

# Beginner Teacher

Spring Quarter, 2018

## *Developing Wholesome Spiritual Relationships*

Quarterly Objective: Learners will identify and exhibit concepts involved in developing spiritual relationships.

Lesson 8  
may be used  
for the  
Easter lesson  
on April 1.

### **Developing the Concept of Kindness**

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## MEANING-CENTERED TEACHING

### WHAT DOES THIS MEAN TO ME AS A TEACHER?

As a Christian educator, you have the responsibility to present the most important subject matter children receive in their learning experience. You will be introducing them to God and to the plan of salvation through His Son, Jesus Christ. It is imperative that your teaching be meaningful, understandable and applicable to groups with which you work. Using the meaning-centered curriculum will improve the understanding and retention of your learners. In addition, they will be able to transfer knowledge from one learning level to the next.

Taking advantage of a child's curiosity to bring personal meaning to God's Word in relation to the world around him.

## MEANING-CENTERED CURRICULUM

1. Explain the meaning of Bible verses.
2. Elaborate beyond the words written in the teacher's guide.
3. Involve the learner actively in the lesson.
4. Connect existing knowledge to new knowledge.
5. Provide opportunities for learners to interact with other learners to discuss God's Word and how to apply it to their own daily experiences.

## LESSON ORGANIZER

### *Teacher's Weekly Checklist*

- |  |  |
|--|--|
| <input type="checkbox"/> EXAMINE each section of the lesson          | <input type="checkbox"/> ORGANIZE Materials Needed           |
| <input type="checkbox"/> READ and meditate on the Scripture          | <input type="checkbox"/> CONTACT special guests if necessary |
| <input type="checkbox"/> PRAY for each learner and his family        | <input type="checkbox"/> PREPARE or assign the Devotional    |
| <input type="checkbox"/> CHOOSE activities best suited to your group |  |

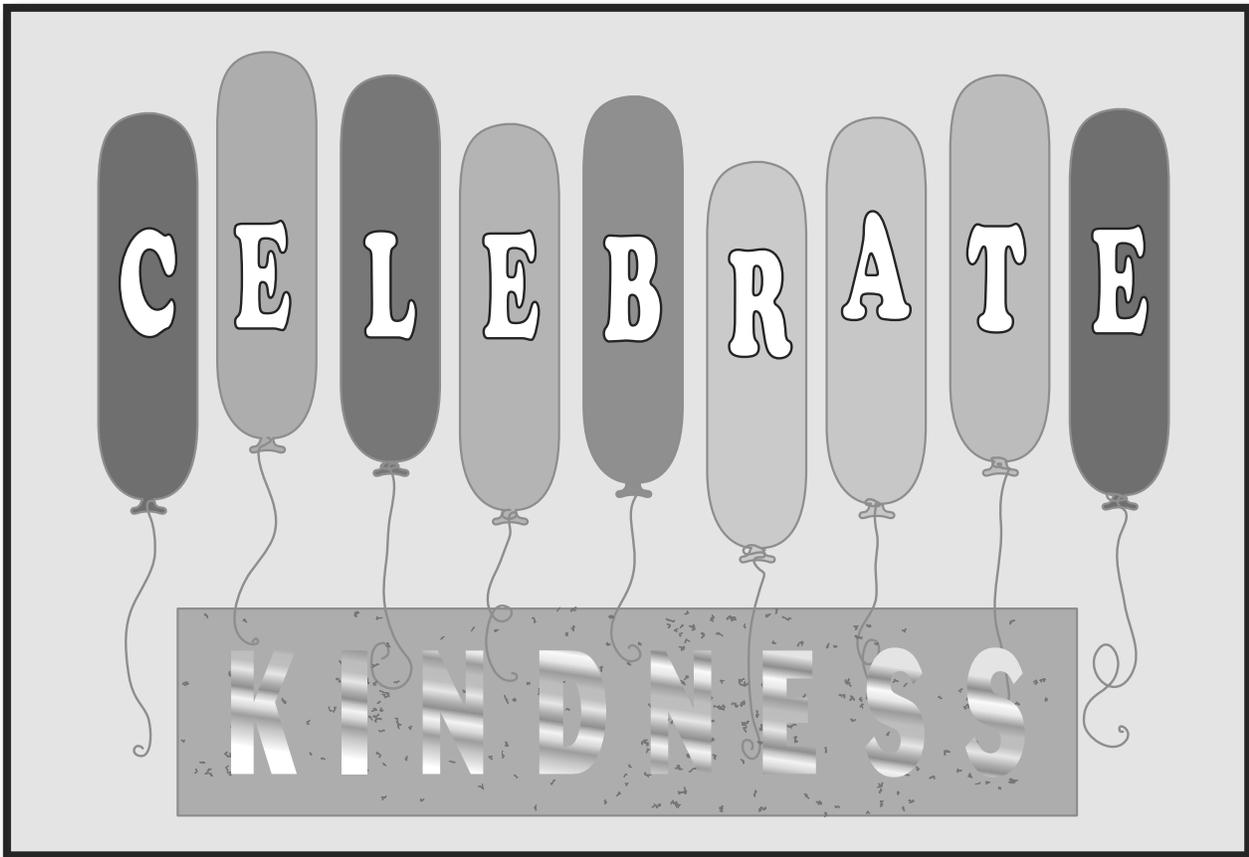
# How Do I Use This Book?

1. Narration you might use with your learners is printed in this type. Adapt the words to your style. Try to avoid reading material verbatim.
2. Detailed instructions from the writer to the teacher are printed in this type. An example for use of this type is an explanation for a game or craft.
3. Start Up is the section in which learners are motivated. Materials for these activities are listed in each lesson.
4. Plan in advance. Class time will not permit use of all the activities presented in each lesson. Choose those most appropriate and interesting to you and your learners.
5. Manage your time well. Become familiar with names of characters and locations. You will be more comfortable with movements of games and activities if you practice them before class. PREPARATION AND PRAYER ARE KEYS TO SUCCESS.
6. Involve the children in learning the Scriptures. Active, not passive, learning is both interesting and instructive. Monitor the children's learning to help each child create meaning about the Bible lesson. As learners become involved in the learning activities, they will be better able to understand how the Scripture applies to them. Pupil involvement will not only help the children learn Bible truths, it will also help them learn the meaning of the Scriptures.

## **TOO MANY ACTIVITIES?**

Advance planning ensures the choice of activities most suitable for specific schedules. Minor adjustments and options will provide for the needs and capabilities of individual classes and resources.

# Bulletin Board



Celebrating is something children enjoy. Basic party decorations (balloons, crepe paper streamers, happy faces) can make all the difference in developing a special, fun atmosphere in your room that all of you will enjoy.

Give your bulletin board a festive look with large balloons and banner cut from brightly colored butcher paper. Enlarge the balloon pattern to 18" and cut nine. Attach precut letters for CELEBRATE to the paper balloons and tie curling ribbon in bright colors to the neck of them. Arrange the balloons on a bright yellow background in an up and down pattern leaving space at the bottom half of the board for a banner. (See patterns in *Beginner Visuals Instruction Booklet*.)

Make the banner length about two-thirds the width of your bulletin board and 11" wide. Cut letters for KINDNESS from metallic paper available at craft stores. Glue to the banner with rubber cement.

If you have access to a laminating machine, lightly sprinkle foil confetti (from discount stores craft department) over the banner as it SLOWLY moves through the rollers. Use paper edger craft scissors to trim the edges of the banner whether or not you have laminated it with confetti.

Attach the banner to the board as shown. Add stickers around the display. Replace the banner with new unit themes of FORGIVENESS and GENEROSITY when you begin those studies.

## Materials Needed

- balloon pattern
- colored butcher paper
- curling ribbon
- yellow paper
- metallic paper
- rubber cement
- foil confetti
- paper edger craft scissors
- stickers



# The Kind Stranger

Lesson Theme:  
The good Samaritan showed his love by helping the wounded traveler.

## Key Verse:

“Charity [love] suffereth long, *and* is kind.”

1 Corinthians 13:4

## Lesson Objective:

Learners will tell how the good Samaritan helped the traveler.

## Bible Principle:

Our love for God shows in our kindness to other people.

## Lesson Application:

I know Jesus wants me to be kind to others. He was kind to me when He died on the cross for me. I will look for ways to show kindness to others as Jesus did.

## The Samaritan Shows Kindness

Luke 10:25-37

After two years in Galilee, Jesus began to teach and work miracles in Judea and Perea, territories near Jerusalem. During this time there was an intense hatred between the Samaritans and the Jews. Jesus used a parable to answer a question, who is my neighbor? In the parable Jesus told of two Jewish leaders neglecting another Jew in distress after which a foreign Samaritan came by and showed kindness. The two Jewish men had no compassion on the man in need. In the parable, the Samaritan gave first aid and saw the man was cared for to the last detail.

# I Care When You Hurt

*“That there should be no schism in the body; but that the members should have the same care one for another. And whether one member suffer, all the members suffer with it; or one member be honoured, all the members rejoice with it.”*

1 Corinthians 12:25, 26

If you heard someone say, “I hurt when you hurt,” what do you think he would mean? (That person loves you so much that he is in pain when you hurt. He wishes he could help. He does not want you to suffer.)

## Materials Needed

Bible

The Bible teaches that when anyone in our church family is sad, sick or having any type of problem that we are to help care for him. How can we do this? (We can try to understand. We can pray for him. We can send cards or call him. We can visit him if possible.)

Showing we care for others is a way for us to be used by God. His love can be felt through us.

# Start Up

Refer to Visual 1A, attendance chart. Write learners' names on the chart prior to class.

Discuss the importance of faithful attendance. Have the learners add a star or sticker each week they attend during the quarter. Tell the class about your system of reward (if any) for perfect attendance.

Give learners the following scenario: You are on the playground. As the bell rings for you to return to class, you notice a boy sitting in the dirt with a bleeding knee. He is crying. What do you do? (a) hurry to class and try to forget what you saw, (b) ask a friend to go for an adult while you stay with the injured boy, (c) line up as instructed but tell the teacher or an adult as soon as possible, or (d) try to help him to the nurse's station.

Give the scenario and allow for responses.

Encourage discussion about each situation without condemning comments.

Discuss the danger of moving an injured person without professional advice. Remind learners of the risk of punishment if a teacher chooses to administer discipline for not lining up according to rules. **As Christians, we must be aware of the risks if rules are broken for what we consider a good reason. We may be required to accept the punishment knowing we did the right thing.**

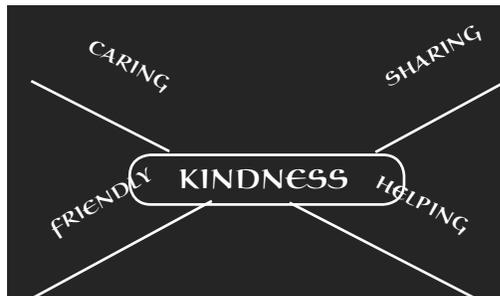
Our story today is a parable or story told to teach a difficult lesson. Jesus told this story to a lawyer who asked an important question.

## Materials Needed

Visual 1A  
marker board or chart  
stars or attendance stickers

Combined group rewards such as points for study, memory work and bringing guests help motivate the class as a unit. **ALWAYS BE TIMELY WITH REWARDS OF ANY TYPE.** This exemplifies good stewardship of the opportunity to teach children for the Lord.

Write the word kindness on a marker board or a chart. **What does it mean to be kind?** (Treating others nicely. Showing others you care about them and are sorry they have a problem.) Record definitions from the class under the word as shown in the illustration.



## Especially for Teachers

In today's lesson a lawyer stood and tested Jesus. We would say he was checking Jesus out. With a few questions and a simple story, Jesus turned the tables on the lawyer.

The interrogator was a Jew. Orthodox Jews traditionally wore phylacteries around their heads and left arms. These were small leather boxes containing Old Testament Scriptures. When the man asked how to inherit eternal life, Jesus asked the lawyer how he read the verses he wore. His answer combined Leviticus 19:18 and Deuteronomy 6:5 ending with "love . . . thy neighbour as thyself." Jesus' teachings regarding neighbors and the idea held by Jewish teachers were in sharp contrast. The lawyer knew his teachers taught that only Jews were to be considered neighbors. He tested Jesus further with, "And who is my neighbour?"

Jesus' parable taught the following. (a) Neighbors are those who are in need regardless of whether they deserve their trouble. No one in his right mind traveled the Jericho road alone with valuables. (b) Neighborly love extends as far as God's love—into the Samaritan and Gentile worlds. This was a new concept which would later cause the missionaries many problems. (c) Finally, to fulfill the Law, godly people must practice what they preach. Merely feeling sorry for someone does not meet the demands of a holy God.

## Time for Action

### Materials Needed

pencils  
chairs  
table

During this time direct the attention of the learners to the learner's manual and the make and take project. Have each learner write his name on the fronts so that he can use the same books each week of the quarter. The learner's manual serves to involve the learner and give an opportunity to practically apply Bible concepts.

## Learner's Manual

1-1, 1-2—Review the Bible story. If you read the story to learners, pause often for discussion. Ask thinking questions. Examples include, "Why did Jesus use parables? Why did the priest pass by without stopping? Name some reasons why you may not want to stop to help a person lying beside the highway. What could you do today if you saw an accident? Why did the Samaritan stop to help? What could have happened to the Samaritan? What warning might you give people who agree to help injured people? Do all your neighbors live near your home?"

### 1-3—How Did It Happen?

Number the pictures from 1 to 6 to show how the events of the story happened.

1. A man traveled from Jerusalem to Jericho.
2. Robbers beat the man and left him for dead.
3. The priest saw the man but did not stop.
4. The Levite saw the man but did not help.
5. The Samaritan gave the man first aid.
6. The Samaritan gave money to the innkeeper to care for the man.



## Story Time

A parable is a story told to help people understand a difficult lesson.

### Materials Needed

Visual 1

One day a lawyer asked Jesus how to inherit eternal life. To inherit means to get something that belonged to someone else. The lawyer had been taught he would inherit eternal life from an ancestor, Abraham. One of God's laws to the Israelites was to be a good neighbor. However, the Jews thought that only other Jews should be considered neighbors. Jesus taught that no one inherited eternal life from relatives. Each person must repent and trust Jesus for himself. He also taught that anyone in need is our neighbor.

### New Words

Inherit—to be given something that belonged to someone else  
Jew—citizen of Judea who had Abraham as his ancestor  
Samaritan—citizen of Samaria; one who aids another  
Priest—religious leader  
Levite—member of the tribe of Levi who helped the priests at the Temple  
Inn—motel; place to stay while traveling  
Parable—story that helped teach a difficult lesson  
Wound—hurt; cut; injure

To help explain how to be a good neighbor, Jesus told this story.

A long, dusty road led from Jerusalem to Jericho. It was a dangerous place to travel. Robbers hid out along the way. People were unwise to travel the road alone. One day a Jewish man walked down the road. (Show picture 1A.) Robbers attacked him and beat him. (Show picture 1B.) They took everything he had and left him for dead.

A Jewish priest walked by, but he did not stop. (Show picture 1C.) He taught others to love their neighbors. Did he show love for his neighbor?

Next, a Levite came by. Levites helped the priests in Temple services. He stopped to look, but he did not help. He had heard the priests teach about serving God. Do you think he served God by walking away?

Then, a man from Samaria came along. Jews did not like Samaritans. The Jewish priest and Levite thought they were better than Samaritans. They would not look at or talk to Samaritans.

This Samaritan helped the wounded Jew. He put medicine on the wounds. (Show picture 1D.) He lifted the injured man onto a donkey and took him to an inn. (Show picture 1E.) An inn is like a motel. The Samaritan paid the innkeeper to care for the Jewish man. (Show picture 1F.) He promised to return and check on the wounded man.

Who was a good neighbor—the priest, Levite or Samaritan? Why? How do you think the lawyer felt after this parable? Does this teach that being a good neighbor is a way to inherit eternal life? (no) The Samaritan helped because he was kind. People who repent and believe in Jesus as God’s Son do kind deeds to show Jesus lives in their hearts.

Who is your neighbor?

Can you inherit eternal life by being a good neighbor?

## Let’s Live It!

Remind the class that neighbors are people who have needs we can provide. They may live miles from us or we might meet them only one time. Discuss ways learners can show kindness to others. (open doors, carry packages, pick up dropped items) Remind the class NEVER to go with a stranger without permission from parents.

Conclude the class with the following verse sung to the tune of “Jesus Loves Me.”

Jesus loves my neighbors, all  
Some are large and some are small  
God’s Word says they all are dear  
I will love them far or near.

Yes, Jesus loves them.  
Yes, Jesus loves them.  
Yes, Jesus loves them.  
And I will love them, too.

### 1-4—Key Verse Review

Read the Key Verse to the learners. Discuss the meaning of each word. What does *charity* mean? (love) What does *suffereth long* mean? (willing to be patient or wait for others) Do you think love is kind?

### Act It Out

Discuss the road to Jericho and reasons why people traveled to Jerusalem. Read or tell the story and have the class act out the lesson. Do not allow actions of the robbers to become too rough. Chairs may become rocks for hiding places. A table becomes a bed at the inn.

## MAKE AND TAKE

Distribute the letters from the make and take project page. Have learners fold and address the letters to parents or guardians. Provide the seals and stickers from the sticker page.