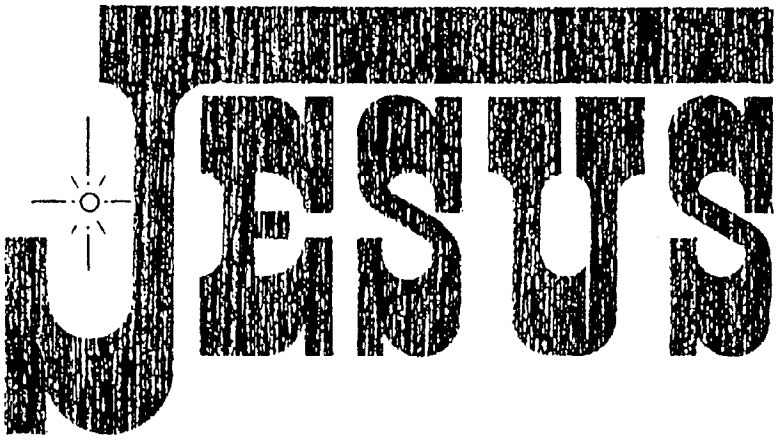
Teacher's Guide

ENGLISH BIBLE LESSONS

PEOPLE

Who Met



DOLORES WIRZ

Teacher's Guide

PEOPLE WHO MET JESUS

ENGLISH BIBLE LESSONS

By Dolores Wirz

CONTENTS

Introduction		2
Lesson 1	Zacchaeus *Luke 19:1-10*	3
Lesson 2	A Paralyzed Man *Mark 2:1-12*	6
Lesson 3	A Samaritan Woman *John 4:5-15*	9
Lesson 4	Other Samaritans *John 4:16-30, 39-42*	11
Lesson 5	A Young Man *Matthew 19:16-26*	13
Lesson 6	Nicodemus *John 3:1-17*	16
Lesson 7	Pilate *Mark 15:1-15*	18
Lesson 8	Mary of Magdala *John 20:1-2, 11-18*	21
Map		23

First Printing 1992
Second Printing 1995

Distributed by Japan Ministry Tool Box

Digital pdf Format Teacher's Guide © 2007
To be used with student text available at:

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INTRODUCTION

Overview of the Text

This teacher's guide includes instructions for each of the eight lessons in the text, ***People Who Met Jesus***.. There are seven parts in each lesson:

I. **Read** (the scripture selection directly from a Japanese & English bilingual Bible)
II. **Mini-Drama**
III. **Notes on Text**
IV. **Content Questions**
V. **Thought Questions**
VI. **Response to Jesus**
VII. **English Practice**

Read the Introduction (page 2) and the Notes to Teacher (pages 52-54) in the English Bible Lesson text, ***People Who Met Jesus.*** General guidelines are given for using the text and adapting to the different English levels of the students.

In addition to the basic parts listed above, each lesson in this teacher's guide includes a suggestion for an **Introductory Activity** and a **Transition into the lesson**. This is designed to help you and the students to meet each other and get acquainted during the course of the study period. It will also link the personal lives and experiences of the students with the lives and experiences of the people who met Jesus in the scripture selections featured. Hopefully, students will realize that Jesus is a real person that they too can meet, and that Jesus can change their lives in a positive way if they receive him as their savior.

Theme

The theme of ***People Who Met Jesus*** is that meeting Jesus changes a person's life. It does not mean that every person who meets Jesus will accept Jesus. Some receive him joyfully and have positive changes in their lives. Some reject Jesus and there are negative effects from this decision. However, everyone who meets Jesus experiences a change in their life. It is the decision of each person whether they will accept or reject Jesus as God the Savior.

Adjusting to the Time Frame of the Class

It is best to complete one lesson per session. However, if the time available is too short, the lesson can be divided into two sessions. Do sections one, two, three and seven in one class period. In the next class period review the scripture reading and mini-drama, and then focus on sections four, five and six of the lesson. If time is limited, shorten, simplify or skip the introductory activity. Use the transition into the lesson comments to introduce the lesson.

Teamwork

It is best to work as a team with Japanese Christians. If there is a church member or other Japanese Christian, who can participate in the class and build relationships with the other students, this is ideal. However, this is not always possible. In that case, keep the Japanese pastor or chaplain or your supervisor informed of what is happening in your English Bible class so they can pray for the students and be available to meet them if there are students interested in talking more freely in Japanese about their relationship to Jesus.

Lesson 1
Zacchaeus Meets Jesus
Luke 19:1-10

Introductory Activity
Have each student write his or her name in the middle of a 4" X 6" card or paper in Roman letters (romaji) and under it in kanji (Chinese characters). In the left hand corner at the top, have them draw a small picture representing something their home town is well known for. In the top right hand corner have them write their occupation (student, housewife, salary man, or whatever). In the bottom left hand corner have them write their birthday (year is optional depending on their age). In the bottom right hand corner make a small picture of something that shows one of their hobbies.

The teacher should come with a card already filled out to model for the students. The pictures do not have to be elaborate, but they add interest for everyone. After the students have filled out the papers they can each introduce themselves showing their card and telling about themselves. Write the following basic sentence frames on the board in case beginning students need help. Others can introduce themselves freely sharing the information on their card.

My name's _____. Nice to meet you.
I come from _____.
I am a (student, housewife, engineer or whatever).
My birthday is _____.
My hobby is _____.

Collect these from the students so that you can remember them and follow up on the things that might be relevant for building relationships with them. Celebrate any birthdays that come up. Perhaps plan some time with students that include things related to their hobbies etc.

Transition into the lesson as follows:
Today we have just met each other. It is interesting to meet new people. In our English Bible class we are going to meet a person whose birthday we celebrate every year at Christmas--Jesus. We will also meet people who met Jesus. Today we will meet a man named Zacchaeus, who was a tax collector. He was from a town called Jericho (Show the map on page 24 of this guide and have them write in Jericho on their map). Today is the story of how Zacchaeus met Jesus.

I. Read Luke 19:1-10
Have the students take turns reading one verse at a time first ***in Japanese.*** Then the teacher should read the selection clearly and with appropriate expression at moderate speed in English directly from the Bible in whatever bilingual translation students have available. After you read the story from scripture, tell the story simply in your own words. Write the names of the main characters on the board. Tell the basic interaction that takes place between the characters. This is good for listening comprehension.

II. Mini-Drama & III. Notes on Text
Before doing the Mini-Drama, go over the **Notes on Text** which highlights the most important vocabulary from the story. Model each word and have the students repeat after you. Give an example sentence for each of the words. After the students repeat each word after you and you have explained the meanings in context, you can move to the Mini-Drama. Model and have the class repeat after you each of the lines with appropriate dramatic effect. Then have them take the parts and read them. If there are only two or three students in the class, have them first go through the mini-drama each reading one paragraph without regard

to roles. Next, select people to take the major roles. Move them around and identify the main scenes--location of the crowd, the tree Zacchaeus climbs (you could simply use a chair or a stool and have Zacchaeus climb up and stand on the chair to represent the tree). Jesus walks through the crowd slowly and arrives at the tree (chair) where Zacchaeus is. He looks up, speaks to Zacchaeus and tells him he wants to visit him. Zacchaeus happily welcomes Jesus.

The people in the crowd (all the other people in the class) complain about Jesus going to the house of a person who cheated them and is known to be a bad person (sinner). They should use their own words to express their feelings and attitude (discontent, anger, frustration, sense of superiority over a "sinner," unfairness or whatever) toward Zacchaeus and toward Jesus. By expressing their feelings in words and actions in the mini-drama, the students begin to understand the interaction and its significance in terms of human relationships and the significance of meeting Jesus and how it changes people's lives.

In Scene 2, have Zacchaeus and Jesus sitting together around a table and having conversation. The conversation can be expanded with Zacchaeus talking about how he knows his lifestyle and treatment of other people hasn't been good and how he plans to change. Jesus talks to him about bringing him salvation and how the reason he came was to save people. Jesus came to help the lost, but that it is important for them to realize that they need help.

IV. Content Questions
These questions systematically go verse by verse covering the basic information. In order to make it easier for students who may not be able to express their answers in English even though they know the answer, the multiple choice answer is given. In some cases there is more than one correct answer. Making these choices in identifying the correct answer according to the text helps the student to realize more clearly what is not the right answer though it might be what we would expect. For example, number 10 on page 7 asks why Jesus came into the world. Some students may think that Jesus came to find good people, but actually his purpose was "to seek and to save the lost."

V. Thought Questions
These questions are more demanding than the objective content questions which simply identify whether the students have understood the facts of the scripture passage as written. The thought questions move them into the more subjective area of what their perceptions and opinions about it are. There is more than one answer because people have different ideas. Accept all their contributions even if they don't happen to be your view of the text or you think they have not hit the main idea or correct interpretation of the text.

Have more than one person share his thoughts or ideas. Write their responses on the board. This shows you place value on their ideas. It also helps those who are weak in listening comprehension to see the words written on the board because they can read. Here are some of the kinds of answers that your students may come up with on these questions. Encourage everyone to take part and share.

1. Why do you think Zacchaeus wanted to see Jesus?
Jesus was famous, popular, well known etc.
Perhaps Zacchaeus was just curious and wanted to see a famous person.
Zacchaeus was rich in that he had a lot of money and many possessions, but he probably didn't have many friends. People didn't like him and resented the fact that he was rich at their expense. So Zacchaeus may have felt lonely and isolated and hoped that Jesus might help him. Maybe deep in his heart he realized he was trapped in a vicious cycle of doing wrong and wanted some help to get out of it.

2. *How did the people of Jericho feel about Jesus? Why?*
They hated him. They resented him. They felt exploited and unfairly treated by this rich tax collector. They looked down on him and despised him for being a "sinner," a person who cheated them. Not only did he collect tax money for the tyrant Roman government, but he also collected a lot of extra money for his own pocket. He cheated the people, so they didn't like him.

3. *Why do you think Jesus chose to visit Zacchaeus?*
Jesus came to seek and to save the lost. Zaccaheus clearly recognized that his life and lifestyle were not good. He knew he needed help. He was looking for a savior. He was eager to know Jesus. He had gone to a lot of trouble just to get a good view of Jesus--he ran ahead and climbed a tree to overcome the problems of being short and of trying to see when there were so many people. Other people looked down on Zacchaeus, but Jesus treated Zacchaeus with dignity and respect. He paid attention to him. He greeted him. He was willing to come and visit him.

4. *How do you think Zacchaeus' life changed after he met Jesus? Why?*
Make two columns on the board and have students give ideas of how Zacchaeus' life was before he met Jesus and after he met Jesus.

Before Meeting Jesus	**After Meeting Jesus**
unhappy	happy
cheated people	paid back money he had stolen
dishonest	honest
hated by others	liked by other people
no friends, lonely	new friends
despised	respected
hopeless	full of hope
lost	saved
poor self concept	positive self concept

VI. Response to Jesus
Have the students think about what they would say to Jesus if he came to visit them at their house. This is really a beginning step for them to think about Jesus as a real person they could talk to--introduce themselves to, tell about what they want or wish for, about what they aspire to do (I will_____), and what they can say thank you for. These are actually basic elements in prayer.

After they have each filled out the response to Jesus and shared it with the others in the class, you should lead the class in prayer. Include a little introduction of the class and a request that they want to improve their English but also get to know Jesus better. Thank God that Jesus can change lives--not only Zacchaeus' life, but also our lives.

VII. English Practice
Look at the exercises in this section and try to integrate them into the lesson earlier as appropriate, when you introduce the vocabulary Notes on Text and also the Mini-Drama. Then at the end of the lesson you can do this section as a kind of review of the English.

Lesson 2
A Paralyzed Man Meets Jesus
Mark 2:1-12

Introductory Activity
Those who attended the class last week and have returned for the second class should introduce each other. Use the cards you collected last week and exchange them so that each student can introduce a fellow student whom they met the previous week. They can use the information on the card and anything they remember from the introduction the previous week. If time is limited, skip the last two items and only tell the other person's name and occupation. Write this pattern on the board as a model for each person to use.

Last week I met __(person's name)___.
He/She comes from _____.
He/She is a _____.
His/her birthday is _____.
His/her hobby is _____.

People who are attending for the first time should fill out a card and introduce themselves using the pattern followed the first week.

The teacher should have a card ready with the name of Zacchaeus, including the information that he came from Jericho and was a tax collector. Skip the birthday and hobby. The teacher reviews the introduction of Zacchaeus.

Transition into the lesson:
Today we are going to meet another person who met Jesus. This person was a paralyzed man. He was not able to walk, so four of his friends carried him. Meeting Jesus changed his life. Let's read his story.

I. Read Mark 2:1-12
Follow the directions on this section given on page 52 of the text under NOTES TO TEACHER.

II. Mini-Drama & III. Notes on Text
Follow the directions for these two sections found on page 53 of the text under NOTES TO TEACHER.
Model and have the class repeat after you each of the lines with appropriate dramatic effect. Then have them take the parts and read them. Choose people to take these parts:

> **Jesus**
> **paralyzed man** *(no written speaking parts, in the text. However, after practicing the drama as written, people can take the parts and speak freely as though they were the character in that situation.)*
> **four friends of the paralyzed man** *(Reduce the number if you don't have enough students.)*
> **two teachers of the law** *(who are critical of Jesus)*
> **crowd**

After following the text as written on pages 10-11, have the students close their books and then take the parts filling the roles with their own words to capture the feeling of the story and the interaction. No narrator is needed since the setting is understood by everyone. The paralyzed man can have conversation with his friends as they find the house too crowded and must find a way to get him to Jesus. Perhaps he can express his doubts but also his hopes. For example, he could say things like, "I wish I could walk. I wonder if Jesus can help me. I've

been paralyzed for such a long time. The doctors can't do anything for me. I know Jesus healed some other people, but I don't know if he will heal me... Oh no, the house is so crowded. We'll never be able to get in. It's hopeless..." etc.
The friends can encourage him--"Don't worry, we'll find a way. Let's not give up. Jesus will help you."

When the man is finally let down through the roof top, Jesus tells him his sins are forgiven. Perhaps the paralyzed man looks shocked or embarrassed or puzzled at first. Perhaps he says, "My sins are forgiven? What do you mean? I'm not any worse than other people. I haven't committed any great crimes. What sins?. . . "
But then he recognizes that he has sinned and that this is a heavy burden greater than paralysis that needs to be lifted. He says, "Well, I admit that there are some people I hate. And sometimes I have been very angry. I have coveted the things of others or envied their lives too much. Yes, I guess I have sinned. I'm sorry. Thank you for forgiving me. I believe in you. My heavy heart is now free and light. I know you have the authority and power to forgive my sins. Thank you, thank you."

The jealous, irritated, angry teachers then complain about Jesus. They criticize Jesus severely. "Who does he think he is? Only God can forgive sins. He is not God. He has no right to say he can forgive sins. He is insulting God and us. Jesus acts so authoritative. But we don't believe in him. Jesus is blaspheming!"

Meanwhile, people in the crowd are impressed with seeing how Jesus forgave the man's sin and also healed his body. They praise Jesus. They say things like: "Jesus is great! How wonderful and amazing he is. He healed the paralyzed man in every way. Meeting Jesus changed his life. I believe Jesus can change my life too. I have a heavy heart. I want Jesus to make my heart light and free by forgiving me. I need the healing of Jesus."

IV. Content Questions
Follow the guidelines on pages 53 and 54 of the NOTES TO TEACHER section of the text.

V. Thought Questions
The following are some possible responses students may give in answer to the thought questions. Remember that every person has his or her own thoughts and opinions. Treat each as valuable and interesting. Encourage everyone to contribute their ideas.

1. Why do you think the four men went to so much trouble to get the paralyzed man to Jesus?
They wanted to help their friend.
They heard Jesus had healed other people, so they thought there was a chance Jesus would heal their friend.
They had compassion on the paralyzed man and hoped he could help.

2. How do you think the paralyzed man felt when Jesus said to him, "Your sins are forgiven."?
Shocked that Jesus said such a thing in front of everyone.
Surprised that Jesus knew his heart and his past.
Disappointed that Jesus didn't heal his paralysis, but was making a big issue out of his sin.
Relieved that the burden of his sin was lifted.
Puzzled that Jesus was talking to him about his sin when he thought his problem was being physically paralyzed.
Happy to have any attention from Jesus, especially when there were so many people who were trying to get close to Jesus.
Relieved that Jesus cared enough about him to forgive his sins.

3. Why were the teachers of the law so upset with Jesus?
They were jealous of Jesus. They hated him for demonstrating his authority to forgive sins and to heal people.
They didn't want the people to believe that Jesus was God.
They were angry that Jesus claimed to be God by forgiving sins.
They didn't believe in Jesus. They refused to accept him as God's promised savior.
They were afraid of losing their position and prestige and authority. Jesus was becoming more and more popular with the people. They talked a lot and acted like authorities, but they couldn't demonstrate any power.

4. Which do you think is easier: to heal the physical body or to forgive sins? Why?
(There will probably be divided opinion on this, but let each person express his or her own thoughts.)
It's easier to forgive sins because we can't see the effects so clearly.
It's easier to heal the physical body because of modern medicine.
It's very difficult to forgive sins. Only God can do it.
People can sometimes get well physically, but if they have heavy weights in their hearts, it's difficult to change.
Both are difficult. Neither one is easy. Though doctors can help to cure some diseases or physical problems, there are many kinds of illness that they cannot cure.
When someone does something against you or hurts you it's very difficult to forgive them, especially when that person's attitude and actions are so unfair. Forgiving others is hard to do. Asking for forgiveness is also very difficult.
Getting forgiveness from God makes it possible to have a clean heart. Only God has the authority to forgive sins. Jesus could forgive sins because he is God.

5. How do you think the paralyzed man's life was changed after he met Jesus?
Make two columns on the board as you did for lesson 1. Have everyone contribute their ideas.

Before Meeting Jesus	**After Meeting Jesus**
paralyzed	able to move freely
unable to walk	able to walk, jump, run etc.
heavy hearted	light hearted
carrying his sins	forgiven of his sins
doubtful	confident
disappointed	hopeful
helpful	helpless
dependent	independent
sad	happy

VI. Response to Jesus
This section helps the students to see how they are viewing Jesus. It is not enough to just read a story about the life of someone who was changed by meeting Jesus. Some personal response is helpful in order to think about relating to Jesus as a living person who can change our lives. Let each person mark the response that comes closest to their position. If they can express their response in their own words, that would be best, but they may feel limited by their English ability or by their uncertainty about how to respond to Jesus. Do not push them. Present this section of the lesson, but don't require them to share their response unless they feel free to do so. You may talk with interested people after class or by appointment. Work together with a Japanese Christian to help.

VII. English Practice
Integrate the various exercises into the earlier presentation of the vocabulary and mini-drama as they are relevant. Use this section to review English points at the end.

Lesson 3
A Samaritan Woman Meets Jesus
John 4:5-15

Introductory Activity
Ask each student to tell about some interesting person they have met in their life. Tell when they met that person and why that person is interesting to them. Perhaps they will tell about a special friend, a teacher, a member of their family or maybe about some famous person they had a chance to meet. Write this pattern on the board as a model for the students.

An interesting person I have met is _____.
I met this person _____.
I think this person is interesting because _____.

Transition into the lesson:
In our lifetime we have a chance to meet many people. Some of them are very special and influence our lives. Through our lessons we have been meeting some of the people who met Jesus. Their lives were changed by meeting him. In our first class we met Zacchaeus, the tax collector, who cheated people before he met Jesus and whose lifestyle and values changed after he met Jesus. In our second lesson we met a paralyzed man whose physical and spiritual condition changed after meeting Jesus. Today we are going to look at the story of a woman who met Jesus. She was from Samaria (show on the map) in the northern part of Israel. People from that area were looked down on by people from the southern part of Israel. The position of women during that time and in that society was also naturally low. But in her case it was even lower because of her problems in relationships. Meeting Jesus changed her life. Let's read her story.

I. Read John 4:5-15
Follow the usual pattern of reading directly from the Bible in Japanese and then in English as suggested in the NOTES TO TEACHER on page 52.

II. Mini-Drama & III. Notes on Text
Go through the Notes on Text modeling the pronunciation and having the students repeat each of the words as you go through the list. Have them find a sentence in the Mini-Drama that uses each of the words and read it so that they will learn the words in context. When you have gone through the whole list, have the students read through the Mini-Drama paragraph by paragraph. Then assign the two major roles to two students. For this first role play, choose students who perhaps are not so free or confident as others. They take these parts and read directly from the text. Locate the well and have the student taking the part of Jesus sitting and the student taking the part of the woman walking toward the well and then standing and talking to Jesus as she gets ready to draw water. They have a conversation about water--drinking water, water that has to be drawn every day to survive physically and 'living' water.

> **Jesus** *(tired from his journey sitting down at Jacob's Well)*
> **Samaritan Woman** *(coming to the well carrying some container to draw water. She is surprised because Jesus talks to her even though she is a despised Samaritan woman with a bad reputation)*

After these two students have taken the parts following the text exactly, select two other students who are more fluent or confident of their English to take the same parts with closed books and put the conversation into their own words. This way they will experience the parts in a more internalized way.

IV. Content Questions
Follow the guidelines on pages 53 and 54 of the text.

V. Thought Questions
Encourage people to share their thoughts and opinions freely. More than one person should answer each question in order to have the students more actively involved and interested in the deeper meaning of the story. Here are some of the possible responses students might give.

1. How do you think the Samaritan woman felt when Jesus, who was a Jew, talked with her? Why?
Surprised because Jews usually didn't speak to Samaritans at all. Jews looked down on Samaritans.
Maybe she was pleased that someone spoke to her in a respectful way and treated her as a human being.
Perhaps she was impressed that Jesus overcame the common prejudices of that time and society.
Maybe she felt that she was valuable as a person because Jesus asked her for water.

2. What do you think Jesus was trying to teach the Samaritan woman about himself?
Jesus wanted her to know he was not just an ordinary person. Jesus had special ability to give 'living water'. Jesus was the savior--the messiah.
He wanted her to know that even though she had a bad reputation, she had value.
He wanted to give her living water that would spring up to eternal life.
He wanted her to know that the key to eternal life was believing in him.
Jesus wanted her to know she could have eternal life even though she had failed in her relationships to men in the past.

3. What do you think Jesus meant by living water?
Jesus meant water that would give eternal life.
He meant water that would satisfy her heart and soul.
He meant life-giving water--water that would stop the thirst in her life.

4. How do you think the Samaritan woman's life changed after she met Jesus?
Make two columns on the board as follows and have students contribute ideas.

Before Meeting Jesus	**After Meeting Jesus**
empty thirsty heart	full and satisfied heart
despised by others	treated kindly and respectfully
feeling guilty about bad relationships	new and meaningful relationship
limited understanding of water	expanded understanding of water
felt worthless	felt valuable
discouraged about the meaning of life	a new purpose in life
disillusioned	inspired
boring life of drawing water	new view of water--living water
limited view of life	eyes opened to eternal life

VI. Response to Jesus
Have the students read through the responses and mark the one that most closely resembles their position at this time. Encourage those who are able to express themselves more freely to write their own response to Jesus. Allow anyone who would like to share their response to tell the others. Do not press them to share, but give them an opportunity.

VII. English Practice
Integrate the various exercises into the earlier presentation of the vocabulary and mini-drama as they fit naturally. Use this section to review the English points introduced in the course of the lesson.

Lesson 4
Other Samaritans Meet Jesus
John 4:16-30, 39-42

Introductory Activity
There is prejudice (judging before without complete or accurate information) and discrimination in most societies. Give some examples of discrimination in the following categories:
race (e.g., blacks in the U.S. or Koreans in Japan, any racial group outside of our own, etc.)
social or economic class (There is a class of people in Japan, called *"eta"* or *"burakumin"* that have been discriminated against even though there is a law now against discrimination. A Japanese movie called, *Hashi no nai Kawa--The River with No Bridge*, is a story about this problem. Poor people also suffer discrimination in every society.
jobs (manual labor vs. white collar, etc.)
sex (women suffer discrimination in various ways)

Transition into the lesson:
Sometimes we also judge people we haven't met and don't know. Perhaps we judge some individuals by their reputation even though we haven't met them and don't know them personally. In our last lesson we met the Samaritan woman. She was discriminated against because she was a Samaritan and because she had a bad reputation as a woman. However, after she met Jesus and her life was changed, other people began to respect her and listen to what she said. The Samaritan woman helped them to meet Jesus. Let's look at the story today.

I. Read John 4:16-30, 39-42
Follow the usual pattern suggested in the text on page 52.

II. Mini-Drama & III. Notes on Text
Follow the usual pattern for the vocabulary in Notes on Text.
The first part of the Mini-Drama is a conversation between
Jesus (confronting her about her husbands and then teaching her about worship and about the true Messiah)
Samaritan Woman (surprised that Jesus knows about the five husbands she has had, but still willing to talk with her and introduce her to the true meaning of worship and to explain to her that he is the Messiah)

In the second part of the drama Jesus' disciples return and are surprised to see Jesus talking with a Samaritan woman. (Have one or more people take the part of disciples and express surprise--such as, "Jesus don't you realize she is a Samaritan? She has a bad reputation too--five husbands. It's disgraceful..." etc.)

The **woman** leaves her water jar and goes to the town and tells the **other Samaritan people** about Jesus, the Messiah. You may expand the things she says as she eagerly tell them about Jesus. Have other members of the class (except the one playing Jesus) take the role of the Samaritan towns people. For example, they say to the woman: "I can't believe it. It seems you have really changed. What happened? Jesus must be an amazing person. Did you say Jesus is the Messiah? Tell us more about him. I want to meet him.

The Samaritan woman brings the people to Jesus and they talk to him saying such things as: "Incredible! Jesus, you are really great. I saw the changed life of the bad Samaritan woman. I am impressed. You are not just an ordinary man. Please teach me about yourself. I'm glad to meet you. I have been waiting for the Messiah. I need a Savior. I believe in you. I want you to be my savior too.

IV. Content Questions
Follow the guidelines on pages 53 and 54 as usual.

V. Thought Questions
1. Knowing that the Samaritan woman had had five husbands, how do you think the people in town treated her? How did Jesus treat her?
The people in the town looked down on her. They despised her. She thought she was a worthless person. She was a bad influence on other people. They didn't want to associate with her. They refused to talk with her or recognize her existence.
Jesus treated her respectfully. He spoke honestly with her about her problems. He explained important truths to her carefully. He told her that he was the savior. No one else cared about her, but Jesus patiently talked with her about the things that were troubling her and how he could help her and all the people of the world in any society with any problem.

2. What do you think Jesus was teaching the Samaritan woman a) about worship, b) about himself?
a) Worship is not an outward thing. It's inward. Worship is not dependent on the place (the location or the building or facilities). It is dependent on the heart of people. The key is to worship "in spirit and in truth." Honesty in worship is important. Don't try to hide your sins with outward appearances. The Samaritan woman had had five husbands and probably many problems. She needed to face the truth about that and turn to God to be her savior. By repenting first, she could be free to worship God in spirit and in truth.
b) Jesus was teaching the Samaritan woman that he was the Savior. He was the Messiah that she and her ancestors had been told about. At last he had come. Jacob was great, but Jesus was greater. The well was named after the Samaritans' famous ancestor, Jacob, and that well had given water for their life for many years. But Jesus could give living water that was eternal--springing up to eternal life.

3. Many Samaritans believed in Jesus after hearing the woman's testimony and then meeting Jesus and hearing his word themselves. How do you think people come to believe in Jesus today?
Some of them meet Christians, people who have met Jesus and believed in him. These people tell them about their experience of meeting Jesus and how Jesus is the Savior. Maybe in some cases they see the changed life of someone who met Jesus and they have hope that their lives can be improved too. Some find God's word, start to read and come to meet Jesus through learning about him in the Bible. They realize step by step God's plan for saving man from his sin by sending Jesus the Savior to die for them and to rise again so they can have eternal life.

4. How do you think the lives of the Samaritans in the woman's town changed after they met Jesus?

Before Meeting Jesus	**After Meeting Jesus**
looked down on the woman	respected the woman
despised the woman	recognized her humanity
didn't believe people's lives could change	believed in changed lives
judged before knowing	know before judging
treated the woman as worthless	realized she had value
didn't know the savior (messiah)	came to know the savior
felt superior to others	realized their own need
cold toward outsiders	warmly welcomed Jesus

VI. Response to Jesus
Follow the same guidelines as introduced previously.

VII. English Practice
Follow the previous guidelines.

Lesson 5
A Young Man Meets Jesus
Matthew 19:16-26

Introductory Activity
Have each student tell about a rich (relatively speaking) person. They can tell about someone they have met personally (this would be best) who is richer than they are. If they don't know anyone richer than themselves or are reluctant to talk about someone they know personally, they can tell about a rich person in society (movie or sports star, businessman, politician, etc.) that is well known. Write this sentence pattern on the board:

A rich person I have met (or that I know about) is_____.
He/She is__(tell something about this person).
I think that rich person is __(happy & satisfied, not happy or whatever)__.

In some cases they may think the person is very happy and satisfied, but be sure to point out some cases where it is evident that the person is not satisfied even though he or she has plenty of money and lots of possessions. Some rich people are very unhappy, lonely, paranoid about losing what they have, greedy and always wanting more, arrogant, insensitive to others, without true friends, always plagued by people who want to have a relationship with them only so they can get the rich person's money rather than for the real relationship, etc. But a few kind and generous rich people are quite happy and make others happy.

Transition into the lesson:
Today we are going to meet a rich young man who met Jesus. He was a good man and had plenty of money. But still he felt there was something missing in his life. He came to Jesus and asked Jesus what "good thing" he could do to get eternal life. Let's look at his conversation.

I. Read Matthew 19:16-26
Follow the usual reading pattern suggested on page 52 of the text.

II. Mini-Drama & III. Notes on Text
Introduce the vocabulary in the usual way. As a cultural note for number 15 referring to a camel going through the eye of a needle, the explanation is that cities were surrounded by a wall. There was a low entrance way called the "eye of a needle" that was very difficult for a camel to get through. The heavy packs and possessions carried by the camel would have to be taken off first. After that it was not impossible, but it was very difficult, requiring the camel to have to kneel down low in order to get in. This little door was the "eye of the needle," the narrow low gate of the city. For a rich man it is more difficult to enter the Kingdom of God than for a camel to go through the eye of the needle. Indeed, the rich man must kneel down in a humble position in order to enter. A rich man is usually proud and self-sufficient and unwilling to bow to anyone or anything. His pride and possesions which he carries with him and hangs on to tightly make it very difficult for him to enter the Kingdom of God.

The rich young man who met Jesus was proud of his success financially and proud of his character and actions. He claimed that he had kept all of the commandments. Probably he wanted Jesus to praise him for his good behavior and tell him he was qualified to enter the Kingdom of God and have eternal life. by his own power. But he was hanging on tightly to his own possessions, so he was not free to follow Jesus and humbly accept Jesus as his savior.

After initially reading through the Mini-Drama with each student reading one paragraph, assign the parts and have them role play.

Jesus, the Teacher
Rich young man (wanting to get eternal life, insisting that he had kept all the commandments and disappointed that he could not save himself, but had to trust and follow Jesus in order to be saved)
disciples (surprised that the nice rich young man couldn't enter the Kingdom of God by his own personal record)

IV. Content Questions
Follow the guidelines as usual.

V. Thought Questions
1. What do you think the rich man really wanted when he came to Jesus?
Though he was successful in his business life, perhaps he felt there was something missing in his life. He was not satisfied.
He realized he needed something. He was not completely secure and satisfied.
He was a little uneasy about his life. Maybe he knew in his heart he had not really done everything he could to have a good life and good relationships.
Maybe he was proud and wanted Jesus to tell him that he had already done very well with his life and did not need anything else to qualify for eternal life. He wanted to be praised publicly in front of Jesus' followers as an example of a fine young man.
He was rich in material possessions, but spiritually he was not rich, so he needed something.

2. Do you think it's possible for a person to keep all of the commandments perfectly? Why or why not?
Some people maybe can keep most of them, but not even the best people are perfect.
No one can keep all of them perfectly, because we are all human beings and human beings are not perfect.
Even if you can keep the commandments outwardly, there are some inward attitudes and feelings that break the commandments. For example, even though we don't murder someone else and kill their physical body, we may hate them in our hearts and wish they did not exist in our lives.
We are naturally self-centered and selfish, so it is difficult to keep the commandments to love God first and to love our neighbor as ourselves. If the rich man had loved his neighbor as himself, he would have shared more of his abundant possesions with his needy neighbors.

3. Why do you think it might be hard for a rich man to enter the kingdom of God?
Rich people are proud and sometimes arrogant. They do not like to admit any weaknesses or that they are not successful in every area of their lives. To enter the Kingdom of God, you must recognize your need and humbly accept God's help through Jesus the savior.
Rich people usually hang on tightly to their riches and possessions for their security. They do not want to depend on God for their security. They are afraid of the cost to follow God.
The two basic commandments, Love God and love your neighbor as yourself" really summarize and cover all the commandments. However, if the rich man really loved his neighbor as himself, he would probably share his wealth more freely with others. But sometimes rich people are more selfish and stingy than those who have only a little, but are willing to share what they have.

4. How do you think a person can be saved?
Though he or she might like to be saved by his or her own good deeds, it is impossible. No one is good enough.
The only way to be saved is by first recognizing one's need and then coming to Jesus to ask him to be the savior.
Believe in Jesus and a person can be saved.

5. How do you think the young man's life changed after he met Jesus?

Before Meeting Jesus	**After Meeting Jesus**
confident and expectant	disappointed & sad
trusting in his own ability	unwilling to trust Jesus
hoping for eternal life	disappointed at the cost
proud	unwilling to be humble
superficial thinking	deeper understanding
interested in eternal life	more interested in riches now

The rich young man was unwilling to follow Jesus because his possessions and his pride about his life prevented him from being free. At his first meeting with Jesus, he was not happy with what he heard. He went away sad. We don't know what happened in his future. He may have thought about this meeting and decided later to follow Jesus. He may have lived his life depending only on himself to try to get eternal life. But perhaps his heart became harder and lacking in peace.

VI. Response to Jesus & VII. English Practice
Follow the previous guidelines.

Lesson 6
Nicodemus Meets Jesus
John 3:1-17

Introductory Activity
Among political leaders we meet many kinds of people. Make a list of some well-known present day political leaders that we meet through the news media. Some of them are good leaders and some of them are not. Give an example of some political leader and tell what you think about his or her character. Put these sentence patterns on the board for the students to follow.

___(name of political leader)___ is a well known political leader.
I think this leader is ___(tell something about this person)___.

Transition into the lesson:
Today we are going to look at the story of a political leader whose name was Nicodemus. This leader sincerely wanted to know the truth. So he came to meet Jesus. Though he was an intelligent and knowledgeable man he did not understand everything Jesus said. But he was interested and eager to learn.

I. Read John 3:1-17
Follow the usual pattern of reading from the bilingual Bible first in Japanese and then in English.

II. Mini-Drama & III. Notes on Text
In the Notes on Text, explain that the political leaders for the Jews were specialists in the law. They were called Pharisees (remind them that the *ph* sound in Pharisees is really the *f* sound just as in *phone*) and the highest rank Pharisees were members of the ruling council. They were the political leaders as well as the religious leaders for the Jewish people even though they were under the Roman government.

For the Mini-Drama the characters are:

Nicodemus (a Pharisee and member of the ruling council who came to visit Jesus at night and was interested in meeting Jesus; he had heard about the miracles Jesus performed and thought Jesus had some special connection with God)
Jesus (Rabbi who is the respected teacher; he gives Nicodemus a lesson about physical things we can experience with our five senses and spiritual things which we can experience only by faith. He uses the example of physical birth and spiritual birth.)
Have the students take turns playing the roles of Jesus and Nicodemus following the text as written on pages 34 and 35. After they have done this, have them close their books. Because the truths are rather difficult, you (the teacher) should take the role of Jesus. They are all at one time to take the part of Nicodemus and ask you questions as if they were Nicodemus coming to learn about how Jesus can perform miracles and what his connection to God is. This will give the whole class the chance to put into their own words the questions Nicodemus asked and for you to explain the truths Jesus was teaching them about being born again.

IV. Content Questions
Use the chain drill pattern in which the first student asks the questions and the next student answers. Then the student that answered asks the next question going around the class.

V. Thought Questions
Let students share their own ideas. Do not be limited to the following responses which are a few of the ideas some people have. Allow more than one person to share answers on each of the questions.

1. Why do you think Nicodemus came to see Jesus?
He was amazed by what he heard about Jesus. He wanted to meet him personally.
Perhaps he wanted to understand the meaning of life more deeply.
Maybe he was just curious about Jesus. He had heard of the reputation of Jesus.
People were talking about the miracles Jesus performed and his great teaching.
Maybe he wanted to know how to be a better leader and help his people more.
Nicodemus wanted to be well-informed, so he went directly to meet Jesus.

2. What do you think it means to be "born again"? Compare and contrast physical and spiritual birth.
Just like Nicodemus, some students may not have any idea. They may say, "I don't really understand what it means to be born again." Others may have picked up the idea that there are two births--one is physical and the second one (born again) is spiritual. Write two headings on the board as follows and have students share:

Physical Birth	**Spiritual Birth**
born of the flesh	born of the spirit
born into the family of man	born into the family of God
human parents--mother & father	God is the parent
physical life of the body	spiritual life
limited time span (about 70 years)	eternal life (lasts forever)
born into the kingdom of man	born into the kingdom of God
earthly family	heavenly family
you can see the birth with your physical eyes	you cannot see the birth with your physical eyes

3. Do you think God's plan for saving the world is good? Why or why not?
Possible "No" answer could be for these reasons:
No, it's not good because it's too hard to understand.
No, it's not good because we can't see it with our eyes.
No, it's too hard to believe.

Possible "Yes" answer could be for these reasons:
Yes, because God showed his love for us by sending Jesus his son to save us.
Yes, because we can have eternal life by believing in Jesus.
Yes, because the plan includes all the people of the world. God loves everybody.
Yes, because everyone has the choice to believe and accept God's salvation.
Yes, because it means we are saved from death and the punishment for our sin.
Yes, because God saves us when we cannot save ourselves.
Yes, because God solves the problem of our sin by saving us.

4. How do you think Nicodemus' life changed after he met Jesus?

Before Meeting Jesus	**After Meeting Jesus**
thought mainly about this life	awakened to think about eternal life
curious about Jesus	genuinely interested in Jesus
understood only physical birth	began to understand spiritual birth
limited knowledge	expanding knowledge
interested in truth	deeper understanding of truth
thought primarily about physical & material world	more aware of the spiritual world
good position as a political/religious leader	same position but wiser

VI. Response to Jesus & VII. English Practice
Follow the usual guidelines.

Lesson 7
Pilate Meets Jesus
Mark 15:1-15

Introductory Activity
Because of envy or jealousy, sometimes people tell lies about others or say bad things about them. Give an example of someone you have met who was jealous or who said some bad things about another person that were not true. Write this sentence pattern on the board:

I met a person who ___(was jealous/ told a lie/ said something bad about another person)___.
He/She ___(tell the situation in which the person was jealous or lied etc. and what happened)___.

Transition into the lesson:
Jesus had become very popular and many people were following him and believing in him. The Jewish religious leaders were very jealous of Jesus. They were afraid they were losing their popularity and position, so they wanted to get rid of him. They brought Jesus to Pilate, the Roman governor, and accused Jesus of many things because they wanted to the Roman governor to have Jesus killed. Let's look at what happened to Jesus when the Jewish leaders handed him over to Pilate.

I. Read Mark 15:1-15
Follow the usual pattern of reading Japanese first and then English from the bilingual Bible.

II. Mini-Drama & III. Notes on Text
As you go through the vocabulary of the Notes on Text, have the students take turns finding the word or phrase used in the Mini-Drama and then reading the sentence where it is found. In this way, they will learn the word in context and you can also explain its meaning in the story. After going through the Notes on Text, have students read paragraph by paragraph taking turns as they read through the Mini-Drama. Then assign the main roles and minor roles:

Pilate (the Roman governor who is the judge at the trial of Jesus)
Jesus (on trial before the Roman governor; he does not defend himself against the false accusations, but stands quietly and peacefully. The only thing he answers is ththe question about being the king of the Jews (Messiah.)
chief priests (roughly binding Jesus and turning him over to the Roman governor and falsely accusing him of many things. They are also inciting the crowd to have Barabbas released and to have Jesus crucified.)
crowd (they listen to the chief priests and ask pilot to release Barabbas instead of Jesus. They behave like a mob wildly shouting that they want Jesus crucified.)

Most of the story is told by narration. In order to have the students experience the story, have them act out the parts while you read (or tell in your own words) the unfolding series of events. For example, the chief priests should be acting out the binding of Jesus and bringing him to the Roman governor as the teacher reads the story. Jesus does not resist even though they are rough and unkind in the way they treat him. When they come to Pilate, the chief priests can say things like, "Jesus is a dangerous criminal. Jesus causes trouble. He is against the Roman government. He is dangerous. He should be killed."

When the teacher reads the part about the crowd asking for the release of a prisoner and then are stirred up by the chief priests to ask for the release of Barabbas, have the crowd be active in shouting "Release Barabbas!" and when asked what they want done with Jesus the Chief priests tell them to yell, "Crucify Jesus."

In the last scene the teacher reads that Pilate wanted to satisfy the corwd, so he released Barabbas. Have the students act out flogging Jesus and handing him over to be crucified.

IV. Content Questions
Use the chain drill for students to ask and answer the questions.

V. Thought Questions
1. Why do you think the Jewish religious leaders were so eager to have Jesus killed?
They hated Jesus because Jesus was powerful and kind and authoritative. People believed he was the Messiah that was promised. The religious leaders denied that Jesus was the promised Messiah.
They were jealous of him. They were afraid that everyone would follow Jesus and they would not listen to them or follow them.
They were afraid they would lose their power position and influence over the people.
The people were losing respect for the Jewish religious leaders because these leaders were powerless, proud, selfish, self-centered etc. They could not continue to deceive the people because they came to know the truth through Jesus. They had to get rid of Jesus in order to prevent people from knowing the truth.
They wanted to destroy Jesus because they thought it was the only way to save themselves.

2. Why do you think Jesus refused to defend himself against the false accusations? What was the purpose of Jesus coming into the world?
Jesus did not defend himself because he knew he had come to do the work of saving sinners. In order to do this, he had to be killed as a criminal. He was taking the place of us, who are the criminals that deserve the punishment of death.
Jesus knew his purpose was to come and die for the world because it was God's plan to save the world in this way.
He came to be the way, the truth and the life.
He knew he must take the punishment of sin, which is death, in order to save the real sinners like all the people of the world.

3. Do you think Pilate acted as a just judge? Why or why not?
No, he did not because Jesus was not guilty.
Pilate knew the chief priests had turned Jesus over to him because of their jealousy, but he was unwilling to insist on justice.
No, he was not fair in his judgment. He knew the accusations were false, but he bowed to pressure of the priests and the people they had stirred up.
A just judge should not sentence a person to be killed when that person has not committed a crime. But that is what Pilate did.
Pilate was weak in that he did not carry out justice in the right way.
He knew he was doing wrong, but he was afraid of disturbing the people.

4. *How do you think Pilate's life changed after he met Jesus?*

Before Meeting Jesus	**After Meeting Jesus**
little sense of right & wrong	felt guilty for doing wrong
a little curious about Jesus	amazed at such an unusual person
resisted involvement	forced to be involved
reluctant to act	acted under pressure
wanted no relationship	disturbed by the relationship
judged others	felt judged by Jesus
accustomed to dealing with criminals	surprised that an innocent person was brought to him and didn't defend himself against false accusations.
Not interested in meeting Jesus	wished he had never met him
Just trying to get by without trouble	very troubled

It was probably difficult for Pilate to feel peaceful or calm after he met Jesus because he felt guilty for sentencing an innocent man to be crucified. He was not committed to justice either before or after meeting Jesus, but he realized after meeting Jesus what a great injustice it was to have Jesus crucified when he was so completely pure and innocent. We don't know if Pilate ever repented and asked Jesus to forgive him and be his savior, but Jesus came to save sinners like Pilate as well as us.

VI. Response to Jesus & VII. English Practice

Follow the usual guidelines.

Lesson 8
Mary of Magdala Meets Jesus
John 20:1-2, 11-18

Introductory Activity
Think of some family member, relative or friend that died. Tell something that you especially remember about that person. Write this sentence pattern on the board as a model for the students.

My ___(family member, relative, friend)___ died ___(tell when)___.
Something I especially remember about him/her is _____.

Transition into the lesson:
In lesson seven we learned that Jesus was killed by being crucified even though he was innocent and had never done anything wrong. Jesus had helped many people by healing, giving hope, forgiving sins and showing them the way into God's kingdom. Mary Magdala was one of the women that Jesus had helped. She felt very sad about the death of Jesus. She went to the place where Jesus was buried (the tomb) to put some spices and fragrant incense on the body of Jesus to pay her last respects. But she found the tomb was empty. She was very worried, but there was a great surprise for her that turned her sadness into joy. Let's see how she met Jesus.

I. Read John 20:1-2, 11-18
Follow the usual pattern of reading in Japanese and then in English from the bilingual Bible.

II. Mini-Drama and III. Notes on Text
Go through the Notes on Text modeling the pronunciation and having students repeat after you. As you go through the words have the students find the sentences in the Mini-Drama in which those words are found and underline them. Have the students then take turns reading one paragraph each through the Mini-Drama. Then assign the roles:

Mary (sad and crying when she doesn't know what happened to Jesus; she runs to tell Peter & John & then comes back and actually looks into the tomb and the angels speak to her; and then she actually meets Jesus.)
Peter & John (disciples of Jesus)
Two Angels (ask her why she is crying and then tell her Jesus is risen)
Jesus (risen from the dead, he appears to Mary and tells her he is going to return to God, his father, and she should tell others.)

Take the part of the narrator and tell the story with the character moving and saying their lines at appropriate times and with suitable expression.

IV. Content Questions
Use the chain drill pattern for the students to ask and answer the questions. If the students can answer in their own words after doing this, the teacher may ask the questions and the students give the answers with their books closed using their own words.

V. Thought Questions

1. How do you think Mary felt when she found the tomb empty?

Shocked, upset, alarmed, disturbed, puzzled, worried, anxious, wondering what happened, frightened, panicked

She was already sad when she went to the tomb because of the death of Jesus, but then to find that the tomb where Jesus was buried was open and the body missing must have been very disturbing. Maybe it seemed like one tragedy on top of another. She was very distressed.

2. How do you think Mary felt when she realized that Jesus had risen from the dead and was alive?

Overjoyed, relieved, thankful, hopeful, refreshed, energized, amazed, astonished, impressed, incredulous but so happy.

She probably thought it was unbelievable, but so wonderful.

It was incredible, but true.

The greatest things that ever happened in her life. Unforgettable!

3. What do you think is the significance of Jesus' resurrection?

It means we have hope.

Because Jesus rose from the dead, he has power to give us life.

Jesus defeated death, therefore we can have life.

Eternal life is possible because Jesus proved he is the savior.

Because Jesus lives and he died on my behalf, I can be saved from the punishment for my sin. I can have eternal life.

Though I will die physically, I will be raised to life again and have eternal life.

4. How do you think Mary's life changed after she met Jesus?

Before Meeting Jesus	**After Meeting Jesus**
no hope	full of hope
sad	joyful
meaningless	meaningful
worthless	valuable
having only physical life	having spiritual life
without direction	knowing the way
broken relationships	harmonious relationships
no purpose in life	purpose in living

Since this is the last lesson, it might be good to ask your students if they have met Jesus personally or if they want to receive him. Have them reflect on how their life has been or could be changed by meeting Jesus. Follow this up with the next section which is a model for a personal prayer.

VI. Response to Jesus

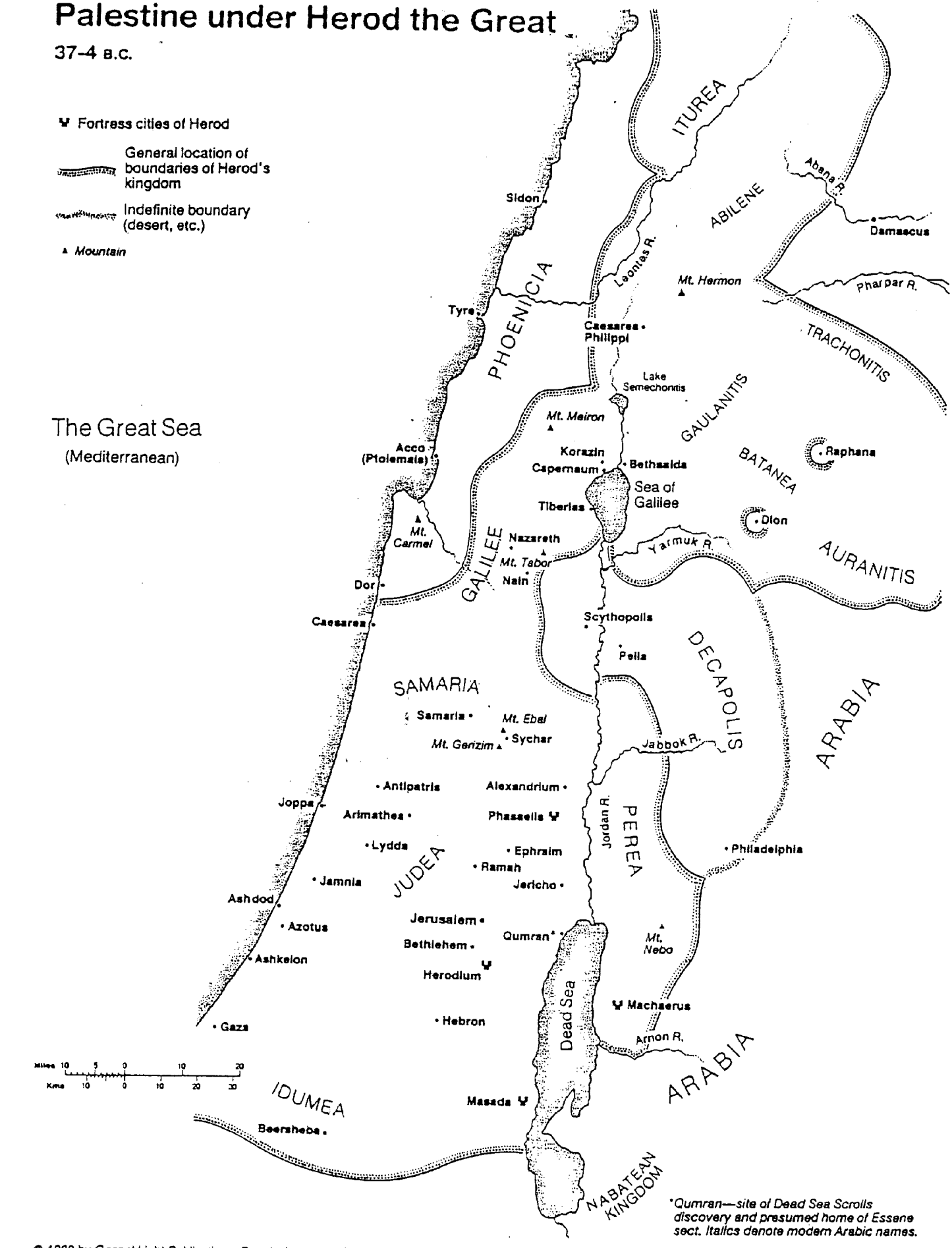
Recognizing one's sin, accepting Jesus as the one who took the punishment for that sin and believing that Jesus rose from the dead and therefore has the power to give them life is the key to eternal life. Work together with a Japanese Christian who can help students be able to say their own prayer to Jesus in their own language to accept Jesus as their personal savior.

VII. English Practice

Be sure to integrate these English practice points into the earlier part of the lesson as appropriate so you do not have to end on English, but end the course in prayer to Jesus, the one who changes lives because he is the risen Lord.

Palestine under Herod the Great

37-4 B.C.



Qumran—site of Dead Sea Scrolls discovery and presumed home of Essene sect. Italics denote modern Arabic names.

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