English & Japanese Bible Lessons
A Narrative Drama of the Christmas Story

A Great Light

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序

クリスマスは人を救う神の壮大な計画の中で見るならば、特別な方法で世界に光がやってきたことを覚えるときです。この劇的な歴史的出来事はそれが起こる以前から聖書に書かれていました。大いなる光である救い主がやって来たというだけでなく、世界の優れた芸術、音楽、文化に多大な感化を与えたのでした。しかしそれ以上に、神の計画を個人的に受け入れる人々の人生を変えたのです。
このテキストは、聖書に記録されているクリスマスストーリーを直接学び、加えてイエスの誕生についての劇を実際に演じることで、観念的にではなくより現実的にクリスマスストーリーを捉えるために書かれています。また、様々なクリスマスキャロルも学びと関連させて載せてありますので、救い主イエスの誕生をまた違った形で祝う助けとなるでしょう。

テキストは、クリスマスの主要な出来事について網羅している３つのレッスンからなっています。この３つのレッスンは、時間に合わせて３回から６回のクラスでテキスト全体を学ぶことができるようになっています。レッスンはパートに分れていますが、パートＡ、Ｂは全て日本語、英語の両方で書かれていますので、日本語、英語のどちらでも、学べるようになっています。パートＡとＢを１回で行なっても良いでしょうし、計画されているクリスマスの行事に合わせて２つに分けて行なっても良いでしょう。パートＣの各レッスンは、英会話の技能をさらに上達させたいと願う方のために用意してあります。

パートＡ、Ｂのレッスンは以下ように分れています。
I.始める前に考えてみましょう：レッスンの準備となるような話題を導入としています。
II.テープを聞いてみましょう：各レッスンの聖書箇所が、男性女性のパートに分れて、英語（NIV）続いて日本語（新改訳）で朗読されています。
III.声をだして読んでみましょう：聖書をレッスン参加者が輪読します。
IV.理解度チェック：内容の理解を助けるための「誰が、いつ、どこで、何を、どうして」といった質問があります。
V.ディスカッション：参加者がその聖書の箇所に対する自分の考え、意見、感想などを自由に述べ、個人的に聖書の真理を適用するための質問があります。
VI.はパートＡとＢでは異なります。
パートＡのVI.聖書の箇所を暗記しましょう：聖書に示めされている神の計画の概念に対する理解を助けるためのものです。
パートＢのVI.神への応答：聖書に示されている神の計画を単に学ぶだけに留まらず、個人的な神への応答へと導くものです。

説話風クリスマスストーリー"大いなる光"はレッスンに合わせて用いることもできますし、全く別に用いることもできるでしょう。クリスマスキャロルはオプションですが、劇を実際に行なう際にバックミュージックとして、より劇を盛り上げるために効果をあげるでしょう。なお、クリスマスキャロルについては著作権の関係で、曲名のみの掲載となっています。ヘンデルのメサイヤからの抜粋については、レコード、CDで聴くかクラッシックミュージックの好きな人がいれば歌ってみてもよいでしょう。"大いなる光"を実際に演じることで、クリスマスの良い思い出ともなるでしょう。

Introduction

Christmas is the time to remember in a special way the coming of light into the world according to God's great plan for saving man. The record of this dramatic historical event is told in the Scripture. Not only has the coming of the savior, who is the great light, inspired the world's greatest art, music and literature, but more importantly, it has transformed the lives of people who have personally accepted God's plan for their lives.

This book is designed to make the Christmas story real by a first hand study of the record in the Bible and by participation in a narrative drama—telling the story of the birth of Jesus and playing the significant roles. Various Christmas carols and songs are suggested as an added dimension to celebrating God's wonderful plan of sending his son to be our savior.

Three Bible lessons are featured, covering the main events of the Christmas story. These lessons can be completed in from three to six sessions depending on the time available. Since Parts A and B of each of the lessons are completely bilingual, the study can be done either in Japanese or in English or in both. Parts A and B can be done in one session or in two adjusting to the schedule of Christmas activities planned. Part C of each lesson is designed for Japanese students in English Bible classes who want to improve their English communication skills.

Parts A and B of each lesson include the following sections:
I. Preview—introductory conversation topics that prepare for the lesson.
II. Listen to the cassette tape—a recording of the Bible selection read by male and female native speakers first in English from the New International Version, and then in Japanese from the Shinkaiyaku version. (The recording is available from ELI and permission is granted to make copies freely for participants interested in improving their listening skills.)
III. Read Aloud—participants read the selections aloud from the Bible.
IV. Comprehension Check—who, what, when, where, why questions checking comprehension of the content.
V. Discussion—an opportunity for participants to share their thoughts, opinions and personal interaction with the passage featured, and consider the personal application.

Section VI of Parts A and B are different.
Part A ***VI. Memory Verse***—reinforces the concept of God's plan.
Part B ***VI. Response to God***—moves the participant from learning about God's plan to talking to God giving a personally relevant response.

The narrative drama, "A Great Light," can be used in correlation with the Bible lessons, or can be used independently. Suggestions for including music are optional, but will enrich the presentation of the narrative drama. Due to copyright restrictions the words and music for titles of songs suggested for the chorus (everyone in attendance), cannot be included in this book. Excerpts from George Frederic Handel's *"Messiah"* can be played from favorite recordings or sung by groups interested in singing this classical music. Having the Bible study participants perform the narrative drama, "A Great Light," is a good culminating activity that will help make the Christmas season memorable.

レッスン１　救い主を送る神の計画

パートA ：　マリヤに示された神の計画
ルカ１章２６節～３８節

I.　始める前に考えてみましょう。
１．婚約するときの男女は、普通どのような気持ちでいるでしょうか。自分達について、そして互いの態度についてどのように感じているでしょう。
２．もし、婚約後突然計画が変更したら普通どのように感じると思いますか。

II.　テープのレッスン１パートAを聴きましょう。

III.　ルカ１章２６節～３８節を声を出して読んでみましょう。

IV.　理解度チェック
１．処女の名前は何で、誰と婚約していましたか。（１：２７）
２．御使いはマリヤに挨拶をして何と言いましたか。（１：２８）
３．御使いの声を聞いてマリヤは何と答えましたか。（１：２９）
４．マリヤから生まれる男の子について御使いは何と言いましたか。（１：３１～３３）
５．御使いはマリヤが処女でありながらどのようにして妊娠することができたかを説明しましたか。（１：３４～３５、３７）
６．計画の変更をマリヤは受け入れましたか。マリヤは何と言ったでしょう。（１：３８）

V.　ディスカッション
１．御使いからのメッセージをどのような思いや、気持ちでマリヤは聞いたと思いますか。
２．なぜマリヤは計画の変更に同意したのだと思いますか。
３．もしあなた自身の計画とは異なる計画が神にあったら、神の計画に、従順に従うことを願いますか。なぜですか。
４．自分の計画でなく、神の計画に従うことにどのような有益な点、無益な点があるだろうと考えますか。

VI.　聖書の言葉を覚えましょう。エレミヤ２９章１１節

私はあなたがたのために立てている計画を良く知っているからだ。-主の御告げ- それはわざわいではなくて、平安を与える計画であり、あなたがたに将来と希望を与えるためのものだ。

Lesson 1 God's Plan for Sending the Savior

Part A: God's Plan Introduced to Mary
Luke 1:26-38

I. Preview

1. What are some of the usual feelings couples have when they are engaged to be married? What are their feelings about themselves, and their attitudes toward each other?
2. How do you think a person would ordinarily feel if he or she were engaged to be married and the plan suddenly changed?

II. Listen to the cassette tape of Lesson 1 Part A: Luke 1:26-38

III. Read Aloud Luke 1:26-38

IV. Comprehension Check

1. What was the virgin's name and who was she engaged to? (1:27)
2. What did the angel say when he greeted Mary? (1:28)
3. What was Mary's response when she heard the greeting? (1:29)
4. What did the angel tell Mary about the son that was to be born to her? (1:31-33)
5. How did the angel explain to Mary that she could have a baby even though she was a virgin? (1:34-35, 37)
6. Did Mary accept the change in plans? What did she say? (1:38)

V. Discussion

1. What thoughts and feelings do you think Mary had about the message she received from the angel?
2. Why do you think she was willing to cooperate with the change in plans?
3. If God had a plan for you that was different from your plan, would you be willing to submit and follow his plan? Why or why not?
4. What do you think might be the advantages and disadvantages of following God's plan instead of your own?

VI. Memory Verse: Jeremiah 29:11

> "'I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.'" *(NIV)*

パートB：ヨセフに示された神の計画
マタイ１章１８節～２５節

I. 始める前に考えてみましょう。
1. 婚約を破棄する男性の理由としてどのような理由が考えられるでしょう。
2. （その時）男性は女性についてどのような気持ちを持つと思いますか。また、自分自身と自分の将来についてどのように感じるでしょう。

II. テープのレッスン１パートBを聴きましょう。

III. マタイ１章１８節～２５節を声を出して読んでみましょう。

IV. 理解度チェック
1. マリヤとヨセフは婚約していましたが、結婚する前にマリヤに何が起こりましたか。（１：１８）
2. なぜヨセフは内密に婚約を破棄しようと考えたのですか。（１：１９）
3. ヨセフの考えを変えた夢の中で、ヨセフはどのような事を知らされましたか。（１：２０～２１）
4. 何年も前に預言者はその子供について何と予告しましたか。（１：２２～２３）
5. 主より受けた指示にヨセフは従いましたか。そして何をしましたか。（１：２４～２５）

V. ディスカッション
1. ヨセフの人柄を想像してみましょう。彼はどのようなタイプの人だったのでしょう。
2. マリヤが妊娠し、しかも自分が父親でないことを知ったときヨセフは(a)マリヤ、(b)自分自身、(c)そして自分の生活や、将来についてどのように感じたと思いますか。
3. なぜ、ヨセフは計画を受け入れたと思いますか。
4. あなたは、神のあなたに対する計画を知り、従って行こうとするくらい、神を信頼することができますか。なぜですか。

VI. 神に対する応答
1. 神様、私はマリヤとヨセフの計画を変更したことは不公平で不必要なことだったと思います。私の計画についても絶対に変えてほしくありません。
2. 神様、私はあなたの計画を完全に理解できませんが、関心があります。救い主を送るという考えは大切な事と思いますが、あなたのやり方は不自然だと思います。でも、もっと知りたいと思っています。
3. 神様、あなたの計画は、無類の驚くべき素晴らしいものです。私の人生についてのあなたの計画も知りたいと思います。私の人生についてもあなたを信頼できると思います。
4. その他（自分の応答を書いてみましょう。）

Part B: God's Plan Introduced to Joseph
Matthew 1:18-25

I. Preview

1. What reasons might there be for a man to break an engagement with a woman he was planning to marry?
2. How do you think the man might feel about the woman? about himself? about his future?

II. Listen to the cassette tape of Lesson 1 Part B: Matthew 1:18-25

III. Read Aloud Matthew 1:18-25

IV. Comprehension Check

1. Mary was engaged to Joseph, but what happened to Mary before they got married? (1:18)
2. Why was Joseph thinking about quietly breaking the engagement to marry her? (1:19)
3. What information did Joseph receive in a dream that made him change his mind? (1:20-21)
4. What had the prophet predicted (told before) about the child many years before? (1:22-23)
5. Did Joseph follow the instructions he received from the Lord? What did he do? (1:24-25)

V. Discussion

1. Describe the character of Joseph. What kind of person was he?
2. How do you think Joseph felt (a) about Mary, (b) about himself, (c) about his life and his future, when he found out that Mary was pregnant and he was not the father?
3. Why do you think he was willing to change his plans?
4. Can you trust God enough to find out his plan for you and follow it? Why or why not?

VI. Response to God

___1. God, I think it was unfair and unnecessary for you to change the plans of Mary and Joseph. And I certainly don't want you to change my plans either.

___2. God, I can't understand your plan completely, but it sounds interesting. I think the idea of sending a savior is important, but your way of doing it was certainly unusual. I want to learn more about it.

___3. God, I think your plan was great—so unique and wonderful. I want to know your plan for my life too. I think I can trust you with plans for my life.

___4. Your own words to God: _____

Lesson 1 Part C: English Practice

I. Vocabulary & Expressions

Part A: Luke 1:26-38

1. Find the following words in context in the Bible reading:

Word	where found in the Bible
angel	*verse*
virgin	
pledged to	
descendant	
highly favored	
greatly troubled	
be with child	
kingdom	
reign	

2. Look at the context of each word and guess at the meaning.

3. Look each word up in an English dictionary and find the definition which is closest to what you guessed. See whether that meaning makes sense in the context of the Bible reading.

4. Look the word up in a Japanese-English dictionary and find the definition to confirm your guess.

Word	meaning in English and Japanese
angel	
virgin	
pledged to	
descendant	
highly favored	
greatly troubled	
be with child	
kingdom	
reign	

Part B: Matthew 1:18-25

5. Find the words listed above that are also used in Part B. Check the meaning in the new context.

6. Make a list of any new words in Part B that you are not sure of the meaning. Follow the same procedure above to confirm the meaning.

II. Communicative Exercise

expressing willingness to comply with a request or to follow an order

1. Practice the following dialogs:

a. The Angel and Mary

Angel:	God has chosen you to be an important part of his plan. You will become pregnant and give birth to a son.
Mary:	But I'm not married. How can this be?
Angel:	Don't worry. God the Holy Spirit will be the Father. Your son will be the savior for all the people of the world.
Mary:	I am willing to serve in any way. May it be to me as you have said.

b. The Angel and Joseph

Angel:	Joseph, don't be afraid to take Mary as your wife. The father of the child is God. When the baby is born, give him the name Jesus, because he will be the savior for all the people of the world.
Joseph:	Whatever you say. I will do whatever God wants me to do.

2. Underline the words that are used to express willingness to comply with a request or to follow an order.

3. Make up your own dialog with some order or request included and a response of willingness to comply.

III. Drama

Using the narrative drama, ***"A Great Light,"*** play the roles in Act I, Scenes 1 and 2, pages 24 - 26.

レッスン２　イエスの誕生

パートA：ベツレヘムに生まれる救い主の計画
ルカ２章１節～７節

I.　始める前に考えてみましょう。
1. 政治や経済の状態は、人生にどのような影響を与えるでしょう。残忍で強力な政治的支配者のもとで暮らす人々は命令に対してどれだけの自由をもっているでしょうか。
2. ローマの支配下でマリヤとヨセフは不便で不利な暮らしを経験していました。そのような状況に耐えながらマリヤとヨセフは、神とその計画について何を学んだと思いますか。

II.　テープのレッスン２パートAを聴きましょう。

III. ルカ２章１節～７節を声を出して読んでみましょう。

IV.　理解度チェック
1. ローマ皇帝シーザー・アウグストはどのような法令を発布しましたか。（２：１～２）
2. ヨセフはナザレに住んでいたにもかかわらず、なぜベツレヘムで住民登録をしなければならなかったのですか。（２：４～５）
3. ヨセフと住民登録のためにベツレヘムへ行ったとき、マリヤはどのような状態でしたか。（２：５）
4. ベツレヘムにマリヤとヨセフがいる間に、何が起こりましたか。（２：６～７）
5. 赤ん坊は、どこで生まれたのでしょうか。どうしてそのようなみすぼらしい所で生まれたのでしょう。（２：７）

V.　ディスカッション
1. マリヤが妊娠しているのにベツレヘムへ旅をしなければならないと知ったとき、２人はどのような気持ちだったと思いますか。
2. 救い主イエスの誕生とその準備において、耐えた苦難を通してマリヤとヨセフは神について、そして自分達自身について何を学んだと思いますか。
3. 神は、約束の救い主が生まれる時期と場所を神の目的と計画に合わせるために、ローマ皇帝の法令発布のタイミングをどのように用いましたか。
4. あなた自身のものよりまた、あなたの想像以上の素晴らしい人生の目標と目的を達成するために、神は人生における失望や困難を用いることが可能だと思いますか。なぜそう思いますか。
5. あなたの経験した失望や困難を通して学んだことを話してみましょう。

VI.　聖書の言葉を覚えましょう。ローマ８章２８節

> 神を愛する人々、すなわち、神のご計画にしたがって召された人々のためには、神が全てのことを働かせて益としてくださることを、私たちは知っています。

Lesson 2 The Birth of Jesus

Part A: The Plan for the Savior's Birth in Bethlehem
Luke 2:1-7

I. Preview

1. How do political and economic conditions affect the lives of people? When living under a cruel and powerful political ruler, how much choice do people have about obeying orders?
2. Living under Roman rule, Mary and Joseph experienced many inconveniences and unfavorable circumstances. What do you think they learned about God and his plans while enduring such conditions?

II. Listen to the cassette tape of Lesson 2 Part A: Luke 2:1-7

III. Read Aloud Luke 2:1-7

IV. Comprehension Check

1. What decree did the Roman Emperor, Caesar Augustus, issue? (2:1-2)
2. Why did Joseph have to register in Bethlehem even though he was living in Nazareth? (2:4-5)
3. What was Mary's condition when she went with Joseph to register in Bethlehem? (2:5)
4. What happened while Mary and Joseph were in Bethlehem? (2:6-7)
5. Where was the baby born, and why was it in such a poor place? (2:7)

V. Discussion

1. How do you think Mary and Joseph felt when they realized they would have to travel to Bethlehem while Mary was pregnant?
2. What do you think Mary and Joseph learned about God and about themselves through the hardships they endured in the preparation and arrival of the savior Jesus?
3. How did God use the timing of the Roman Emperor's decree to fit into his purpose and plan for the time and the place the promised Savior was to be born?
4. Do you think God can use disappointments and difficulties in your life to achieve goals and purposes that are greater than yours or greater than you could have imagined? Why or why not?
5. Give an example of some disappointment or difficulty you have experienced and what you learned from it.

VI. Memory Verse: Romans 8:28

"We know that in all things God works for the good of those who love him, who have been called according to his purpose." *(NIV)*

パートB：羊飼いへの（イエス誕生の）知らせ
ルカ２章８節～２０節

I. 始める前に考えてみましょう。
1. 羊飼いは、羊の世話をする普通の人々でした。もし、突然まぶしいほどの光と、天からの知らせがあったら、彼らはどのように反応すると思いますか。
2. 王に会うために招かれるのは、普通どのような人たちでしょう。そのような人たちの社会的、経済的、政治的な立場はどのようなものでしょう。

II. テープのレッスン２パートBを聴きましょう。

III. ルカ２章８節～２０節を声を出して読んでみましょう。

IV. 理解度チェック
1. 主の使いが、現われたときの羊飼いの反応はどのようなものでしたか。（２：８～９）
2. 御使いは、羊飼いに何を知らせましたか。（２：１０～１１）
3. 救い主を見つけるために、羊飼いにどのようなしるしが与えられましたか。（２：１２、１６）
4. 御使いの歌はどのようなものでしたか。（２：１３～１４）
5. 御使いが羊飼いを残して天に上っていった後、彼らは何をしましたか。（２：１５～１７）
6. 羊飼いが救い主について話すのを聞いた人々の反応はどのようなものでしたか。（２：１７～１８）
7. 何のことで羊飼いは神をたたえましたか。（２：２０）

V. ディスカッション
1. なぜ、羊飼いのようなごく普通の人が、最初に救い主の誕生の知らせを聞き、救い主に会うために招かれたと思いますか。
2. 救い主の誕生を個人的に知ることで羊飼いの人生はどのように変わったと思いますか。
3. イエスの誕生が超自然的なものであることがどうしてわかりますか。このことは、全ての人の救い主となり、人々を救う神の計画にかなっていると思いますか。
4. イエスを知ることは、あなたにとって特別な意味を持っていますか。あなたのイエスとの関係はどのようなものですか。

VI. 神に対する応答
1. 神様、私には救い主はいらないと思います。あなたなしでも、私は何不自由なく平和に暮らしています。
2. 神様、あなたのひとり子を救い主としてどのようにこの世界に送ったかという話は、美しいおとぎ話のような感じがして、ちょっと信じられません。どうぞ真実のところを私に教えてください。
3. 神様、私のようなごく普通の人々を含む全ての人々のために救い主を送ってくださったことを感謝します。どうぞ救い主イエスを通して私の心に平和を与えてください。
4. その他（自分の応答を書いてみましょう。）

Part B: News of Jesus' Birth Comes to Shepherds
Luke 2:8-20

I. Preview

1. Shepherds were ordinary people doing their work of caring for sheep. How do you think they might react if they were suddenly interrupted by a bright light at night and a message from heaven?
2. What kind of people are usually chosen or invited to see a king? Consider their social, economic and political background.

II. Listen to the cassette tape of Lesson 2 Part B: Luke 2:8-20

III. Read Aloud Luke 2:8-20

IV. Comprehension Check

1. What was the reaction of the shepherds when the angel of the Lord appeared to them? (2:8-9)
2. What news did the angel tell the shepherds? (2:10-11)
3. What sign was given to the shepherds so they could recognize the savior? (2:12,16)
4. What was the song of the angels? (2:13-14)
5. What did the shepherds do after the angels had left them and gone into heaven? (2:15-17)
6. What was the reaction of those who heard what the shepherds told them about the savior? (2:17-18)
7. What did the shepherds praise God for? (2:20)

V. Discussion

1. Why do you think common people, like the shepherds, were the first to hear the news of the birth of the savior and to be invited to see him?
2. In what ways do you think the personal knowledge of the birth of the savior changed the lives of the shepherds?
3. How do we know that the birth of Jesus was supernatural? How does it fulfill God's plan to save man, to be the savior for all people?
4. Does knowing Jesus have any special meaning for you? What is your relationship to him?

VI. Response to God

___1. God, I don't think I need a savior. My life is quite comfortable and peaceful without you.

___2. God, it sounds like a lovely story about how you managed the entrance of your son into the world to be the savior, but it's hard for me to believe it. I want to know more. Please show me the real truth.

___3. God, I thank you that you sent the savior into the world for everyone, including the ordinary people like me. Please give me peace in my heart through Jesus the savior.

___4. Your own words to God: _____

Lesson 2 Part C: English Practice

I. Vocabulary & Expressions

Part A: Luke 2:1-7

1. Find the following words in context in the Bible reading:

Word	where found in the Bible
issue a decree	
census	
register	

2. Guess at the meaning of each word in context.
3. Write a short definition in English.
4. Find the word in a Japanese-English dictionary that is the equivalent to the meaning.

Word	meaning in English and Japanese
issue a decree	
census	
register	

Part B: Luke 2:8-20

1. Find the following words in context in the Bible reading:

Word	where found in the Bible
glory of the Lord	
be terrified	
sign	
manger	

2. Guess at the meaning of each word in context.
3. Write a short definition in English.
4. Find the word in a Japanese-English dictionary that is the equivalent to the meaning.

Word	meaning in English and Japanese
glory of the Lord	
be terrified	
sign	
manger	

II. Communicative Exercise

expressing anxiety/offering comfort

1. The following are some words used to express anxiety:
   I'm concerned about...
   I'm worried about...
   I'm afraid that...

2. The following are some words used to offer comfort:
   Don't worry...
   Don't be afraid...

3. Role play the following situations:

   a. Joseph is anxious about Mary traveling to Bethlehem when she is pregnant. Mary assures him that she will be alright because God is taking care of them.

   b. The shepherds are terrified by a sudden light and the appearance of an angel. The angel comforts them and tells them why they do not have to be afraid.

4. Work in pairs. Start a conversation expressing some anxiety or fear you have. Use some of the expressions listed above in number 1. Your partner should try to offer some words of comfort, such as those listed in number 2.

III. Drama

Using the narrative drama, ***"A Great Light,"*** play the roles in Act II, Scenes 1 and 2, pages 26 - 29.

レッスン３　博士が見つけた救い主

パートA：星に従う博士たち
マタイ２章１節～８節

I.　始める前に考えてみましょう。
1. 星についてよく知り、調査している人が今までに見たことのない星を見たとしたら、どのように反応すると思いますか。
2. 権力を持つ王が、知らない他の王が自分の代わりに王になるためにやってくると聞いたら、どのように考え、感じるでしょうか。

II.　テープのレッスン３パートAを聴きましょう。

III.　マタイ２章１節～８節を声を出して読んでみましょう。

IV.　理解度チェック
1. 東からやってきた博士たちがエルサレムに着いたとき、何を尋ねましたか。（２：１～２）
2. ヘロデは、新しい王を探している博士たちのことで怒り、祭司、律法学者に何を尋ねましたか。（２：３～４）
3. 祭司、律法学者は預言者がキリスト（救い主）についてどこで生まれると言っているとヘロデ王に話しましたか。（２：５～６）
4. 博士たちに、ヘロデ王は何をするよう言いましたか。（２：７～８）

V.　ディスカッション
1. なぜ博士たちはエルサレムの新しい王を探していたと思いますか。博士たちは、どこでその王が生まれると考えていたでしょう。
2. なぜヘロデ王は、預言者たちが語ったキリストの誕生について知らなかったと思いますか。ヘロデ王は、神と神の言葉にどれほどの関心があったと思いますか。
3. 世界を救うための神の御子についての計画を知ることに関心がありますか。
4. イエスがあなたの救い主となるという神の計画を受け入れたことがありますか。

VI.　聖書の言葉を覚えましょう。ヨハネ３章１６節～１７節

> 神は、実に、そのひとり子をお与えになったほどに、世を愛された。それは御子を信じる者が、ひとりとして滅びることなく、永遠のいのちを持つためである。

Lesson 3 Wise Men Find the Savior

Part A: Wise Men Follow the Star
Matthew 2:1-8

I. Preview

1. How do you think people who know and study the stars might react if they see a star that they have never seen before?
2. What thoughts and feelings do you think a king in power might have if he hears that a different king, one he doesn't know, has come to take his place?

II. Listen to the cassette tape of Lesson 3 Part A: Matthew 2:1-8

III. Read Aloud Matthew 2:1-8

IV. Comprehension Check

1. What were the wise men from the east asking when they arrived in Jerusalem? (2:1-2)
2. Because Herod was disturbed by the wise men looking for a new king, what did he ask the chief priests and teachers of the law? (2:3-4)
3. Where did they tell Herod the prophets said the Christ (the savior) was to be born? (2:5-6)
4. What did Herod tell the wise men to do? (2:7-8)

V. Discussion

1. Why do you think the wise men were looking for the new king in Jerusalem? Where did they expect a king to be born?
2. Why do you think Herod did not know where the prophets had said the Christ would be born? How much interest do you think Herod really had in knowing God and God's word?
3. Are you interested in knowing God's plan for his son to save the world?
4. Have you accepted God's plan for Jesus to be your savior?

VI. Memory Verse: John 3:16-17

"For God so loved the world that he gave his only begotten Son, that whoever believes in him shall not perish but have eternal life. For God did not send his son into the world to condemn the world, but to save the world through him." *(NIV)*

パートB：救い主を拝む博士たち
マタイ２章９節～１２節

I. 始める前に考えてみましょう。
1. 長い間探し、見つけることを心待ちにしていたものを見つけたとき、人はどのように感じるでしょうか。
2. 贈り物をするのは、どのようなときですか。贈り物をするとき、人はどのような気持ちを表したいのでしょうか。

II. テープのレッスン３パートBを聴きましょう。

III. マタイ２章９節～１２節を声を出して読んでみましょう。

IV. 理解度チェック
1. ヘロデ王の所を出てから再びその星を見たとき、博士たちは、どのような反応をしましたか。（２：９～１０）
2. 幼子のキリストを見たとき、博士たちは何をしましたか。（２：１１）
3. 博士たちは、イエスに何を贈りましたか。（２：１１）
4. なぜ、博士たちは来た道と別な道を通って自分達の国へ帰ったのですか。（２：１２）

V. ディスカッション
1. 長い旅とその結末について博士たちはどのように感じていたと思いますか。
2. 救い主を見つけてから、博士たちの人生はどのように変わったと思いますか。
3. 救い主イエスを喜ばせるために、あなただったらどのような贈り物を贈りますか。
4. 神からの贈り物である神の子イエスを、あなたの個人的な救い主として受け取ったことがありますか。今日あなたは救われたい、そう思いますか。なぜですか。

VI. 神に対する応答
1. 神様、私は自分が自分の王でありたいと思っています。自分自身の道を見つけるのに精一杯ですから、救い主を特に探していません。
2. 神様、博士たちは、救い主である新しい王を見つけるために導く星に従っていく決心をしていたと思います。私は、道はよくわかりませんが、光に従って私に対する神様の計画について知りたいという気持ちがあります。
3. 神様、博士たちを導いて本当の光を見いだし、救い主を拝むことができるようにしてくれてありがとうございます。私も救い主のもとに行って私の心の贈り物、私の人生を捧げたいと思います。
4. その他（自分の応答を書いてみましょう。）

Part B: Wise Men Worship the Savior
Matthew 2:9-12

I. Preview

1. How do people feel when they find something they have been looking for and wanting to find for a long time?
2. What are some occasions for giving gifts? What kinds of things do people want to express when they give gifts?

II. Listen to the cassette tape of Lesson 3 Part B: Matthew 2:9-12

III. Read aloud Matthew 2:9-12

IV. Comprehension Check

1. What was the reaction of the wise men when they saw the star again after leaving Herod? (2:9-10)
2. What did the wise men do when they saw the Christ child? (2:11)
3. What were the gifts they presented to Jesus? (2:11)
4. Why did the wise men return to their own country by a different route? (2:12)

V. Discussion

1. How do you think the wise men felt about their long trip and the results?
2. In what ways do you think the lives of the wise men changed after finding the savior?
3. What gift do you think you could give to please Jesus the savior?
4. Have you received God's gift of his son Jesus as your personal savior? Do you want to be saved today? Why or why not?

VI. Response to God

___1. God, I want to be my own king. I'm not looking for a savior because I'm busy finding my own way.

___2. God, the wise men were certainly determined to follow the star that led to finding the new king who is the savior. I am not exactly sure of the way, but I am interested in following the light and learning about God's plan for my life.

___3. God, I thank you for leading the wise men to find the true light and worship the savior. I also want to come to the savior and give him the gift of my heart and my life.

___4. Your own words to God: _____

Lesson 3 Part C: English Practice

I. Vocabulary & Expressions

Part A: Matthew 2:1-8

1. Find the following words in context in the Bible reading:

Word	where found in the Bible
worship	
be disturbed	
replied	
secretly	
search	

2. Guess the meaning of each word in context.
3. Write a short definition in English.
4. Find the word in a Japanese-English dictionary to confirm your guess.

Word	meaning in English and Japanese
worship	
be disturbed	
replied	
secretly	
search	

Part B: Matthew 2:9-12

1. Find the following words in context in the Bible reading:

Word	where found in the Bible
ahead	
overjoyed	
treasures	
warned	

2. Guess the meaning of each word in context.
3. Write a short definition in English.
4. Find the word in a Japanese-English dictionary to confirm your guess.

Word	meaning in English and Japanese
ahead	
overjoyed	
treasures	
warned	

5. Make up sentences using the words listed for this lesson.
6. Match the words from number 1. Parts A and B that best fits with the following definitions:

    a. be upset
    b. very happy
    c. look for
    d. answered
    e. valuable or precious things

II. Communicative Exercise

asking for information

1. The following are some expressions used when asking for information:
    Excuse me, do you know (where, when, how, etc.)...
    Pardon me, I'm looking for...
    Excuse me, can you tell me...
    Could you please tell me...

2. Role play the following situations:

    a. The wise men enter Jerusalem and are looking for the place where Jesus was born.

    b. King Herod tries to get information from his advisers about the place where the promised messiah (the Christ) was to be born.

3. Take turns asking for information about something you would really like to know. Begin by using some of the expressions listed in number 1.

III. Drama

Using the narrative drama, ***"A Great Light,"*** play the roles in Act III, Scenes 1 and 2, pages 30 - 33.

A GREAT LIGHT

A Narrative Drama of the Christmas Story

Characters

Chorus, everyone with a role in the narrative drama and everyone in the audience
Narrator, one reader can be used throughout or three different readers—one for each act.
Isaiah, a prophet
Micah, a prophet
Angel, messenger from God
Mary, a virgin who became the mother of God's Son
Joseph, a descendant of King David's family line, engaged to be married to Mary
Emperor, Caesar Augustus, the Ruler of the Roman Empire
Innkeeper, the owner of a place where travelers could stop on their journeys
Angels, Heavenly host who join in praising God for news of the savior
Shepherds, common people caring for sheep
Three Wise Men, Magi from the East who search for the new king
Herod, Jewish king living in the palace in Jerusalem
Priests & Teachers, religious leaders who were specialists in knowing the law and the prophets

Theme

Throughout this narrative drama, the theme is repeated by the chorus. The narrator should give a signal to the audience and dramatists to let them know when to join in the chorus. Begin by having everyone say the theme together as follows:

***Chorus:** The people who walked in darkness have seen a great light.

Act I: Preparing for the Light

Prelude: The Promise of Light

Narrator: In the beginning, God created the world and man in it. Life was light, bright, perfect and harmonious. But after some time, man disobeyed God. The harmony in relationship between God and man, and between man and man was broken. Darkness and death came into man's life. Because mankind chose to sin, the hearts and lives of people have been troubled by darkness in every period of history. However, because of God's love for mankind, he wanted to restore the harmony. The only way was to send a Savior to bring light and life.

God gave messages of hope and light through the prophets. Hundreds of years before God's Son Jesus entered the world, the prophet Isaiah predicted the coming of the savior, and the great light he would bring.

Isaiah: (words of the prophets to be spoken with power and authority) The people who walked in darkness have seen a great light. On those living in the land of the shadow of death a light has dawned. (Isaiah 9:2)

Narrator: The prophet Isaiah, told about the character and role of the savior, the great light that would come into the world—born as a child, destined to be the perfect king. He would reign forever and ever with justice and righteousness.

Isaiah: For unto us a child is born, to us a son is given, and the government will be on his shoulders. And he will be called Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace. (Isaiah 9:6)

Of the increase of his government and peace there will be no end. He will reign on David's throne and over his kingdom, establishing and upholding it with justice and righteousness from that time on and forever. The zeal of the Lord Almighty will accomplish this. (Isaiah 9:7)

Narrator: Even the place where the savior would be born was predicted seven hundred years before he entered the world. The prophet Micah quoted the Lord's message:

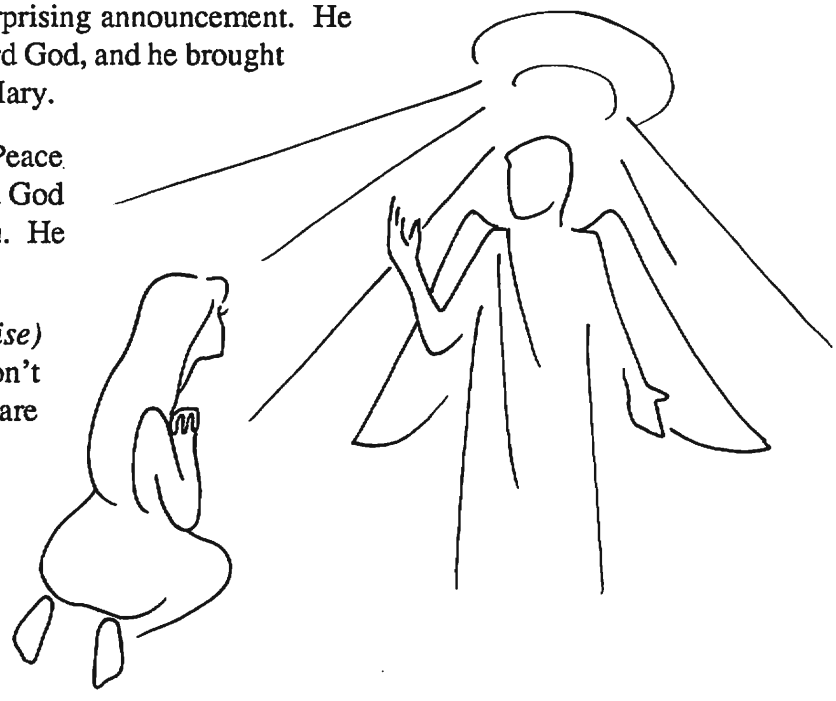
Micah: "Bethlehem, you are one of the smallest towns in Judah, but out of you I will bring a ruler, whose family line goes back to ancient times." (Micah 5:2)

Excerpts from Handel's "Messiah"
"For Behold, Darkness Shall Come" (Isaiah 9:2-3) #10
"The People Who Walked in Darkness" (Isaiah 9:2) #11
"For Unto Us a Child Is Born" (Isaiah 9:6) #12

Scene 1: The Message of Light for Mary
(Luke 1:26-38)

Narrator: Light sometimes comes softly, and sometimes suddenly, and sometimes both. Light came to a single young woman named Mary. She was living in Nazareth, a town in Galilee. Mary was engaged to a man named Joseph, but she was not yet married to him.

Breaking through the quietness of her life, an unexpected visitor came with a surprising announcement. He was an angel of the Lord God, and he brought a message of light to Mary.



Angel: Greetings! Peace be with you. The Lord God has greatly blessed you. He is with you.

Mary: (pause in surprise) What do you mean? I don't understand what you are telling me.

Angel: Don't be afraid, Mary. God is pleased with you. He has chosen you. You will become pregnant and give birth to a son. You are to name him, Jesus. The name means savior. Jesus shall be great and will be called the Son of the Most High God. The Lord God will make him a king. His kingdom will never end.

Mary: But how can I have a baby? I am a virgin. This is impossible.

Angel: Don't worry. The Holy Spirit will come to you. The power of God will cover you. The baby will be holy. He will be the Son of God.

Mary: I am the Lord's servant. I am willing to do whatever he wants. May everything happen just as you said.

Narrator: After bringing this message of the coming of the light, the angel left Mary.

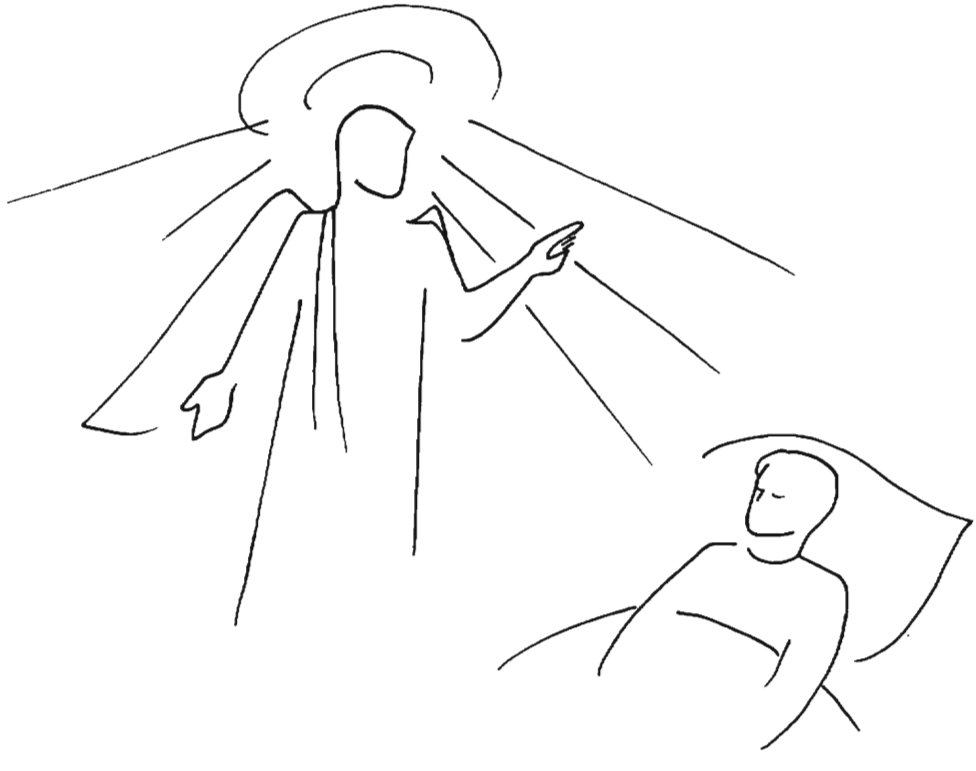
**Chorus:* The people who walked in darkness have seen a great light.

Scene 2: The Message of Light for Joseph
(Matthew 1:18-25)

Narrator: Mary was engaged to be married to Joseph, a descendant of King David. But just as the angel had told her, while she was still a virgin, Mary became pregnant by the Holy Spirit. Joseph was very disturbed when he heard that Mary was expecting a baby, and he was not the father. Since he was a good man and cared for Mary, he did not want to disgrace her publicly. He was thinking about quietly breaking the engagement. But before he had done anything about this, an angel appeared to Joseph in a dream with a message from God.

Angel: Joseph, do not be afraid to take Mary as your wife. The father of the child in her is God, the Holy Spirit. Mary will give birth to a son. When the child is born, give him the name Jesus, because he will save his people from their sins. The name Jesus, means savior.

Joseph: Thank you for telling me. I will do whatever God wants me to do. I will bring Mary to my home as my wife. But she will remain a virgin until her son is born. And as you said, I will name him Jesus, because he will save his people from their sins.



Narrator: When Joseph woke up, he did what the angel of the Lord had commanded him. He took Mary home as his wife, but he had no union with her until she gave birth to a son. And he gave him the name, Jesus.

All this happened so that what the Lord said through the prophet Isaiah many years before, would come true. It was the promise of the coming of the great light.

Isaiah: The virgin shall conceive. She will give birth to a son. He shall be called Immanuel, which means God with us.

Narrator: Immanuel, God with us, was the promise of the coming of light into the world. Jesus the savior was to be with us. Jesus is our Lord, Immanuel.

**Chorus:* The people who walked in darkness have seen a great light.

Songs for the Chorus:
"Emmanuel, Emmanuel, His name shall be Emmanuel, God with us..."
"His Name is Wonderful"
"Jesus, Name Above All Names"

Excerpt from Handel's "Messiah"
"Behold a Virgin Shall Conceive" (Isaiah 7:4) #8

Act II: The Coming of the Light

Scene 1: The Birth of Jesus in Bethlehem
(Luke 2:1-7)

Narrator: At that time, the country where Mary and Joseph lived was part of the Roman Empire. Caesar Augustus, the Roman Emperor, wanted to make sure that everyone paid taxes. So he issued a decree that everyone should be counted and registered.

Emperor: I decree that a census should be taken throughout the entire Roman Empire. Everyone must return to their own hometown to register.

Narrator: This meant that Joseph and Mary had to travel about 70 miles from the town of Nazareth in Galilee to the little town of Bethlehem in Judea, the birthplace of King David.

Joseph: Mary, I'm sorry we have to travel while you are pregnant, but we must obey the Emperor's decree. We must go to Bethlehem, the hometown of my ancestor, King David.

Mary: Yes, Joseph, I understand. I believe it is God's will. He will surely protect us, and the baby will be born at the right time and in the right place. Let's go now.

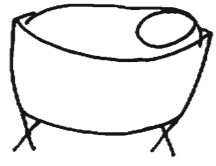
Narrator: Many people were traveling to their hometowns because of the emperor's decree about registering for the census. By the time Joseph and Mary arrived in Bethlehem, there was no room left for them to stay in the inn. Joseph was anxious to find a place because it was time for Mary's baby to be born. He spoke to the innkeeper.

Joseph: Sir, are you sure you haven't any place for us to stay? My wife is going to have a baby soon.

Innkeeper: I'm sorry, there's no room left in the inn. But if you want to use the stable out in the back where the animals are, that's alright. That's all I can do to help you.

Joseph: Thank you. We'll use the stable.

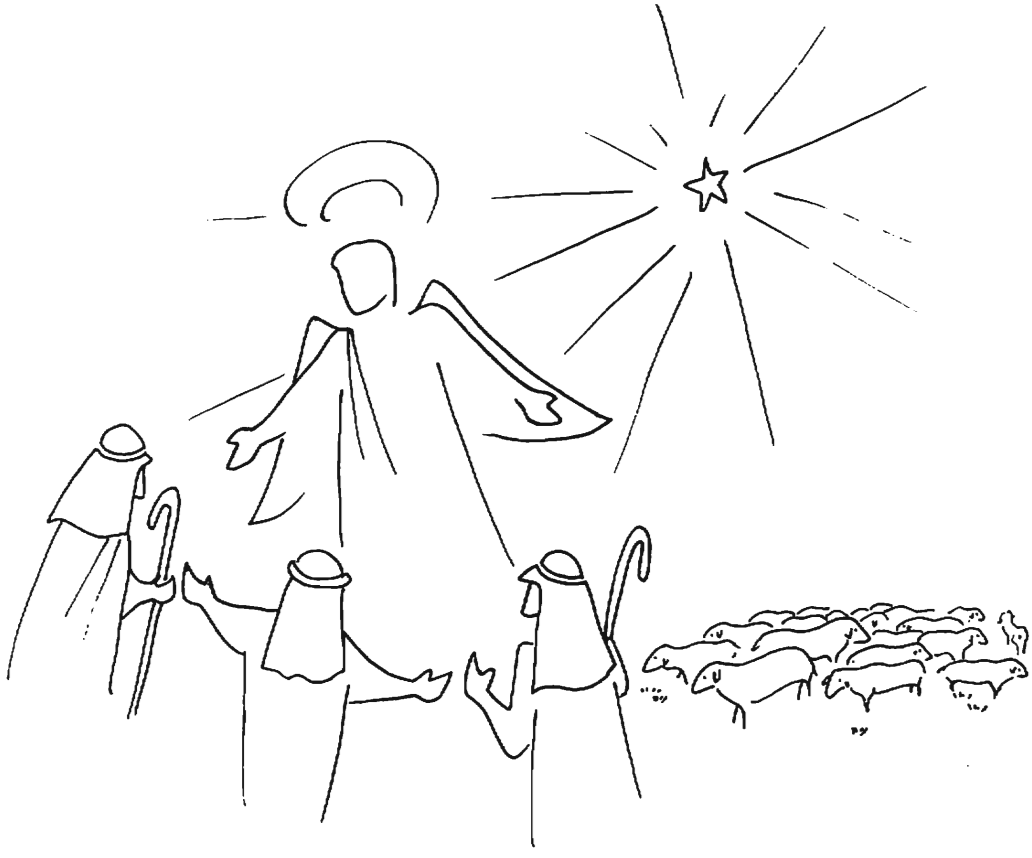
Narrator: That night the baby Jesus was born in the little town of Bethlehem, just as the prophet Micah had predicted seven hundred years before. Mary gave birth to her firstborn son. She wrapped him in strips of cloth and laid him in a manger. A stable was a poor place for the birth of a King, the Son of God, but clearly a great light had come into the world in a dark place.



****Chorus:*** The people who walked in darkness have seen a great light.

Songs for the Chorus:
"Silent Night"
"O, Little Town of Bethlehem"

Scene 2: Light for the Shepherds
(Luke 2:8-20)



Narrator: In the fields just outside of Bethlehem, shepherds were watching over their sheep through the night. These common ordinary workers had an extraordinary experience that night. An angel of the Lord appeared to them, and the glory of the Lord shone around them. Struck by the light, the shepherds were terribly frightened. But the angel said to them:

Angel: Don't be afraid. I bring you good news of great joy that will be for all people. This very day in David's town of Bethlehem, the savior has been born—Jesus Christ, the Lord. This will be a sign for you. You will find a baby wrapped in strips of cloth and lying in a manger.

Narrator: Suddenly a great company of the heavenly host appeared with the angel, praising God and saying:

Angels: Glory to God in the highest, and peace on earth to those with whom he is pleased.

Narrator: When the angels had left them and gone into heaven, the shepherds said to one another:

Shepherds: *(eagerly)* Let's go to Bethlehem and see this thing that has happened, which the Lord has told us.

Narrator: The shepherds hurried off and found Mary and Joseph, and they saw the baby lying in the manger. When the shepherds saw Jesus, they told what the angel had said about the child. These common people were the first visitors to see Jesus the savior. They knew they had seen a great light and they responded with joy.

The shepherds returned to their flocks, praising God for everything they had seen and heard. Everything was just as they had been told by the angel. And all who heard about it were amazed.

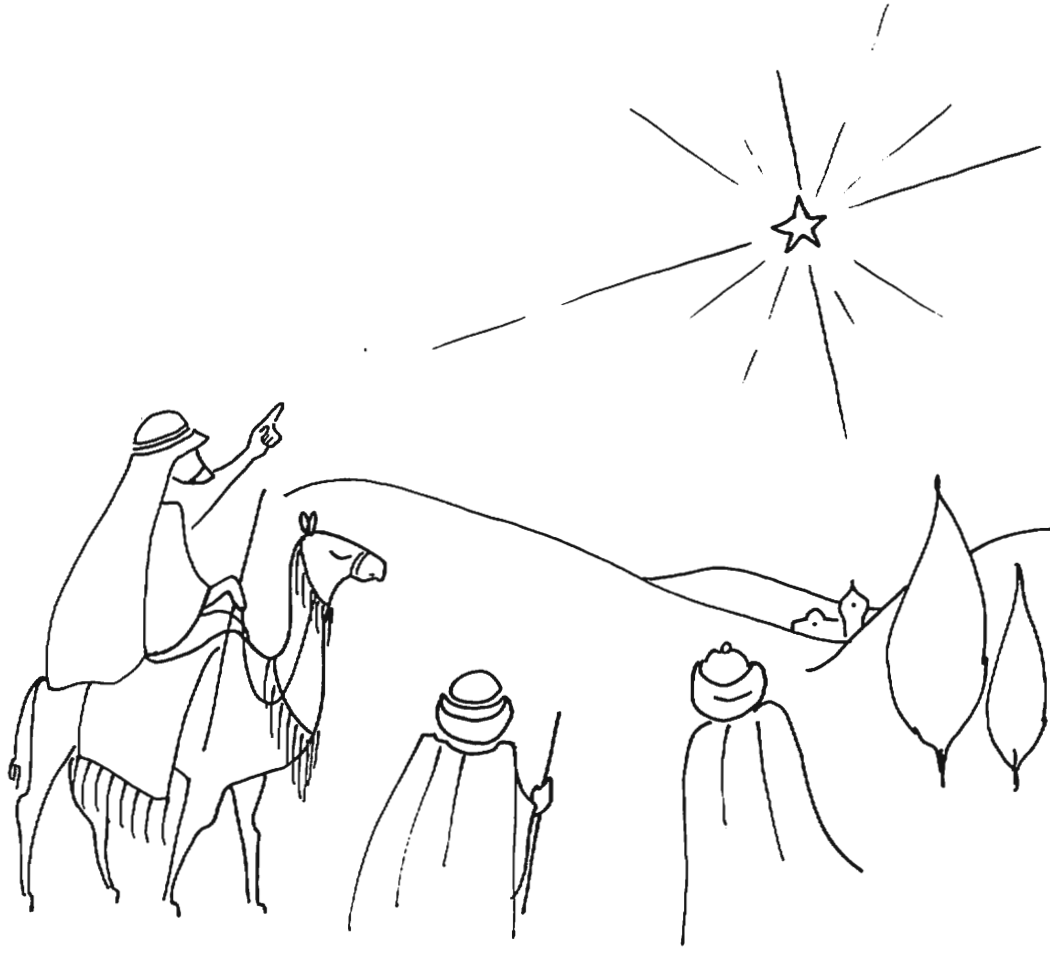
****Chorus:*** The people who walked in darkness have seen a great light.

Songs for the Chorus:
"While Shepherds Watch Their Flocks"
"Joy to the World"

Excerpts from Handel's "Messiah"
"There were Shepherds Abiding in the Field" (Luke 2:8-9) #14
"And the Angel Said Unto Them" (Luke 2:10-11) #15
"And Suddenly There Was With the Angel" (Luke 2:13) #16
"Glory to God in the Highest" (Luke 2:14) #17

Act III: Following the Light

Scene 1: Wise Men Search for the Light
(Matthew 2:1-8)



Narrator: When Jesus was born, a bright new star appeared in the sky. Wise men, kings far away in the East, saw the star and realized it was a special light to guide them. They had read in very old writings that the star would appear when a great king was born. They set out to find the new king and bring him gifts. The star led them to the country of Judea. First they went to the royal palace in Jerusalem and asked:

Wise Men: Where is the baby who was born to be the king? We saw his star in the east and have come to worship him.

Narrator: When King Herod heard about this new king, he was very upset. All the people in Jerusalem were also disturbed. King Herod called together all the chief priests and the teachers of the Law and asked:

Herod: Where will the Messiah be born?

Priests & Teachers: In the town of Bethlehem in Judea. This is what the prophet Micah wrote in the Scriptures: "Bethlehem, you are one of the smallest towns in Judah, but out of you I will bring a ruler, whose family line goes back to ancient times."

Narrator: Then Herod held a secret meeting with the wise men to find out the exact time the star had appeared. Then he sent them to Bethlehem with these instructions:

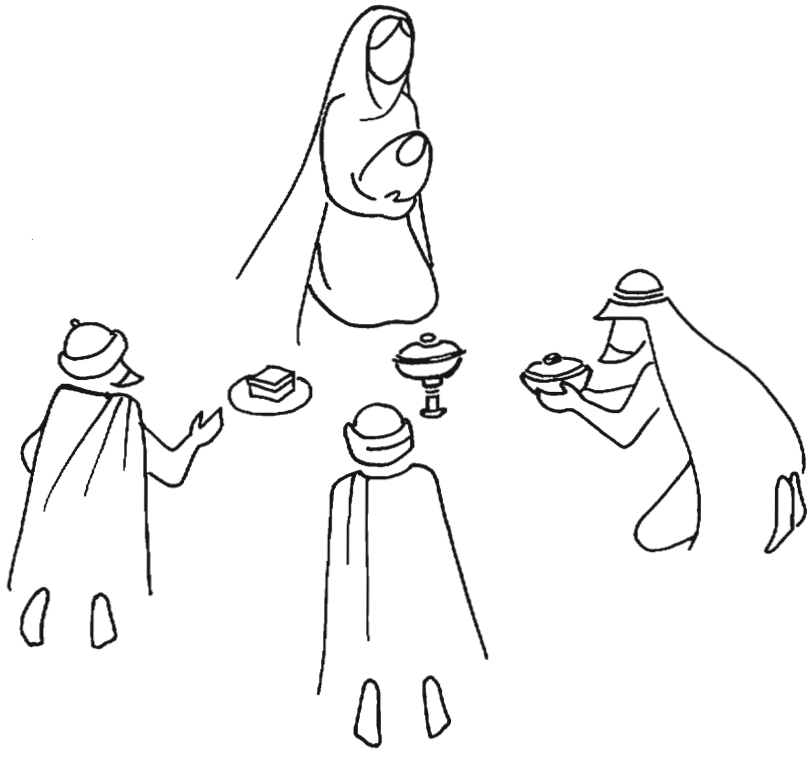
Herod: Go and make a careful search for the child. When you find him, let me know, so that I too may go and worship him.

Narrator: However, Herod's real plan was to find the child and kill him. After the wise men met with Herod, they left Jerusalem and headed for Bethlehem in search of the new king.

**Chorus:* The people who walked in darkness have seen a great light.

Scene 2: Wise Men Rejoice in the Light
(Matthew 2:9-12)

Narrator: The wise men saw the same star they had seen in the east and followed it. When the star stopped over the place where the young child was, they were overjoyed. They entered, and when they saw the child with his mother Mary, they knelt down and worshipped him. The wise men brought out their gifts and presented them.



First Wise Man: Here is a gift of gold. It represents your royalty since you are a king.

Second Wise Man: Here is a gift of frankincense. It represents drawing near to deity since you are the Son of God.

Third Wise Man: Here is a gift of myrrh. It represents a bitter sacrifice since you as our savior will suffer and die to save your people from their sins.

Song for the Chorus:
"We Three Kings"

Narrator: After presenting their gifts and worshipping the new king, the Savior Jesus, they went home to their own country by a different way. God had warned the wise men in a dream not to go back to Herod.

The wise men had seen a great light, and it transformed their lives. That same light is changing the lives of people today, just as it has since the time of its coming. Jesus said, "I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life."

**Chorus:* The people who walked in darkness have seen a great light.

Excerpt from Handel's "Messiah"
"The Hallelujah Chorus"

大いなる光

説話風クリスマスストーリー

登場人物

コーラス：参加者全員（劇の登場人物及び観客）
ナレーター：１人もしくは、各部ごとに分かれて３人
イザヤ：預言者
ミカ：預言者
御使い：神からの使者
マリヤ：神の子の母親となった処女
ヨセフ：ダビデ王の家系の子孫、マリヤの婚約者
皇帝：ローマ帝国の支配者シーザー・アウグスト
宿屋の主人：旅人が旅の途中で休んだ宿屋の主人
天の軍勢：救い主のゆえに神を賛美する天の使い
羊飼い：羊の世話をする普通の人々
博士たち：新しい王を探す東方の博士(賢者)
ヘロデ：エルサレムの宮殿にすむユダヤ人の王
祭司、律法学者：律法と預言の専門家である宗教的指導者

テーマ

この劇全体を通して、テーマはコーラスの部分で繰り返されています。ナレーターは、この劇に参加する人と観客に対してコーラスに参加できるよう合図を送ってください。下の文章を全員で言い、劇を始めてください。

＊コーラス：闇を歩いていた人々は大いなる光を見た。

第１幕　光への備え
序　光の約束

ナレーター：この世の始め、神は世界とその中に人を創造した。人生（人の命）は明るく輝き、完全で調和がとれていた。しかし、あるとき人は神に反抗した。そのため人と神、人と人との調和は、崩れてしまった。人の命に暗やみと死がやってきたのだった。人が神に反抗し罪を犯したため、人の心と命は、暗やみと死によって歴史のひとコマひとコマで、混乱していった。しかし、神はその愛のゆえに、人との調和を回復しようとした。それは、光と命を人に与える救い主を送ること、そのことによってのみ達成されるのであった。
神は、希望と光のメッセージを預言者を通して与えた。神の子イエス・キリストがこの世に現われる何百年も前に、預言者イザヤは救い主の出現と彼のもたらす大いなる光について予告したのだった。

イザヤ：（預言者の言葉は力と権威をもって）闇の中を歩んでいた人々は大いなる光を見た。死の陰の地に住んでいた者たちの上に光が照った。（イザヤ９：２）

ナレーター：預言者イザヤは、赤ん坊として生まれ王となる運命を持つ大いなる光、すなわち救い主の特長と役割について語った。

イザヤ：ひとりのみどりごが、私達のために生まれる。ひとりの男の子が、私たちに与えられる。主権はその肩にあり、その名は「不思議な助言者、力ある神、永遠の父、平和の君」と呼ばれる。（イザヤ９：６）
その主権は増し加わり、その平和は限りなく、ダビデの王座によってこれを堅く立て、これを支える。今より、とこしえまで。万軍の主の熱心がこれを成し遂げる。（イザヤ９：７）

ナレーター：救い主のやって来る七百年も以前にその誕生の場所さえ予告されていた。預言者ミカは主のメッセージを引用してこう語っている。

ミカ：ベツレヘム・エフラテよ。あなたはユダの氏族の中で最も小さい者だが、あなたのうちからイスラエルの支配者になる者が出る。（ミカ５：２）

ヘンデルのメサイヤからの抜粋
第１０番「見よ、地と諸民を闇はおおわん」（イザヤ９：２～３）
第１１番「闇を歩める民は大いなる光を見ん」（イザヤ９：２）
第１２番「世に御子をたもう聖子はあれましぬ」（イザヤ９：６）

第１場　マリヤへの光のメッセージ

ナレーター：光．．．それは時にやさしく、時に突然やってくる。光はマリヤという名の女のもとにやって来た。その女はガリラヤのナザレに住むヨセフという婚約者のいる未婚の女であった。
静かなマリヤの毎日を引き裂くかのように、驚くべき知らせを携えて、予期せぬ訪問者がやってきた。光のメッセージを伝える主なる神の使者であった。

御使い：おめでとう、恵まれた方。主があなたと共にいます。

マリヤ：．．．．．いったい何のこと？何を言っているのかしら？

御使い：こわがることはないマリヤ。あなたは神から選ばれたのです。あなたはみごもって、男の子を生みます。名をイエスとつけなさい。救い主という意味です。イエスはすぐれた者となり、いと高き神の子と呼ばれます。そして神である主は、彼に王位を与えます。その王国は終わることがありません。

マリヤ：でも、どうしてそんなことが．．．私はまだ男の人を知りません。そんなこと起こるはずがありません。

御使い：心配することはない。聖霊があなたの上に臨み、神の力があなたをおおいます。生まれる子は聖なる者、神の子です。

マリヤ：ああ、私は主のしもべです．．．主の願うとおりに何でもします。あなたの言葉どおりになりますように．．．

ナレーター：来たるべき光のメッセージを語った後、御使いは、マリヤを残して消えていった。

＊コーラス：闇の中を歩んでいた人々は大いなる光を見た。

第２場
ヨセフへの光のメッセージ（マタイ１：１８～２５）

ナレーター：マリヤはダビデ王の子孫であるヨセフと婚約していた。しかし、御使いがマリヤに語ったように、まだ処女であったとき、マリヤは聖霊によって妊娠したのであった。ヨセフは、マリヤが妊娠したことを知ったとき、ひどく困惑した。ヨセフはその子の父親ではなかったからである。ヨセフは正しい人であり、また、マリヤを愛していたので、彼女を辱めるようなことはしたくなかった。それでヨセフは、内密に婚約を破棄しようと考えていた。しかし彼が、このことについて何もしないうちに、御使いが夢に現われて、神のメッセージを伝えたのであった。

御使い：ヨセフ。恐れないでマリヤを妻として迎えなさい。その胎に宿っている子の父親は聖霊なる神です。マリヤは男の子を産みます。その名をイエスと名付けなさい。人々をその罪から救うからです。イエスの名は救い主という意味です。

ヨセフ：お語りくださってありがとうございます。神のお望みになることでしたら、何でもします。マリヤを妻として我が家に迎え入れます。しかし、男の子が生まれるまでは、マリヤを処女として守ります。そして、男の子が生まれたら、イエスと名付けます。

ナレーター：ヨセフは夢からさめると、御使いに命じられたとおりにした。マリヤを妻として迎え入れ、男の子が生まれるまで彼女を知ることがなかった。そして男の子が生まれるとその名をイエスと名付けた。
こうして、主がイザヤを通して何百年も前に語られたことが真実になったのであった。それは、まさに大いなる光の約束だったのである。

イザヤ：処女がみごもっている、そして男の子を産み、その名を「インマヌエル」と名付ける。神は私たちと共におられるという意味である。

ナレーター：インマヌエル、神は私たちと共におられる．．．これは、光がこの世にやって来る約束だったのである。イエスは私たちと共にいてくれる救い主である。イエスは私たちの主インマヌエル。

＊コーラス：闇の中を歩んでいた人々は大いなる光を見た。

みんなで歌うために．．．
"Emmanuel, Emmanuel, His name shall be Emmanuel, God with us..."
"His Name is Wonderful"
"Jesus, Name Above All Names"

ヘンデルのメサイヤからの抜粋
第８番 「見よおとめはらみて子を生まん」（イザヤ７：４）

第２幕　光はやってきた
第１場　ベツレヘムでのイエスの誕生（ルカ２：１～７）

ナレーター：この時代、マリヤとヨセフの住んでいた場所はローマ帝国の一部であった。シーザー・アウグストは１人からももれずに税金を取るために、人口調査及び住民登録をするように法令を発布した。

皇帝：人口調査はローマ帝国の端から端まで行なうよう命じる。全住民は自分の出身地へ行き、住民登録をしなければならない。

ナレーター：このことは、ヨセフとマリヤがガリラヤのナザレという町から100Km以上も離れたダビデ王の出生地であるユダヤのベツレヘムという小さな町へ旅することを意味していた。

ヨセフ：マリヤ、身重で旅なんてすまないね。でも皇帝の命令だからしょうがないね。先祖ダビデ王の故郷ベツレヘムか．．．

マリヤ：わかるわ、仕方ないわよヨセフ、私神様の御心を信じる。きっと神様が守ってくれる．．．一番いいときに一番いい場所で生まれるわよ。きっと．．．さあ、いきましょう。

ナレーター：人口調査のための住民登録をせよとの皇帝の法令によって多くの人々が故郷へと旅をしていた。ヨセフ、マリヤがベツレヘムに着くころには、彼らの泊まる場所はもう残されてはいなかった。ヨセフは、心配しながら何とかして場所を見つけようと必死の思いであった。もう、今にも子供が生まれそうになっていたからである。ヨセフは宿屋の主人に尋ねた。

ヨセフ：ご主人、本当にどんな部屋もないんですか？私の家内．．．もうすぐ生まれそうなんです。

主人：悪いねー本当にもういっぱいなんだよ。そうだなー、もしおたくさんが構わないっていうなら、家畜と一緒だけど小屋が裏にあるけどねえ．．

ヨセフ：あっ、ありがとうございます。小屋でも何でも構いません。

ナレーター：その晩小さな村ベツレヘムでイエスは生まれた。700年前にちょうどミカが予告したとおりであった。マリヤは、男の子の初子を生んだのだった。
マリヤはイエスを布に包んで飼葉おけに寝かせた。家畜小屋とは神の子の誕生としてはあまりにみすぼらしい場所ではあった。しかし、確かに大いなる光が闇の中にやって来たのであった。

＊コーラス：闇の中を歩んでいた人々は大いなる光を見た。

みんなで歌うために "きよしこのよる" "しずかにねむれる"

第２場　羊飼いのための光（ルカ２：８～２０）

ナレーター：ベツレヘムからはずれた野原で羊飼いが羊の夜番をしていた。このごく普通の人々がその晩普通ではありえない経験をしたのだった。御使いが羊飼いたちに現われたのである。そして、羊飼いたちのまわりには主の栄光が輝いていた。強い光に突然照らされて、羊飼いたちは、非常に恐れていた。御使いは言った．．．

御使い：恐れることはありません。今、私はこの民全体のための素晴らしい喜びを知らせに来たのです。きょうダビデの町で、あなた方のために救い主がお生まれになりました。この方こそ主キリストです。あなた方は、布にくるまって飼葉おけに寝ておられるみどりごを見つけます。これがあなた方のためのしるしです。

ナレーター：続いて突然、多くの天の軍勢が現われて神を賛美して言った。

天の軍勢：いと高き所に、栄光が、神にあるように。地の上に、平和が、御心にかなう人々にあるように。

ナレーター：天の軍勢が天に帰っていったとき羊飼いたちは互いに言った。

羊飼い：さあベツレヘムへ行こう！主が知らせてくれた出来事を見てこよう！

ナレーター：羊飼いたちは急いで行って、マリヤとヨセフと飼葉おけに寝ている男の赤ん坊を捜しあてた。羊飼いたちがイエスを見たとき、幼子について知らされたことを話した。この普通の人々が救い主イエスの最初の訪問者であった。彼らは大いなる光を見たことを知った。そして喜びをもってそれに応えたのだった。
羊飼いたちは全ての見聞きしたことで神を賛美しながら羊の群れへと戻って行った。全ては御使いの言ったとおりだった。この出来事を聞いた人は皆驚いた。

＊コーラス：闇の中を歩んでいた人々は大いなる光を見た。

みんなで歌うために
"むかしのにおりし"
"もろびとこぞりて"

ヘンデルのメサイヤからの抜粋
第１４番「この地に野宿して夜羊の群れを」（ルカ２：８～９）
第１５番「御使い語り言う」（ルカ２：１０～１１）
第１６番「たちまち千万の天使ら」（ルカ２：１３）
第１７番「御栄光は、高き主にあれや」（ルカ２：１４）

第３幕　光に従う
第１場　光を捜す博士たち（マタイ２：１～８）

ナレーター：イエスが生まれたとき夜空に輝く１つの新しい星が現われた。東方の博士である王たちはその星を発見し、それが特別な導きの星であることに気付いた。彼らは古い書物を調べ、それが偉大な王の誕生の時に現われる星であることを突きとめた。それで、新しい王を見つけ贈り物を贈る準備をし出発した。星は彼らをユダの国へと導いた。博士たちは、エルサレムの宮殿へ行こう言った。

博士：王として生まれた方は、どこにいらっしゃるのでしょう？私たちは東でその方の星を見たので拝みにまいりました。

ナレーター：新しい王について話を聞くとヘロデ王は憤慨した。エルサレムの人々も不安におちいった。そこでヘロデ王は祭司長、律法学者を集めて言った。

ヘロデ王：メシヤはどこで生まれるのか？

祭司長／律法学者：ユダヤのベツレヘムです。預言者ミカによってこう書かれています。ユダの地、ベツレヘム。あなたはユダを治める者たちの中で、決して１番小さくはない。わたしの民イスラエルを治める支配者が、あなたから出るのだから。

ナレーター：そこでヘロデは、密かに博士たちを呼んで星の出現の時間を突きとめた。そしてこう命じた。

ヘロデ王：行って幼子のことを詳しく調べて、わかったら知らせてくれ。わしも行って拝むから．．．。

ナレーター：しかし、ヘロデの本当の計画は幼子を見つけ殺すことであった。ヘロデ王と会った後、博士たちは、新しい王を捜しにベツレヘムへ向かった。

＊コーラス：闇の中を歩んでいた人々は大いなる光を見た。

第２場　光を喜ぶ博士たち（マタイ２：９～１２）

ナレーター：博士たちは東方で発見した星を再び見つけ、その星を追っていった。星は幼子のいるところでぴたりと止まったので、博士たちは大喜びであった。そして入って母マリヤと共にいる幼子を見、ひれ伏して拝んだ。また博士たちは贈り物をそれぞれささげた。

博士１：これは黄金です。あなたは王ですから王位を表す金を贈ります。

博士２：これは乳香です。神の子ですから、神のもとに近づくことを表している乳香を贈ります。

博士３：これは没薬です。人々を救うため、人々の罪のために犠牲となり、死ぬ救い主ですから、犠牲を表す没薬を贈ります。

みんなで歌うために "われらはきたりぬ"

ナレーター：贈り物をささげ、新しい王、救い主イエスを拝んだ後、博士たちは別の道から自分たちの国へ帰って行った。夢で神からヘロデ王のもとに帰らぬよう導きを受けたからであった。
博士たちは大いなる光を見た。そしてそれは彼らの人生を変えた。光がやってきたときから、今日まで同じ光が人々の人生を変えている。イエスは言われた。「私は世の光です。私に従う者は決して闇の中を歩むことがなく、命の光を持つのです。」

＊コーラス：闇の中を歩んでいた人々は大いなる光を見た。

ヘンデルメサイヤからの抜粋 「ハレルヤコーラス」

Notes To Teacher

Since this text is bilingual, there is much flexibility in its use. The lessons can be taught exclusively in Japanese or exclusively in English, or in a combination of the two. The major aim is to present the Christmas story, taking in all the wonderful light God gives us through the powerful record in his word, the Bible, and through the person of his son Jesus, God's gift of the savior for all the world. Through an inductive study of the selections from the Bible, students can personally discover the real significance of Christmas. The narrative drama provides an opportunity for participants to experience the story of the birth of Jesus by involving themselves with the characters and the scenes of that historical, life-changing event.

A secondary goal is to help Japanese people with an interest in improving their communication skills in English to make progress. Part C of each of the three lessons is included to facilitate this development. However, all sections of Parts A and B contribute to reaching both the major goal and the secondary goal when used appropriately. Following are guidelines for using each of the sections of the text.

Guidelines

Each of the three lessons may be done in one session or in two (Part A in one and Part B in the other). For those with an interest in English, Part C should be done in connection with either or both A and B. Sections I-V are the same for Parts A and B. Section VI is different for each.

I. Preview

To introduce the lesson there are two questions to start the students thinking about life situations that we experience today and that were issues important in the account of God sending the savior into the world. This will help to show the reality and humanity of the story as well as to prepare for the supernatural dimensions which will be discovered through a direct study of the record in the Bible.

II. Listen to the cassette tape of the scripture selection.

The recording provides the reading of the Bible passage by male and female native speakers of both English and Japanese. This is useful for practicing listening comprehension in either language. It is also a good model for pronunciation, intonation, and natural rhythm and expression. The teacher should play the tape in class before the students read the scripture passage themselves. This reinforces the content and powerful impact of the story. Students are encouraged to listen at home to preview and to review the lessons on tape. In this way the word of God can permeate their hearts and minds with the wonderful Christmas story. If the teacher buys one tape, any number of copies can be made for the students or by the students using their own tapes. Permission to copy is given by English Language Institute.

III. Read Aloud

After listening to the Bible selection on tape (or by the teacher if the recording is unavailable), participants in the class should read the word themselves. Each person should have a chance to take part—reading either individually by turns and/or reading some parts together. Though the New International Version is used for the tape recording of the English reading, the teacher can use any accessible translation since the content of the story will basically be the same.

IV. Comprehension Check

This section checks the participants' understanding of the content of the selected Bible passage. The *who, what, when, where, why, how* questions identify the objective content of the story. Correct answers can be confirmed by checking the chapters and verses indicated. This section establishes a foundation for understanding what the selected Bible passage says.

V. Discussion

Questions to stimulate discussion in this section explore the areas of interpretation *(What does this mean?)* and application *(What does this mean to me?)*. Give participants a chance to freely express their different thoughts, opinions, ideas and responses. Ask more than one person to comment on each question so that there will be a wider sharing of thoughts and expanding the depth of meaning and the levels of personal interaction. It is very natural that there will be a variety of responses since the questions require thought and there is not one single right answer. Discussing the kind of questions found in this section may be unfamiliar to Japanese people. Most of them have been trained to get the "right answer" to pass a test or please the teacher. In contrast, they are being called on to think and respond from their own personal processing of what they have learned from the word of God.

Part A Section VI. Memory Verse

One verse is selected for each lesson and is presented at the end of Part A. It reinforces the theme and shows the relevance of that truth for the time when Jesus was born and for the time when we live today. Have the students work together as a class to memorize the verses. Write the verse on the board and model natural speed, pronunciation and intonation. Have the students repeat after you. Then begin to erase one or two words at a time and have them say the verse again filling in the missing words. Do this until the entire verse with reference has been erased and everyone has memorized the verse and is fluent in saying it. The memory verse(s) should be reviewed at the beginning and end of each class. God's word in the hearts of people can continue to minister long after lessons have concluded and classes have ended.

Part B Section VI. Response to God

Knowledge, information and discussion *about* the Christmas story is good, but it is not enough to fill out the true significance of this event. A personal response to God is called for. People are at different points in their relationship to God and their interaction with him. However, it is important for everyone to recognize what their actual position is, and

begin to talk to God honestly from their hearts. Three of the positions are reflected in the alternate responses suggested from one to three (from negative rejection to interest to positive acceptance) and may or may not capture the spirit of the individual's relationship. However, a more authentic response is for each person to put his/her position and expression into his/her own words and address God directly.

Part C: English Practice

I. Vocabulary & Expressions

One of the important skills students need to learn is how to expand their vocabulary by guessing the meaning of words in context. This requires an adventurous spirit and an active approach to vocabulary expansion. Following the directions in this section of the text step by step, students can learn a useful pattern for learning new words and expressions. The teacher can build on and expand the learning by adding synonyms and antonyms as part of the lesson.

For beginning students at a more basic level of English study, the ELI text, ***Announcing Christmas***, identifies and gives Japanese definitions for the most important vocabulary. Refer to this book for lists of words in English with Japanese meanings provided according to the context.

II. Communicative Exercise

Various functions have been identified from the story that are useful in everyday communication. Model dialogs, typical expressions and practice exercises are included for the students' active involvement. Organize the class into partners and have them role play. Change partners and have them practice again. Move from theoretical situations to real communication.

III. Drama

Acting out the story or taking the narrator role helps the students *feel* the story they have studied together, as well as *think* about the facts. The teacher can model appropriate expression to bring the characters and situations to life. The overall theme of the drama has to do with light entering the world and dispelling darkness. And of course, Jesus is the light of the world. The Bible lessons interface with the drama, "A Great Light," as indicated in the assigned acts and scenes identified in this part of the lesson. The narrative drama correlates well with the Bible lessons, intersecting with the theme of God's plan for sending a savior into the world, and his plan for our lives, which is good, knowledgeable and reliable.

Notes to Drama Director

Written in the form of a narrative drama, ***"A Great Light"*** is intended to present the Christmas story in a vivid and memorable way. To facilitate the most effective use of this narrative drama, it will be helpful to pay attention to the following points:

A. Special Roles

Since the main flow of the story and the transitions are dependent on the narrator, a person with a confident, clear, expressive voice should take this role. At the beginning stages of working on this drama, the director or teacher of the class should model this role and carefully prepare one or more others to develop into this part if possible. The same person may take the narrator role throughout the entire presentation, or a different narrator may be selected for each of the three acts. The narrator has the major role in telling the story and creating the verbal setting for the dialogs interspersed throughout. The narrator should be off to one side of the stage at all times so that the various scenes with dialogs can be integrated into the presentation on center stage at appropriate times.

The two prophets, Isaiah and Micah, who appear in the prelude of Act I should speak boldly and authoritatively, realizing they are telling God's words that embody details of his plan for sending the savior into the world. They may stand in the center of the stage or slightly off to the side opposite that of the narrator.

The Chorus may be a select group that can lead in the repetition of the theme and in the singing of the songs; but to maximize the sense of involvement and participation in the drama, everyone in attendance, whether dramatists or audience, should join in with this part. The narrator should establish some hand signal or sign to indicate when everyone should say, "The people who walked in darkness have seen a great light." Songs and Christmas carols suggested may be done by a select group, but it would probably be better to have everyone in attendance join in singing the songs together. Depending on the time available, all of the songs, or just a few of the suggested songs (or additional songs expressing the theme of the scene presented), may be sung.

B. Characterization

One of the values of dramatization is that it helps those playing the roles, and those viewing them, to visualize the interactions and get inside the feelings of the characters. To do that, it is useful to think about the viewpoints, feelings, reactions and real expressions each character might have had, given their situation. Facial expressions, body language and movement emerge from the interpretation of the characters. For example: Mary—surprised and astonished at the angel's greeting and announcement; Joseph—troubled and perplexed about Mary's unexpected pregnancy; the shepherds—first frightened and shocked and then eager and hopeful; the wise men—determined, confident and persevering; Herod—disturbed, irritated and scheming. Use your imagination to get inside the characters. Brainstorm with your class or your dramatists about the characters. Practice together the different facial expressions and body language to bring out the characterization and to capture the flavor of the life situations presented.

C. Movement and Staging

Think through the timing of entrances and exits and the appropriate movements on stage. Consider the possibilities, given the limitations of your facility—whether a small classroom or a large stage. Movements may be small and symbolic or large and expansive, depending on your space and purposes. Before each scene begins, the characters should be prepared in the place that will facilitate their dialog and dramatization. For example, in Act I scene 1, Mary could be sitting near center stage in a chair quietly doing some needlework or craft, thinking about her engagement to Joseph and upcoming marriage and life together with this fine young man. The angel moves in quickly and appears to Mary, bringing greetings and an incredible but wonderful message from God. She may turn in surprise and shock and perhaps at some point even fall to her knees when she decides to comply with God's plan for the birth of his son to be the savior of the world. At the end of the scene the angel disappears quietly and quickly.

D. Sets, Props & Costumes

Only an elaborate development of this narrative drama would call for much attention to building scenery and sets. Since the narrator tells the story, the audience can use their imagination to visualize the settings and scenes. However, a few simple props, such as a makeshift stable, a baby doll, a staff (even a walking stick) for the shepherds, gifts for the wise men, etc. or the use of lighting, could enhance the drama. But even without these the presentation can be effective. Costumes using even such simple things as robes, towels, headbands etc. could create a little more atmosphere and interest. The participants may have other ideas also. If the dramatization is done only as part of the English Bible lesson, just writing the name of the character on a piece of paper and pinning it on the person playing the role may be enough to identify the character. This may be helpful if women need to take the roles of male characters in the drama.

E. Music

In addition to the suggestions for songs and Christmas carols to be sung together by everyone in the chorus, excerpts from Handel's *"Messiah"* have been identified and suggested to add another dimension to the dramatization. This famous classical masterpiece is well known in Japan and often performed by community groups, as well as by professional musicians. Many people also have their own favorite recordings and could enjoy listening to the selections correlated with the various scenes of the narrative Christmas drama. This is of course optional rather than integral to the presentation. However, music is very much a part of Christmas, as it helps us to celebrate and rejoice in the good news of the great light that has come into the world and into our hearts.

Advent Candles & *"A Great Light"*

The custom of using an Advent wreath with candles helps to remind us that though there is much darkness in the world, God has given us light to dispel the darkness. The wreath is usually a ring with four candles spaced equally apart around it. A fifth candle is placed in the center. The ring is often decorated with evergreens to represent life and growth and our hope for eternal life through Jesus Christ, the light of the world.

The candles are lit one per week, starting the first Sunday of Advent, four Sundays before Christmas. Light one candle the first week, two the second, three the third, and four the fourth. The fifth candle is lit on Christmas Eve. There are many different traditions regarding the meaning of each of the candles. Correlating the narrative drama, ***"A Great Light,"*** with the celebration of this custom, here is a recommended pattern. 1. Identify the meaning or symbolism of the candle(s) as indicated below. 2. Read or dramatize the designated selections from ***"A Great Light."*** 3. Sing the suggested songs or Christmas carols and play excerpts from Handel's *"Messiah."* 4. Pray together thanking God for sending the light. 5. Put out the candle(s).

First Week:	**Prophecy Candle**	**Act I** ***Prelude*** (page 23)
Second Week:	**Angels' Candle**	**Act I** ***Scenes 1 & 2*** (pages 24-26)
Third Week:	**Shepherds' Candle**	**Act II** ***Scenes 1 & 2*** (pages 26-29)
Fourth Week:	**Wise Men's Candle**	**Act III** ***Scenes 1 & 2*** (pages 30-33)
Christmas Eve:	**Christ Candle**	**Acts I through III** (pages 23-33)

The advent of God's great light can be celebrated as outlined above by families, by English or Japanese Bible classes, by large or small groups of any size or nature at home, at school, in church, in community centers, or wherever the hearts of people are open and rejoicing in God's light.

"大いなる光"に合わせて作る

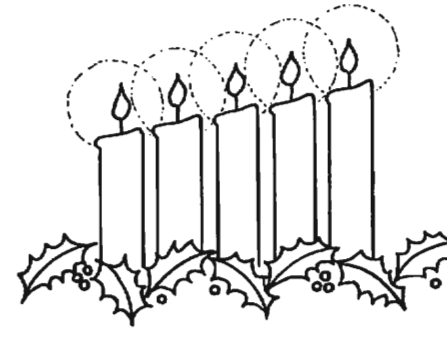
アドベントキャンドル

世の中の闇にもかかわらず、神がその闇をなくすために光を与えたことをキャンドル付きアドベントリースを作ることによって覚えることができます。このリースは普通４本のキャンドルがリースの輪に均等に並んでおり、５本目のキャンドルがリースの真ん中に置かれているものです。リースの輪の部分は緑で飾られており、これは命、成長、そして世界の光であるイエス･キリストによってもたらされる永遠の命の希望を象徴しています。

クリスマスの４週間前の日曜日からアドベント（待降節）が始まりますが、最初の日曜日から始めて、毎週１本ずつ明かりを灯していきます。そして５本目のキャンドルは、クリスマスイブに灯します。それぞれのキャンドルの象徴するものは、伝統的に様々な事が言われていますが、ここでは説話風クリスマスストーリー”大いなる光”に合わせてこのクリスマスの習慣を楽しむ方法を紹介します。１.以下に記してあるそれぞれのキャンドルの意味又は象徴をまず読みます。２.”大いなる光”の指示されている部分を朗読するか、実際に演じます。３.紹介されているクリスマスキャロルや歌を歌ったり、ヘンデルのメサイヤを聴きます。４.神に光をおくってくれたことを感謝する祈りをささげます。５.キャンドルに火を灯します。

第１週：　預言のキャンドル	第１幕　序
第２週：　御使いのキャンドル	第１幕　第１場、第２場
第３週：　羊飼いのキャンドル	第２幕　第１場、第２場
第４週：　博士たちのキャンドル	第３幕　第１場、第２場
クリスマスイブ：キリストのキャンドル	第１幕から第３幕まで

神の大いなる光のアドベント（待降節）は、上記のように祝ってもよいでしょうし、イングリッシュ･バイブル･クラスや日本語での聖書の学びに合わせて、人数に関係なく神の光を心から喜ぶ人々のいるところなら、学校でも、教会でも、市民会館でもどこででも祝えるのです。



リースが手に入らない場合上図のようにしてもよいでしょう。