

Questions in the Gospels

Lesson 1

What do you want me to do for you?

Responding in faith to Jesus

Learning Outcomes :

- Respond to requests for personal information
- Construct simple questions using a range of question words
- Identify and record new vocabulary
- Understand that Jesus responds to faith

Session length: 2 hours

Stage One: Lead-in/language activities

Activity	Resources
Welcome the students and open in prayer.	
Direct students to talk to someone they haven't talked to before, asking at least one question. Elicit interesting information that the students have discovered about one another.	
Elicit question words – What, When, Where, Who, Why, Which, How, How many/much. Put these on the board and check understanding, by eliciting examples from the group.	Whiteboard and pens
Demonstrate a game of noughts and crosses with a support assistant. Show the students how claiming three squares in a row secures a victory. Draw a noughts and crosses grid on the whiteboard, putting a question word in each square. Instruct teams to take it in turns to choose a square containing a question word. Tell the students that they will have one minute to orally construct a reasonable question in order to claim the square.	Whiteboard and pens

Stage Two: Bible Study

Introduce the Bible passage by setting the context and directing students to look at the question in the text. Show the class where the passage is in the Bible.	Bible
Read the passage, with the learners following on their sheet, marking any new words. Ask the students what the passage is about.	Bible passage: Matthew 20 v.29-34

<p>Elicit new/difficult words from the students and put them on the whiteboard. Ask if anyone can explain the words, one at a time. If not, provide an explanation with examples/pictures/mime/ sound effects.</p> <p>When all the new words have been put on the board and the meanings are clear, elicit the syllable and stress pattern of each word and drill it chorally and individually as appropriate.</p> <p>The passage can then be read again by the students.</p>	<p>Whiteboard and pens</p>
<p>Ten minute tea/coffee break</p>	
<p>Group discussion. Divide the class into two groups, each led by a helper. The two groups discuss some or all of the following questions (written on the board):</p> <ol style="list-style-type: none"> 1. Why did the men call Jesus ‘Son of David’? Who was David? 2. What did the people want the men to do? 3. What did the men do? 4. What did Jesus ask the men? Why? 5. What did the men want? 6. What do we learn from this passage about healing? 7. What did the men do when Jesus had healed them? 8. What do you want Jesus to do for you? <p>Elicit whole-group feedback and clarify any issues.</p>	<p>Whiteboard and pens</p>
<p>Elicit the main point of the passage: Jesus wants us to tell Him what we want Him to do for us. This is a step of faith.</p> <p>Explain that this passage shows some steps to healing from physical and spiritual blindness:</p> <ol style="list-style-type: none"> 1. We need to <i>want</i> healing, believing Jesus can give it to us. 2. We need to ask for healing, continuing to believe. 3. We need to receive it. 4. We then need to live in it, following the One who has made us free. <p>This is an opportunity for individuals to pray and consider how they would answer Jesus’ question to them: ‘What do you want me to do for you?’</p>	
<p>Put students into pairs. Give one or two question words to each pair. Tell the students that they are going to interview one of the previously blind men.</p> <p>Instruct students to form appropriate questions to ask the man using the question words that they have been given.</p> <p>When pairs have constructed their questions on paper, invite the ‘man’ (a helper) to enter the room and ask the learners to interview him.</p> <p>Highlight a few of the excellent questions. Put questions needing improvement on the board and ask the group to correct the errors.</p>	<p>Question words on slips of paper</p> <p>Pens and paper</p> <p>Costume – cloak, headdress</p> <p>Whiteboard and pens</p>
<p>This is an opportunity for setting aims or evaluating the course. Put student into small groups and ask them to discuss <i>what they want</i> from the class, e.g. to</p>	

learn more about the Bible, to improve their English, to make new friends.	
Invite the groups to present their ideas to the tutor and other students.	
Invite questions from the students and pray to close.	

What

When

Where

Who

Why

Which

How

How many/much