

SUGGESTIONS FOR SUNDAY SCHOOL TEACHERS

BY

DICK RADER

CHARACTER STUDIES IN THE OLD TESTAMENT

BY

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INTRODUCTION

This small book is written to help the Sunday School Teacher do a better job of teaching his lesson each Sunday. This was written as a complement to the book, CHARACTER STUDIES IN THE OLD TESTAMENT and should be used with it. It is suggested that the teacher work out his own original outline for presenting his or her lesson. The teacher must keep in mind the specific needs of the people he or she is teaching.

It is necessary for the teacher to begin his study of the lesson material early in the week before he is to teach. The more the teacher studies the better he or she will be able to teach. This book is written to help the teacher study the material better and do a better job of presenting the lesson to the class. If there are some suggestions which you find difficult to use or which do not fit your situation, certainly you will not use them.

It is hoped that our Sunday Schools can be used to attract more and more people to hear the message of Christ. If people are presented an interesting and informative lesson on Sunday morning, they will want to return and hear more. Let us all do our best for the master who commanded us to teach people to observe all that he had commanded.

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LESSON 1

TO STUDY IN ADVANCE; The Bible lesson, lesson in the book, and all scripture references in the lesson.

VISUAL AIDS: A picture of a beautiful garden, a married couple, a home, or other related pictures.

1. Make a chart to show the class. Write the question, DO YOU KNOW THESE MEN? Then print the names of the 13 men whom you will be studying for the next 13 weeks.
2. Ask several people to read the scripture lesson.
3. Discuss with the class the way man was created by God. Have the class search the scriptures to find the way man was created.
4. Describe for the class the relationship Adam had with God. How was this possible?
5. Ask a class member to explain why Adam needed to have work. Do we need work today? What was Adam's work?
6. Ask the class to give some reasons why God gave woman to man,
7. Discuss what the Bible says about the relationship between husband and wife. For more scriptures read Ephesians 5:21-33, Colossians 3:18-21, Hebrews 13:4, and Proverbs 18:22.
8. Discuss the way sin came into the world.
9. Ask the class to name the consequences of the first sin. List these on the chalk board.
10. Ask the class if we sin in the same way as Adam and Eve sinned.

Matthew 17:3-4; Mark 9:4; Luke 9:30; Matthew 11:14; 16:14; 17:10-12; Mark 9:12-13; and John 1:21-25.

LESSON 13

TO STUDY IN ADVANCE: 1 Kings 17, 18, 19 and 21; 2 Kings 1 and 2; and the lesson in the book.

VISUAL AIDS: Print on a card,
ELIJAH, MAN OF FAITH AND COURAGE.

1. Ask four class members to read the four scriptures.
2. Outline the events of the life of Elijah. See 1 Kings 17:1 and the discussion in the book.
3. As you study 1 Kings 17:1-7, consider the following questions:
 - 1) Why did God send the drought? See 1 Kings 16:29-33.
 - 2) How long was the drought to last?
 - 3) What did God promise Elijah?
4. Ask a class member to tell the story of Elijah and the widow of Zarephath. See 1 Kings 17:8-24. Explain how Elijah trusted God and obeyed his commands.
5. In 1 Kings 18, discuss the work of Obadiah.
6. Tell the story of Elijah's miracle on Mt. Carmel. You may want to show where Mt. Carmel is if you have a map.
7. Show the wickedness of Jezebel and her influence over her husband Ahab. See 1 Kings 21.
8. Read 1 Kings 21:17-24 to the class and then turn to 2 Kings 9:21-26, 30-37, and 10:1-6, and see how the prophecy came true.
9. Discuss with the class the call of Elisha and how Elijah trained him and prepared him for his work. See 1 Kings 19:19-21 and 2 Kings 2:1-14.
10. You may want to show the class the references to Elijah in the New Testament. See Luke 1:17; Romans 11:2-5; James 5:17-18;

LESSON 2

TO STUDY IN ADVANCE: The Bible lesson, the lesson in the book, and 1 Peter 3:20, Hebrews 11:7. (Notice: read Genesis 5:32, instead of Genesis 5:31)

VISUAL AIDS: Perhaps you can find a picture of the Ark which God commanded Noah to build.

- 12 and find David's sin and the circumstances surrounding it.
10. Read Psalm 51, to show David's attitude of repentance.

1. Ask the class to read the Bible lesson silently. Some should read chapter 6, others chapter 7, others chapter 8, and another group chapter 9. Then ask someone from each group to give a brief report of his chapter so as to get the whole story.
2. Ask the class to discuss the conditions of the world at the time of Noah. See chapter 6, verses 1-7, and 11-12.
3. List on the chalk board words that describe Noah as a man of God.
4. Compare what is said about Noah to the description of Enoch in Genesis 5:21-24.
5. Try to give the class some idea about the size of the ark. A cubit is a measure of length, being the distance from a man's elbow to the tip of his middle finger, or approximately 18 inches (45.72 cms). Ask one class member to figure the size of the ark.
6. On the chalkboard, compare the actual ark and its purpose with Christ and his purpose of salvation. See 1 Peter 3:20.
7. Try to describe what it would be like to live in an ark for the length of time Noah and his family lived in it. Figure how long they were in the Ark.

LESSON 12

TO STUDY IN ADVANCE: 1 Samuel 16-31, 2 Samuel 1-24 and the lesson in the book.

VISUAL AIDS: Find a picture of David.

1. Lead the class in learning the memory verse and have a class member read all of Psalm 23.
2. Ask one person to tell the story of David in 1 Samuel 16. Be sure to add other items necessary.
3. Discuss with the class the anointing of David. What did this mean? See verse 13. What qualities did David have? See verses 11-13, and 18.
4. Ask a class member to tell the story of David killing Goliath. See 1 Samuel 17; 19-54.
5. Ask the following questions for class discussion:
 - 1) Why did the soldiers fear Goliath? See 17:4-11.
 - 2) Why was David surprised that the soldiers were afraid? See 17:26.
 - 3) What was David's reason for believing he could defeat Goliath? See 17:34-37.
 - 4) What did David say to the Philistine? See 17:45-47.
6. Read the story of David and Jonathan in 1 Samuel 18:1-4. Also, you might want to tell more of their love for each other as is shown in 1 Samuel 20.
7. Discuss with the class the important events which are told in 1 Samuel chapters 18-26. Most important of all was David's understanding attitude toward Saul.
8. Discuss with the class David's reasons for wanting to build a Temple for God and why God rejected him. See 2 Samuel 7.
9. Ask the class to look at 2 Samuel 11 and

8. Ask the class to name all the commands God gave to Noah after he left the ark. See chapter 9.
9. Help the class to see how all of us can fall to sin, even though we be Christians, like the experience of Noah. Notice also the cause of his sin was drunkenness. See chapter 9, verses 20-27.
10. Discuss with the class the promise God gave to Noah and what that promise means today, as well as how it is like the Promise Jesus gave to us.

LESSON 3

TO STUDY IN ADVANCE: Study all of the material in Genesis 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 and 22, the lesson in the book, Hebrews 11:8-19.

VISUAL AIDS: Find or make a map showing Ur of the Chaldeans, Canaan, and Egypt.

1. Lead the class in learning the memory verse. Show how it is related to the story of Abraham.
2. Divide the class into 5 groups and ask each group to read one of the chapters listed in the book (12; 15-17; 22). Have them read silently and be sure to give them enough time. As you discuss the story you will call on the different groups to answer from what they read.
3. Show on the map where Abraham's home (Ur) was located, where he lived with his father Terah, and where he went directed by God. Find the modern names for these places and tell the class.
4. List on the chalkboard the 4 parts of the promise God gave to Abraham found in Genesis 12:1-3. (To make Abraham a great nation, make his name great, to bless him, and to bless all nations through him).
5. Ask the class to tell from their reading what made Abraham a great man whom God used. List these on the chalkboard.
5. Discuss with the class the ways in which God challenged Abraham and how Abraham accepted that challenge. Refer to your book for further discussion, as well as the Bible lesson.
7. Tell the class why you think God tried Abraham in so many ways (To make him strong

LESSON 11

TO STUDY IN ADVANCE: 1 Samuel chapters 1-3, 7-10, 16 and 25:1, and the lesson in the book.

VISUAL AIDS: Print the words, SPEAK, FOR THY SERVANT HEARETH, on a card or paper to put before the class.

1. Ask different class members to read the various scripture references.
2. Call on the class to tell about the home background of Samuel and the dedication of his mother Hannah.
3. Explain the meaning of Nazarite to the class and give some examples (Samson, Judges 13:5,7; John the Baptist, Matthew 11:18.) See Numbers 6:1-21 for the Law concerning Nazarites.
4. Ask two class members to play the parts of Samuel and Eli as they tell the story of Samuel's call in 1 Samuel 3.
5. List on the chalkboard the qualities in Samuel's early life which made him a great man of God. See 2:26; 3:10; 18-20.
6. Discuss with the class how Samuel's leadership brought victory to Israel over the Philistines. See chapter 7.
7. Explain to the class the wise judgement of Samuel as he taught the people in their towns and administered justice to them. See 1 Samuel 7:15-17.
8. Ask the class to look in chapter 8 and give some reasons why Israel wanted a king. See verses 4-6 and 19-22. Next study Samuel's wise reply to the requests of the people. See verses 10-18.
9. Discuss with the class Samuel's anointing of Saul to be King in chapters 9 and 10.
10. Ask a class member to tell the story of Samuel anointing David to be king. See chapter 16.

in his faith). See and compare James 1:12.

8. Ask the class to tell what part of Abraham's life means the most to them and why it is meaningful.
9. Discuss with the class how God's promises to Abraham were fulfilled. List some of God's blessings to Abraham and to all people.
10. Ask, "How can we be like Abraham?" "Will God use us if we are faithful?" "Can we be used to bless others?"

LESSON 4

TO STUDY IN ADVANCE: Genesis chapters 24, 25 and 26.

VISUAL AIDS: Find or make a map showing the land of Gerar and Beersheba, that is the land of Canaan.

1. Lead the class in memorizing the memory verse. Discuss it as a part of Jesus' Sermon on the Mount.
2. Ask 2 or 3 different class members to read the scripture lesson.
3. Be prepared to tell the story of how Isaac and Rebekah met (see Genesis 24). Or this could be assigned to a class member the week before.
4. Discuss the reason Isaac went to Gerar. (The famine and God's direction.)
5. Compare the promise made to Isaac in Genesis 26:2-5, with the promise made to his father Abraham in Genesis 12:1-3.
6. Discuss with the class why Isaac lied to King Abimelech. See Genesis 26:6-11. Notice that this is similar to an experience of Abraham and Sarah recorded in Genesis 12:11-20.
7. Ask the class why the Philistines envied Isaac. See Genesis 26:12-16.
8. Discuss with the class the value of Isaac's peaceful nature. Notice that God continued to bless him, and lead him.
9. List on the chalkboard the three things Isaac and his family did at Beersheba after they received God's promises again. See Genesis 26:23-25.

LESSON 10

TO STUDY IN ADVANCE: The life of Joshua in Exodus, Numbers and Joshua and the lesson in the book.

VISUAL AIDS: Print the memory verse on a large paper to put before the class.

1. Repeat the memory verse together and discuss its meaning for today.
2. Call on 3 class members to read the Bible material.
3. List on a chalkboard the ways Joshua helped Moses.
4. Discuss with the class the importance of Joshua's work and how he was prepared to take later responsibility.
5. Ask the class to find in Numbers 14:6-10, why Joshua said that they should take the promised land. What punishment did God put upon Israel?
6. At the appointment of Joshua in Numbers 27:18-23, notice that God appointed Joshua, the way he is described and what he is to do for the people.
7. Discuss with the class the promises God made to Joshua in Joshua 1:5-9.
8. Read again the challenge of Joshua to his people in Joshua 24. Discuss the reasons for the challenge and the response of the people.
9. Ask, "Was Joshua an influential leader?" "Did people follow him?" "Did he obey God?"
10. Discuss with the class ways the life of Joshua can help us to be better Christians.

10. Discuss the witness of Isaac's relationship to God and how it brought King Abimelech to seek a peace treaty with Isaac. Repeat the memory verse and show Isaac's life was one of a peacemaker who was called a child of God.

LESSON 5

TO STUDY IN ADVANCE: Genesis 25:19-34; 27; 28; 29; 30; 31; 32; 33; 34; 35; and 49, the lesson in the book, and Hebrews 11:20-21.

VISUAL AIDS: Find or make a map showing Canaan. Print the memory verse on a card for the class to see.

1. Ask different class members to read the Bible lesson to the class. Let one person read one group of verses as listed in the book.
2. Discuss the circumstances of the birth of Jacob. See Genesis 25:19-26.
3. Compare Jacob and Esau and the favour each one had with one of his parents (Isaac loved Esau and Rebekah loved Jacob). See Genesis 25:27-28; 27:1-29.
4. Ask the class to discuss the meaning of Jacob's dream and his promise to God. See Genesis 28:10-22.
5. Perhaps one class member could tell the story of Jacob and his experience in getting a wife, if not you should tell the story.
6. Discuss the cleverness of Jacob in his dealings with Laban. See Genesis 30:35-43; 31:1-16.
7. Discuss how Jacob's life shows that to gain wealth does not promise that we will be happy and have peace.
8. Ask the class to find in chapters 32 and 33 different ways in which Jacob tried to have peace with his brother Esau. Notice the fear expressed in Jacob's actions.
9. Carefully discuss the meaning of Jacob's conversion in Genesis 32:24-32. Explain that our new name is "Christian" when we become converted by God.

LESSON 9

TO STUDY IN ADVANCE: The Bible lesson and the lesson in the book.

VISUAL AIDS: Find a picture of a Jewish high priest and perhaps a picture of people worshipping a golden calf.

10. Repeat the memory verse with the class and ask the class to explain the importance of forgiveness in this story.

1. Assign each of the seven Bible passages to seven class members to read aloud.
2. Lead the class in repeating the memory verse which is from Exodus 32:26. Explain the setting of the verse.
3. Discuss with the class the ways Aaron helped Moses.
4. Look at Exodus 4:27, to see the way God called Aaron and how he responded to God's call.
5. Explain to the class the importance of helpers in the work of the Lord, using the example of Aaron. Notice that Aaron did not receive the glory, but it all went to Moses.
6. You may want to turn to Leviticus 24:1-4, to see some of the work of Aaron as the high priest.
7. Exodus 28, gives a good description of the clothes of the high priest, and his work as commanded by God.
8. Study all of chapter 24, for a better knowledge of the sin of Aaron. Explain this story to the class and show how Aaron sinned.
9. Numbers 12, gives the account of Aaron's sin against Moses and his punishment. Try to show the class how jealousy and pride caused their sin.
10. Ask the class to name the good things of Aaron's life and then list his faults. Put these on the chalkboard.

LESSON 6

TO STUDY IN ADVANCE: The Bible lesson, the lesson in the book and Acts 7:9-16; Hebrews 11:22.

VISUAL AIDS: Find or make a map showing Canaan and Egypt.

1. Make 4 groups of class members and ask each group to study silently one of the 4 chapters of the lesson.
2. Discuss why Joseph was a favoured child and how his father showed his favour to him. See chapter 37.
3. Ask, "What message was God giving to Joseph through his dreams?" "Did they come true?"
4. Discuss the qualities which Joseph had which made him favoured by Potiphar?
5. Show the class how Joseph always made the best of every situation. Notice that Joseph was never defeated, despite the efforts of others against him.
6. Ask a class member to tell the story of Joseph in prison when he interpreted the dreams of the cupbearer and the cook.
7. Use the chalkboard to explain the dream of Pharaoh. Perhaps you should draw a picture to explain it best.
8. Discuss with the class how Joseph was qualified for the position the Pharaoh gave to him.
9. You can use this lesson to show how God uses people who remain faithful to him despite the difficult places they are in. Notice how God saved his people through the faithfulness of Joseph.
10. Repeat the memory verse with the class and discuss how this verse applies to Joseph.

Pharaoh and how God dealt with him to change him.

9. Discuss with the class the final plague and why it brought the release of the Hebrew people.
10. If there is time discuss briefly the reasons for God commanding Moses to begin the Passover feast. See chapter 13

LESSON 8

TO STUDY IN ADVANCE: The Bible lesson and the lesson in the book, as well as Exodus 8, 9, 10, and 11.

VISUAL AIDS: A picture of an Egyptian Pharaoh, if possible.

1. For the reading of the scripture ask several class members to read the following parts: Exodus 1:8-22; 5:1-9, 22-23; 6:1-13; 7:1-19.
2. Be sure that the class understands the meaning of the words, "Pharaoh."
3. As you study Exodus 1:8-22, discuss why the Pharaoh was fearing the Hebrews and what steps he took to limit them.
4. Ask, "How do we know that God was with the Hebrew people?" (They continued to increase even though Pharaoh tried to limit them)
5. As you study chapter 5, notice the following:
 - 1) The request made by Moses and Aaron, verse 1 and verse 3.
 - 2) The reason Pharaoh gave for refusing the request, verse 2.
 - 3) The further hardship put upon the people, verses 6-9.
 - 4) The attitude of the Hebrews toward Moses, verses 20-21.
 - 5) The dejection or sadness of Moses, verses 22-23.
6. Ask the class members to look at chapter 6, verses 1-13 and find what assurance God gave to Moses and his further instructions.
7. List on the chalkboard the 10 plagues which came upon Egypt. See chapters 7-12. You might see how many the class can name.
8. From your study of the lesson in the book you should explain the attitudes of

LESSON 7

TO STUDY IN ADVANCE: The Bible lesson, the lesson in the book, Acts 7:17-44, and Hebrews 11:23-29.

VISUAL AIDS: Find or make a map showing the route of the Exodus from Egypt.

1. Ask six different people to read the scripture portions.
2. Show on the chalkboard how the life of Moses can be divided into 3 forty year periods and discuss each of these periods (40 years in Egypt, 40 years in Midian, and 40 years leading Israel).
3. Ask the class to tell all they can about the call of Moses. The teacher should correct any items and make sure it is all told.
4. Instruct the class to look at Exodus 4, and name excuses Moses gave to God for not going to Egypt.
5. Compare the call of Moses to the way God might call a person today.
6. Be able to tell the story of how God, through Moses, persuaded Pharaoh to let the Hebrew people leave. See Exodus 7:13.
7. Ask the class members to turn to Exodus 24:12-18 and describe the meeting between Moses and God.
8. In the study of Exodus 32:15-19, ask the following questions: "Why did Moses break the tablets of the law?" "Why had the people sinned?" "How were the people punished?"
9. Discuss with the class the seriousness of Moses' sin. See Numbers 20:7-12.
10. Repeat the memory verse together and then show how Moses was always available to God, just as when he answered "Here am I."