

Title: Rich Man – Poor Man

Scripture: Luke 16:19-31

Lesson:

Pre-teaching Strategies

Divide the class into dyads and ask them to ponder this task: "If you were able to communicate with someone who has died, and you were allowed three questions, what would you ask him/her?" Allow one minute and 45 seconds of silence to ponder this question. Then ask the partners to share their answers as is comfortable. Allow time for sharing and then ask for a general sharing with the total group. Record answers on newsprint.

[this activity helps participants warm up to the story of the rich man and Lazarus as it focuses attention on issues they may be curious about in a beyond death situation]

Turning to Scripture:

Invite participants to read Luke 16:19-31 silently. Then ask them to close their Bible and their eyes and to sit comfortably with feet on the floor and hands in their lap as they observe 33 seconds of silence as they prepare themselves to hear scripture. Ask them to listen with their whole bodies to the sound of your voice. Ask the participants to form a mental picture as you read.

Read this scripture with feeling – taking time to read slowly and emphatically. (you might want to practice ahead of time)

Maintain 33 seconds of silence after you finish reading.

[reading silently and aloud and listening to a reading all activate different areas of the brain. It is beneficial to have a story encoded in as many ways as possible for in depth learning to take place]

Divide the class into two groups (four groups if your class is large). Randomly assign the role of Abraham as "Angry Judge" or "Sorrowful Parent". As each group receives their assignment ask them to consider this story in the light of their Father Abraham role.

Allow four minutes and 23 seconds to complete their discussion. Invite groups to share their view of the role of Abraham and reasons to support their view. Debrief this exercise by asking how and/or why seeing Abraham's role through two different lenses, changes the emphasis of the story.

[this assignment to look at the role of Abraham invokes both critical and creative thinking. It stretches the mind to work in different ways and analyze the story from differing perspectives. This assignment pushes the Logical/Mathematical thinker to consider alternatives, and invokes the skills called for in the Interpersonal intelligence]

Explain that this story appears only in the gospel of Luke. This is a story about reversals. Ask how the story fulfills Luke's purpose in proclaiming that Jesus came to serve the least, the last and the lost.

Ask the groups to consider the meaning and implications of verse 31. Ask what that particular verse says to them today.

Invite participants to consider this quote in relation to this scripture:

“The window opens, the window closes. Don’t miss it.”

[these assignments add yet another layer of critical thinking and stretch the mind to consider more alternative ways to view this scripture]

Invite the groups to remain together and create a modern day scenario based on this scripture. They may create this scenario in any way they choose: a drama, a Midrash, a newspaper story, a song or rap or a poem. Allow seven minutes and 32 seconds to complete this task. Invite each group to share their scenario with the total class in any way they have chosen to present it.

[creative thinking forces participants to make the transition from the Bible to life and explore ways this scripture might be lived today. Verbal/Linguistic, Logical/Mathematical, Intrapersonal and Interpersonal and possibly Musical/Rhythmic intelligences are called into play as participants explore and turn this scripture into their own creations.]]

Life Application

Consider this statement: “What ever this story says to the rich man, it says to me.”

Ask participants to consider how this story impacts their lives. Who would be the messenger that would make them change the way they live their lives?

[this activity provides yet another means translating Bible to life as it brings this scripture home in a powerful way. This is the core of transformational teaching]

Reflection

Record in your journal any insights and thoughts gleaned from today’s scripture.

Close with a prayer for consideration of our lifestyles and how we might become more loving and giving in light of this powerful scripture.

Materials Needed:

Bibles
Newsprint - markers
Paper and pencils
Timing device
Journals

Leader’s Reflection

Where did you notice “aha’s” during this lesson?

Which activities prompted the most participant involvement?

How/where might you “tweak” this lesson according to the needs of your class?

How did you grow as a teacher/learner through this lesson?

This document was created with Win2PDF available at <http://www.win2pdf.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.
This page will not be added after purchasing Win2PDF.