3. Continue until student responses have been exhausted.
4. Then, ask the recorders to turn their charts to face the class and reveal the facts they recorded that were not mentioned by students.
5. Ask the recorders if the students mentioned any that they failed to record.



Reflections Audio Activity:

Present the TSOH-27 “Teachings About Hell” image-slide as you play “NT-16 Jesus’ Teachings About Hell” audio file (3:54) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.

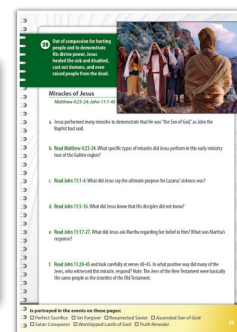
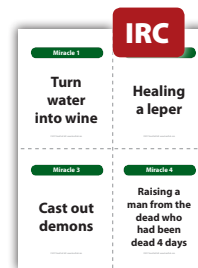


28 Miracles of Jesus

Page 39

Ranking Miracles Activity:

1. Give each table group a set of the 12 miracle sheets (printed from the file in the IRC and cut to create an individual small sheet for each of 12 miracles).
2. Instruct the groups to arrange the miracles in the ranked order based upon how convincing each of these miracles would have been (should have been) in influencing people to realize that Jesus was God (that is, the most powerful testimony that Jesus was God being the first in their ranking order, etc.).
3. Compare their lists and listen to their explanations.
4. Transition by saying: One thing we do know—when Jesus raised a man from the dead who had been dead four days, a lot of people believed in Him.



a. Jesus performed....

1. Read the statement a.
2. Explain that there were multiple reasons why Jesus performed miracles, but one major reason was to demonstrate that He was God.

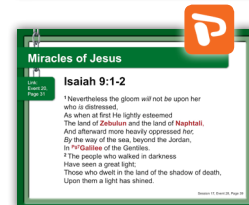
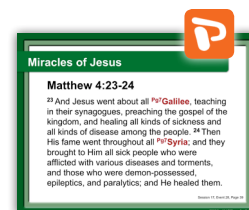
Map: Display the “Holy Land” map slide (page 7) map slide and point out these locations:

1. Galilee
2. Syria
3. Bethany
4. Jerusalem



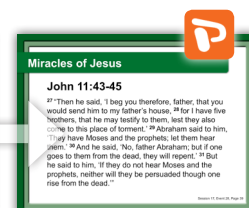
b. Read Matthew 4:23-24.

1. Present and read the Matthew 4:23-24 slide.
2. Ask and discuss the “What specific types...?” question.
3. Present and read the Isaiah 9:1-2 slide (from Event 20).
4. Ask the question: “What is the relationship between Matthew 4:23-24 and Isaiah 9:1-2?” Answer: Seven hundred years before Jesus was born, Isaiah prophesied that the Messiah would bring a great light to the region of Galilee—a place that was known for its gloom, darkness, distress, and death.



The next four sections of the session (c, d, e, f) are all associated with the raising of Lazarus from the dead in John 11.

1. Assign each section's question to a specific table group.
2. Present the slides for John 11:1-45 continuously.
3. Recommended: Play an audio file of this passage and move through the slides in sync as the audio file plays.



4. After the reading of John 11:1-45, ask groups to give their answers to the questions assigned to them and discuss.

c. Read John 11:1-4. “What did Jesus say...?”

d. Read John 11:5-16. “What did Jesus know...?”

e. Read John 11:17-27. “What did Jesus ask...?”

f. Read John 11:28-45. “In what positive way...?”

Flip Chart Brainstorming:

1. Send groups to their flip charts.
2. Ask: “What physical processes in the human body would have to be reversed for a person who had been dead for four days?”
3. Give students three minutes to respond. Run the on-screen timer.
4. Debrief their responses and emphasize that when this miracle is thought of, in terms of the drastic reversal of physical processes, it makes the miracle even more remarkable than we might initially think.
5. If you have medical personnel in the class, they should be able to add a lot to these responses.



Reflections Audio Activity:

Present the TSOH-28 “Miracles of Jesus” image-slide as you play “NT-17 Jesus’ Power Over Death” audio file (4:25) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 38-39 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

Class Session #18 - The Story of Hope Events 29 & 30

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Copies of the “Jerusalem Map” for all students printed from the file in the IRC
- ☐ Flip charts and markers for all groups

Standard Procedure:

Display the event’s PowerPoint image-slide and read the summary statement (top left of the workbook page).



Introduction to the Jerusalem Map Observations: The events in the next few lessons occurred in and around the city of Jerusalem. Even though the “Jerusalem Map” is not included in *The Story of Hope*, in this class we will trace the locations of these final events in the life of Jesus.

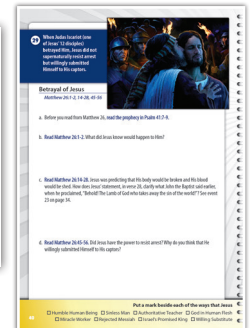
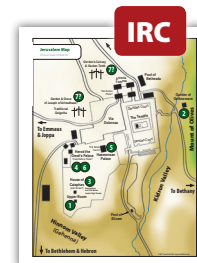
Recommended: Do some of your own research regarding the city of Jerusalem in the time of Jesus so that you can provide interesting grouting as you use the map in these sessions.

29 Betrayal of Jesus

Page 40

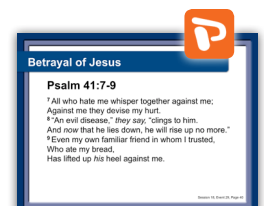
Jerusalem Map Observations:

1. Give each student a copy of the “Jerusalem Map” printed from the file in the IRC.
2. Display the Jerusalem Map slide and point out the key locations.
3. In the first part of this event, Jesus and His disciples are meeting in a room that is commonly referred to as the “Upper Room” for a Passover meal that is commonly known as the “Last Supper.”
4. Instruct students to look for the location of the “Upper Room” (Number 1) on their copies of the map.
5. Explain that Jesus then led the disciples out of this room, through the temple area, down into and up out of the Kidron Valley to the Garden of Gethsemane on the Mount of Olives.
6. Instruct students to look for the location of the “Garden of Gethsemane” (Number 2) on their maps.



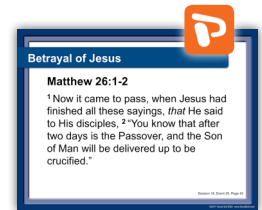
a. Before you read....

1. Display and read the Psalm 41:7-9 slide.
2. Explain that this was commonly recognized as a messianic psalm—a psalm that pre-described (prophetic) what would happen to the Jewish Messiah. It was written approximately 1,000 years prior to what happened here in this event.



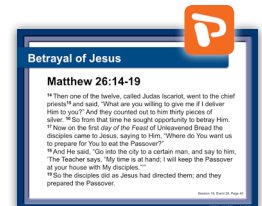
b. Read Matthew 26:1-2.

1. Display and read the Matthew 26:1-2 slide.
2. Before you discuss the “What did Jesus know...?” question, ask the class to tell you what they know about the Passover (Event 14). Provide grouting as needed to be sure they remember the historical Passover and also understand the ceremonial Passover meal that was (and still is) observed by Jewish people.
3. Now, discuss the “What did Jesus know...?” question. Point out that not only did Jesus know that He would die but He also knew by what method He would be put to death.



c. Read Matthew 26:14-28.

1. Display and read the Matthew 26:14-28 slides.
2. Explain, as necessary, what was happening in this setting.
3. Explain that Jesus was not saying that they were drinking His actual blood and eating His actual flesh; Jesus was speaking figuratively. The wine was symbolic of the blood He would shed and the bread was symbolic of the fact that His body would be broken in crucifixion.
4. Focus on Matthew 26:28.
5. Send groups to their flip charts. Task: Make a list of as many observations as they can make about this statement.
6. Debrief their lists of observations. Be prepared for grouting, especially related to the “new covenant” (without getting overly technical).

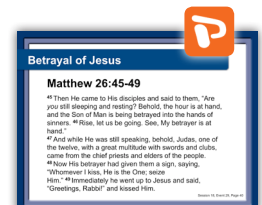


New Covenant: Explain that the prophets Jeremiah and Ezekiel had prophesied that God would introduce a “new covenant” that would be very different from the old covenant God made with Moses. Under the new covenant, God would cleanse people’s hearts and put His spirit within them. And the rigorous religious system of the Old Testament (old covenant) would be replaced with an internally Spirit-motivated relationship with God. Jesus was saying here that it would be His blood that would establish that new covenant—a new era was about to begin!

7. Ask and discuss the “How does Jesus’ statement...clarify what John the Baptist said earlier...?” question.

d. Read Matthew 26:45-56.

1. Display and read the Matthew 26:45-56 slides.
2. Ask and discuss the “Did Jesus have the power...?” question.
3. Ask and discuss the “Why do you think...?” question.
4. Challenge students to give reasons for their responses. For example, Jesus had repeatedly found ways to avoid being killed by angry enemies.



Reflections Audio Activity:

Present the TSOH-29 “Betrayal of Jesus” image-slide as you play “NT-21 Betrayal of Jesus” audio file (4:38) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.

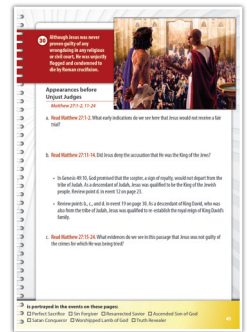


30 Appearances before Unjust Judges

Page 41

Audio-Listening Flip Chart Activity:

1. Send groups to their flip charts.
2. Assign this task:
 - Listen to the “NT-22 Jesus’ Appearances before Unjust Judges” audio file (as it is being played to the entire class).
 - Identify and list the trials in which Jesus was judged on this occasion, with as many facts as they can “catch” during the audio presentation.
 - Explain that multiple group members can be writing on their charts at the same time.



Reflections Audio Activity:

Present the TSOH-30 “Appearances before Unjust Judges” image-slide as you play “NT-22 Jesus’ Appearances before Unjust Judges” audio file (4:46) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



3. If necessary, play the audio file a second time.
4. Debrief the groups’ flip charts.
5. Explain that there were “at least” five distinct trials, but some scholars say that there was another one—a quick one held by the Sanhedrin (Council).

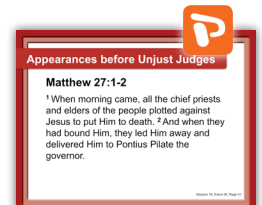
Jerusalem Map:

1. Ask students to look at their copies of the Jerusalem map.
2. Display the Jerusalem Map slide and point out the key locations.
3. Previously you pointed out (1) the Upper Room and (2) the Garden of Gethsemane.
4. Explain where Jesus was taken during this “night of trials.”
 - **3** = House of Caiaphas (probably also where Annas lived) was the location of the two Jewish religious trials.
 - **4 & 6** = Palace built by Herod the Great was “probably” the place where Pilate lived when he was in Jerusalem and the place of the two Roman civil/political trials before Pilate. Some scholars have suggested that these trials were held in the Antonia Fortress.
 - **5** = Hasmonean Palace was the residence of Herod when he was in Jerusalem and probably the place where Jesus was tried by Herod.
5. Tell students to keep these maps and bring them back to class for the next four events.



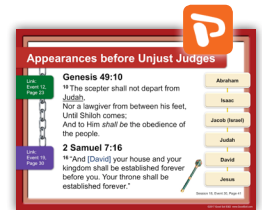
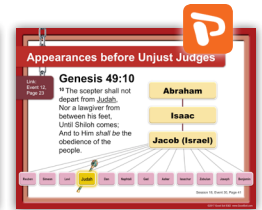
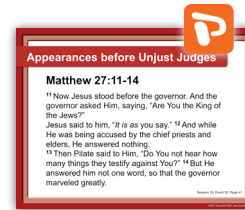
a. Read Matthew 27:1-2.

1. Present and read the Matthew 27:1-2 slide.
2. Ask and discuss the “What early indications...?” question.



b. Read Matthew 4:23-24.

1. Present and read the Matthew 27:11-14 slide.
2. Ask and discuss the “Did Jesus deny...?” question.
3. Present the Genesis 49:10 slide, then read the bullet point statement in the workbook and elaborate on it.
4. Present the Genesis 49:10/2 Samuel 7:16 slide, then read the bullet point statement and elaborate on it.
5. Purpose of these last two slides: Clearly establish, in the minds of students, the significance of the genealogical connection between Jesus and Judah and David, particularly as it relates to Jesus being the “King of the Jews.”



c. Read Matthew 27:15-24.

1. Present and read the Matthew 27:15-24 slides.
2. Ask and discuss the “What evidences...?” question.



Pages 40-41 (Bottom of Page Spread)

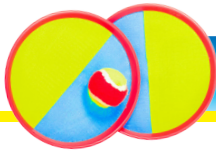
How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

If possible, spend a bit more time than normal on thinking about how Jesus is portrayed in events 21-30.

Class Response Activity:

1. Present (using the “ways that Jesus is portrayed” slide) each of the 15 possible ways that Jesus is portrayed in New Testament events, one at a time.
2. Ask students to explain where they most clearly see Him portrayed in that way. Briefly discuss each.
3. Continue through the list.
4. Not all of these have been seen YET (to this point) in the BIG Story.



Class Session #19 - Velcro Activities for Events 1-30

DEFINITION

Velcro Activity

An activity designed to review what has been taught and (hopefully) learned, so as to **make learning “stick”**

Resources Needed:

- ☐ Option One: Sets of *Old Testament ChronoBible Cards* for each table group
- ☐ Option Two: One set of *The Bible's BIG Story Teaching Visuals*
- ☐ Blank index cards



Chronological Ordering of Events Activity—Option One:

Chronological Bible Cards

1. Give each table group a set of *Old Testament ChronoBible Cards* for events TSOH-01 through TSOH-30.
2. Have one member of each group shuffle the cards and deal cards to members of the group. It is not necessary for all students to have the same number of cards.
3. Instruct the groups to arrange the 30 cards in their proper order, without looking at their workbooks or other helps.
4. Once they think they have the cards in the proper order, tell them to look at their workbooks to check their work.

Chronological Ordering of Events Activity—Option Two:

The Bible's BIG Story Teaching Visuals

1. Follow the same general procedure as presented with Option One.
2. But, with this option, use one set of *The Bible's BIG Story Teaching Visuals* for TSOH-01 through TSOH-30.
3. Conduct the activity in a floor space large enough to spread out 30 teaching visuals and allow students to stand around them.
4. Shuffle and distribute the teaching visuals to the students.
5. Follow the same procedures for having students arrange the visuals in order.

Table Groups Competition Quiz Activity

1. Give each table group at least ten blank index cards.
2. Assign one or more (depending on how many table groups you have) of the New Testament events studied thus far in the class (TSOH-21 through TSOH-30, using only the New Testament events) to each table.

3. Ask the groups to write at least two (maybe more) questions related to the events assigned them, using the material in their workbooks as a basis for the questions. Give them five minutes to write their questions.
4. Instruct them to focus on clear and specific answers.
5. Have them pass their question cards in to you.
6. Shuffle the cards.
7. Using these student-created questions, quiz the class. Pick and choose the best questions from the pool of those submitted.
8. Assign a scorekeeper for this table group competition.
9. Provide grouting and clarification as needed in order to make this a profitable activity.

Class Session #20 - The Story of Hope Events 31 & 32

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Copies of the "Jerusalem Map" printed from the IRC file for students who did not get them in Session 18 or who may have misplaced their copies
- ☐ Copies of "The Crucifixion" document for all students printed from the file in the IRC
- ☐ The lamb stuffed-animal toy used in previous lessons
- ☐ Flip charts and markers for all groups
- ☐ Post-it notes

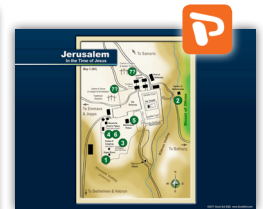
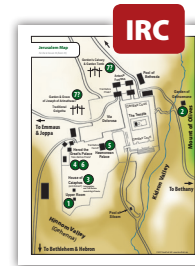
Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



Jerusalem Map Observations:

1. Ask students to use their copies of the Jerusalem Map that were given to them in Session 18.
2. Display the Jerusalem Map slide and point out the key locations.
3. Using the map, retrace and re-explain significant facts regarding the first six locations on the map that you have already "walked through" in the study.
4. Point out two possible locations for this event, the crucifixion of Jesus (and his burial site) indicated by 7? on the map.
5. Explain that there are two popular views regarding the location of the site of Jesus' crucifixion and burial:
 - Traditional Golgotha
 - Gordon's Calvary
6. **Recommended:** Do some of your own background study on this topic and be prepared to present brief arguments for each location.



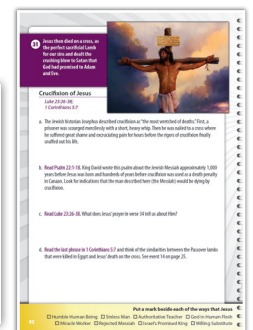
31 Crucifixion of Jesus

Page 42

a. The Jewish historian Josephus....

Standing Triads:

1. Read statement a but hold your comments.
2. Give each student a copy of "The Crucifixion" document.
3. Instruct students to read the document silently and highlight

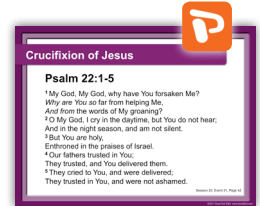


significant facts about crucifixion that they did not know.

4. Have them take these documents with them and assemble in standing triads (groups of three, standing somewhere in the room). Because of some of the content, it might be best to have the men and the women in separate groups.
5. Task: They are to share what they learned from the article.
6. Lead a brief whole-class feedback discussion based on what they learned.

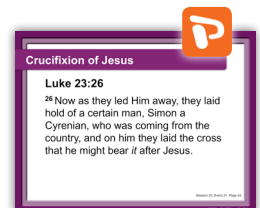
b. Read Psalm 22:1-18.

1. Display the Psalm 22:1-18 slides.
2. Read the statements in this section of the workbook.
3. Instruct students to stop you as you read Psalm 22:1-18 any time that you read a phrase that clearly (based on what we know now) is descriptive of the crucifixion of Jesus.
4. Work your way through the Psalm 22:1-18 verses, stopping for brief clarifications or discussions as they are appropriate and needed.



c. Read Luke 23:26-38.

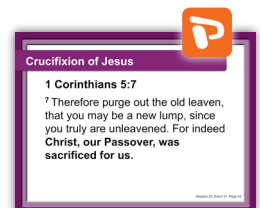
1. Display and read the Luke 23:26-38 slides.
2. When you come to verse 34, ask the "What does Jesus' prayer in verse 34 tell us about Him?" question.
3. Emphasize the unconditional love and mercy of Jesus and connect that to his love and mercy in forgiving all of us who are receptive to His forgiveness.



d. Read the last phrase....

Flip Chart Activity:

1. Display and read the 1 Corinthians 5:7 slide.
2. Show the class the toy stuffed-animal lamb and just remind them of the Passover event in Egypt (Event 14).
3. Read statement d in the workbook.
4. Send the groups to their flip charts and ask them to make a list of the ways in which the crucifixion of Jesus was similar to the Passover event in Egypt.
5. Debrief their lists and add grouting as is helpful.



Reflections Audio Activity:

Present the TSOH-31 "Crucifixion of Jesus" image-slide as you play "NT-23 The Crucifixion of Jesus" audio file (3:19) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



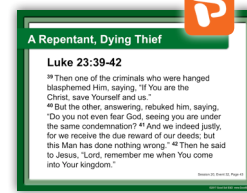
32 A Repentant, Dying Thief

Page 43

a. Read Luke 23:39-42.

Individual Response Activity:

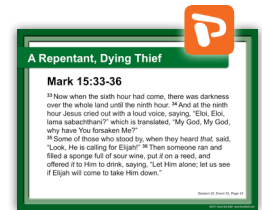
1. Display the Luke 23:39-42 slide but do not read it yet.
2. Instruct students to (on their own) read silently the verses on the slide and read the information in the section a.
3. Task: Respond to the "Which of these...?" question in their workbooks.
4. Tell them to stand and remain standing when they have completed this brief exercise.
5. Then, read Luke 23:39-42 and go through the seven-points checklist taking responses from the students and leading brief discussions as needed.



- The kind of men that Roman centurions “generally” were.
- What these Roman soldiers had done to Jesus.

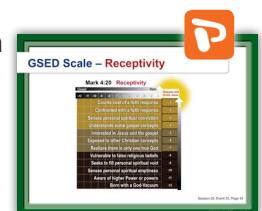
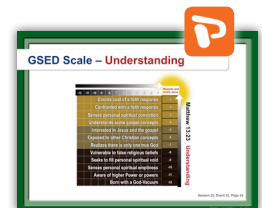
e. Read Mark 15:33-39.

1. Read the “What other historical facts...?” question.
2. Tell students to look for significant “happenings.”
3. Display and read the Mark 15:33-39 slides.
4. Lead a brief discussion, especially related to the ripping of the veil in verse 38.
5. Be prepared for grouting regarding the veil, its size, why “top to bottom” is significant, what it meant theologically for the veil to be torn open and the Holy of Holies in the temple to be exposed to mankind.



Good Soil Evangelism and Discipleship Scale Assessment:

1. Give each student a blank Post-it note.
2. Present the vertical dimension of the Good Soil Scale slide.
3. Give a brief explanation of the “understanding” (vertical) dimension of the scale.
4. Ask students (individually) to assess where they think the repentant thief was on the scale with regard to his understanding of the gospel.
5. Tell them to write their assessment numbers on the Post-it note (using -12 to -1).
6. Instruct students to stand and cluster in triads (groups of three) with people who are not from their own table groups.
7. Standing triad task: Instruct students to compare their assessments of the repentant thief and discuss their reasoning behind their assessments.
8. With students still in their standing triads, present the horizontal dimension of the Good Soil Scale slide.
9. Give a brief explanation of this “receptivity” dimension of the scale.
10. Ask students to assess where they think the repentant thief was on this dimension of the scale with regard to his openness to know and receive the gospel.
11. Tell them to write this number (-12 to -1) on the Post-it note.
12. Ask them to compare their assessments for this dimension of the scale.
13. Some thoughts to keep in mind as you debrief and grout this activity:
 - We do not know how much, if any, contact the thief had previously had with Jesus. Had he heard Jesus teach and observed some of Jesus’ miracles?
 - If it is sincere and genuine, God honors even the simplest childlike faith of people who acknowledge their spiritual needs.





Reflections Audio Activity:

Present the TSOH-32 “A Repentant, Dying Thief” image-slide as you play “NT-24 Jesus’ Death and Its Provision for Mankind” audio file (3:56) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 42-43 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

Class Session #21 - *The Story of Hope* Events 33 & 34

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ True/False response cards
- ☐ Copies of “Liar-Lunatic-Lord” document for all students printed from file in the IRC
- ☐ Flip charts and markers
- ☐ Post-it notes or blank index cards
- ☐ Laser pointer
- ☐ One set of the titles and definitions of various kinds of religious “intercessors” printed from the “Religious Intercessors” file in the IRC (Print back and front so that the names of the “intercessors” are on the front and the correct definitions are on the back. Cut the pages so that each intercessor is on a separate half sheet.)

Standard Procedure:

Display the event’s PowerPoint image-slide and read the summary statement (top left of the workbook page).



Three Flip Charts Activity:

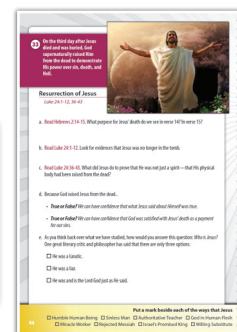
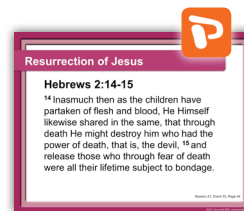
1. Place three flip charts at the front of the class, facing the class.
2. Write each of these views of what happens after death at the top of one of the flip charts:
 - No Life after Death
 - Reincarnation
 - Bodiless Spirit (Ghost) Lives on in This World
3. Explain each of these after death views to the class.
4. Give each student a blank Post-it note or index card.
5. Ask them to rank these (1 through 3, on their cards or notes) in terms of which is the most popular (most widely believed) in our culture, which is second-most popular, and which is least believed (least popular) in our culture.
6. Then, tell them to go to each of the flip charts and write (BIG and BOLD) their numbers or the beliefs in order of cultural believability on the appropriate charts.
7. Explain that these after death views were also prominent in the thinking of people in Jesus’ day, probably even more so than in our day. Explain that no one—not even the most faithful God-believers or Jesus-followers—expected Jesus to be bodily raised from the dead after His crucifixion.

33 Resurrection of Jesus

Page 44

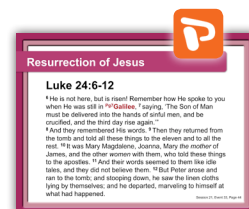
a. Read Hebrews 2:14-15.

1. Read the "What purpose...?" question from the workbook.
2. Present and read the Hebrews 2:14-15 slide.
3. These are very important verses. They explain:
 - Purpose of the incarnation of Jesus—why God embodied Himself in a real human body.
 - Connection between the Genesis 3:15 promise and the death of Jesus.



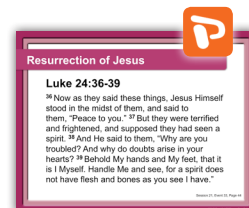
b. Read Luke 24:1-12.

1. Read the "Look for evidences..." statement.
2. Present and read the Luke 24:6-12 slides.
3. Ask students to identify the evidences that the body of Jesus was no longer in the tomb.



c. Read Luke 24:36-43.

1. Read the "What did Jesus do...?" question.
2. Present and read the Luke 24:36-43 verses.
3. Ask students to respond with Jesus' proofs that He was not just a spirit—that His physical body had been raised from the dead.



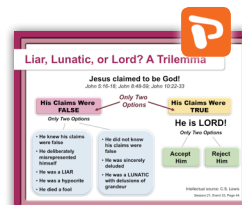
d. Because God raised....

True/False Response Cards:

1. Tell students to get ready to use the True/False response cards that were given to them earlier. Have additional cards available for students who do not have theirs.
2. Read the first T/F statement, "...confidence that what Jesus said..."
3. Ask students to hold up their cards to opt for True or False.
4. Ask all of the students to stand who think the statement is true.
5. Call upon them to explain why they think the statement is true.
6. Follow the same procedure for the second T/F statement, "...confidence that God was satisfied..."

Liar-Lunatic-Lord Activity:

1. Give every student a copy of the "Liar-Lunatic-Lord" document. The file for that document is in the IRC.
2. Instruct table groups to read the document aloud, alternating readers around the group.
3. Display the "Liar, Lunatic, or Lord?" slide.



4. Explain that a trilemma is similar to a dilemma, except for the fact there are three options to wrestle with in a trilemma, instead of two.
5. Give the students a few minutes to look at the slide.
6. Ask a volunteer to come to the front and (using a laser pointer) explain the logic of the chart.



Reflections Audio Activity:

Present the TSOH-33 “Resurrection of Jesus” image-slide as you play “NT-25 The Resurrection of Jesus” audio file (4:26) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



34 Ascension of Jesus

Page 45

Jerusalem Map:

1. Display the Jerusalem Map slide.
2. Point out the location of the Mount of Olives and explain that this is the place from which Jesus ascended to heaven.

a. Read 1 Corinthians 15:3-8.

True/False Response Cards:

1. Read the T/F statement.
2. Display and read the 1 Corinthians 15:3-8 slide.
3. Lead the class in the discussion of the significance of what Paul asserted here—500+ on a single occasion saw Jesus alive after His resurrection and most of them were still alive!

b. Read Acts 1:6-8.

1. Present and read the Acts 1:6-8 slide.
2. Display the page 7 (Holy Land) map and explain the implications of the final statement that Jesus made to His disciples.

c. Read Acts 1:9-11.

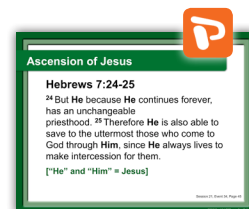
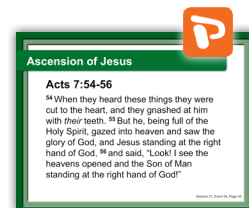
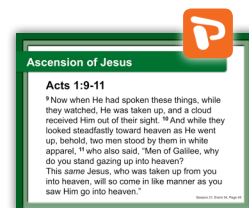
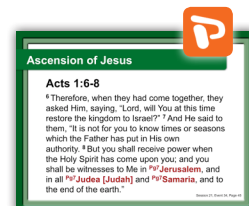
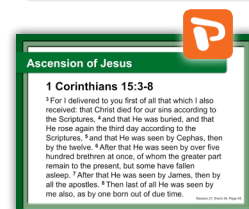
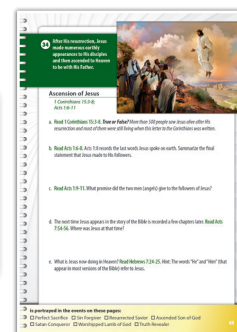
1. Present and read the Acts 1:9-11 slide.
2. Ask and discuss the “What promise...?” question.

d. The next time....

1. Provide some backfilling to give this Acts 7:54-56 passage sufficient historical-Biblical context: Explain the stoning of Stephen event of Acts 7.
2. Read statement d and ask the “Where was Jesus...?” question.
3. Display and read the Acts 7:54-56 slide.
4. Explain where Jesus is now.

e. What is Jesus doing....

1. Read the “What is Jesus doing...?” question.
2. Display and read the Hebrews 7:24-25 slide.
3. Lead a brief discussion based on the students’ observations from these verses and elaborate thoroughly enough so that they will understand that:
 - Jesus is now in heaven with His (and our) Father.
 - He is interceding with the Father for us as our Great High Priest.
 - He is our “Mediator” (our “Go-between”).
 - As a result, we are saved and saved completely (“to the uttermost”)



Identifying and Defining “Intercessors” Activity:

1. Print and cut the “Religious Intercessors” sheets, using the file in the IRC.
2. Move to an open area of the room or another room and assemble in a circle.
3. Place the “intercessors” half sheets on the floor, title side up.
4. Ask students: “Pick up one (or more if the class is smaller than 16 students) sheet and hold it with the name facing the other students.”
5. Going around the circle, have students read the name of the “intercessor” and then the definition.
6. Be prepared for grouting. Be sure that you have a good understanding of each type of intercessor and the religion(s) in which they operate.
7. Lead a discussion based on these two questions:
 - Why do people sense a need for an intercessor?
 - In what ways is Jesus the perfect and TRUE intercessor between God and human beings?

IRC

Shaman

Witch or
Warlock



Reflections Audio Activity:

Present the TSOH-34 “Ascension of Jesus” image-slide as you play “NT-28 Ascension of Jesus” audio file (3:42) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 44-45 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

Class Session #22 - The Story of Hope Events 35 & 36

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Flip charts and markers
- ☐ Blank index cards, six per table
- ☐ One set of the Bible History and Bible Prophecy visuals printed from the "History-Prophecy" file in the IRC

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).

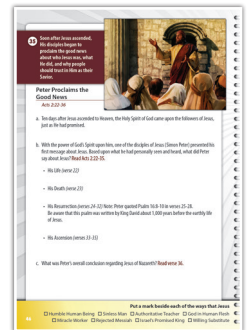


35 Peter Proclaims the Good News

Page 46

Good Sermon Activity:

1. Place six blank index cards on each table.
2. Instruct table groups to come to a group agreement on six characteristics of a "good sermon" and write one characteristic on each card.
3. Tell them to prioritize the characteristics from most important to least important.
4. Ask each table to share its list with the entire class.
5. Discuss similarities and differences between their lists.
6. Transition: "We are now to look at the first Christian sermon ever preached. Let's see how 'good' it was, by our standards."



a. Ten days after....

1. Read statement a.
2. Elaborate on it, but avoid a controversial discussion regarding the "tongues" event.

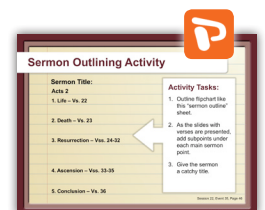
b. With the power of God's spirit....

c. What was Peter's....

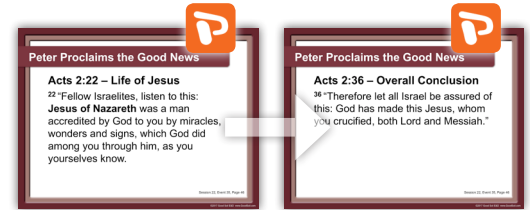
Sermon-Outlining Flip Chart Activity (Covers b and c sections):

1. Send groups to their flip charts.
2. Display the Sermon Outline slide.
3. Explain each of the three Activity Tasks (right side of slide).

Note: Adjust these suggested times, as needed, but keep it moving fairly quickly—do not let it lag.



4. Display (but do not read) the Acts 2:22 slide and leave it up approximately **one (1)** minute.
5. Display (but do not read) the Acts 2:23 slide and leave it up approximately **one (1)** minute.
6. Display (but do not read) the Acts 2:24-28 slide and leave it up approximately **two (2)** minutes.
7. Display (but do not read) the Acts 2:29-32 slide and leave it up approximately **one (1)** minute.
8. Display (but do not read) the Acts 2:33-35 slide and leave it up approximately **one (1)** minute.
9. Display (but do not read) the Acts 2:36 slide and leave it up approximately **one (1)** minute.
10. Create a catchy modern-reader title for this sermon (**one [1]** minute).
11. Debrief the flip charts with the entire class, but if you have a lot of groups do not try to cover every point on every chart. Study the passage ahead of time to be prepared to add grouting.
12. For students who want to get this information in their workbooks, tell them to take a photo of a chart with their smartphones or copy the information after the session.



Reflections Audio Activity:

Present the TSOH-35 "Peter Proclaims the Good News" image-slide as you play "NT-29 The Gospel and Jews in Jerusalem" audio file (4:17) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



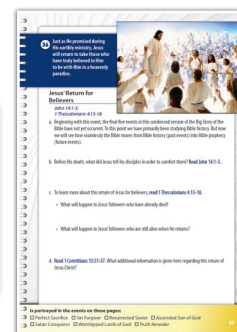
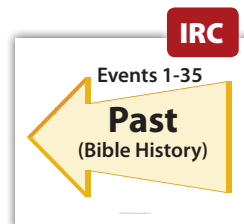
36 Jesus' Return for Believers

Page 47

a. Beginning with this event....

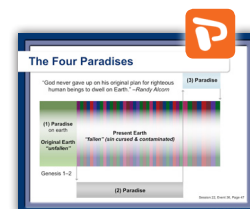
Prophecy and History Visuals Activity:

1. Print one set of the Bible Prophecy and Bible History visuals using the "History-Prophecy" file in the IRC.
2. Ask two students to volunteer to come to the front of the class and face the class.
3. Give the student on the left (left, from the class perspective) the Events 1-35 Bible History visual to hold.
4. Explain that all that has been studied, to this point, is history—it's in the past. Explain that there are many, many other events in Bible history that we did not cover—the 35 we covered were some of the most important but many other important events had to be skipped.
5. This may be a good place to mention *The Roots of Faith* course that includes 50 Old Testament events and goes into more depth with them than we have time for in this class.
6. Give the student on the right (right, from the class perspective) the Events 36-40 Bible Prophecy visual to hold.
7. Explain that we only have time in this class to study five prophetic events, but that there are many others in the Bible.
8. Step in between the two people with the visuals and make the statement that we (current generation) are living between event 35 and event 36.



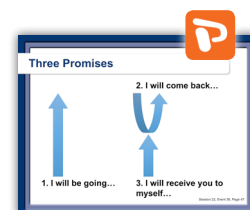
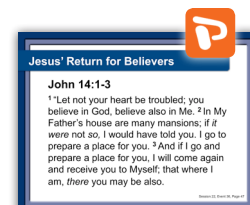
"The Four Paradises" Chart:

1. Display "The Four Paradises" chart slide, with the third paradise now added.
2. Explain that after His death, the location of God's "paradise" could be and was changed from "wherever it was" to God's presence in heaven. Explain that this was possible because the "veil" that separated us from God was "torn" through the death of the "Lamb of God" and believers could now be in our holy God's presence.
3. State that there is a fourth and final paradise that will be much better than any of the first three paradises. "We'll study that very soon."



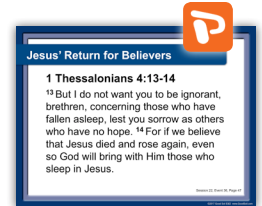
b. Before His death....

1. Present and read the John 14:1-3 slide.
2. Explain the historical setting of this passage—the anxiety the disciples of Jesus were experiencing when they learned that He was going to die.
3. Ask the table groups—in their groups—to see how many promises they can find in these three verses.
4. They will find at least four promises, but explain that there are three promises that we need to remember.
5. Display and explain the "Three Promises" slide.



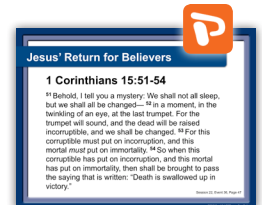
c. To learn more....

1. Divide the class into two groups—"dead" and "alive." Go around the room and point to one person and say "Dead" and to the next student say "Alive" and continue this pattern until each student is assigned one or the other.
2. Ask all of the "Dead" people to go to one side (or space) of the room and take their workbooks with them.
3. Ask the "Alive" people to go to the other side (or another space) of the room and take their workbooks with them.
4. As you present and read the 1 Thessalonians 4:13-18 slides, instruct:
 - "Dead" students to look for how the return of Jesus for believers will affect them—those who are dead when Jesus returns for believers.
 - "Live" students to look for how the return of Jesus for believers will affect them—those who are alive when Jesus returns for believers.
5. Give the groups a couple of minutes to discuss, among themselves—in standing groups—what they observed relative to their assignments.
6. Debrief both groups and provide grouting as is helpful.
7. Tell the groups to remain in their places.



d. Read 1 Corinthians 15:51-57.

1. Repeat the above activity with the 1 Corinthians 15:51-57 slides.
2. Study this passage ahead of time and be prepared to provide grouting, especially concerning the incorruptible/corruptible and immortal/mortal concepts.



Reflections Audio Activity:

Present the TSOH-36 "Jesus' Return for Believers" image-slide as you play "NT-42 Jesus' Return for Believers" audio file (4:21) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 46-47 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

Class Session #23 - The Story of Hope Events 37 & 38

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Flip charts and markers for each group
- ☐ Blank index cards, at least a dozen per table
- ☐ Copy of the "God's Devil" article for each student printed from the file in the IRC
- ☐ Roll of butcher paper or similar paper approximately 5 feet long

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



Different Views of Bible Prophecy:

Depending on who the students are in this class, you may (or may not) sense a need to explain that Bible-believing Christians do not all agree on how to interpret prophetic events. If there are students in the class who disagree with the views expressed in this material, honor their freedom to hold other views. Avoid being too dogmatic on details of prophetic interpretations.

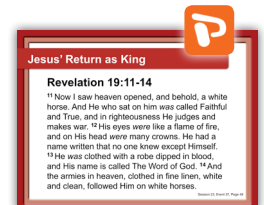
37 Jesus' Return as King

Page 48

a. Be aware that....

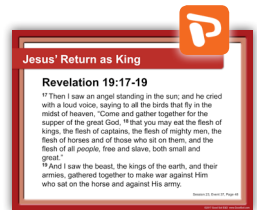
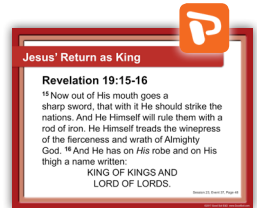
Interpreting Apocalyptic Literature Activity:

- Read statement a but do not read the Revelation passage yet.
- Display the "Interpretation of Apocalyptic Literature" slide and explain when we read a prophetic passage in the Bible, we...
 - Generally should avoid viewing everything as strictly literal.
 - Generally should avoid viewing everything as totally figurative.
 - Should look for the literal historical and future realities that are represented in the symbolic language.
- Explain that we will now put these principles into practice. Instruct groups to look for:
 - Three things in Revelation 19 that **clearly are** figurative.
 - Three things in Revelation 19 that **may be** figurative.
- Display the first Revelation 19 slide (verses 11-14) and give the groups time to write "clearly are figurative" things on index cards (one per card) and "may be figurative" things on index cards (one per card). Ask them to arrange these into two groups—"are" and "may be." At this point it is not important how many things



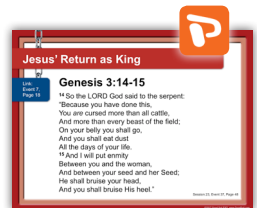
they have identified for each group.

5. Continue the same procedure with the next two slides (verses 15-16 and verses 17-19).
6. When all of these Revelation 19:11-19 verses have been considered, instruct the groups to choose three from each of their “are” and “may be” groups—the three things that are most clearly figurative and three that are maybe figurative.
7. Debrief their observations with the entire group.
8. Transition by saying: “Now, let’s see four future realities that are embodied in this figurative language.”
9. Read, discuss, and comment on the four bullet points in section a.
 - Jesus will return....
 - Jesus will be accompanied....
 - Jesus will defeat....
 - In doing this....



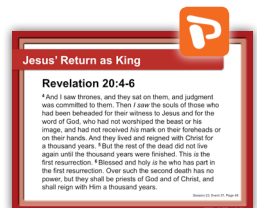
b. Read Revelation 20:1-3.

1. Present and read the Revelation 20:1-3 slide.
2. Then present the Genesis 3:14-15 slide that follows.
3. Read and discuss the “Who is the ‘old serpent’ ...?” question.



c. Read Revelation 20:4-6.

1. Present and read the Revelation 20:4-6 slide.
2. Read and discuss the “What will take place...?” question.
3. Read and discuss the “Where in our studies have we seen...?” question.



Flip Chart Activity:

1. Send groups to their flip charts.
2. Task: Compare and contrast the “Jesus Returns” events—Event #36 and Event #37. What is the same or similar? What is different about these two events?
3. Debrief their flip chart observations.



Reflections Audio Activity:

Present the TSOH-37 “Jesus’ Return as King” image-slide as you play “NT-45 The Return of Jesus Christ” audio file (3:23) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.

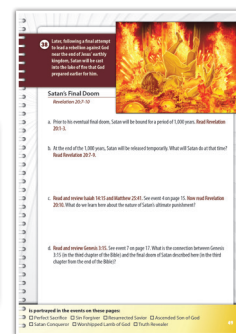


38

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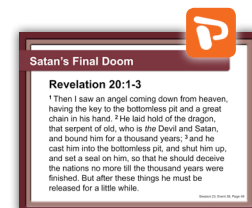
"God's Devil" Quote Discussion:

- "The devil is God's devil."**
- ➔ **Who said that? What did he mean?**
- ❑ **Nero**, Roman emperor who persecuted Christians
 - ❑ **Constantine**, first "Christian" emperor of Roman Empire
 - ❑ **Martin Luther**, leader of the Protestant Reformation
 - ❑ **Charles Darwin**, popular proponent of biological evolution
- Worksheet: Darwin 12, Page 45



a. Prior to his eventual....

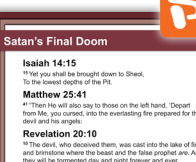
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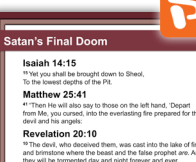
b. At the end....

- Satan's Final Doom**
- Revelation 20:7-9**
- 7** Now when the thousand years have expired, Satan will be released from his prison ^a and will go out to deceive the nations which are in the four corners of the earth, Gog and Magog, to gather them together to battle, whose number is as the sand of the sea. ^b They went up on the breadth of the earth and surrounded the camp of the saints and the beloved city. And fire came down from God out of heaven and devoured them.
- ^a Or the abyss ^b Or the sea
- © 2000 by Thomas Nelson Publishers

c. Read and review Isaiah 14:15 and Matthew 25:41.

- 
- Satan's Final Doom**
- Isaiah 14:15**
- "Yet you shall be brought down to Sheol,
To the lowest depths of the Pit.
- Matthew 25:41**
- "Then I will also say to those on the left hand, 'Depart from me, you cursed, into the everlasting fire prepared for the devil and his angels.'
- Revelation 20:10**
- "The devil, who deceived them, was cast into the lake of fire and brimstone where the beast and the false prophet are. And they will be tormented day and night forever and ever.
- Revelation © Glenn M. Rogers

d. Read and review Genesis 3:15.

- 
- Satan's Final Doom**
- Isaiah 14:15**
- "Yet you shall be brought down to Sheol,
To the lowest depths of the Pit.
- Matthew 25:41**
- "Then I will also say to those on the left hand, 'Depart from me, you cursed, into the everlasting fire prepared for the devil and his angels.'
- Revelation 20:10**
- "The devil, who deceived them, was cast into the lake of fire and brimstone where the beast and the false prophet are. And they will be tormented day and night forever and ever.
- Revelation © Glenn M. Rogers

Timeline of Satan's Attempted Rise and Ultimate Fall—Drawing Activity:

- ©2017 Good Soil E&D www.GoodSoil.com

- Task: Create a timeline of Satan's attempted rise and ultimate fall (and the most significant events between them) as they hear them in the NT-47 audio presentation.



Reflections Audio Activity:

Present the the TSOH-38 "Satan's Final Doom" image-slide as you play "NT-47 Satan's Final Doom" audio file (4:03) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



- Then, if necessary, and if time permits, play the audio file a second time to give groups a second opportunity to finish their timelines.
- Choose a couple of the best timelines and ask the groups to present them and talk their way through them.

Option: Send one person in each group an email with the NT-47 mp3 file. Instruct them to listen to the audio file within their group and create the timeline as they do.

Pages 48-49 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.

Class Session #24 - *The Story of Hope* Events 39 & 40

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Large index cards and dark marking pen for each student, enough for at least two per student
- ☐ Three ropes or heavy cords, one large O-ring, and signs for the Crossed Ropes Activity
- ☐ Print copies of the "Revelation 21-22" document for all students from the file in the IRC.
- ☐ Highlight markers for all students

Standard Procedure:

Display the event's PowerPoint image-slide and read the summary statement (top left of the workbook page).



Image-Slide Study Discussion:

1. Get the class to help you identify some person in the world today who is a famously wicked person—settle on one person as an example.
2. Turn the lights off in the room (for greater effect) and project the Great White Throne illustration (TSOH-39 slide) on the screen.
3. Tell students to think of the person at the bottom middle of the picture as being that notoriously wicked person you identified.
4. Engage students to discuss this question with you: How do you think this person will feel and what will he/she be thinking when he/she is standing before God at the Great White Throne Judgment?



Response Cards:

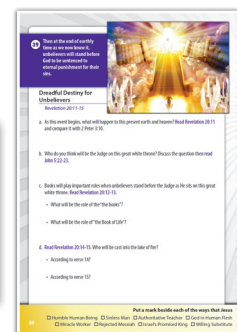
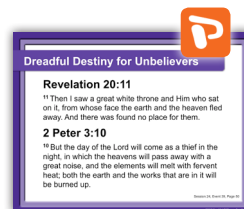
1. Give each student a large blank index card (5" x 8" or larger) and a dark felt tip marking pen.
2. Ask them to write (big and bold) their responses to this question on the cards: What kind of God would allow evil people to go unpunished forever?
3. Ask students to stand and hold up their cards for other students in the class to see.
4. Call on someone to read his/her response and to explain why he/she wrote that particular response.
5. When he/she has read the response and explained it, ask him/her and other students with the same response to be seated.
6. Continue until all of the responses have been presented.

39 Dreadful Destiny for Unbelievers

Page 50

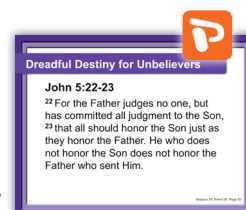
a. As this event begins....

1. Present the Revelation 20:11 and 2 Peter 3:10 slide, but do not read it aloud.
2. Ask table groups to read statement a. and discuss it.
3. Engage the class in a discussion on this topic. Be prepared to add your own grouting.



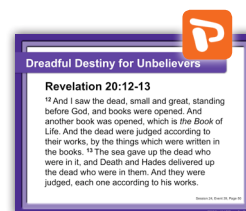
b. Who do you think....

1. Read the "Who do you think...?" question.
2. Present and read the John 5:22-23 slide.
3. Engage the class in a discussion, asking, Why would Jesus, and not God the Father, be the One who judges unbelievers?



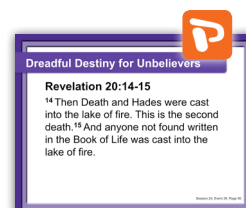
c. Books will play important roles....

1. Read statement c.
2. Present and read the Revelation 20:12-13 slide.
3. Ask groups to discuss the two questions:
 - What will be the role of "the books"?
 - What will be the role of "the Book of Life"?
4. Facilitate a discussion with the entire class on these two questions. Do your study ahead of time to prepare for some solid grouting.



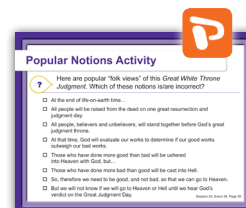
d. Read Revelation 20:14-15.

1. Present and read the Revelation 20:14-15 slide.
2. Read and discuss the "Who will be cast...?" question as it relates to verse 14 and verse 15.



Popular Notions Activity:

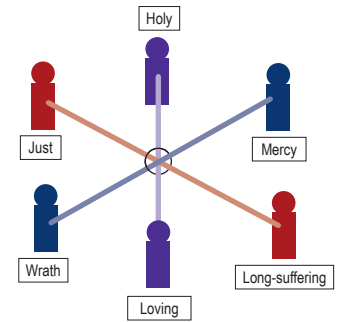
1. Present the slide with the folk views of the Great White Throne Judgment.
2. Ask table groups to discuss these views, looking for the views that are incorrect (not Biblical).
3. Engage the class in a discussion.
4. Display the "strike through text" version of the slide to make the point that none of these views are true, according to what the Bible teaches.
5. Explain that this is a judgment only for unbelievers.



Crossed-Ropes Activity:

Some people would say that God is too cruel in judging and condemning people as described in this event. Other people might say that God is too weak or too lenient in waiting so long to judge wicked people.

1. Explain that from our finite perspective, it appears that some of God's moral attributes are in tension with (or even contradict) some of His other moral attributes. But, for an infinite God apparently He does not sense the tension that we sense.
2. Try this demonstration to show the characteristics of God and how they complement each other.
3. Split six participants into three pairs. Give each pair a rope. Run the three ropes through a metal "O-ring" to keep them crossed at the same point (as pictured).
4. Create an 8½" x 11" sign to identify each of the six moral attributes and hang them on the ropes in this arrangement: "Loving" opposite of "Holy"/"Mercy" opposite of "Wrath"/"Long-suffering" opposite of "Just."
5. Have the rope holders pull the ropes to create some tension, but be careful to keep the mood of this activity serious.
6. If done properly, this object lesson helps to illustrate the balanced tension between these six moral attributes of God.



Reflections Audio Activity:

Present the TSOH-39 "Dreadful Destiny for Unbelievers" image-slide as you play "NT-48 The Great White Throne Judgment" audio file (2:50) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



40 Blissful Destiny for Believers

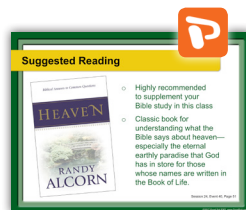
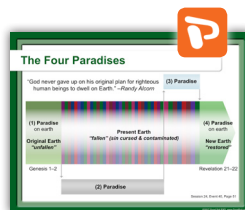
Page 51

a. For believers to enjoy....

1. Read statement a and ask students to put a check mark beside one of the two options that best represents their own opinions.
2. Display and read the Revelation 21:1-3 slide.

"The Four Paradises" Chart:

1. Display "The Four Paradises" chart slide, with the fourth paradise now added.
2. Explain that the fourth and final paradise will be an earthly paradise.
3. Display the slide with information about the *Heaven* book, written by Randy Alcorn.



Response Card:

1. Present this hypothetical situation to the class: Suppose you asked this opinion question to 100 church members from churches like yours: 'Where will believers live eternally with God?'
A. On Earth
B. In Heaven.'
2. Ask students to guess what percentage of people would say "A. On Earth" and what percentage would say "B. In Heaven."
3. Ask them to create a pie chart on an index card with two sections that represent the percentage of A responses and B responses they would expect they would get from the church members they polled.
4. Have them display their pie charts.
5. Engage them in a discussion as to why Christians tend to think they will spend eternity with God up in heaven.

Cover the b and c sections together in the Table Study Group Activity.

b. Read Revelation 21:4—22:5....

c. How long will they live....

Table Study Group Activity:

1. Give each student a copy of the "Revelation 21-22" document (file available in the IRC).
2. Also, give each student a highlighter pen (or multiple pens with different colors).
3. Have each table group select a leader for this Bible study activity.
4. Instruct table groups to work through the questions in sections b and c.
5. Tell them to highlight key words or phrases that provide answers to the questions.
6. Give them approximately 10 minutes for the study.



7. Display and read the Revelation 21:4—22:5 slides.
8. Then, debrief the students' responses to the questions in sections b and c:
 - Who is "the Lamb"?
 - What will not be found...?
 - What are some of the most striking features...?
 - Who will be allowed...?
 - How long will they live there?



d. Do you think that your name....

1. Ask students to get together with someone (two or more students) in the class that they know well.
2. Tell them (in these groups) to read the "Do you think...?" question and share their *Yes* or *No* or *Not Sure* responses in that setting.
3. Ask them to also share their answers to the "Upon what...?" question.



Reflections Audio Activity:

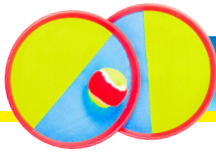
Present the TSOH-40 "Blissful Destiny for Believers" image-slide as you play "NT-50 The New Heavens and New Earth" audio file (4:51) from *Reflections: The Audio Experience* or from *Reflections: The AudioVisual Experience* mobile app.



Pages 50-51 (Bottom of Page Spread)

How did we see Jesus portrayed in these events?

Use one of the student-response techniques introduced in Session 14 (or a technique that you think of) to elicit student responses to the Jesus-attributes at the bottom of these pages.



Class Session #25 - Velcro Activities for Events 1-40

DEFINITION

Velcro Activity

An activity designed to review what has been taught and (hopefully) learned, so as to **make learning “stick”**

Resources Needed:

- ☐ Option One: Sets of *Old Testament ChronoBible Cards* for each table group
- ☐ Option Two: One set of *The Bible's BIG Story Teaching Visuals*
- ☐ Blank index cards



Chronological Ordering of Events Activity—Option One:

Chronological Bible Cards

1. Give each table group a set of ChronoBible cards for events TSOH-01 through TSOH-40.
2. Have one member of each group shuffle the cards and deal cards to members of the group. It is not necessary for all students to have the same number of cards.
3. Instruct the groups to arrange the 40 cards in their proper order, without looking at their workbooks or other helps.
4. Once they think they have the cards in the proper order, tell them to look at their workbooks to check their work.

Chronological Ordering of Events Activity—Option Two:

The Bible's BIG Story Teaching Visuals

1. Follow the same general procedure as presented with Option One.
2. But, with this option, use one set of *The Bible's BIG Story Teaching Visuals* for TSOH-01 through TSOH-40.
3. Conduct the activity in a floor space large enough to spread out 40 teaching visuals and allow students to stand around them.
4. Shuffle and distribute the teaching visuals to the students.
5. Follow the same procedures for having students arrange the visuals in order.

Table Groups Competition Quiz Activity

1. Give each table group at least ten blank index cards.
2. Assign one or more (depending on how many table groups you have) of the New Testament events studied thus far in the class (TSOH-31 through TSOH-40, only the last ten New Testament events) to each table.

3. Ask the groups to write at least two (maybe more) questions related to the events assigned them, using the material in their workbooks as a basis for the questions. Give them five minutes to write their questions.
4. Instruct them to focus on clear and specific answers.
5. Have them pass their question cards in to you.
6. Shuffle the cards.
7. Using these student-created questions, quiz the class. Pick and choose the best questions from the pool of those submitted.
8. Assign a scorekeeper for this table group competition.
9. Provide grouting and clarification as needed in order to make this a profitable activity.

Class Session #26 - ChronoBridge God and Man

Resources Needed:

- ☐ Same basic resources as in previous lessons
- ☐ Flip charts and markers for groups of four to six students
- ☐ Two blank 3" x 5" index cards and pen (not a marker) for each student
- ☐ Set of printed and laminated *Chronological Bridge to Life Teaching Visuals*

God

Man

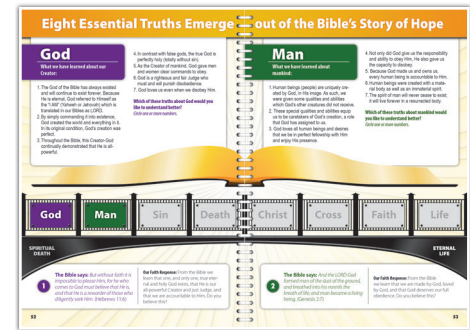
Pages 52-53

What we have learned...?

1. Divide the class into two groups, one to focus on God-related questions and the other to focus on Man-related questions.
2. Go around the room and appoint, on an alternating basis, people to focus on God, then Man, then God, then Man, etc.
3. Ask the students who were assigned to the "God" group to gather around flip charts (four to six students per flip chart).
4. Do the same for those assigned to the "Man" group.
5. Flip chart task for the "God" groups: Read the seven "What we have learned about our Creator" statements and make a list of possible questions about these statements that a person who is generally unfamiliar with the Bible might ask you, if you were leading him or her in a study through *The Story of Hope*.
6. Flip chart task for the "Man" groups: Read the seven "What we have learned about mankind" statements and make a list of possible questions about these statements that a person who is generally unfamiliar with the Bible might ask you, if you were leading him or her in a study through *The Story of Hope*.
7. Have each of the "Man" groups meet a "God" group at their ("God" group) flip chart.
8. Tell the "Man" groups to choose some of the questions from the flip chart that an unbeliever might ask about God and pose the questions to the "God" group students.
9. Reverse the process: Tell the "God" groups to now go to "Man" groups and quiz them as to how they would answer some of the questions on their flip charts.
10. Engage the entire class to talk about some of the most challenging questions they might want to study more in detail, on their own.
11. Provide suggestions about how to answer some of these questions.

The Bible says:

1. Give each student two blank 3" x 5" index cards and a pen (if needed).



2. Ask students to write neatly and clearly...
 - Hebrews 11:6 (the reference only) on one side of a card.
 - The text of Hebrews 11:6 (in the translation of their choice) on the other side of the card.
3. Have them repeat this process for Genesis 2:7 on another card.
4. If time permits, ask them to pair off with another student and begin the process of memorizing the verses.
5. Challenge them to memorize all of the ChronoBridge verses and review them during the next few weeks to the point that they can easily quote them perfectly, word for word.
6. Tell students to bring their memory verse cards with them to future sessions.

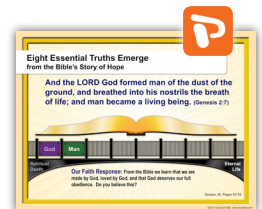
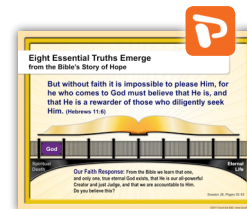
Our Faith Response:

Explain the purpose of the “Faith Response” statements for these ChronoBridge truths—to challenge Bible study participants to express their belief or their unbelief with regard to these key truths.

Demonstrations:

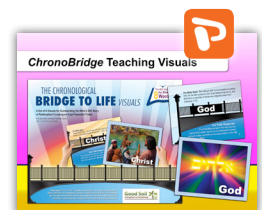
PowerPoint Presentation:

1. Introduce students to the God and Man PowerPoint slides.
2. Explain that, in addition to the Bible verse or verses, these slides focus on the content at the bottom of the workbook pages:
 - The Bible says:
 - Our Faith response:
3. Explain that students will want to develop their own customized way of summarizing the essential content of what their audience needs to know about God and about Mankind and the other six sections of the ChronoBridge.
4. Display the slide for *The Bible's BIG Story PowerPoint* presentation and explain that each of three versions includes these ChronoBridge slides.



Printed Teaching Visuals:

1. Display the *ChronoBridge Teaching Visuals* slide and explain the features of this resource.
2. Prepare yourself to give a brief presentation of the God and Man sections of the ChronoBridge, using the printed and laminated Teaching Visuals.
3. Give the presentation. Keep it brief, no more than two minutes for each ChronoBridge truth.
4. Explain that in subsequent lessons, you will ask them to practice sharing the ChronoBridge.



Class Session #27 - ChronoBridge Sin and Death

Resources Needed:

- ☐ See previous session for basic resources needed.
- ☐ Two blank 3" x 5" index cards and pen (not a marker) for each student
- ☐ Set of ChronoBridge cards for each student
- ☐ Set of *ChronoBridge Teaching Visuals* that you introduced in the previous session

Memory Verses Review—Pre-session:

1. Ask students to get together with another person (or perhaps two or three people) who is/are memorizing the ChronoBridge verses in the same translation as the one they are using.
2. If there are some students who choose not to memorize the verses, do not make a big deal of it. Encourage them to be review-listeners, assisting students who are actively memorizing the verses.
3. Give them a few minutes to work together to review:
 - Hebrews 11:6
 - Genesis 2:7

Sin

Death

Pages 54-55

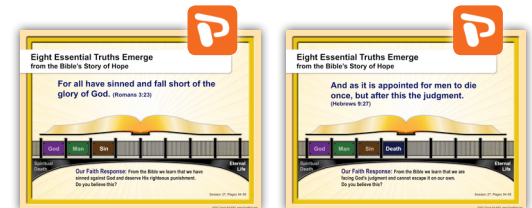
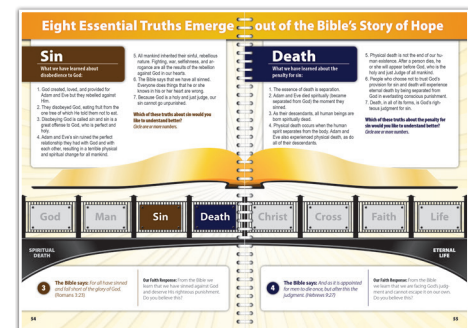
What we have learned...?

God-Man-Sin-Death PowerPoint Review-Preview:

Give a “model” but brief (five minutes or so) ChronoBridge presentation covering God & Man and Sin & Death. Plan and practice your presentation ahead of time—how you get it started, what you say for each major bridge truth, how you transition from one truth to the other, etc. How effectively you do with the presentation will—to a large degree—determine how students will do.

Roleplay Sin & Death Presentation:

1. Appoint each student to focus on either the:
 - What we have learned about disobedience to God (Sin) content, or...
 - What we have learned about the penalty for sin (Death) content.
2. To do that, go around the class and assign “Sin” to one student, “Death” to the next one, etc.
3. Give students a few minutes to study their assigned content and think about how they would respond to sincere questions that the presentee (person receiving the presentation) might ask.
4. Ask students who were assigned “Sin” to pair up with students who were assigned “Death” and move (if necessary) to a place where they can work together without being distracted by others around them.



5. If there is an odd number of students, you should be prepared to work with the student who does not have a learning partner.
6. Task: Role-play a situation where they are presenting the ChronoBridge to an unbeliever (using pages 54-55 in the workbook) whom they have taken through the 40 Bible events in *The Story of Hope* but who has not yet trusted Jesus for salvation.
7. Give the students who were assigned the "Sin" content five minutes to present this stage of the ChronoBridge.
8. Tell the other student (the presentee) to play his/her role as an unbeliever who has studied through *The Story of Hope* to this point and is interested in Jesus and the gospel, but has not yet made a faith response to receive Jesus as Savior. They can and should ask sincere questions, but not be skeptical or antagonistic.
9. Then, reverse the roles: the "Death" presenter shares with the other student for five minutes.
10. Debrief this activity with the entire class:
 - What went well?
 - What did not go so well?
 - What will help them do this better?

The Bible says:

1. Give each student two blank 3" x 5" index cards and a pen (if needed).
2. Ask them to write neatly and clearly...
 - Romans 3:23 (the reference only) on one side of a card.
 - The text of Romans 3:23 (in the translation of their choice) on the other side of the card.
3. Have them repeat this process for Hebrews 9:27 on another card.
4. Challenge them to memorize all of the ChronoBridge verses and review them during the next few weeks to the point that they can easily quote them perfectly, word for word.
5. Tell students to bring their memory verse cards with them to future sessions.
6. **Our Faith Response:**

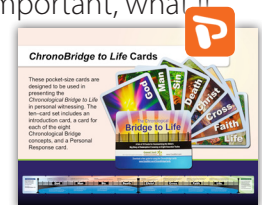
Remind them not to neglect the "Our Faith Response" and talk about why this is important, what it accomplishes.

ChronoBridge Cards:

1. Display the slide for the ChronoBridge cards.
2. Give each student a set of these cards and ask them to take them out of the plastic bag.
3. Give a brief explanation about the cards and how they are to be used.
4. Tell them that in the next session, they will be asked to present the first six ChronoBridge truths (God-Man-Sin-Death-Christ-Cross) using the ChronoBridge cards.
5. Show them the *ChronoBridge Teaching Visuals* (that you introduced in the previous session) and explain that the cards are smaller versions of the teaching visuals.

Optional Bible Memory Activity:

If time permits, ask them to pair off with another student who is using the same Bible translation and begin to work on memorizing Romans 3:23 and Hebrews 9:27.



Class Session #28 - ChronoBridge Christ and Cross

Resources Needed:

- ☐ See previous session for basic resources needed.
- ☐ Flip charts and markers for each group
- ☐ Two blank 3"x 5" index cards and pen (not a marker) for each student
- ☐ *The Story of Hope—Condensed* mobile app (or one or the other Good Soil apps) installed and working on a mobile device
- ☐ Adapter/connector to connect an iPhone or iPad or Android mobile device to a video projector (whatever you need to project the ChronoBridge presentation from *The Story of Hope—Condensed* mobile app)

Memory Verses Review—Pre-session:

1. Ask students to get together with another person (or perhaps two or three people) who is/are memorizing the ChronoBridge verses in the same translation as the one they are using.
2. Give them a few minutes to work together to review:

Hebrews 11:6 Romans 3:23

Genesis 2:7 Hebrews 9:27

Christ

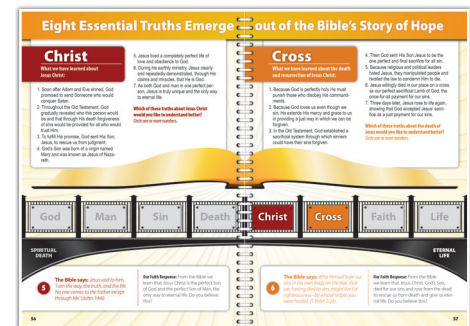
Cross

Pages 56-57

What we have learned...?

Flip Chart Activity:

1. Present the Christ and Cross ChronoBridge PowerPoint slides.
2. Point out the title of these ChronoBridge workbook spreads and the slides: **Eight Essential Truths Emerge from the Bible's Story of Hope.**
3. Assign each table group to work on the "Christ" "what we have learned..." points or the "Cross" "what we have learned..." points.
4. Send groups to their flip charts.
5. Display the slide with the seven numbers, listed vertically.
6. Task:
 - Create a vertical list, numbers 1-7, on their flip charts like they see on the slide.
 - "Christ" groups: Read each of the seven "what we have learned..." points in the workbook and look back into the 40 events studied in *The Story of Hope*. Find one or more events where we learned about this specific fact related to Jesus Christ. Write that event name and number

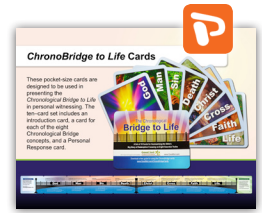


on the flip chart, beside the appropriate point number.

- “Cross” groups: Do the same for your seven “Cross” points.
7. Debrief their flip chart work.
 8. Goal: Emphasize that we learned ALL of these facts as we were studying the BIG Story of redemption as it unfolded from Genesis through Revelation—these truths emerged out of the Bible’s story of hope.

ChronoBridge Cards Practice:

1. Display the slide featuring the ChronoBridge cards (previously shown in the lesson).
2. Tell students to take their packet of ChronoBridge cards and pair up with another student (somewhere in the room where they will not be distracted).
3. Tell them to flip a coin to see who the presenter is—one who wins the coin toss can opt to be the presenter or the presentee.
4. Presenter Task: Use the ChronoBridge cards to present the first six ChronoBridge truths God-Man-Sin-Death-Christ-Cross.
5. Give them about six minutes for this presentation.
6. Then, instruct them to switch learning partners—the person who just now did the presentation finds another student who was the presentee in his/her learning group and has not yet given a presentation with the cards.
7. Repeat the process for this presenter-presentee dyad (six minutes).
8. Debrief the activity:
 - What went well?
 - What did not go so well and why?
 - What do you still need to work on to become more comfortable sharing the ChronoBridge with an unbeliever?



The Bible says:

1. Give each student two blank 3" x 5" index cards and a pen (if needed).
2. Ask them to write neatly and clearly...
 - John 14:6 (the reference only) on one side of a card.
 - The text of John 14:6 (in the translation of their choice) on the other side of the card.
3. Have them repeat this process for 1 Peter 2:24 on another card.
4. Challenge them to continue to work on memorizing all of the ChronoBridge verses and review them during the next few weeks to the point that they can easily quote them perfectly, word for word.
5. Remind students to bring their memory verse cards with them for future sessions.

Our Faith Response:

Remind them not to neglect the “Our Faith Response” and talk about why this is important, what it accomplishes.

Mobile Apps ChronoBridge Presentation:



1. Display the slide that features the mobile apps and call the students' attention to *The Story of Hope—Condensed*, a FREE mobile app for Apple and Android pads and phones.
2. Prior to class, download *The Story of Hope—Condensed* app on a mobile device and have it connected to the projector.
Note: You may need to connect it to the projector and then restart the device for it to connect.
3. Swipe through the ChronoBridge presentation in the app to show them how the app works.
4. Encourage students to download the FREE *The Story of Hope—Condensed* mobile app but explain the value of purchasing *The Story of Hope* app, with all 40 events.

Optional Bible Memory Activity:

If time permits, ask them to pair off with another student who is using the same Bible translation and begin to work on memorizing:

- John 14:6
- 1 Peter 2:24

Class Session #29 - ChronoBridge Faith and Life

Resources Needed:

- ☐ See previous lessons for basic resources needed.
- ☐ Some table napkins (at least one per student) and pens that work well on napkins (and do not bleed too much)
- ☐ Two blank 3" x 5" index cards and pen (not a marker) for each student
- ☐ One set of the "Life and Faith Learnings" half-sheets for as many groups of seven as you would have in the class (Print from the "Faith-Life Learnings" file in the IRC and cut the sheets in the middle to separate the two learnings on each sheet.)
- ☐ *How to Use the ChronoBridge to Life DVD* available from www.GoodSoil.com/resources

Note: Be careful to watch the time allocations for the activities in this lesson in order to allow sufficient time for the final activity.

Memory Verses Review—Pre-session:

- Ask students to get together with another person (or perhaps two or three people) who is/are memorizing the ChronoBridge verses in the same translation as the one they are using.
- Give them a few minutes to work together to review:
Hebrews 11:6 Romans 3:23 John 14:6
Genesis 2:7 Hebrews 9:27 1 Peter 2:24

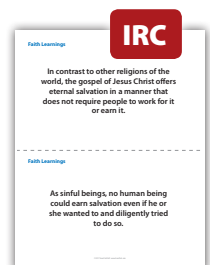
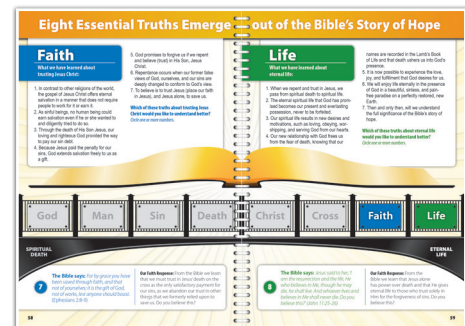
Faith Life

Pages 58-59

What we have learned...?

Faith and Life Learnings Activity:

- Present the Faith and Life ChronoBridge slides.
- Organize the class into groups of seven (or if necessary, a couple of groups with a few more than seven).
- Separate and shuffle the sets of "Life and Faith Learnings" halvesheets and give one set of Faith-learnings sheets and one set of Life-learnings sheets to each group.
- Start with the Faith-learnings sheets. Randomly distribute one sheet from this set to each of seven members of the group. For groups that might have more than seven students, some students can just be observers.
- Task:
 - Without referencing their workbooks, students are to try to arrange themselves in the logical sequence that these concepts should appear—the way they are



arranged in the workbook. You or one of the observer-students can evaluate the way they arrange themselves, using the list in the workbook as the guide.

- When the seven group members (with their Faith-learnings sheets) are properly sequenced, each student reads and explains the Faith-learning on his/her sheet.
 - Other students in the group, as well as observers, can ask questions for clarification as an unbeliever might ask in a *The Story of Hope* study.
6. Follow the same procedures for the Life-learnings sheets.
 7. Lead a debriefing session for this activity. In some cases there may not be a clear and natural logical way to sequence these learnings, so do not be dogmatic about the sequencing in those cases.
 8. **Be careful with your time allocation here.** Do not spend too much time on this activity because you will need the time for the other activities to follow. Limit the time to no more than ten minutes.

The Bible says:

1. Give each student two blank 3" x 5" index cards and a pen (if needed).
2. Ask them to write neatly and clearly...
 - Ephesians 2:8-9 (the reference only) on one side of a card.
 - The text of Ephesians 2:8-9 (in the translation of their choice) on the other side of the card.
3. Have them repeat this process for John 11:25-26 on another card.
4. Challenge them to continue to work on memorizing all of the ChronoBridge verses and review them during the next few weeks to the point that they can easily quote them perfectly, word for word.
5. Remind students to bring their memory verse cards with them to future sessions.

Our Faith Response:

Remind them not to neglect the "Our Faith Response" and talk about why this is important, what it accomplishes.

How to Use the ChronoBridge to Life DVD Presentation (10 minutes):

1. Before you present this video, tell students to watch carefully to see how Ron Berrus weaves the Bible's redemptive story through the eight essential truths—how he turns the eight truth-concepts (propositions) into a narrative.
2. Present the video.
3. Ask and discuss briefly: "What are some things that Ron did well in his presentation?"

ChronoBridge Napkin Practice:

1. Ask students to find a learning partner and create a dyad.
2. Give each dyad a napkin and a pen that writes well and easily on a napkin.
3. Set up this scenario: You are in a restaurant, enjoying a meal with a friend who is not a Christ-follower (an unbeliever). Without looking at your workbook or other resources, present the ChronoBridge to him/her on a napkin—draw it (section by section) and explain the eight essential truths to him/her using the ChronoBridge on the napkin.
4. Ask them to flip a coin to see who goes first (person who wins the coin toss can opt to go first or second).

5. The first person will draw and explain the first four truths: God-Man-Sin-Death
6. The second person will draw and explain the final four truths: Christ-Cross-Faith-Life.
7. Ask them to quote the Bible verses as they give the presentation, with the exception of Ephesians 2:8-9 and John 11:25-26 that are added in this session. Tell them to just do the best they can with these most recently assigned sets of Bible verses.
8. Debrief the activity:
 - What went well?
 - What did not go so well and why?
 - What do you still need to work on to become more comfortable sharing the ChronoBridge with an unbeliever?

Optional Bible Memory Activity:

If time permits, ask them to pair off with another student who is using the same Bible translation and begin to work on memorizing:

- Ephesians 2:8-9
- John 11:25-26

Assignment: Challenge them to share the ChronoBridge with someone (preferably a person who does not know a lot about the Bible) this week—using any of the ChronoBridge resources of their choosing. Encourage them to be prepared to report their ChronoBridge-sharing experience in the next session.

Class Session #30 - ChronoBridge Faith Response

Resources Needed:

- ☐ See previous session for basic resources needed.
- ☐ *Kids Sing the Story of Hope* Audio CD—available from www.GoodSoil.com/resources
- ☐ Teaching material copies for enough *The Story of Hope* events for each student to have material for teaching one event www.GoodSoil.com/TSOH-workbook-LG
- ☐ Blank index cards (approximately enough for two per student)

Memory Verses Review—Pre-session:

1. Ask students to get together with another person (or perhaps two or three people) who is/are memorizing the ChronoBridge verses in the same translation as the one they are using.
2. At this point, give students more time than in previous sessions for review of the memory verses (approximately 10 minutes):

Hebrews 11:6 Romans 3:23 John 14:6 Ephesians 2:8-9
Genesis 2:7 Hebrews 9:27 1 Peter 2:24 John 11:25-26

ChronoBridge Song, from *Kids Sing The Story of Hope* CD:

www.GoodSoil.com/ChronoBridgeSong (partial song sample only)

1. Display the slide for *Kids Sing The Story of Hope* CD and explain that the final song on this CD is about the ChronoBridge.
2. Teach them the ChronoBridge song, using the track from the CD and the slides in the PowerPoint presentation. You may want to play and sing it two or three times for them to get to know it well enough to sing it freely.
3. Optional: To add something fun to the song, give one of the *ChronoBridge Teaching Visuals* to each of eight students and have them stand in front of the room holding the visuals. Tell them to step forward when their ChronoBridge word is mentioned in the song and then step back when the next ChronoBridge word is mentioned. Or, if the class is very small, place the visuals on a table at the front of the room and have one student pick up and display the appropriate visual as the words are sung—so he/she is picking them up and putting them down quickly as the song proceeds.



ChronoBridge Sharing Reports:

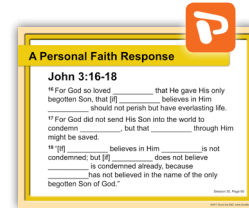
1. Place blank index cards on the table (enough for one per student at the table).
2. Ask students to write on one of the cards the first name of the person to whom they presented the ChronoBridge, if they were able to do so. If they presented it to two or more people, tell them to write all of the names on the same (one) card.
3. Tell them to put a check mark beside the names if they are willing to tell the class about their ChronoBridge sharing experiences with that person.
4. Go through the cards and look for "checked" names (example "Heather").
5. Ask: "Who shared the ChronoBridge with Heather?"
6. Say: "Tell us about your ChronoBridge experience with Heather."

A Personal Faith Response

Page 60

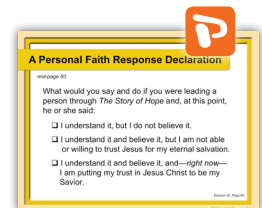
John 3:16-18 Personalization:

1. Display the John 3:16-18 (personalization version) slide.
2. Using your own name, illustrate how to read these verses. Read the verses aloud to the class, placing your first name in each of the ten blank locations.
3. Leave the slide on the screen and, in their table groups, ask each student to personalize (one by one) John 3:16-18.
4. Debrief this activity, if it seems appropriate and necessary.



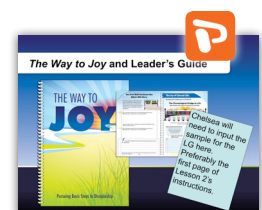
The Personal Faith Response Declaration:

1. Remind the class that this declaration follows a study of 40 events in God's redemptive story and the ChronoBridge, with eight specific faith responses relating to truths about God-Man-Sin-Death-Christ-Cross-Faith-Life. So, at this point in the study, people have enough Biblical truth to make a sincere faith response, if they choose to do so.
2. Table group discussion activity:
 - Display the "What would you say and do..." slide with the three response scenarios.
 - Tell the groups to read the personal faith response declaration (middle of page 60) aloud, but slowly for comprehension.
 - Tell them to discuss each of the three response scenarios presented on the slide.
3. Think ahead about how you would coach the groups as to what to "say and do" if they encountered any of these scenarios.
4. Debrief their discussions and coach them regarding how to handle each of these three response scenarios.



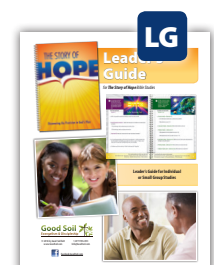
The Way to Joy—Basic Steps in Following Jesus

1. Display the slide featuring *The Way to Joy* (including the Leader's Guide).
2. Explain the contents of and purposes for *The Way to Joy*.
3. Explain that there is a FREE downloadable Leader's Guide to accompany *The Way to Joy*, as well as a FREE downloadable Class Facilitator Guide that can be used in teaching *The Way to Joy* in classroom settings.



Assignment for Session 31:

1. Download the Leader's Guide for *The Story of Hope* from www.GoodSoil.com/TSOH-workbook-LG.
2. From *The Story of Hope Leader's Guide*, print leader materials for as many students as there are in the class—half of them for Old Testament events and the other half for New Testament events.
3. Instruct the class to divide into two lines, facing each other (half of them in one line and the other half in another line).



4. Give each student in one line a copy of the Leader's Guide pages for one of the Old Testament events (different event for each student in that line).
5. Give each student in the other line a copy of the Leader's Guide pages for one of the New Testament events (different event for each student in that line).
6. Tell them to make note of who is standing in the line opposite of them because this person will be his/her teaching-learning partner in an activity in the next session.
7. Instruct students that their assignments are to use the Leader's Guide materials to prepare themselves to teach their assigned event-lesson in the next class session. Each student will teach the person standing opposite of him/her and this person will, in turn, teach his/her lesson to him/her.
8. Tell them to prepare for a one-on-one teaching session of seven minutes.
9. To have a record of who will be teaching whom, give each pair of students an index card and ask them to record their names on the card, along with the event number for each person, and turn that card in to you.

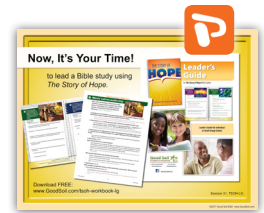
Class Session #31 - It's Your Time!

Resources Needed:

- ☐ See previous session for basic resources needed.
- ☐ Certificates of completion for this course (purchase these at an office supply store or an online store such as www.123certificates.com)
- ☐ New (additional) copy of *The Story of Hope* for each student (to use in leading someone else through a Bible study using *The Story of Hope*)

Getting Acquainted with the Instructions:

1. Tell students to open their *The Story of Hope* to page 5.
2. In their table groups, ask students to read pages 5 and 6 aloud—students alternating the reading of paragraphs as they read these instructions.
3. Ask for any needed clarification regarding these instructions.
4. Display the “Now, It’s Your Time!” session-title slide.
5. Call their attention to this slide and explain that this session will be dedicated to preparing them to lead a Bible study using *The Story of Hope*.
6. Explain that there are two primary ways to use *The Story of Hope* for presenting the BIG Story (the redemptive story) of the Bible:
 - Chronological BibleStorying (presenting it as a story)
 - Chronological Bible teaching (presenting it as a story but interweaving instruction throughout the process)



Option One—Chronological BibleStorying

BibleStorying Practice—Its Most Simple Form:

1. Ask students to look for the event summaries (top left of each event-lesson page).
2. Explain that these summaries were written in a way so that they can be read in the form of one continuing BIG Story, from Genesis through Revelation.
3. Tell the (Old Testament – New Testament) teaching-learning partners that were assigned to work together at the end of the last session to move a couple of chairs to some area of the room where they can work together.
4. Task for OT-NT Dyads:
 - Student assigned an Old Testament event reads all 20 of the Old Testament summaries without pausing between the summaries.
 - Student assigned a New Testament event reads all 20 of the New Testament summaries without pausing between the summaries.
 - Ask them to time their reading of all 40 event summaries. You may want to display a timer on the screen to make this easy for them to do.
5. When all OT-NT dyads have completed reading the summary statements as one BIG Story, ask them how long it took them to read the entire story. Generally it takes about seven to nine minutes.
6. Explain that this is a very simple version of using *The Story of Hope* for BibleStorying.

7. Explain that an even more effective version would be to become acquainted enough with these event summaries that they could paraphrase (in their own words) the BIG Story as they turn from page to page in *The Story of Hope*.
8. Display *The Story of Hope* mobile app slide and explain that they can story-through these same 40 events with an individual, using the app.
9. Display *The Bible's BIG Story Teaching Visuals* slide and explain that in a small to medium size group, you can do the same thing using the printed teaching visuals.
10. Display *The Bible's BIG Story PowerPoint CD* slide and explain that they can use this same paraphrasing technique to do BibleStorying with a large group.

Option Two—Chronological Bible Teaching

Bible-Teaching Practice:

1. Explain that it is now time for them to teach their assigned Old Testament or New Testament events to their learning partners. Each person will have seven minutes to lead the other student in the assigned event-study, but explain that in a “real” Bible study, more time would be needed.
2. Tell the learner-students to play the part of a person who does not know much about the Bible but is genuinely interested in learning and not antagonistic.
3. Tell the student with the Old Testament lesson to go first. Put a countdown timer on the screen, beginning with 7:00 minutes.
4. When the seven minutes are up, stop the Old Testament teaching process and tell the student with the New Testament lesson to begin. Reset the countdown timer to seven minutes.
5. After the teaching-learning, debrief the activity:
 - What went well?
 - What did not go so well?

Additional Resources:

Inform students of some additional Good Soil Evangelism and Discipleship resources that would be helpful to them:

- Display the *Gaining Ground with Good Soil* book slide and explain that this book will help them understand why *The Story of Hope* was created and how they can be more effective in using it.
- Display the Good Soil Seminar slide and encourage them to attend one of these training seminars, if possible. Explain how the seminar can help them.
- Display *The Roots of Faith* Bible Courses slide and explain that in these courses (Old Testament and New Testament) they would gain a much deeper knowledge of the Bible and its BIG redemptive story—that it covers 50 Old Testament events and 50 New Testament events.
- Display the www.GoodSoil.com slide and give them a quick overview of the stories and resources that can be found there.



- Display the Facebook.GoodSoil.com site and encourage them to visit the Good Soil Facebook page and “Like” it in order to stay informed about what is happening with Good Soil Evangelism and Discipleship.

Class Graduation:

1. Personalize ahead of time and now give each student a certificate of completion for this course. You may want to insert these certificates into page protectors before presenting them.
2. Along with the certificate, give each course graduate a new copy of *The Story of Hope* and challenge them to, as soon as possible, engage someone else in a Bible study using *The Story of Hope*—preferably a person who does not know a lot about the Bible.
3. Option: Also give each student a copy of *Gaining Ground with Good Soil*.

