

# Introduction to Christian Light Education's Bible Program

## GOALS

The general goals of the CLE Bible program are as follows. We hope that all levels of the course will assist the student to:

1. Gain a knowledge of God's attributes and develop a reverence and awe for Him through studying His mighty acts in the Bible. This should help the student develop an unshakable confidence in the absolute sovereignty and goodness of God.
2. See the life and actions of Jesus as the model for Christian ethics and daily life, and understand His role as the Lord and Saviour of all men.
3. Understand that the Holy Spirit is a member of the Trinity, who guides men into truth and empowers the believer to follow Jesus in life.
4. Understand his parents' role in maintaining his physical and spiritual well-being and to increase in his love and honor for them.
5. Realize that the Christian church is the actual body of Christ, empowered and charged by Him to do His work in the world. The student will grow in his desire to become a part of the church.
6. Understand and be able to give Scripture references for teaching on major doctrines of the Bible.
7. Grow in the love of and confidence in the written Word of God. Grow in enjoying to read, study, and memorize the Bible, coming to understand it as the completely reliable written revelation of Jesus Christ.
8. Possess a thorough knowledge of Bible facts and principles out of which the Holy Spirit and faithful parents can help the student make applications.
9. Master the historical, cultural, and geographical setting of Bible events.
10. Accept and be able to use the Old Testament as the introduction, foundation, and authority for the revelation of Jesus Christ in the New Testament.

## PHILOSOPHY AND METHODS

We attempt to achieve these goals by following sound principles of Christian education.

The scope and sequence for CLE's Bible program takes into account the age and development of children on each grade level. During the earliest years, we endeavor to familiarize the student with the content of Bible accounts and to generate enthusiasm for God's story, thus laying a foundation for building deeper understanding as children mature. We believe that young children are safe in Jesus, and emphasize that they are responsible to obey their parents. We also teach that God will help them to do what is right.

From this early foundation, we build by increments, adding more and more details to the Biblical narrative as the stories are retold and reread in subsequent years. Stories which earlier may have confused or frightened children will be read later as maturity allows.

We present the Bible stories as they occurred historically, the chronological record of God's self-revelation to men. We also focus on His unique workings with Israel in preparation for the Redeemer in whom He would most fully reveal Himself.

As children develop, we want them to benefit from a thorough acquaintance with the Scriptures, which are able to give them the wisdom that leads to salvation. As their understanding of God's character matures, they can then come to realize that God requires a righteousness which men cannot experience apart from Christ.

While the ultimate goal of CLE's Bible program is to point children to Jesus Christ, it is not our goal for the curriculum to engage in "child evangelism," nor will the course attempt to secure conversions in young children. It is our belief that as a child matures, he should learn to make the transition from obedience to parents to a personal surrender to the authority of Jesus Christ.

The Bible tells us that the goal of instructing children in the Scriptures is that they might set their hope in God (Psalm 78:1-7).

# How to Use This Teacher Guide

## INTRODUCTION TO BIBLE 700

### Course Content

CLE's Grade 7 Sunrise Bible course begins with an overview of the four Gospels. The bulk of the course covers the life of Jesus in chronological order from the foretelling of His coming, through His birth, ministry, death, resurrection, and ascension. Although Scripture readings for each lesson are chosen from any of the four Gospels, the events in the story of Jesus generally follow the chronology of Luke's detailed account. A student who completes this course successfully will have a thorough knowledge of Jesus' life and ministry, and will understand the importance of Christ's teachings and His death and resurrection for the salvation of mankind.

### Purpose of this Teacher's Guide

Seventh graders with average to excellent reading ability should be able to complete the Scripture readings and the LightUnit exercises on their own, with minimal help from the teacher. If a student has acquired careful study habits and has learned to think for himself, he will not find the exercises and tests difficult. Therefore, this Teacher's Guide is not a handbook for helping students through the LightUnit exercises. Rather, it is meant to provide inspiration and lesson ideas for the teacher who wishes to engage students in an enthusiastic study of Jesus' life.

This manual provides simple bulleted lesson plans to include lively class discussion of the Scripture readings, ideas for memory work practice, and fascinating archeological, geographical, and cultural information that help illuminate students' (and teacher's) understanding of the place where Jesus lived, the political and religious views of the people He lived among, and the cultural practices that prompted many of Jesus' parables and other teachings.

A teacher who loves the Lord and desires to introduce his students to the wonderful gift of Jesus Christ can do much to whet the appetite of adolescents for Bible knowledge and spiritual understanding. We trust that this Teacher's Guide will aid teachers in that purpose.

## TEACHING THE COURSE

The following outline explains the features of this manual and how to use the sections in each lesson.

### Before Class

This section includes the Scripture reading for each lesson, and a short meditation for the teacher based on the reading. Reading and meditating on the chosen Scripture before you present the lesson to the students will prepare your heart for the challenges of teaching God's precious truths in a knowledgeable and genuine way.

Occasionally this section may alert the teacher to prepare a "hook" to catch the students' interest, or to have certain items ready if you plan to use the suggested teaching methods or class activities. This might include writing something on the board before class or having copies of a hymn ready to sing.

### Lesson Emphases

This is a short simple outline of the points emphasized in the students' lesson commentary about the Scripture reading. It helps you see at a glance what the student should be learning in the lesson. The LightUnit exercises stem from these emphases.

Please be aware that the LightUnit commentary and exercises do not exhaust every point that could be made from the selected Scripture reading. Time and space restrict each lesson to the number of concepts and seatwork that an average student can comfortably process in one day's Bible lesson.

As the teacher, you are free to add further concepts and Bible study activities sparked by the Scripture reading. But the lesson emphases listed here summarize the major items the student will be expected to learn and retain for quizzes and tests.

## TEACHING THE CLASS

Some variety occurs in this section, but most lessons contain some or all of the following features.

### Introduce the Lesson

Suggestions are given for capturing the interest of the class and setting the mood for the lesson.

These suggestions usually hint at one or more of the lesson emphases the student will meet in the LightUnit. Sometimes you may ask the students to read the Scripture passage ahead of class time. Sometimes it is helpful to introduce a lesson by giving some background to the Scripture reading first, and then have the Scripture read aloud during class time.

If the lesson introduction includes a story or questions for the students, you can simply read this section aloud to the students to whet their interest in the lesson to follow.

### Lesson Plan

This section is a bulleted list of ideas for conducting a class period with your students. Ideally, you would meet with the students to discuss the Scripture reading before they begin the LightUnit lesson. But if this is not possible, you can use any or all of this section however it fits into your daily class schedule.

This feature helps you conduct an orderly study of the Scripture passage with your students. Verses from the reading are given in parenthesis to help you and the students look at the passage in a logical, chronological way that prepares them to work through the lesson on their own.

The lesson plan may include . . .

- . . . Questions to spark discussion and enhance student understanding of the Bible reading.
- . . . Suggestions for involving students in making comparisons, listing items, or looking up other verses to bring out the lesson emphases.
- . . . A discussion of story characters, their reactions to what was happening, to what Jesus was saying, etc.
- . . . Occasionally, brief tips for LightUnit exercises which may cause difficulty.

This lesson plan is not comprehensive, nor is it necessary to cover every suggested point. Feel free to pick and choose items from the lesson plan according to your time restrictions, items of particular interest to you, or items that will most benefit your class.

Keep your classes fresh and varied. Use the lesson plan as a springboard to inspiring discussions and practical learning activities—not as a rigid

guide to be followed exactly step by step every day.

### Bible Memory

This is a daily reminder to practice memory work orally during Bible class. It may include hints to help the teacher explain the meaning, context, and background of the memory selection.

### Occasional Optional Features

In addition to the basic lesson plan described above, some lessons include the following optional ideas to add variety and enrichment to your Bible classes.

### Illumination on Bible Culture/History/Geography

This icon usually appears in the Lesson Plan, wherever outside information may help enhance understanding of the people, events, and geography at the time and place the Scriptures were written. A note beside the icon alerts you to the information given at the bottom of the page or at the end of the lesson. Thus, you can include it in your lesson plan at your discretion.

### Discussion Questions

These questions may venture away from the lesson emphases, and prod students to think at higher levels than mere memory recall. They are designed to help them draw conclusions or infer answers from the Bible text or LightUnit commentary that are not emphasized in the exercises. They are not intended to be trick questions, nor do all of them have a specific “right answer.” Rather, use them to inspire students to think about and understand the things of the Spirit.

### Living it Out

Does one of the lesson emphases seem to be especially applicable to a situation or attitude you are facing in the classroom? Can a practical application to the problems of seventh graders be made from the Scripture reading? This feature gives you ideas for showing how the Scriptures can guide us in everyday life and help us solve real problems that arise.

### Song Suggestions

Many of our hymns are based on Scripture selections or events from the Bible. If you enjoy singing with your students, you may welcome

suggestions for songs that go along with the Bible lessons. If it is not appropriate to sing them during Bible class, you may want to use these suggestions for morning devotions or music classes.

### Map Activity

The Light Units contain some map activities from time to time. Occasionally, the Teacher's Guide includes additional map activities in the lesson plan.

## QUIZZES AND LIGHTUNIT TESTS

Students should review for quizzes and tests the day before you administer the quiz or test. This makes the quiz or test a more accurate assessment of what students have actually learned rather than what they have simply memorized a few minutes before the quiz or test.

### Teacher Tip:

*It is better not to give quizzes or tests right after a weekend, or on the day following a vacation. Allow the students a day or so to get back into school mode.*

*Give quizzes and tests before lunch if possible. Make sure students understand all quiz/test directions, but don't give any help on answers.*

*Since quizzes and tests take less time than daily lessons, you may want the students to begin the next lesson after they have handed in their tests.*

*Students should not grade their own quizzes and tests, even if you allow them to score their regular lessons.*

## QUIZZES, SELF CHECKS, AND TESTS

Each LightUnit consists of 15 lessons, with the LightUnit Test following the final lesson. Each lesson is a day's work. Each LightUnit has three sections. A quiz follows Sections 1 and 2, and a self check follows Section 3.

The quizzes and LightUnit Tests are to be taken closed-book. Remove the quizzes and test from the LightUnit before giving it to the student. The quizzes are perforated pages in the back of the LightUnit, and the test is bound in the center of the LightUnit.

Lesson 15 in each LightUnit is a self check. Self checks test student mastery of the LightUnit and help them prepare for the LightUnit Test. The self check will take longer to complete than the quizzes.

The student should use the instructions at the beginning of the self check to prepare for it. He must have you initial the self check before taking it. After he has taken the self check and scored it, you should look at his work and give further direction. Although the self-check is scored, its score is not intended to be included in the final LightUnit grade.

If he did well, he should be ready for the LightUnit Test. If he did poorly, prescribe remedial work to prepare him for the test.

Suggestions for remedial work before taking the test:

- While correcting, have the student write the page numbers from the LightUnit to show where the correct answers were found.
- Have him review the study words, the Review exercises, and Lesson 14 again. Then quiz him orally.

To get a final grade, average the two quiz grades and any optional activities. Add this average to the final LightUnit Test grade, and then divide by two. This average will be the final grade.

Example:

Quiz 1 – 95%

Quiz 2 – 98%

Optional Activity – 90%

Quizzes and Optional Activity Average – 94%

Test – 93%

$(94 + 93) \div 2 = 93.5$  (94%)

LightUnit Score is 94%

<div style="position: relative; height: 40px;"> <span style="position: absolute; top: 0; left: 0; right: 0; bottom: 0; border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black;"></span></div> <div style="position: absolute; top: 5px; left: 5px;">80</div> <div style="position: absolute; bottom: 5px; left: 50px;">100</div>
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These score boxes are found on the self checks, quizzes, and tests. In the first box, the bottom number is the total number of points possible on the self check, quizzes, and LightUnit Test. The top number is the number of points the student must score before he can continue working in the LightUnits. Point values in all LightUnit Tests are 100. Write the total number of points scored on the score line. Initial the second box.

## SYMBOLS

△ Indicates an exercise that requires teacher aide or teacher involvement. The teacher aide or teacher may need to score or assist the student with the exercise. The student may continue working in the lesson.

○ Indicates an exercise that must be checked by a teacher. However, the student may continue working through the lesson before this exercise is checked and initialed.

○ Appears at the beginning of the self checks. The student may not continue working without having the circle initialed by the teacher.

### Additional Symbols

☰ — Indicates that information for the exercise will be found in a sidebar.

❗ — Indicates additional information that will help understand the Biblical setting. Some paragraphs are followed by questions relating to the information.

📖 — Indicates exercises that require reading Bible verses to answer the questions.

*Think!* — When an exercise begins with the word *Think!* its answer must be inferred from the information given in the lesson. While the answer will not be found in a specific sentence, it should be obvious when the lesson has been read.