









FOLLOWERS – LESSON PLAN

Age	Term	Mod.	Module Theme	Module Title	Lesson Number and Title
13	3	5	Christian living	Doing God's will	51: 4 Kingdoms 5: Healing Naaman's leprosy

Use the syllabus framework to complete above. Infants: 20 minutes; Juniors: 30 minutes; Middles & Seniors: 45 minutes
(Mod. = Module Number, Module Theme - in the heading, Module Title - uppercase in the cell, Lesson Num [NO. column] and Title)

							
Verbal V <input checked="" type="checkbox"/>	Logical L <input checked="" type="checkbox"/>	Spatial S	Kinaesthetic K	Musical M	Intra - personal P1 <input checked="" type="checkbox"/>	Inter - personal P2 <input checked="" type="checkbox"/>	Natural N

Tick the appropriate box(es) above [copy this: ☒] for the modes of learning being used in this session.

Prayer: Lord, I know not what to ask of Thee. Thou alone knowest my true needs. Thou lovest me more than I myself know how to love. Help me to see my needs that are concealed from me. I dare not ask for a cross nor consolation; wherefore I only wait upon Thee. My heart is open unto Thee. Visit and help me, according to Thy great mercy. Strike me down and heal me; cast me down and raise me up. In silence I worship Thy holy will and Thine unsearchable ways. I offer myself as a sacrifice unto Thee. I have no other desire than to fulfill Thy holy will. Teach me to pray, and pray Thou Thyself in me. Amen.

Starter: MT and LXX: show the students the two copies (or pictures) of the Old Testament, the Masoretic Text and the Septuagint. Divide them in two groups and let them browse through each copy (or online copy) for a couple of minutes. What differences do they notice? You can also show them the Greek and the Hebrew electronic versions and explain briefly the differences between the two (see Resources Sheet 51).

Learning objectives: to appreciate the voice of God speaking through prophets and the healing power of God manifest in them by their prayers.

Core Activities and Learning

1. Reading: give each student a copy of the text and let them read it silently for 10 minutes. Ask each student to underline on the text the main features of characters such as the king of Israel (desperate- he tore his clothes), Elisha (unmercenary – does not want to receive anything in exchange for being God's prophet), Naaman (believer – does as God says through Elisha, even though the instructions seem to have no point), Gehazi (greedy), etc. Discuss their findings, make sure they understood the text.
2. God - prophet – king: draw a triangle with the three edges representing God, prophet Elisha, and the King of Israel. Discuss how they are linked together. How is the relationship between the three described in the text? You can find a potential explanation on the Resources Sheet.
3. Doing God's will: , "If the prophet were to tell you to do something great, would you not complete it? But here the prophet said to you, 'Bathe and be clean.' " We often feel like Naaman, that if God expects us to do something, it should be something that we find worthwhile, sacrificial, difficult. But the difference between doing God's will, which is a commandment, and doing somebody else's will, which is an order, is that whenever God commands something, he gives us at the same time the power to accomplish it (Mother Silouana). Ask students to write a couple of ideas on post-it notes on how to do God's will in their everyday life. How do their daily acts of kindness link with the commandments? They can also categorise them and attach them to the branches of a whiteboard drawn tree, etc.

Resources:

Resource Sheet 51, the Septuagint, the Masoretic Text or projector, computer and ppt., printer, pencils, post-it notes.

Review: The only reason why Naaman was healed was his belief in God's power.

Follow Up: Ask students: Do you, your family or friends know any other stories about faithful ones who did God's will? Bring them with you to share in the class next week.