



THINK
FAITH
FOUNDATIONS



UNIT 1 | **STAGE 4A** Years 7–8

INTRODUCTION TO THE BIBLE

The world's most influential book





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LESSON 1 (LAUNCH LESSON)

THE BIBLE IS GOD'S WORD

1 Thessalonians 2:13



BIG QUESTION

Q: How can we learn about God?

A: Christians believe that God teaches us about himself through his word, the Bible.



LESSON OVERVIEW

In this lesson, students will:

- **identify** how people can get to go know God (by reading his word)
- **read and analyse** the meaning of Bible passages about God and his word, the Bible
- **familiarise** themselves with a Bible reading outline that can be used for any passage in the Bible.

This lesson covers **Curriculum Outcomes EQ1, 4; U1, 2; AC1, 3, 4, 6; RG1, 2, 3, 4, 5**. For more information on this unit as a whole, access the Unit Guide in [Think Faith Stage 4A Unit 1](#).

PART 1: LAUNCH ⌚ 5–10 mins



1.1 DO FIRST: GET TO KNOW YOU

As students walk into the room, hand out the 'Two-minute get to know you challenge' on **Worksheet WS 1.2**. Have them fill out the 'Get to know me' column on the right. If they have time, they can do the 'I read the Bible' section too.

Note: A 'Do First' is a simple exercise you want students to do before the lesson 'officially' begins. It makes the most of the 'settling' time as students come in.

Ask for a volunteer student to come to the front of the room and have the class write their name in the bubble under 'My best guess about'. Ask the volunteer the questions on the right-hand side of the worksheet that they have just filled out, but give time for class members to guess the answer they think the volunteer will give for each question by writing down their guesses in the left column.

Ask the volunteer to reveal their answers and invite students to put up their hands if their answers matched the volunteer's answers.

Ask:

- ? Why do some people in the class know more about the student up front than others do?
- ? What would you need to do to increase your score on a questionnaire like this?



1.2 LINK STATEMENT

It's so much easier to know someone when they tell you about themselves.

Just like we've gotten to know a bit about each other, we're going to learn about God in these lessons. Today we're going to answer the Big Question: How can we learn about God?

PART 2: LEARN 25 MINS



2.1 GOD MIND MAP

Instruct the students to write everything they know about God. Students can use the notes section of **Worksheet WS 1.1**, or a blank page you give them.

After a few minutes, you might want to ask them to share what they wrote in pairs or small groups.

Have students share with the whole group what they wrote. You can call on students, ask for hands of those who want to share, or ask them to designate a group 'speaker'. You might want them to write their answers on the whiteboard as they share or ask a student to come up and write the answers on the whiteboard.

Ask:

- ? Where did the ideas you have about God come from?
- ? How do you know they're true?



2.2 WHAT IS THE BIBLE?

Watch [Think Faith Foundations Stage 4A Unit 1 Lesson 1 Video](#) with the class. In this video, students will learn what Christians believe about the Bible and what it can teach us about God.

Have students write one thing they learned or were reminded of from this video in the notes section of their **Worksheet WS 1.1**.



2.3 BIBLE EXPLORATION: PART 1

Direct students to the Bible verse on **Worksheet WS 1.1**: 1 Thessalonians 2:13.

As this is the first time they have used the Bible Exploration icons, spend some time explaining them to the students:



Own words: Students write the passage or verse in their own words.



Highlights: Students write something that 'shone out' to them from the passage. This could be a word, phrase or idea.



Questions: Students write a question they have. This could be something they don't understand, or something that they would like to know more about.



Personal impact: Students write how this verse might impact their life, choices, actions or beliefs.



Prayer: Students write what they would pray to God about as a result of this passage. This is optional as some students may choose not to pray.

Give the students time to read the verse, answer the questions, and quietly share their answers with the person next to them. Then, spend some time together as a class discussing what this verse says about the Bible. The key takeaway you want your students to grasp is that Christians believe that the Bible is the word of God—it is God's communication with humans.



2.4 BIBLE EXPLORATION: PART 2

If, as Christians believe, the Bible is all about God, it is helpful to think about what it says about what God is like. Share the verses below with the students and ask them to consider what they say about God. You could have students consider the verses personally by printing the verses out for each student, or show them on a PowerPoint slide. You could also have students consider the verses in small groups and assign one verse to each group, asking each group to report their findings:

- Exodus 34:6–7
- Deuteronomy 10:17–18
- Psalm 54:4



2.5 LINK STATEMENT

In these lessons, we read the Bible because Christians believe it is God's word from God, about God, to us.

PART 3: LAND 15 mins



3.1 ANSWER THE BIG QUESTION

Q: How can we learn about God?

A: Christians believe that God teaches us about himself through his word, the Bible.

Give the students time to write this answer at the top of **Worksheet WS 1.1**.



3.2 MEMO TO ME

The 'Memo to me' on **Worksheet WS 1.1** is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson.

You could encourage them to spend a moment to consider whether their view of the Bible has changed after learning or being reminded that the Bible is God's word to people.



3.3 CLOSING PRAYER

This is a prayer you might like to use as you close your lesson. Make sure your students know that they are free to sit silently while you pray if they would prefer not to join in.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

Dear God, Thank you that your Bible is the story of your love for humanity. Thank you that as we read it we can learn of the love you have shown people through Jesus' life, death and resurrection. Amen

OPTIONAL EXTRA ACTIVITIES

O.E.1 'GUESS TO KNOW YOU'

You might want to repeat the activity from **Worksheet WS 1.1** with additional students (if you have time). You could also use this as the introductory or closing game for the next 1–2 lessons.

O.E.2 GOD'S WORD AND YOU

Share your own story with your students of how reading/listening to God's word impacted you personally and helped you to know God better.

Here are some tips for presenting this:

- Emphasise the difference between knowing about God and knowing God.
- Read a verse from one of the upcoming lessons while telling your story.
- Make your story short and succinct.

O.E.3 REVISION GAME: RACE TO THE BOARD

Divide the class into two or three teams. One representative from each team comes to the board. You ask a question or give a problem, and the first person to write the correct answer on the board wins a point for his/her team. The catch: the students at the board only get one try. If they get it wrong, they have to race back to their team and give the marker to a different representative for them to have another try.

NOTE: You can use this revision game in any lesson.

TEACHING TIP

TT.1 ESTABLISHING EXPECTATIONS

Your first lesson for the year or for the term is the most important time for your students to begin to learn what sort of behaviour is expected in your lessons.

It is essential that you communicate clearly with your students:

- **how** class will run
- **what** will be (and won't be) tolerated
- **why** you believe that SRE is so important.

For more detail about how best to establish your lessons, look at [Training Paper 1: Setting the Tone](#).



BIG QUESTION

Q: How can we learn about God?

A: _____



NOTES



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

KEY VERSE

1 THESSALONIANS 2:13

We never stop thanking God for the way you received his word. You heard it from us. But you didn't accept it as a human word. You accepted it for what it really is. It is God's word. It is really at work in you who believe.



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT



PRAYER

MY BEST
GUESS
ABOUT

GET TO
KNOW
ME

- two-minute - get-to-know-you **CHALLENGE**



1. What is your full name?
2. What country or city were you born in?
3. What month is your birthday in?
4. If you have any pets, what are they?
5. Do you have any brothers or sisters?
6. What's one thing you like to do in your spare time?
7. What is your favourite TV show or movie?
8. What school subject do you like best?
9. What is one of your favourite foods?
10. Which primary school did you go to?

I READ
THE **BIBLE**



LESSON 2

WHAT IS IN THE BIBLE?

ACTS 8:26–40



BIG QUESTION

Q: What is in the Bible?

A: The Bible is a book of 66 books written over 1,500 years, all telling the one story of God and his love for humanity shown in Jesus.



LESSON OVERVIEW

In this lesson, students will:

- **identify** how people can get to know God (by reading his word)
- **read and analyse** the meaning of Bible passages about God and his word, the Bible
- **familiarise** themselves with a Bible reading outline that can be used for any passage in the Bible.

This lesson covers **Curriculum Outcomes EQ3; U1, 2; AC2, 3; RG5**.

PART 1: LAUNCH ⌚ 5–10 mins



1.1 DO FIRST: TEXTS WITH PURPOSE

Note: A ‘Do First’ is a simple exercise you want students to do before the lesson ‘officially’ begins. It makes the most of the ‘settling’ time as students come in. As students walk into the room, handout **Worksheet WS 2.2** and ask students to complete the ‘Texts with purpose’ and ‘Unscramble the words’ activities.

Once students have completed both activities, ask them for the answers to ‘Unscramble’. This will help recap the last lesson. Then get them to share their answers to ‘Texts with Purpose’. This will help introduce the theme of today’s lesson.

Ask:

- ? Ask the students which book they matched to which person and why.
- ? Ask the other students to indicate their agreement/disagreement with the choice by showing thumbs up/down.



1.2 LINK STATEMENT

Different books with different genres have different purposes. Today we’re going to see what genre the Bible is and what purpose it fulfils.

The Big Question we’re going to answer today is: ‘What is in the Bible?’

PART 2: LEARN 25 mins



2.1 HANDS ON WITH THE BIBLE

Hand out Bibles to your students. If you don't have enough Bibles for every student, encourage them to work in groups of two or three.

Show them where the contents page is in the Bible.

Ask:

- ? What are the two main sections (Old/New Testament)
- ? How many books are in the Old Testament (39)
- ? How many books are in the New Testament (27)
- ? How many books are there in total (66)

Ask students to share any questions they may have about the Bible.



2.2 WHAT IS THE BIBLE?

Watch the [Think Faith Foundations Stage 4A Unit 1 Lesson 2](#) video with the class.

In this video, students will learn that the Bible is 66 books written by more than 40 authors over 1,500 years, in multiple genres and different languages, and yet it tells the one story.

Ask the students to write down in the notes section on **Worksheet WS 2.1** one thing they learned or were reminded of from this video. Ask them to share their findings.



2.3 BIBLE EXPLORATION: PART 1

Hand out **Worksheet WS 2.3**.

Give the students time to read the verses and to match them to the different genres.

If you think it would be helpful, quickly check that the students understand what the different genres are (letters, law, prophecy, history, gospels, poetry and wisdom).



2.4 BIBLE EXPLORATION: PART 2


Direct students to the Key Verses section on **Worksheet WS 2.1**. You might want to print out the passage on **Teaching Resource TR 2.1**, or give time for students to find this passage in a Bible, or show it on a PowerPoint slide. Note that the verses aren't included on the worksheet due to the length of the passage.

As this is only the second time they have used the Bible Exploration icons, spend some time reminding the students what they mean (see Lesson 1 for a full list of icons and meanings).

Give the students time to read the verses, fill in the sections, and quietly share their answers with the person next to them. Then, spend some time together discussing what these verses say about how the Old and New Testaments fit together.



2.5 LINK STATEMENT

The Bible is an amazing book that tells one amazing story. Christians believe it is the good news of God's love for humanity. That's why every lesson we will be reading the Bible for ourselves, just like the man in this passage did! PART 3: LAND  15 mins



3.1 ANSWER THE BIG QUESTION

Q: What is in the Bible?

A: The Bible is a book of 66 books written over 1,500 years, all telling the one story of God and his love for humanity shown in Jesus.

Have students write this on **Worksheet WS 2.1**.



3.2 MEMO TO ME

The 'Memo to Me' on **Worksheet WS 2.1** is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson.

You could encourage them to spend a moment to think about why it's so important that the Bible is one story told through 66 separate books in multiple genres.



3.3 CLOSING PRAYER

This is a prayer you might like to use to close your lesson. Make sure your students know that they are free to sit silently while you pray if they do not wish to join in.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

*Dear God, Thank you for speaking to us through the Bible. Thank you that we can know you better through reading the Bible. **Amen***

OPTIONAL EXTRA ACTIVITIES

O.E.1 WORD SCRAMBLE: THE BIBLE IS

You might want to use **Optional Extra Worksheet OE 2.1** for early finishers.

O.E.3 REVISION GAME: ZILCH

Zilch is a recap game you might want to use to end your lessons on a fun note while still working to cement knowledge.

Divide the class in half (try to avoid boys vs girls).

Direct one question to each team in turn. If they don't know the answer, the other team can have a go at answering.

Points are scored using a deck of cards. Students draw as many cards as they like to add up points according to the number on the card (with Ace as 1 point). But, if they draw a face card (King, Queen or Jack), they 'zilch' and their score is zero. Students can decide to stop drawing and 'bank' their cards whenever they like.

Below are some questions, but feel free to design your own:

- What does 'genre' mean?
- Why do we need to understand purpose when we read a text?
- What different kinds of text (or different genres) are in the Bible?
- How many books make up the Bible?
- Various laws are found in which Testament?
- All the Gospels (Matthew, Mark, Luke and John) are found in which Testament: New or Old?

NOTE: You can use this revision game in any lesson—just use different questions.

TEACHING TIP

TT.2 REINFORCING EXPECTATIONS

Just as you did in Lesson 1, it's essential that you keep using your first few lessons to demonstrate to the students what to expect in your lessons. This includes:

- **how** the class will run
- **what** will be (and won't be) tolerated
- **why** you believe that SRE is so important.

For more detail about how best to establish your lessons, look at [Training Paper 1: Setting the Tone](#)



BIG QUESTION

Q: What is in the Bible?

A: _____



NOTES



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

KEY VERSES

ACTS 8:23–40



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT



PRAYER

TEXTS WITH PURPOSE

Match the text to serve the need.



UNSCRAMBLE THE WORDS

Christians believe that the _____
(IBEBL) is the _____ (DORW) of
God. That means, God _____
(ESOPK) through the men who
_____ (TEROW) it.



THE BIBLE: TEXT WITH PURPOSE

There are six main text types (or genres) in the Bible. **See if you can match these examples to the type of text.**

1 SAMUEL 1:1-2
¹ A certain man from Ramathaim in the hill country of Ephraim was named Elkanah. He was the son of Jeroham. Jeroham was the son of Elihu. Elihu was the son of Tohu. Tohu was the son of Zuph. Elkanah belonged to the family line of Zuph. Elkanah lived in the territory of Ephraim. ² Elkanah had two wives. One was named Hannah. The other was named Peninnah. Peninnah had children, but Hannah didn't.



LETTERS

MARK 2:1-2
¹ A few days later, Jesus entered Capernaum again. The people heard that he had come home. ² So many people gathered that there was no room left. There was not even room outside the door. And Jesus preached the word to them.



PROPHECY

LEVITICUS 19:1-3
¹ The Lord spoke to Moses. He said, ² "Speak to the whole community of Israel. Tell them, 'Be holy, because I am holy. I am the Lord your God.' ³ "All of you must have respect for your mother and father. You must always keep my Sabbath days. I am the Lord your God.



LAW

EPHESIANS 1:1-2
¹ I, Paul, am writing this letter. I am an apostle of Christ Jesus just as God planned. I am sending this letter to you, God's holy people in Ephesus. Because you belong to Christ Jesus, you are faithful. ² May God our Father and the Lord Jesus Christ give you grace and peace.

PSALM 150:1-3
¹ Praise the Lord. Praise God in his holy temple. Praise him in his mighty heavens. ² Praise him for his powerful acts. Praise him because he is greater than anything else. ³ Praise him by blowing trumpets. Praise him with harps and lyres.



GOSPELS

ISAIAH 30:15
¹⁵ The Lord and King is the Holy One of Israel. He says, "You will find peace and rest when you turn away from your sins and depend on me. You will receive the strength you need when you stay calm and trust in me. But you do not want to do what I tell you to.



POETRY & WISDOM



HISTORY

ACTS 8:26–40

PASSAGE INVESTIGATION

²⁶ An angel of the Lord spoke to Philip. ‘Go south to the desert road’, he said. ‘It’s the road that goes down from Jerusalem to Gaza.’ ²⁷ So Philip started out. On his way he met an Ethiopian official. The man had an important position in charge of all the wealth of the Kandake. Kandake means queen of Ethiopia. This official had gone to Jerusalem to worship. ²⁸ On his way home he was sitting in his chariot. He was reading the Book of Isaiah the prophet. ²⁹ The Holy Spirit told Philip, ‘Go to that chariot. Stay near it’.

³⁰ So Philip ran up to the chariot. He heard the man reading Isaiah the prophet. ‘Do you understand what you’re reading?’ Philip asked.

³¹ ‘How can I?’ he said. ‘I need someone to explain it to me.’ So he invited Philip to come up and sit with him.

³² Here is the part of Scripture the official was reading. It says,

‘He was led like a sheep to be killed.

Just as lambs are silent while their wool is being cut off,

he did not open his mouth.

³³ When he was treated badly, he was refused a fair trial.

Who can say anything about his children?

His life was cut off from the earth.’

³⁴ The official said to Philip, ‘Tell me, please. Who is the prophet talking about? Himself, or someone else?’ ³⁵ Then Philip began with that same part of Scripture. He told him the good news about Jesus.

^{36–37} As they travelled along the road, they came to some water. The official said, ‘Look! Here is water! What can stop me from being baptised?’ ³⁸ He gave orders to stop the chariot. Then both Philip and the official went down into the water. Philip baptised him. ³⁹ When they came up out of the water, the Spirit of the Lord suddenly took Philip away. The official did not see him again. He went on his way full of joy. ⁴⁰ Philip was seen next at Azotus. From there he travelled all around. He preached the good news in all the towns. Finally he arrived in Caesarea.

THE BIBLE IS

1. If you opened the Bible exactly in the middle, you would find the book of _____. (slapms)
2. The last book of the Bible is _____. (evratelino)
3. The Bible was originally written in several different _____. (uegIngaas)
4. Each book of the Bible is arranged in _____ and _____. (ptchears) (svrese)
5. The Bible is one big book containing many _____. (kobos)
6. The first section of the Bible is about God's _____ to his people. (rmopsies)
7. The second section of the Bible is about God's _____ of his promises. (fulmentlfi)
8. These two sections of the Bible are called the Old and New _____. (tesmenatst)
9. The first book of the Bible is _____. (enegiss)
10. The books that tell of Jesus' life are Matthew, Mark, Luke and John and are regarded as the _____. (sogelps)
11. The best way to get to know God is to _____ the Bible. (drea)

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HIDDEN
MESSAGE:

LESSON 3

HOW DO WE FIND SOMETHING IN THE BIBLE?

ACTS 8:30–31



BIG QUESTION

Q: How do we find something in the Bible?

A: The Bible has a consistent structure, which means you can easily find a book, passage or verse. It also has two main sections: the Old and New Testaments.



LESSON OVERVIEW

In this lesson, students will:

- **practise** finding verses in the Bible
- **discover** that the Bible is structured into books, chapters and verses
- **discover** that the Bible has two main sections: the Old and New Testaments
- **read** and **engage** with some short Bible verses.

This lesson covers **Curriculum Outcomes AC1, AC2, S1, S3, S4, RG1, RG2**.

Note: This lesson requires students to have ‘hands-on’ experience with Bibles. Make sure you have enough Bibles for at least one copy between each pair of students.

PART 1: LAUNCH 5–10 mins



1.1 DO FIRST: MATCHING MEANINGS

Use **Teaching Resource TR 3.1** with 20 words on it for this activity.

Have students form small groups of two or three, and then give each group the set of 20 word cards with unrelated words on each card.

Give each group three minutes to group and organise the cards in any kind of system they can devise.

For example, they might organise the cards into things they like and don’t like or into categories such as places, objects and entertainment.

After three minutes, ask groups to take it in turns to explain their system to the rest of the class.

You might like to ask the class to vote on whose system was the best.



1.2 LINK STATEMENT

Today the class will talk about how the Bible is organised so that you can find what you are looking for easily.

The Big Question we're going to answer today is: 'How do we find something in the Bible?'

PART 2: LEARN 25 MINS



2.1 BIBLE OBSERVATIONS

Ask students to work in pairs.

Provide each student or pair with a Bible and **Worksheet WS 3.2**.

Explain that they are investigating how the Bible is organised. They can write their observations in the bubbles on the worksheet.

If they need some prompting questions, you can ask:

- ? What is the name up the top of every page? (book)
- ? What are the big numbers? (chapters)
- ? What are the small numbers? (verses)
- ? What is the first book in the Bible? (Genesis)
- ? What is the book in the middle of the Bible? (Psalms)
- ? What is the first book in the New Testament (Matthew)
- ? What is the last book in the Bible? (Revelation)
- ? When you can't find a book in the Bible, where should you look? (Contents)

Remind students what they learned last week about how the two main sections of the Bible fit together:

- The Old Testament tells of the promises God made to the Israelites to save people from every nation in the world from their sins so that they could be his people.
- The second part of the Bible, the New Testament, is about how God fulfilled these promises through Jesus Christ.



2.2 FINDING YOUR WAY THROUGH THE BIBLE

Watch [Think Faith Foundations Stage 4A Unit 1 Lesson 3 Video](#) with the class.

In this video, students will learn how the Bible is organised into books, chapters and verses. They will also have the chance to find Acts 8:30–31 .

After the video, ask the students to find and read Acts 8:30–31 in a Bible.

After they have found this verse, ask them which character they most relate to: the Ethiopian official or Philip. They can write their answer in the **Key Verses** box on **Worksheet WS 3.1**. If they have time they can complete the whole **Key Verses** box.



2.3 FINDING YOUR WAY THROUGH THE BIBLE

Using the **Bible Exploration** worksheet (**WS 3.3**), ask students to look up the verses, read them and think of a short statement or picture that stands out and sums up what the verse is about.

Invite students to share their reflections.



2.4 LINK STATEMENT

If exploring the Bible is new to you, that's ok! Hopefully you will now know that the Bible is made up of 66 books, grouped into two sections: the Old and New Testaments. Each book has a reference system using chapters and verses. You'll get more practice at looking up verses throughout the year.

PART 3: LAND 15 mins



3.1 ANSWER THE BIG QUESTION

Q: How do we find something in the Bible?

A: The Bible has a consistent structure, which means we can easily find a book, passage or verse. It also has two main sections: the Old and New Testaments.

Have students write this answer on their **Worksheet WS 3.1**.



3.2 MEMO TO ME

The 'Memo to Me' (**WS 3.1**) is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson.

You could encourage them to spend a moment to think about whether knowing how the Bible is organised makes them more or less likely to try to read it for themselves.



3.3 CLOSING PRAYER

This is a prayer you might like to use to close your lesson. Make sure your students know that they are free to sit silently while you pray if they would rather not participate.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

*Dear God, Thank you that you speak to us in your word and that we can read it any time we want.
Amen*

OPTIONAL EXTRA ACTIVITIES

O.E.1 BIBLES ONLINE

If students have access to a digital device (laptop or iPad), you might want to give them the chance to look up some of the verses used in this lesson on biblegateway.com or on the Bible app.

But beware: You will need to be checking screens constantly to ensure that students remain on-task and don't look at other websites/apps.

O.E.2 SECRET WORD

For early finishers: Students may want more practice in looking up verses in the Bible using the secret word exercise on **Optional Extra worksheet 3.1**.

O.E.3 BIBLE VERSE RACE

You might want to end your lesson with a Bible verse race. Choose a handful of well-known passages and get the students to race to see who can find them first in their Bibles.

Passages you may want to use are:

- John 3:16
- 1 Corinthians 13:4
- Philippians 4:6
- Proverbs 3:5–6

The first student to put their hand up can read the verses to the class.

TEACHING TIP

TT.3 REINFORCING EXPECTATIONS

In Lesson 3, you still need to be reminding your students of your expectations. In particular, if a student calls out or talks when others are talking, this is one small thing that can easily de-rail a lesson.

One way to reinforce this is the 'fair rule'. Dr Bill Rogers calls this a 'Fair go for all', explaining that:

'It is important to make it explicit, even with secondary students to [...] what the right to feel safe involves. In a sense, the right to feel safe and the right to learn and the right to fundamental respect and fair treatment [...] are not negotiable.'¹

When you reinforce a rule (such as one voice at a time), remind your students that you want to make sure everyone has a 'fair go' in the class and that everyone is able to contribute and learn without distraction.

1. Rogers, B 2017 'Behaviour management episode 1: Dr Bill Rogers on starting the new year', *Teacher Magazine*, viewed January 30, 2025, https://www.teachermagazine.com/au_en/articles/behaviour-management-episode-1-dr-bill-rogers-on-starting-the-new-year.



BIG QUESTION

Q: How do we find something in the Bible?

A: _____



NOTES



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

KEY VERSES

ACTS 8:30–31

So Philip ran up to the chariot. He heard the man reading Isaiah the prophet. 'Do you understand what you're reading?' Philip asked.³¹ 'How can I?' he said. 'I need someone to explain it to me.' So he invited Philip to come up and sit with him.



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT

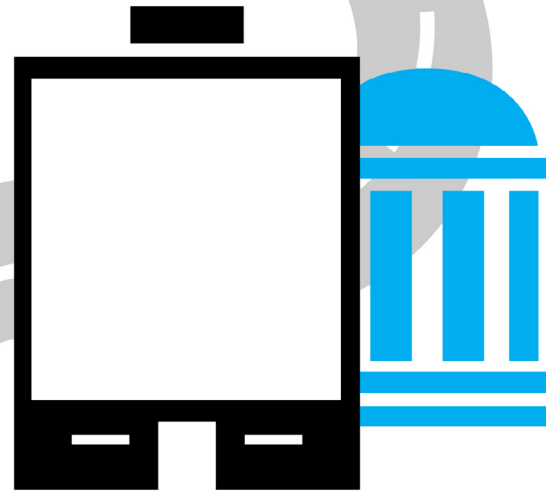


PRAYER



BIBLE EXPLORATION

FIND THESE PLACES IN
THE BIBLE. READ THE VERSE.
WHAT DID YOU FIND OUT?
WRITE OR DRAW YOUR
IMPRESSIONS IN
THE HOUSES.

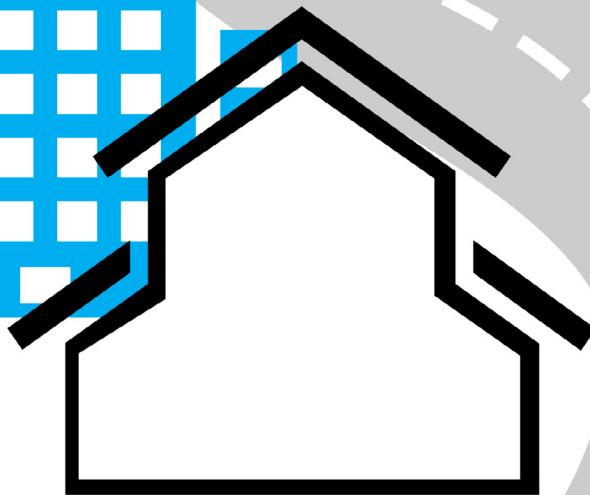


Genesis 1:1

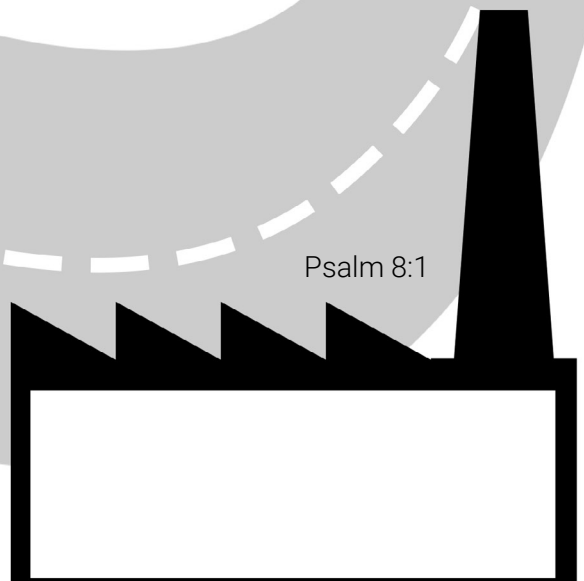
Romans 5:8



Revelation 21:1



Psalms 8:1



Mark 15:33-34



MOUNTAIN

ROSE

BEACH

WHY

SPAGHETTI

TABLE

HAPPY

T-SHIRT

RED

GLASSES

LOOK

WALKING

ICE-CREAM

SUPER

SAUSAGE

STRIPE

TIGER

NOSE

VOMIT

ZOO

THE BIBLE IS

1. If you opened the Bible exactly in the middle, you would find the book of _____. (slapms)
2. The last book of the Bible is _____. (evratelino)
3. The Bible was originally written in several different _____. (uegIngaas)
4. Each book of the Bible is arranged in _____ and _____. (ptchears) (svrese)
5. The Bible is one big book containing many _____. (kobos)
6. The first section of the Bible is about God's _____ to his people. (rmopsies)
7. The second section of the Bible is about God's _____ of his promises. (fulmentlfi)
8. These two sections of the Bible are called the Old and New _____. (tesmenatst)
9. The first book of the Bible is _____. (enegiss)
10. The books that tell of Jesus' life are Matthew, Mark, Luke and John and are regarded as the _____. (sogelps)
11. The best way to get to know God is to _____ the Bible. (drea)

1



2



3



4



&

5



6



7



8



9



10



11



HIDDEN
MESSAGE:

LESSON 4

WHAT IS THE BIG STORY OF THE BIBLE?

Luke 24:27



BIG QUESTION

Q: What is the big story of the Bible?

A: The Bible is the story of how God rescues humanity and the world through Jesus.



LESSON OVERVIEW

In this lesson, students will:

- **discover** that the Bible tells one big story, all about Jesus
- **practise** finding verses in the Bible
- **read** and **engage with** some short Bible verses
- **summarise** the key events in the Bible's story.

This lesson covers **Curriculum Outcomes EQ3; U2; AC1, 2, 4; S2, 3; RG5; RW1.**

PART 1: LAUNCH 5–10 mins



1.1 DO FIRST: BIBLE MEMORY

There are two options for this activity.

1. You can have students write down on a blank piece of paper any Bible stories they remember.

If students struggle due to low Bible literacy, ask them to brainstorm any words they think might be linked to the Bible.

Or

2. You can use the images on **Worksheet WS 4.2** to help prompt their memories.

If students struggle due to low Bible literacy, ask them to write what they think the Bible stories represented by these images might be about on their worksheets.

After a few minutes, ask students to share what they wrote.



1.2 LAST LESSON REVIEW

Last week, students saw how the Bible was structured.

Ask:

- ? What are the two main sections of the Bible called? (Old Testament/New Testament)
- ? What does the name up the top of every page refer to? (book)
- ? What are the big numbers? (chapters)
- ? What are the small numbers? (verses)



1.3 LINK STATEMENT

Last week, we saw how the Bible was structured. This week, we will learn what the big story of the Bible is all about.

Note: This lesson requires students to have 'hands-on' experience with Bibles. Make sure you have enough Bibles for at least one copy between each pair of students.

PART 2: LEARN 25 MINS



2.1 VIDEO OVERVIEW

Watch [Think Faith Foundations Stage 4A Unit 1 Lesson 4 Video](#) with the students.

Ask students to finish the sentence: 'The story of the Bible is all about ...'

Other questions you might want to ask are:

- ? How is the Bible described as different from other books?
- ? What does the Old Testament focus on, and what promise does it highlight?
- ? What significant role does Jesus play in the New Testament?



2.2 JESUS' THOUGHTS ABOUT THE BIBLE

Ask students to look at the **Key Verse** box on **Worksheet WS 4.1**. Using the Bible exploration icons, ask them to read and consider what Jesus is saying about his relationship to the whole Bible.

(You might want to point out to students that 'Moses and the Prophets' is how people in Jesus' day described the Old Testament because there wasn't a New Testament yet!)



2.3 ONE WORD SUMMARY

Using **Worksheet WS 4.3**, provide students with a Bible and ask them to read the passages on the sheet alone or in pairs. Once they have finished reading, ask students to sum up the passage in one word (or a brief sentence or series of words).

OPTIONS: If this is too much reading, you can assign different verses to each pair. Additionally, you could put the verses on a PowerPoint slide and work through them together in one big group.

Below in bold are some suggested answers, although your students may come up with different ones.

- Genesis 1:1—**Creation**
- Genesis 1:27—**People**
- Romans 3:23—**Sin**
- Genesis 12:1–3—**Promise**
- Luke 2:11–12—**Jesus' birth**
- Mark 1:15—**Teaching and preaching**
- 1 Peter 3:18—**Jesus' death**
- 1 Corinthians 15:4—**Resurrection**
- Revelation 21:3–4—**New creation**
- John 3:16—**God's love**



Using the pictures, share a short summary of the Bible's message. You might want to use the one on **Teaching Resource TR 4.1**, or make up your own.



2.4 LINK STATEMENT

The Bible is more than just one book: it is 66 books, written by more than 40 authors over 1,500 years. Yet it tells the one story of a God who showed his love by sending Jesus as the saviour for those who trust that through his death on the cross he has taken the consequences for their sins.

PART 3: LAND 15 mins



3.1 ANSWER THE BIG QUESTION

Q: What is the big story of the Bible?

A: The Bible is the story of how God rescues humanity and the world through Jesus.

Have students complete this on their **Worksheet WS 4.1**.



3.2 MEMO TO ME

The 'Memo to Me' on **Worksheet WS 4.1** is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson. You could encourage them to spend a moment to think about whether knowing the story of the Bible makes them more or less likely to try to read it for themselves.



3.3 CLOSING PRAYER

This is a prayer you might like to use to close your lesson. Make sure your students know that they are free to sit silently while you pray if they would rather not participate.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

Dear God, Thank you that your Bible is the story of your love for humanity. Thank you that as we read it we can learn of the love you have shown people through Jesus' life, death and resurrection. Amen

OPTIONAL EXTRA ACTIVITIES

O.E.1 VIDEO: JESUS IN THE OLD TESTAMENT

Show the video '[6 prophecies fulfilled at Jesus' birth](#)', which explains the number of times details about Jesus' life are predicted in the Old Testament.

Ask:

? Do you think it's a coincidence that Jesus fulfilled all those promises? Why/Why not?

O.E.2 BIBLE VERSE SCRAMBLE

Print out the Bible verse scramble cards (OE 4.1). Have students arrange the pairs of words in the right order to make the verse Luke 24:27:

'Jesus explained to them what was said about himself in all the Scriptures. He began with Moses and all the Prophets.'

O.E.3 AROUND THE WORLD QUIZ

Start by having the two students in one of the front corners of the room stand up and pair off against each other.

Ask a question to the two students. Whoever shouts the answer first wins. You might want to use the questions in **Optional Extra worksheet OE 4.2**.

The losing student sits down in the winning student's empty seat. The winner then moves on to stand next to the next desk and the student at that desk becomes the next contestant, and so on.

The goal is to move as many seats as possible before losing and having to sit back down.

The game ends when one student makes it 'around the world' and gets all the way back to their seat, or when the time is up. In that case, the person who travelled the farthest wins.

TEACHING TIP

TT.3 ONE HAND, ONE VOICE

If you are finding that your class is getting unruly—calling out and speaking over each other—you can institute the 'One hand, One voice' rule for a particular activity.

One voice means that there is only one voice in the room at the one time: the teacher's voice, or the one hand that you have called on to share.

This technique allows you to describe the behaviour you want and set the expectations, rather than be reactive and describe the behaviour you don't want to see. You want to avoid saying phrases like 'Stop calling out'.

When you reinforce a rule (such as one voice at a time), remind your students that you want to make sure everyone has a 'fair go' in the class and that everyone is able to contribute and learn without distraction.



BIG QUESTION

Q: What is the big story of the Bible?

A: _____



NOTES



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

KEY VERSE

LUKE 24:27

Jesus explained to them what was said about himself in all the Scriptures. He began with Moses and all the Prophets.



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT



PRAYER

THE WHOLE BIBLE STORY



VERSE:

#



VERSE:

#



VERSE:

#



VERSE:

#



VERSE:

#



VERSE:

#



VERSE:

#



VERSE:

#



VERSE:











#








VERSE:

#

THE WHOLE BIBLE STORY

	God created the heavens and the earth at the very beginning.		Jesus never sinned. But he was arrested and sentenced to death on a cross.
GENESIS 1:1 CREATION		1 PETER 3:18 DEATH	
	God created humans in his own image.		Jesus didn't stay dead. He rose, and appeared to over 500 people.
GENESIS 1:27 PEOPLE		1 COR 15:4 RESURRECTION	
	All have sinned and fall short of the glory of God.		Christians who trust in Jesus have a hope of heaven to look forward to.
ROMANS 3:23 SIN		REVELATION 21:3-4 NEW CREATION	
	God promised to bless all people through the family of Abraham.		This verse summarises the Bible's message: 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life'.
GENESIS 12:1-3 PROMISE		JOHN 3:16 GOD'S LOVE	
	Jesus was born. He is the Saviour God promised from the family of Abraham.		
LUKE 2:11-12 BIRTH			
	Jesus taught people about God's Kingdom and showed them what it meant to follow him.		
MARK 1:15 TEACHING AND PREACHING			

THE WHOLE BIBLE STORY

			
GENESIS 1:1		1 PETER 3:18	
			
GENESIS 1:27		1 COR 15:4	
			
ROMANS 3:23		REVELATION 21:3-4	
			
GENESIS 12:1-3		JOHN 3:16	
			
LUKE 2:11-12			
			
MARK 1:15			

Jesus explained	to them	what was
said about	himself in	all the
Scriptures.	He began	with Moses
and all	the prophets.	Luke 24:27

Jesus explained	to them	what was
said about	himself in	all the
Scriptures.	He began	with Moses
and all	the prophets.	Luke 24:27

AROUND THE WORLD

QUIZ QUESTIONS

LESSON 1: THE BIBLE IS GOD'S WORD

- | | |
|----|---|
| 1. | How do Christians believe we can learn about God? |
| 2. | What is the Bible described as in this lesson? |
| 3. | Why do Christians believe the Bible is not just human words? |
| 4. | Why is it easier to know someone when they tell you about themselves? |
| 5. | Why do Christians trust the Bible to teach them about God? |

LESSON 2: WHAT IS IN THE BIBLE?

- | | |
|-----|---|
| 6. | What are the two main sections of the Bible? |
| 7. | Name one of the genres found in the Bible. |
| 8. | What does the Old Testament focus on? |
| 9. | What does the New Testament focus on? |
| 10. | How do the Old and New Testaments fit together? |

LESSON 3: HOW DO WE FIND SOMETHING IN THE BIBLE?

- | | |
|-----|---|
| 11. | What do the big numbers in the Bible represent? |
| 12. | What do the small numbers in the Bible represent? |
| 13. | What is the first book in the Bible? |
| 14. | What is the last book in the Bible? |
| 15. | If you can't find a book in the Bible, where should you look? |

LESSON 4: WHAT IS THE BIG STORY OF THE BIBLE?

- | | |
|-----|---|
| 16. | What is the overarching story of the Bible about? |
| 17. | How does the Old Testament point to Jesus? |
| 18. | What significant role does Jesus play in the New Testament? |
| 19. | How is the Bible different from other books? |
| 20. | Name one key event in the Bible's story. |

LESSON 5

HOW DO WE KNOW THE STORY OF THE BIBLE IS TRUE?

2 PETER 1:20–21



BIG QUESTION

Q: How do we know that what the Bible says is true?

A: The story of Jesus was written and verified by reliable eyewitnesses.



LESSON OVERVIEW

In this lesson, students will:

- **discover** why Christians believe the Bible is true
- **practise** reading and analysing Bible passages
- **read** and **engage with** passages from the Bible which discuss the reliability of the eyewitnesses to Jesus' life, death and resurrection.

This lesson covers **Curriculum Outcomes** EQ1, 2, 4; U1, 2; AC1, 3, 5; S1, 3; RG1.

PART 1: LAUNCH 5–10 mins



1.1 DO FIRST: BIBLE TRUE/FALSE

As students come in, hand out **Worksheet WS 5.2** and have them answer the true/false questions individually.

After some time, ask students to form groups of two or three and have them share and compare their answers.

When it is clear that most students have finished, go through the answers together in one big group.



1.2 LINK STATEMENT

Over the last few lessons, we have seen how the Bible was organised, and learned about the story of the Bible. This week, we will learn why Christians believe that what the Bible says is true.

PART 2: LEARN 25 MINS



2.1 QUICK CLASS SURVEY

Ask the students to agree/disagree regarding the following statements by signalled responses

(Thumbs up = agree; Thumbs down = disagree; Thumbs sideways = unsure):

Jesus lived on earth	Jesus rose from the dead
Jesus did miracles	Jesus died on the cross

Ask:

- ? What evidence would you need to prove the Bible story was true?
- ? Which evidence would you value the most?



2.2 LINK STATEMENT

Eyewitness accounts were the strongest form of evidence in the ancient world. We are going to explore how trustworthy or reliable the stories of Jesus are by looking at what some eyewitnesses had to say.



2.3 PETER, LUKE, PAUL

Using **Worksheet WS 5.3** and **WS 5.4**, provide students with a Bible and ask them to read the passage alone or in pairs.

Then have them answer the True/False statements based on the passages.

OPTIONS: If this is too much reading, you can assign different passages to each pair.

Additionally, you could put the verses on a PowerPoint slide and work through them together in one big group.



2.4 IS THE BIBLE TRUE?

Ask students to look at the **Key Verses** box on **Worksheet WS 5.1**. Using the Bible exploration icons, ask them to read and consider what these verses say about the Bible.



2.5 REVIEW THE QUICK CLASS SURVEY

You could ask the class survey questions again to see if the students' perceptions have changed. Or, you could ask them to rate out of 10 how much they have changed in their opinions since looking at these Bible passages (0 for no change, 10 for lots of change).



2.6 LINK STATEMENT

The Bible records lots of other eyewitness accounts about the life of Jesus. This helps us to have confidence that the Bible is a reliable historical document.

PART 3: LAND 15 mins

3.1 ANSWER THE BIG QUESTION

Q: How do we know that what the Bible says is true?

A: The story of Jesus was written and verified by reliable eyewitnesses.

Have the students complete this on their **Worksheet WS 5.1**.

3.2 MEMO TO ME

The 'Memo to Me' (**WS 5.1**) is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson.

You could encourage them to spend a moment to think about whether what they have learned today about the Bible makes them more likely to read it for themselves.

3.3 CLOSING PRAYER

This is a prayer you might like to use to close your lesson. Make sure your students know that they are free to sit silently while you pray if they would rather not participate.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

Dear God, Thank you that your Bible is the true story of your love for humanity. Thank you that as we read it we can learn of the love you have shown people through Jesus' life, death and resurrection. Amen

OPTIONAL EXTRA ACTIVITIES

O.E.1 HOW WELL DO YOU KNOW AUSTRALIA? (TRUE/FALSE)

This game is a fun way to introduce the theme of 'What is true?'

Using **Optional Extra worksheet OE 5.1**, have students stand up to play True/False (Hands on heads for true and hand on hips for false).

As students get the questions wrong, direct them to sit down until the last person is standing.

O.E.2 MANUSCRIPT EVIDENCE FOR THE BIBLE

Display **Optional Extra sheet OE 5.2**. Explain this diagram to the students using the text below.

EXPLAIN

This diagram is a visual representation comparing different ancient historical documents. Each circle in yellow represents different historical documents. Historians take the number of copies of documents into consideration when looking for historical reliability.

The size of the circle represents the number of copies we have of those documents—the bigger the circle, the greater the number of documents. The higher the number of copies in existence, the greater the confidence we can have in their reliability, and the easier it is to look for any copying errors by comparing the copies.

So the more copies that exist, the better.

The other measurement historians take into consideration is the time gap between the historical event itself and when the document about that event was written down. The smaller the time gap, the more reliable the document.

So, the closer the yellow circle is to the centre of the diagram, the better.

Ask:

- ? Which two documents have the biggest time gap? (Sophocles and Aristotle.)
- ? Other than the New Testament, which document has the largest collection of copies? (Homer, 643.)
- ? How many copies do we have of the New Testament? (24,000.)
- ? What is the time gap for the New Testament? (40–70 years.)
- ? Which documents have the next smallest time gap after the New Testament? (Homer/Iliad, 500 years.)

Conclude by explaining that the Bible is a historically reliable document.

O.E.3 EVIDENCE FOR THE RESURRECTION

Have students watch [Think Faith Foundations Stage 4A Unit 1 Lesson 5 Video](#), 'Is the story of the Bible true?'. Ask students which of the reasons given in the video are most convincing to them.



BIG QUESTION

Q: How do we know that the Bible is true?

A: _____



NOTES



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

KEY VERSES

2 PETER 1:20–21

Above all, here is what you must understand. No prophecy in Scripture ever came from a prophet's own understanding of things.²¹ Prophecy never came simply because a prophet wanted it to. Instead, the Holy Spirit guided the prophets as they spoke. So, although prophets are human, prophecy comes from God.



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT



PRAYER

BIBLE BOOKS

TRUE OR FALSE?

Think back over what you have learned and tick whether you think these statements are true or false.

	TRUE	FALSE
The Bible is a good place to learn about God.		
Scripture is another word for the Bible.		
Although most Christians own a Bible, once they have read it through once they don't read it again.		
There are 86 books in the Bible.		
There are two main sections to the Bible: the Old Testament and the New Testament.		
Books of the Bible are divided up into chapters, sections and verses that are all numbered.		
The last book in the Bible is Revelation.		
The first book in the Bible is Exodus.		
The book in the middle of the Bible is Psalms.		
There are five Gospels: Matthew, Mark, Luke, John and Paul.		
There are books with different genres in the Bible.		
The Bible says that God breathed life into the words in the Bible.		
In the book of Acts, Philip tells a man in a chariot about Jesus.		
The books of the Law are in the Old Testament.		
The letters to the churches are in the Old Testament.		
In the Old Testament God promised that Jesus would come.		

TRUE OR FALSE?

Read 2 Peter 1:16–18, then choose an answer for each statement.

TRUE

FALSE

UNSURE

Peter says Jesus is a myth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peter is alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peter was with Jesus on a high mountain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peter says he made up the story of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peter heard God say, 'This is my Son, and I love him'.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peter watched all this happen with someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peter wants people to trust what he says about Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read Luke 1:1–4, then choose an answer for each statement.

TRUE

FALSE

UNSURE

Luke says no-one cares about the story of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luke says many people have attempted to record the life of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luke says the life of Jesus was kept secret.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luke says he heard stories from Jesus' eyewitnesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luke admits to writing fiction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luke describes carefully investigating the stories of Jesus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luke is writing so that his friend, Theophilus, will know Jesus is real.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read 1 Corinthians 15:3–8, then choose an answer for each statement.

TRUE

FALSE

UNSURE

Paul says what he learned was made up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul says Jesus didn't actually die.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul says no-one saw Jesus after he was crucified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul says over 500 people saw Jesus after he was crucified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paul says Jesus appeared to him after he was crucified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It is reasonable to believe that people do not come back to life after they die.

What evidence would you need to believe that Jesus rose from the dead?

What evidence does Paul provide that Jesus rose from the dead?

Why do you think Christians believe that it is vital that Jesus rose from the dead?

HOW WELL DO YOU KNOW AUSTRALIA

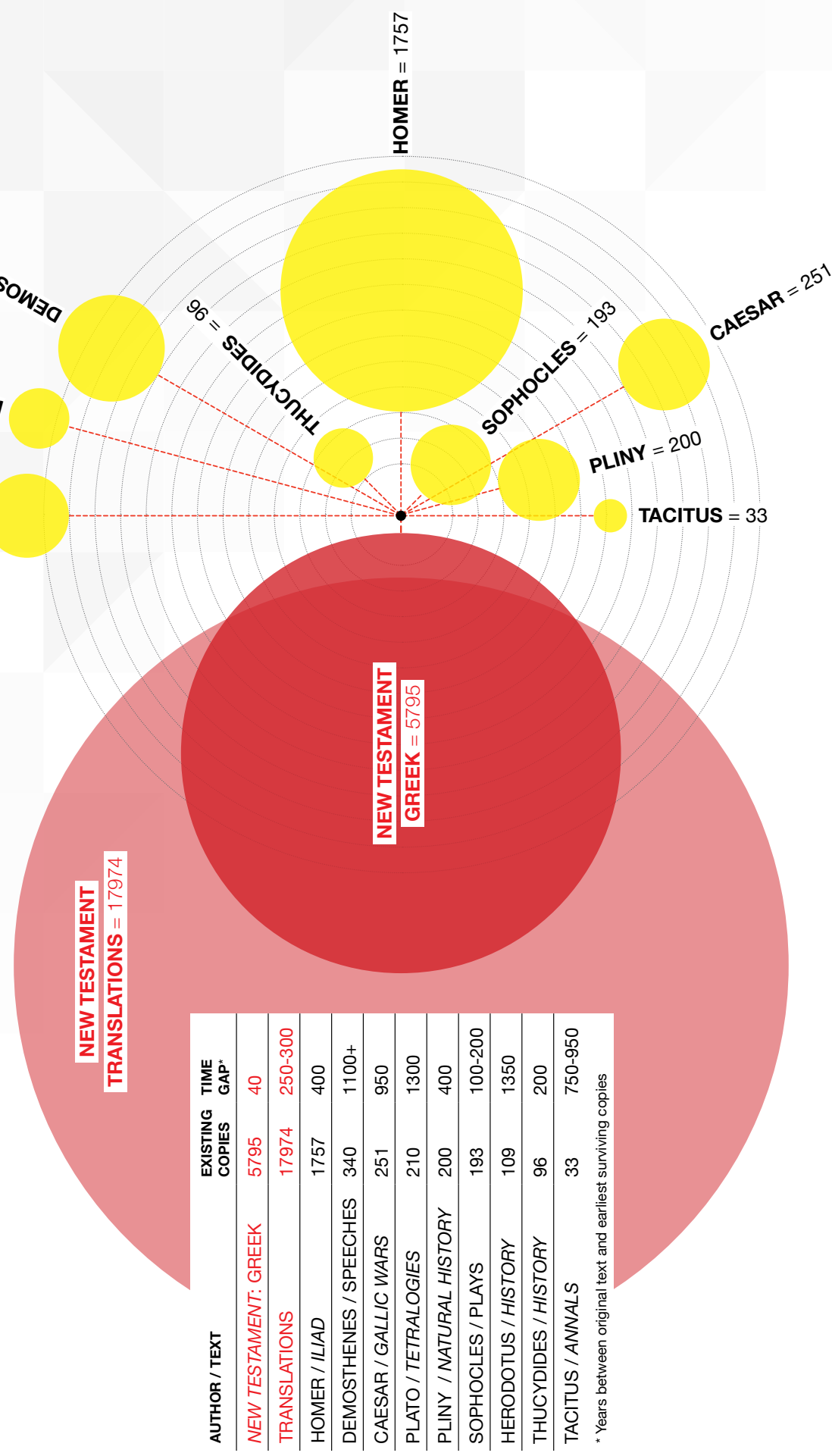
TRUE OR FALSE?

	TRUE	FALSE
Australia is the smallest continent in the world.	✓	
Sydney is the capital city of Australia. False (Canberra is the capital.)		✓
The Great Barrier Reef is located off the coast of Queensland, Australia.	✓	
Australia is home to the world's largest sand island, Fraser Island.	✓	
The official language of Australia is English.	✓	
Australia has the highest population of wild camels in the world.	✓	
Australia is the only country that is also a continent.	✓	
The koala bear is a native species of Australia. Answer: False (Koalas are marsupials, not bears.)		✓
Australia has more sheep than people.	✓	
The Aboriginal Australians are the original inhabitants of the continent.	✓	
The capital city of Tasmania is Hobart.	✓	
Australia is completely surrounded by the Indian Ocean. Answer: False (Australia is surrounded by the Indian, Pacific and Southern Oceans.)		✓
Australia is the flattest continent in the world.	✓	
Ayers Rock, also known as Uluru, is located in Western Australia. Answer: False (Uluru is located in the Northern Territory.)		✓
Australia has six states and two territories.	✓	

THE TRANSMISSIONAL RELIABILITY OF THE NEW TESTAMENT

COMPARED TO OTHER ANCIENT TEXTS

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Statistics taken from *The Bibliographical Test Updated*, Christian Research Journal, volume 35, number 03 (2012)
www.equip.org/article/the-bibliographical-test-updated/



LESSON 6

HOW IS THE BIBLE DIFFERENT FROM OTHER BOOKS?

1 TIMOTHY 1:12–13



BIG QUESTION

Q: How is the Bible different from other books?

A: God's word has the power to change people completely.



LESSON OVERVIEW

In this lesson, students will:

- **reflect** on the concept of change in life and in the Bible
- **discover** what the Bible says about itself in 2 Timothy 3:16
- **practise** reading and analysing Bible passages and stories
- **read** and **engage with** the story of King Josiah and how the Bible changed him.

This lesson covers **Curriculum Outcomes** EQ2, 4; U1, 2; AC1, 4, 5, 6; S1, 3; RG1, 2, 3, 4, 5.

PART 1: LAUNCH 5–10 mins



1.1 DO FIRST: CHANGE AGENTS OR THINGS PEOPLE BELIEVE

As students come in, hand out either **Worksheet WS 6.2** or **WS 6.3** (your choice).

Direct them to write answers which show how the things or beliefs change or are different.

After some time, students can discuss their answers in small groups of two or three.

When it is clear that most students have finished, go through the answers together in one big group.



1.2 LINK STATEMENT

Every day we see and learn new things and are changed as a result. Sometimes we change what we believe and why, and as a result we do things differently. For many people, reading the Bible changes their beliefs about who they are and what God has done for them, and ultimately, as they trust in God, their lives are changed.

PART 2: LEARN 25 MINS



2.1 GOD'S POWERFUL WORD

Ask students to explore 2 Timothy 3:16 by working through the activities relating to this verse on **Worksheet WS 6.4**.

Lead a class conversation about the students' investigations recorded on their worksheets by asking students to share what they wrote.

Ask:

- ? If God has breathed life into Scripture, what does this suggest about the Bible?
- ? What impact does the Bible have on those who read it and listen to what it has to say?



2.2 LINK STATEMENT

Christians believe the Bible is the word of God. When people read it, God teaches them about himself, what he has done for them, how they have gone against him, and why they need his forgiveness.



2.3 HOW THE BIBLE CHANGES PEOPLE

Watch [Think Faith Foundations Stage 4A Unit 1 Lesson 6 Video](#) with the students. This video introduces three Bible characters we will be looking at in this lesson and coming lessons: King Josiah, Saul (Paul) and Zacchaeus (next lesson).

Ask the students to consider why these people changed as a result of God's word.



2.4 HOW THE BIBLE CHANGED A KING

Explain that King Josiah ruled Israel during a time when God's people had stopped living his way. King after king had stopped leading God's people to follow his commands, so much so that many of God's people did not even know what God's commands were anymore.

Read the following passages to the class:

- **2 Kings 22:1–20** This section tells about Josiah becoming king, the discovery of the Book of the Law in the temple, and his reaction to hearing it read.
- **2 Kings 23:1–25** This part describes Josiah's reforms, including how he gathered the people, renewed the covenant, destroyed idols and restored proper worship.

If it would be helpful, you could 'storytell' this passage, using the list on **Teaching Resource TR 6.1**.

Ask students to complete the Josiah section on **Worksheet WS 6.4** by writing or drawing how God's word brought about changes in Josiah.



2.5 HOW THE BIBLE CHANGED A PERSECUTOR

Direct students to the **Key verses** box on **Worksheet WS 6.1** and ask them to complete this section.

Explain that Paul used to persecute the early church. (You might need to unpack that 'persecute' for Paul meant that he travelled around arresting Christians and putting them in prison.)

PART 3: LAND 15 mins

3.1 ANSWER THE BIG QUESTION

Q: How is the Bible different from other books?

A: God's word has the power to change people completely.

3.2 MEMO TO ME

The 'Memo to Me' (WS 6.1) is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson.

You could encourage them to spend a moment to think about whether knowing that the Bible has the power to change people makes them more or less likely to try to read it for themselves.

3.3 CLOSING PRAYER

This is a prayer you might like to use to close your lesson. Make sure your students know that they are free to sit silently while you pray if they would rather not participate.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

Dear God, Thank you that your Bible is the true story of your love for humanity. Thank you that as we read it we can learn of the love you have shown people through Jesus' life, death and resurrection. Thank you that this love changes people. Amen

OPTIONAL EXTRA ACTIVITIES

O.E.1 CHANGE OVER TIME

Cory was photographed every day for 30 years. You can find the timespan summary clip of these photos, '30 years: A photo of Cory every day' here: <https://video.link/w/655A3dzVfRc>. (Note, if you want to watch it, perhaps watch sections and skip ahead because it runs for over 8 minutes!)

Ask students to reflect on what they've learned about change over time.

Another option is to give students a sheet of paper and fold it into 4 rectangles. In each rectangle, they write a point in time: 5 years ago, 10 years ago, 5 years from now, 10 years from now.

Ask students to write some things about what they were like 5 and 10 years ago. Then, have them describe what they think they might be like in 5 and 10 years' time.

O.E.2 HOW THE BIBLE CHANGES PEOPLE

Have students watch 'How reading the Bible changed my life', <https://vimeo.com/74753363>.

Students can 'think-pair-share' what they've learned from this video.

You might also like to share with students how reading the Bible has changed your life.

TEACHING TIP

TT.4 THE POWER OF GROUP WORK

There are a number of benefits to including group work in your lessons.

1. It reduces the amount of time students are focused on the teacher (what is also known as ‘teacher-talk time’).
 - > Instead, students are discussing among themselves and working at their own pace.
2. It reduces classroom management needs. When you are asking students to focus on you (or listen to one contribution from a classmate), the expectation is that all students are quiet, focused and listening. Students with neurodiversity find this particularly difficult.
 - > Instead, students are able to learn at ‘table-talk’ volume while students in other groups are also having the opportunity to learn, talk and share.
3. It increases the small group teaching opportunities for the teachers. When you teach from the front, you can’t easily address individual students’ needs and answer their unique questions.
 - > Instead, students are given the chance to ask questions to the teacher as they ‘check in’ on each group. Students are more willing to ask questions when they are not having to do so in front of their class.



BIG QUESTION

Q: How is the Bible different from other books?

A: _____



NOTES



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

KEY VERSES

1 TIMOTHY 1:12-13

I am thankful to Christ Jesus our Lord. He has given me strength. I thank him that he considered me faithful. I thank him for appointing me to serve him.¹³ I used to speak evil things against Jesus. I tried to hurt his followers. I really pushed them around. But God showed me mercy anyway. I did those things without knowing any better. I wasn't a believer.



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT



PRAYER

THE THINGS PEOPLE BELIEVE

Tick who would be most likely to believe each of these things.



	Primary School Child	Old person
There is a monster in my cupboard.		
A cup of tea makes everything better.		
Music is my life.		
I have an imaginary friend.		
Bob the Builder is my hero.		
Wet weather is boring.		
Friends never let you down.		
Lawn bowls is exciting.		
My parent(s) are always right.		
I will be rich.		
I know more than my parents.		
Life is meant to be happy.		
I need the latest phone.		
School is important.		
Young people don't have any respect.		
Sport is fun.		

CHANGE AGENTS

Using the word bank below, link the change agents to the things they change.

Very low temperature

Hibernation in a chrysalis

Oxygen, water and
time

The Earth's rotation

Chlorophyll breaking down

Warmth above zero
degrees

Heat (usually in a toaster)

Enzymes and acid

Very high temperatures
(usually in a kiln)

	CHANGE IS CAUSED BY ...
Day to night	
Caterpillar to butterfly	
Leaves changing colour	
Bread to toast	
Ice cream melting	
Iron rusting	
Milk to cheese	
Water to ice	
Clay to pottery	

THINK DEEPER

What does this suggest about the Bible?

EVERYTHING IN THE
SCRIPTURES IS GOD'S
WORD. ALL OF IT IS
USEFUL FOR TEACHING
AND HELPING PEOPLE
AND FOR CORRECTING
THEM AND SHOWING
THEM HOW TO LIVE.

2 TIMOTHY 3:16

WHAT CAN THE BIBLE DO FOR PEOPLE?

Find the **three** useful things, highlight them and explain what that would mean for someone reading this verse.

If the Bible is useful for

then ...

If the Bible is useful for

then ...

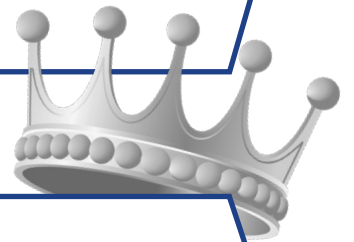
If the Bible is useful for

then ...

KING JOSIAH

Find three ways God's word brought about changes in King Josiah.

--	--	--



Storytelling the Josiah Story

Here's a list of key plot beats to hit for a paraphrased retelling of King Josiah (2 Kings 22–23):

1. **Josiah becomes king at a young age** (2 Kings 22:1) Josiah is crowned king of Judah at just eight years old, following the evil reigns of his father and grandfather.
2. **Josiah seeks God early in his reign** (2 Chronicles 34:3) As a young man, Josiah begins to seek the God of his ancestor David, despite his family's sinful legacy.
3. **Discovery of the Book of the Law** (2 Kings 22:8–10) While repairing the temple, the high priest Hilkiah finds the Book of the Law (likely Deuteronomy), which had been forgotten or neglected.
4. **Josiah's reaction to hearing the Law** (2 Kings 22:11) When the Book of the Law is read to Josiah, he tears his clothes in sorrow, realising how far Judah has strayed from God's commands.
5. **Renewing the covenant with the people** (2 Kings 23:1–3) Josiah gathers all the people and publicly reads the Law. He renews the covenant, committing to follow God's commands and leading the nation to do the same.
6. **Cleansing Judah of idolatry** (2 Kings 23:4–20) Josiah launches a major reform, destroying pagan altars, idols and places of false worship throughout Judah and even in parts of the former northern kingdom of Israel.
7. **Restoring proper worship** (2 Kings 23:21–23) Josiah reinstates the celebration of Passover, which had been neglected for many years. His reforms restore true worship of God.
8. **Legacy of Josiah's faithfulness** (2 Kings 23:25) Josiah is remembered as one of Judah's most faithful kings, devoted to God with all his heart, soul and strength.

LESSON 7

HOW DOES THE BIBLE CHANGE PEOPLE?

2 TIMOTHY 3:16–17



BIG QUESTION

Q: How does the Bible change people?

A: Christians believe that God's Spirit works alongside God's word to help them change to be more like him.



LESSON OVERVIEW

In this lesson, students will:

- **discover** the impact the Bible has on those who read, believe and trust what it says
- **practise** reading and analysing Bible passages
- **reflect** on the relationship between someone's heart, desires, and the decisions they make
- **read and engage with** stories of people whose lives were changed by the good news of Jesus (Zacchaeus and Lydia).

This lesson covers **Curriculum Outcomes** EQ1, 2, 4; U1, 2; AC1, 4, 5; S3; RG1, 2, 3, 4, 5.

PART 1: LAUNCH ⌚ 5–10 mins



1.1 DO FIRST: 2 TIMOTHY 3:16 WORD FIND

As students come in, hand out **Worksheet WS 7.1**. Give them time to find the words.

After some time, read 2 Timothy 3:16. Ask students what they remember from last lesson about how the Bible is different to other books.

Remind students of the story of Josiah from last lesson. How did God's word change him and change the whole kingdom of Israel?



(OPTIONAL) EARLY FINISHERS: MATCH THE QUOTE

Hand out **Worksheet WS 7.2** to early finishers. You may want to use this exercise to introduce the theme of how what we want and desire charts the path for our life.

PART 2: LEARN 25 MINS

1.3 LINK STATEMENT

(Using one of the quotes on **Worksheet WS 7.2** explain the connection between what this famous person wants and how it impacts their choices in life.) Where our heart is, our actions will follow. We can see this in our daily lives. We can see it in how God's Spirit works through his word to change people's hearts so that they trust in what Jesus has done for them. And God's Spirit continues to work in them to change their actions.



2.1 ZACCHAEUS' CHANGED LIFE

Read through Luke 19:1–10, asking students to write or draw the key events in the story on **Worksheet WS 7.3**.

If you think it will help your students understand the story, you could replay [Think Faith Foundations Stage 4A Unit 1 Lesson 6 Video](#) from last lesson which included the story of Zacchaeus. You might also want to use the 'storytelling' summary on **Teaching Resource TR 7.1**.

Lead a class conversation covering these reflection questions below.

Ask:

- ? Why did Zacchaeus want to see Jesus?
- ? Why do you think Zacchaeus welcomed Jesus gladly?
- ? Why did meeting Jesus make Zacchaeus decide to pay back the money to anyone he had cheated?
- ? How does this story show that Jesus came to look for the lost and save them?

2.2 LINK STATEMENT

Zacchaeus recognised his heart wanted money more than anything else. But the result of this was that he was alone and excluded. When he met Jesus he realised he needed Jesus in his life, so he welcomed him in. His heart was changed because of Jesus, and this led to his actions changing as well.



2.3 LYDIA'S CHANGED LIFE

Read through Acts 16:11–15, asking students to write or draw the key events in the story on **Worksheet WS 7.4**. You might also want to use the 'storytelling' summary on **Teaching Resource TR 7.2**.

Explain: all through the Bible and all through history, story after story shows how people change radically when they learn of God's love for them which was shown in Jesus.



2.4 THE POWER OF THE BIBLE

Ask students to read **2 Timothy 3:16–17** on **Worksheet WS 7.5** and reflect on how and why Christians believe that the Bible changes people. Take the time to answer any questions your students might have.



2.2 LINK STATEMENT

Christians believe that when people read the Bible and learn about God, they start to see how their hearts, desires and choices are different from God's perfect goodness. This difference creates a big gap between them and God. The Bible says that the only way to close this gap is to remove our sin. But we can't do this on our own. Christians believe that trusting in Jesus' death and resurrection is the way to remove our sin and be close to God.

When people trust in Jesus, their lives start to change. They become thankful to God, and with the help of the Holy Spirit, they slowly start to live differently. This is because trusting Jesus in their hearts helps their actions to change too.

PART 3: LAND 15 MINS



3.1 ANSWER THE BIG QUESTION

Q: How does the Bible change people?

A: Christians believe that God's Spirit works alongside God's word to help them change to be more like him.

Have students complete this on their **Worksheet WS 7.3**.



3.2 MEMO TO ME

The 'Memo to Me' on **Worksheet WS 7.5** is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson.

You could encourage them to spend a moment to think about whether knowing that the Bible has the power to change people makes them more or less likely to try to read it for themselves.



3.3 CLOSING PRAYER

This is a prayer you might like to use to close your lesson. Make sure your students know that they are free to sit silently while you pray if they would rather not participate.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

Dear God, Thank you that your Bible is the true story of your love for humanity. Thank you that as we read it we can learn of the love you have shown people through Jesus' life, death and resurrection. Thank you that this love changes people. Amen

OPTIONAL EXTRA ACTIVITIES

O.E.1 JOHN NEWTON'S CHANGED LIFE

Have students watch [‘True story of John Newton’](#),

Ask:

- ? How is John Newton's story similar to that of Zacchaeus?
- ? What prompted John Newton's change in life?

TEACHING TIP

TT.5 ONE HAND, ONE VOICE, NO COMPROMISE!

The easiest way for a teacher to lose control of the classroom is for students to begin calling out.

In **Teaching Tip TT.3**, we learned about the ‘One hand, One voice’ rule: that is, in ‘teacher talk time’ students are expected to be silent and listen to the teacher’s ‘One voice’. The teacher can select someone else to speak, but only if they have raised a hand.

But sometimes, students call out with the right answer—what should a teacher do then?

The temptation is to accept the answer, even though it was called out, and move on with the class. On the surface, this seems like the quickest way forward, but in the long run, it's not.

When this happens, it creates the problem that students can't understand why sometimes they get in trouble for calling out, and other times they don't. They don't understand that the teacher broke the rule because the answer given was correct. They only see a teacher who is inconsistent. Teacher inconsistency undermines classroom control.

The teacher has two options if a student calls out a right answer:

- **Option 1: if it is an open question (with many right answers)** The teacher can say ‘I will come back to hear from you when your hand is up’, and continue to take answers from students with their hands up, before returning to the student when they have adjusted their behaviour.
- **Option 2: if it is a closed question (with only one right answer)** The teacher can say ‘Thank you, please try it again with your hand up’. The teacher then takes the right answer from that student again, almost play-acting as if they hadn't called out.

These two options might seem like they are delaying your class, but in the long run, they will ensure that your class doesn't go off the rails as more and more students call out.

2 TIMOTHY 3:16

WORD FIND

Q Q J D T P M S B C Y R Q G W M F P Y S
X P I Q R F T C H F R A M P U I E O V T
H D I R A Q P R L L R Z T S M S H Q T U
B F U M I C N I R H T A G H A T K P F W
C A R I N E L P I R Q J R X T A A P W J
X O H T I F I T L I U O D T B K F V B I
B W R G N C V U M G L Q R W B E D T U V
R Y W R G L E R M H A Z D S V S V C C I
L R J N E L S E T T O Y G B O Y Z E D G
G C M P E C N E R C U V Y V D S L H W S
J N Y O F Z T H U K S P O H D O T C H L
Y E D Q F D L I E X E H P G D X P L O K
B T W F R H G K N N F V I Z J Z C I L P
U M F M A K I N G G U E I F D B N F E N
P O Q J O Y T I B Z L C R U V Z T E A K
G O D Q O K N G A J N L S P O I Z M G M
B R E A T H E D U F G O O V W E A B A F
U C M Q Y H R U T E A C H I N G E C I N
U U O C E Q H M Q W I F N J M U Y W N Q
B Q M X G O P Q M B N Z W R B E C T V R

BREATHED

LIFE

GOD

TEACHING

USEFUL

CORRECTING

MISTAKES

SCRIPTURE

TRUE

MAKING

LIVES

WHOLE AGAIN

TRAINING

RIGHT

2 TIMOTHY 3:16

WORD FIND



BREATHED

LIFE

GOD

TEACHING

USEFUL

CORRECTING

MISTAKES

SCRIPTURE

TRUE

MAKING

LIVES

WHOLE AGAIN

TRAINING

RIGHT

WS 7.1 ANSWER



MATCH THE CORRECT QUOTE WITH EACH OF THE FAMOUS PEOPLE

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.



Martin Luther King
(Leader of the African-American civil rights movement)

With great power comes great responsibility.



Nelson Mandela
(Former president of South Africa)

Freedom is not worth having if it does not include the freedom to make mistakes.



Malala Yousafzai
(Pakistani activist for girls' education)

I'LL BE BACK.



Mahatma Ghandi
(Leader of the Indian Independence Movement)

I have a dream ...



Maya Angelou
(Poet)

WE MUST TELL GIRLS THEIR VOICES ARE IMPORTANT.



Albert Einstein
(Scientist)

Everything should be made as simple as possible but not simpler.



Barack Obama (Former president of the United States)

'YES WE CAN!'



Spider-Man (Marvel comic character)

Someone has to save our skins.



Terminator
(Movie character)

The greatest glory in living lies not in never falling, but in rising every time we fall.



Dumbledore
(Harry Potter character)

OF COURSE IT IS HAPPENING INSIDE YOUR HEAD, BUT WHY ON EARTH SHOULD THAT MEAN THAT IT IS NOT REAL?



Princess Leia
(Star Wars character)



MATCH THE CORRECT QUOTE WITH EACH OF THE FAMOUS PEOPLE

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

With great power comes great responsibility.

Freedom is not worth having if it does not include the freedom to make mistakes.

I'LL BE BACK.

I have a dream ...

WE MUST TELL GIRLS THEIR VOICES ARE IMPORTANT.

Everything should be made as simple as possible but not simpler.

'YES WE CAN!'

Someone has to save our skins.

The greatest glory in living lies not in never falling, but in rising every time we fall.

OF COURSE IT IS HAPPENING INSIDE YOUR HEAD, BUT WHY ON EARTH SHOULD THAT MEAN THAT IT IS NOT REAL?

Martin Luther King
(Leader of the African-American civil rights movement)

Nelson Mandela
(Former president of South Africa)

Malala Yousafzai
(Pakistani activist for girls' education)

Mahatma Ghandi
(Leader of the Indian Independence Movement)

Maya Angelou
(Poet)

Albert Einstein
(Scientist)

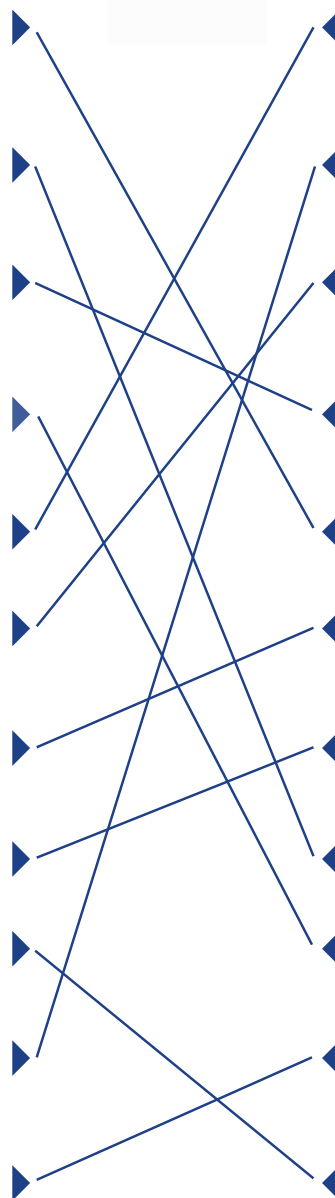
Barack Obama (Former president of the United States)

Spider-Man (Marvel comic character)

Terminator
(Movie character)

Dumbledore
(Harry Potter character)

Princess Leia
(Star Wars character)



Luke 19:1–10:

ZACCHAEUS'

CHANGED LIFE

Write or draw what happened in the story
in the boxes below

Before Zacchaeus met Jesus ...

When Jesus came to town, Zacchaeus ...

Jesus said to Zacchaeus ...

Zacchaeus changed by ...

Acts 16:11–15:

LYDIA'S

CHANGED LIFE

Write or draw what happened in the story
in the boxes below

Before Lydia learned about Jesus ...

When Paul came to town, Lydia ...

God changed Lydia by ...

As a result, Lydia ...



BIG QUESTION

Q: How does the Bible change people?

A: _____



NOTES



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

KEY VERSE

2 TIMOTHY 3:16-17

God has breathed life into all Scripture. It is useful for teaching us what is true. It is useful for correcting our mistakes. It is useful for making our lives whole again. It is useful for training us to do what is right.¹⁷ By using Scripture, the servant of God can be completely prepared to do every good thing.



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT



PRAYER

Storytelling the Zacchaeus Story

Here's a list of key plot beats to hit for a paraphrased retelling of Luke 19:1–10, the story of Zacchaeus:

- 1. Introduction of Zacchaeus (Luke 19:1–2)** Jesus is passing through Jericho, where Zacchaeus, a chief tax collector and wealthy man, lives. Tax collectors were seen as corrupt because they often overcharged people and kept the extra money for themselves.
- 2. Zacchaeus wants to see Jesus (Luke 19:3)** Zacchaeus, being short in stature, cannot see over the crowd, but he is eager to see Jesus. This shows his curiosity and interest in Jesus.
- 3. Zacchaeus climbs a tree (Luke 19:4)** Determined to see Jesus, Zacchaeus climbs a sycamore tree to get a better view as Jesus passes by. This shows his willingness to take bold action to encounter Jesus.
- 4. Jesus calls Zacchaeus by name (Luke 19:5)** When Jesus reaches the spot, he looks up and calls Zacchaeus by name, telling him to come down quickly because he wants to stay at his house. Jesus seeks Zacchaeus out personally, surprising the crowd.
- 5. Zacchaeus welcomes Jesus gladly (Luke 19:6)** Zacchaeus joyfully comes down from the tree and welcomes Jesus into his home. His excitement shows his openness to what Jesus has to offer.
- 6. The crowd grumbles (Luke 19:7)** The people are shocked and upset, complaining that Jesus is going to be the guest of a 'sinner' like Zacchaeus. This reflects the judgemental attitude of many towards tax collectors.
- 7. Zacchaeus' repentance (Luke 19:8)** Zacchaeus stands up and promises to give half of his wealth to the poor and to repay anyone he has cheated four times the amount. This is a dramatic sign of repentance and transformation, as Zacchaeus acknowledges his wrongdoing and seeks to make it right.
- 8. Jesus' declaration of salvation (Luke 19:9–10)** Jesus declares that salvation has come to Zacchaeus' house, stating that Zacchaeus is also a 'son of Abraham' (meaning part of God's people) and that Jesus came to seek and save the lost. This highlights that even those who seem far from God can be brought back into relationship with him by trusting Jesus.



Storytelling of Lydia's conversion

Here's a list of key plot beats to hit for a paraphrased retelling of Acts 16:11–15, the story of Lydia's conversion:

1. Paul and his companions arrive in Philippi (Acts 16:11–12)

Paul, Silas and Timothy travel from Troas to Philippi, a Roman colony in Macedonia. They are there to spread the gospel, following a vision Paul received instructing him to come to Macedonia.

2. Seeking a place of prayer (Acts 16:13)

On the Sabbath, Paul and his companions go outside the city gate to the river, where they expect to find a place of prayer.

3. Meeting Lydia (Acts 16:14)

By the river, they meet a group of women, including Lydia, a merchant who sells purple cloth, a luxury item. Lydia is described as a 'worshipper of God', meaning she is a Gentile who believes in the Jewish God but does not yet know about Jesus.

4. Lydia listens to Paul's message (Acts 16:14)

Paul shares the gospel, and the Lord opens Lydia's heart to receive the message. This shows that God is actively at work, enabling her to believe in Jesus.

5. Lydia and her household are baptised (Acts 16:15)

After believing in the message of Jesus, Lydia and her entire household are baptised. This symbolises her conversion and public commitment to following Christ.

6. Lydia invites Paul and his companions to stay (Acts 16:15)

As a sign of her newfound faith and generosity, Lydia urges Paul and his companions to stay at her home, showing hospitality and support for their mission.

These plot points capture the essentials of Lydia's story—her open heart, her conversion to Christianity and her hospitality, all of which reflect how God's word is powerful to change people.

LESSON 8 (LANDING LESSON)

WHAT HAVE YOU LEARNED?

VARIOUS



BIG QUESTION

Q: What have you learned about the Bible?

A: Students will have different answers depending on which lessons have impacted them most in this unit.



LESSON OVERVIEW

In this lesson, students will:

- **reflect** on what they have learned from the Bible over this unit.

PART 1: LAUNCH 5–10 mins



1.1 DO FIRST: BIBLE STATISTICS

As students come in, hand out **Worksheet WS 8.1**. Give them time to choose the answer they think is most likely to be correct from the multiple choices supplied.

If there is time, ask them to answer Question 1 on **Worksheet WS 8.1**.

After some time, go through the correct answers with the class (see **Teaching Resource TR 8.1**).



1.2 LINK STATEMENT

The Bible is the most popular, most translated book in the world. In the lesson today, we are going to recap and review what we have learned about this book.

PART 2: LEARN 25 MINS



2.1 KEY THEME REVIEW: THE BIBLE IS ALL ABOUT JESUS

Using the images from Lesson 5 (also available on **Worksheet WS 8.3** and **Worksheet WS 8.4**), help students review the story of the Bible.



2.2 LINK STATEMENT

While ‘What is the Bible all about?’ may be a good question, a more accurate question is ‘Who is the Bible all about?’. Christians believe the Bible is all about Jesus—how God sent him into the world to be the Saviour King who died and rose again so that those who trust in him can be brought back into relationship with God.



2.3 KEY BIBLE PASSAGE REVIEW: THE BIBLE IS TRUE

In this activity, students will have a chance to review and revise the key Bible passages you have looked at over the course of this unit (also on **Worksheet WS 8.1**).

Have students choose one passage to read closely, using the guide on **Worksheet WS 8.1**: Luke 1:1–4; 2 Peter 1:16–18; 1 Corinthians 15:3–6.

Ask:

- ? How do the passages written by Luke, Peter and Paul give Christians confidence that the Bible is true?
- ? What difference would it make if there were no eyewitnesses to Jesus’ life, death, miracles and resurrection?



2.4 LINK STATEMENT

Christians believe that the Bible is true. More than that, as we have seen in this unit, Christians believe the Bible is different from other books because it changes people.



2.5 KEY BIBLE CHARACTER REVIEW: THE BIBLE CHANGES PEOPLE

Remind students of Zacchaeus, Lydia and King Josiah.

Ask:

- ? What do these three Bible characters have in common?
- ? How do these characters show you that the Bible is different to every other book?



2.6 LINK STATEMENT

We spend time in these lessons looking at the Bible because Christians believe it is unlike any other book. They believe it is God’s word, a message to us from him that ultimately shows his love for humanity in sending Jesus.

Each unit in Think Faith is Bible-centred because, apart from being a reliable source, the Bible is the word of God, and we see throughout history, and the lives of people like King Josiah, Lydia and Zacchaeus, that it is no ordinary book, but has the power to change people.

PART 3: LAND 15 MINS



3.1 ANSWER THE BIG QUESTION

Q: What have you learned about the Bible?

A: Students will have different answers depending on which lessons have impacted them most in this unit.



3.2 MEMO TO ME

The 'Memo to Me' on **Worksheet WS 8.2** is a chance for students to reflect on the lesson and write a reminder to themselves of what they want to take away from the lesson.

You could encourage them to spend a moment thinking about whether their understanding of the Bible and Christianity has changed over the course of this unit.



3.3 CLOSING PRAYER

This is a prayer you might like to use to close your lesson. Make sure your students know that they are free to sit silently while you pray if they would rather not participate.

You can remind your students:

- what prayer is (talking to God)
- what 'amen' means (I agree).

Dear God, Thank you that your Bible is the true story of your love for humanity. Thank you that as we read it we can learn of the love you have shown people through Jesus' life, death and resurrection. Thank you that we can keep learning about your love each lesson. Amen

OPTIONAL EXTRA ACTIVITIES

O.E.1 REVISION GAME: MODEL PICTURE TAG

Divide students into groups of three to five.

Ask students to create the Bible summary pictures (**Worksheet WS 8.3**) using modelling clay.

Students can vote to determine which models are the best.

O.E.2 REVISION GAME: BIBLE VERSE RACE

Hand out Bibles to students (one each or in pairs) and work through the following:

- Tell students the passage you want them to look up (refer to **Worksheet WS 8.4**).
- Have students race to find the passage and put up their hand when they have done so.
- After each student has found the passage, get the winning team or student to read the verse.
- Repeat this for all of the passages.
- At the conclusion of the activity, ask:
? With these passages in mind, why do you think Jesus is important to our understanding of the Bible?

O.E.3 REVISION GAME: QUIZ

- ? Use the questions on **Optional Extra OE 8.1** to have a class quiz.

TEACHING TIP

TT.6 WARM AND STRICT

A common misconception is that warm teachers aren't strict and strict teachers aren't warm.

It is actually possible to be both a warm and a strict teacher.

When we say strict, it doesn't mean that your students are sitting silently, perfectly behaved, and are given a detention straightaway if they step out of line! Strict means that you strictly enforce the expectations that you have given your students and trained them to follow.

Here are some expectations that you can be clear about:

1. This classroom runs on one hand/one voice.
2. In this lesson we are kind to each other.
3. When the Bible is read in this lesson, we listen.

These expectations might take a term to become natural for your students, or in some instances you might need to remind them throughout the year.

Having clear expectations gives the teacher opportunity to be warm and relational because they don't need to waste time and increase frustration by waiting for the class to follow them. The class will understand that the best experience of your class time with them happens when they remember and comply with the expectations.

BIBLE STATISTICS

Answer the multiple choice questions with the option you think is most likely to be correct.

What is the estimated figure for the number of Bibles that have been printed since 1815?

1 billion

3 billion

5 billion

The whole Bible (Old and New Testaments) has been translated into how many different languages?

123

704

1551

The New Testament alone is available in how many languages?

123

704

1551

How many copies of the Bible are estimated to be printed every year?

1 million

10 million

166 million

What percentage of American households own a Bible?

52%

90%

98%

Why do you think the Bible is the most translated book in the world?

Why do Christians keep reading the Bible?

Why is Jesus important for our understanding of the Bible?

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1. Guinness World Records, 'Best-selling book', viewed January 31, 2025, <https://www.guinnessworldrecords.com/world-records/best-selling-book-of-non-fiction>.

2. Biblica, 'How many different languages has the Bible been translated into?', viewed January 31 2025, <https://www.biblica.com/resources/bible-faqs/how-many-different-languages-has-the-bible-been-translated-into/>.

3. United Bible Societies, 'Scripture distribution report: More than 166 million Bible texts distributed post-Covid in 2022', viewed January 31, 2025, <https://unitedbiblesocieties.org/scripture-distribution-report-more-than-166-million-bible-texts-distributed-post-covid-in-2022/#:~:text=Scripture%20Distribution%20Report:%20More%20than,million%20of%20distributed%20New%20Testaments>.

4. The Holland Sentinel 2012, 'Religion news: 85 percent of U.S. households own a Bible', *HollandSentinel.com*, April 19, viewed January 31, 2025, <https://www.hollandsentinel.com/story/news/2012/04/19/religion-news-85-percent-u/47661548007/>.

KEY BIBLE PASSAGES

Luke 1:1–4

Many people have attempted to write about the things that have taken place among us.² Reports of these things were handed down to us. There were people who saw these things for themselves from the beginning. They saw them and then passed the word on.³ With this in mind, I myself have carefully looked into everything from the beginning. So I also decided to write down an orderly report of exactly what happened. I am doing this for you, most excellent Theophilus.⁴ I want you to know that the things you have been taught are true.

2 Peter 1:16–18

We told you about the time our Lord Jesus Christ came with power. But we didn't make up clever stories when we told you about it. With our own eyes we saw him in all his majesty.¹⁷ God the Father gave him honour and glory. The voice of the Majestic Glory came to him. It said, 'This is my Son, and I love him. I am very pleased with him.' (Matthew 17:5; Mark 9:7; Luke 9:35).¹⁸ We ourselves heard this voice that came from heaven. We were with him on the sacred mountain.

1 Corinthians 15:3–6

What I received I passed on to you. And it is the most important of all. Here is what it is. Christ died for our sins, just as Scripture said he would.⁴ He was buried. He was raised from the dead on the third day, just as Scripture said he would be.⁵ He appeared to Peter. Then he appeared to the 12 apostles.⁶ After that, he appeared to more than 500 brothers and sisters at the same time. Most of them are still living. But some have died.



MEMO TO ME

What would you like to remember from today's lesson?

What questions do you have from today's lesson?

Choose one of the passages on the left.



OWN WORDS



HIGHLIGHTS



QUESTIONS



PERSONAL IMPACT



PRAYER

THE WHOLE BIBLE STORY



VERSE:

#



VERSE:

#



VERSE:

#



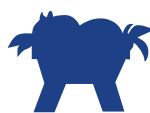
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THE WHOLE BIBLE STORY

	God created the heavens and the earth at the very beginning.		Jesus never sinned. But he was arrested and sentenced to death on a cross.
GENESIS 1:1 CREATION		1 PETER 3:18 DEATH	
	God created humans in his own image.		Jesus didn't stay dead. He rose, and appeared to over 500 people.
GENESIS 1:27 PEOPLE		1 CORINTHIANS 15:4 RESURRECTION	
	All have sinned and fall short of the glory of God.		Christians who trust in Jesus have a hope of heaven to look forward to.
ROMANS 3:23 SIN		REVELATION 21:3-4 NEW CREATION	
	God promised to bless all people through the family of Abraham.		This verse summarises the Bible's message: 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life'.
GENESIS 12:1-3 PROMISE		JOHN 3:16 GOD'S LOVE	
	Jesus was born. He is the Saviour God promised from the family of Abraham.		
LUKE 2:11-12 BIRTH			
	Jesus taught people about God's Kingdom and showed them what it meant to follow him.		
MARK 1:15 TEACHING AND PREACHING			

REVIEW

QUIZ QUESTIONS

- | |
|--|
| 1. Is the Bible a fiction or non-fiction book? |
| 2. How many books does the Bible have? |
| 3. How many books are in the New Testament? |
| 4. How many books are in the Old Testament? |
| 5. What is the Old Testament basically about? |
| 6. What is the New Testament basically about? |
| 7. Name one book in which the stories of Jesus can be found. |
| 8. What is the whole Bible about? |
| 9. What is one type of evidence that supports the truth of the stories of Jesus? |
| 10. If you open the Bible at exactly halfway, which book will you find? |
| 11. What's the first book of the Bible? |
| 12. What's the last book of the Bible? |
| 13. What's the first book of the New Testament? |
| 14. Finish this verse from the Bible: God has _____ all Scripture. |
| 15. The Bible is organised into books, chapters and _____. |
| 16. If you can't find a book in the Bible, where can you look it up? |
| 17. How many different types of text (or genres) are there in the Bible? |
| 18. Name two genres used in the Bible. |
| 19. How did God fulfil his promises to his people? |
| 20. What can God do when people read the Bible? |
| 21. Give an example of how someone has changed when they read the Bible. |
| 22. In the book of 2 Timothy the Bible is described as being useful for three things. What are they? |