

Unit 1

The Day He Was Taken Up



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- 1 The Day He Was Taken Up**
- 2 Mount of Olives**
- 3 Hear All About It**

Reading & Summarizing:

Text: Acts 1:1-14

**Skimming & Scanning for
Information**

**Writing a Newspaper
Article**

2

20

26

Focus 1

Language Objectives:

- to **review** 'the former book'
- to **make** predictions about content of the text
- to **read** for main ideas, events, people and places
- to **focus** on key vocabulary
- to **sequence** summary statements
- to **retell** the story

Approx Time: 90 minutesMaterials:

- **Portrait and Summary Cards** for each group
- **Unit Title Page SLIDE**
- **People and Place Cards** for each learner
- **List of Target Words SLIDE**
- **Definition worksheets A & B** for each pair
- **Summary Statements** for each pair
- **Unit 1 Text** for each learner

Reference:

Acts 1:1-14

The Day He Was Taken Up

Instructions:**Part A:** *Pre-reading Task*

1. Explain to the learners the meaning of the word 'sequel' – *a book which continues the story of a previous book – a former book.*
2. In this course we will study Acts which Luke wrote as a **sequel** to the Gospel of Luke. In Acts, the story of Jesus and his disciples continues - the story of First Century Christianity. Explain that we will look briefly at a '**biography**' (**life story**) of the life of Jesus, who lived a **long time ago** (over 2000 years ago). This 'biography' is a summary of the Gospel of Luke.
3. Ask the learners what they know about the Gospel of Luke. Who were some of the people? What happened to whom? What were some of the main events?
4. Hand out a set of **Portrait Cards** and **Summary Statements** to each group of learners. Explain to the learners that these are the titles and pictures related to twelve foci of *Jesus' biography*, based on the text of the Gospel of Luke.
 - Ask them to match the **Portrait Cards** and the **Summary Statements**.
 - Have each group of learners put the events into chronological order.
 - When each group has finished ordering the pictures and statements, verify the order by having the learners read the summary statements. Use the **Answer Key SLIDE** to confirm the order.
5. Elicit from the learners (if they know) some of the events in the Book of Acts that happened after these events.

Note to Instructor: Explain to the learners that titles 6, 7, 8 and 9 are more difficult to place in a specific order but the main idea here is to get the first five and the last three in the correct order.



1

The Painter



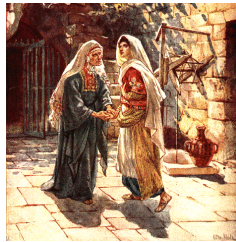
2

The Childless Couple



3

The Lord's Maid



4

The Obedient Son



5

The Stagehand and the Main Character



6

The Burdened and the Messiah



7

The Family of God



8

The Sisters and the Teacher



9

The Critics and the Storyteller



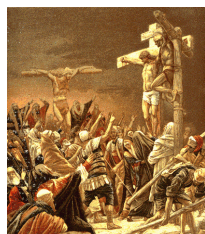
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The Traitor and the Betrayed One



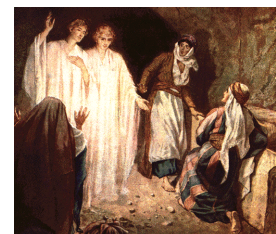
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The Accusers of the Crucified Messiah



12

The Joyful Witnesses



Pictures 2-12: CC-Art.com
Answer Key SLIDE

UNIT 1

THE DAY HE WAS TAKEN UP

DEVELOPING READING & WRITING SKILLS



We meet Luke, the writer of the Gospel of Luke as well as Theophilus, the man to whom the Gospel is addressed. This biblical text serves as a prologue to the entire Gospel as well as to Acts, also written by Luke. The title is ***The Painter***, alluding to the descriptive style of Luke's writing. Through Luke's text, we get a 'picture' of the people and events surrounding the life of Jesus and his followers.



We are introduced to Elizabeth and Zachariah, an elderly couple with no children. The title is ***The Childless Couple***, in which the pattern of promise and fulfillment with respect to the Messiah is introduced.

Portrait Card/Summary Statement pg 1



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We meet Mary, the mother of Jesus. The title is ***The Lord's Maid***. Mary, a young Jewish virgin, is given the promise that she is to bear the long-awaited Messiah.



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We learn about the birth, childhood and coming of age of Jesus. The title is ***The Obedient Son***.

Portrait Card/Summary Statement pg 2



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We learn about John the Baptist and his preparatory role for the Messiah. Luke presents Jesus as fully human (Son of Man) and fully divine (Son of God). The title is *The Stagehand and the Main Character*.



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Jesus begins his ministry in Galilee, responding to the needy and suffering people around him. Luke presents Jesus as the fulfillment of the prophecies of Isaiah in bringing a message of good news to the poor. The title is *The Burdened and the Messiah*.

Portrait Card/Summary Statement pg 3



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We get a glimpse of Jesus' controversial encounter with a prostitute and a Pharisee. We encounter the truth that unlikely people are welcome in God's family. Jesus tells a parable of a farmer and his crop. The title is *The Family of God*.



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We encounter Jesus the Teacher, speaking of values and priorities in God's Kingdom that contrast with those commonly aspired to by many people. We get a window into Jesus' encounter with his friends, a pair of sisters. We hear Jesus the Teacher as he speaks about prayer. The title is *The Sisters and the Teacher*.

Portrait Card/Summary Statement pg 4

UNIT 1

THE DAY HE WAS TAKEN UP

DEVELOPING READING & WRITING SKILLS



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We encounter Jesus as he faced his critics. He tells a number of stories about things lost and found. The joy flowing from his stories contrasts with the unhappiness of his critics. The title is *The Critics and the Storyteller*.



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Jesus and his disciples are at the Passover in Jerusalem. Luke describes Christ's agony in the Garden, Judas' betrayal, Christ's arrest and Peter's denial. The title is *The Traitor and the Betrayed One*.

Portrait Card/Summary Statement pg 5



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Jesus is interrogated by both Jewish and Roman leaders and jeered at by soldiers and the crowds. In the end he is found guilty only of claiming to be the Messiah. He is sentenced to death by crucifixion while a criminal is set free in his stead. The title is *The Accusers of the Crucified Messiah*.



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We encounter the disciples, first in their grief and disappointment, then in their joy, as the Resurrected Jesus appears to them. Jesus commissions them as witnesses of the life-changing events to be proclaimed to all nations. He ascends and the disciples return to Jerusalem with great joy. The title is *The Joyful Witnesses*.

Portrait Card/Summary Statement pg 6

THE DAY HE WAS TAKEN UP

Part B: *Reading the Text*

1. Show the **Unit Title Page SLIDE** of the unit. Lead a discussion with the learners as to what they expect to read about in the first chapter of the book of Acts: names of people, names of places, events? Write the category headings on the blackboard.
2. Hand out **People** and **Places Cards**. Read the cards and have the learners repeat after you.
3. Have the learners sort them into these two categories: people & places.

<i>Answer Key:</i>			
PEOPLE		PLACES	
Barnabas	Mary	Antioch	Macedonia
Cornelius	Paul	Asia Minor	Malta
Father	Peter	Athens	Mount of Olives
Holy Spirit	Philip	Corinth	Philippi
James	Saul	Derbe	Phoenicia
Jesus	Silas	Ephesus	Rome
John	Simon	Galilee	Samaria
John Mark	Stephen	Jerusalem	Syria
Judas	Theophilus	Judea	Thessalonica
Lydia	Timothy	Lystra	



Jesus	Theophilus	Holy Spirit
Father	John	Peter
James	Philip	Timothy
Mary	Judas	Simon
Paul	Barnabas	Silas
Lydia	John Mark	Cornelius
Stephen	Saul	Malta
Jerusalem	Judea	Samaria
Galilee	Mount of Olives	Asia Minor
Athens	Ephesus	Corinth
Rome	Macedonia	Antioch
Philippi	Thessalonica	Lystra
Derbe	Syria	Phoenicia
PEOPLE		PLACES

People and Place Cards

UNIT 1

THE DAY HE WAS TAKEN UP

DEVELOPING READING & WRITING SKILLS

4. Hand out the **Unit 1 Text, The Day He Was Taken Up**, and have the learners read the title and look at the pictures to make more predictions as to the events. Add them to the list.
5. Give the learners time to read the text.
6. Have the learners set aside the cards of the people and places that they see mentioned in this text. Have them compare their choices with another learner.
7. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.



The Day He Was Taken Up

Acts 1:1-14

2 In my former book, Theophilus, I wrote about all that Jesus began to do
and to teach until the day he was taken up to heaven, after giving
4 instructions through the Holy Spirit to the apostles he had chosen. After
his suffering, he showed himself to these men and gave many convincing
6 proofs that he was alive. He appeared to them over a period of forty days
and spoke about the kingdom of God. On one occasion, while he was
8 eating with them, he gave them this command: "Do not leave Jerusalem,
but wait for the gift my Father promised, which you have heard me speak
10 about. For John baptized with water, but in a few days you will be baptized
with the Holy Spirit."

12 So when they met together, they asked him, "Lord, are you at this time
going to restore the kingdom to Israel?"

14 He said to them: "It is not for you to know the
times or dates the Father has set by his own
16 authority. But you will receive power when the
Holy Spirit comes on you; and you will be my
18 witnesses in Jerusalem, and in all Judea and
Samaria, and to the ends of the earth."

20 After he said this, he was taken up before their
very eyes, and a cloud hid him from their sight.

22 They were looking intently up into the sky as
he was going, when suddenly two men dressed in
24 white stood beside them. "Men of Galilee," they said, "why do you stand
here looking into the sky? This same Jesus, who has been taken from you
26 into heaven, will come back in the same way you have seen him go into
heaven."

28 Then they returned to Jerusalem from the hill called the Mount of
Olives, a Sabbath day's walk from the city. When they arrived, they went
30 upstairs to the room where they were staying. Those present were Peter,
John, James and Andrew; Philip and Thomas, Bartholomew and Matthew;
32 James son of Alphaeus and Simon the Zealot, and Judas son of James.

They all joined together constantly in prayer, along with the women and
34 Mary the mother of Jesus, and with his brothers.

Unit 1 Text



Part C: *Focusing on Vocabulary*

1. Put up the **List of Target Words SLIDE** or write them on the board. Have the learners find the words in the text and underline them.
2. Have the learners form pairs of A and B.

- Hand out the **Definitions Worksheet A and B**.
- Learner A begins by reading one of the definitions on his/her chart.

Note to Instructor: Make it clear that the definitions are not in the same order on the 2 pages.

- Learner B must guess which word is being defined.
- Learners take turns reading definitions and guessing which word is being defined.
- When they have finished guessing, they each dictate to one another the missing definitions on their worksheets.



former
instructions
occasion
suffering
convincing
appeared
baptized
restore
witness
intently
authority
constantly

List of Target Words SLIDE

A. Definitions		Words
of an earlier time		former
information about how to do something		instructions
a particular time, especially when something has happened		occasion
experiencing physical or mental pain		suffering
able to make you believe that something is true or right		convincing
become noticeable or come into sight		appear
Words	Definitions	
authority		
baptize		
constantly		
intently		
restore		
witness		

Definitions Worksheet A



B. Words	Definitions	
appear		
convincing		
former		
instructions		
occasion		
suffering		
Definitions		Words
initiate someone into the Christian community through a ritual use of water		baptize
return something or someone to an earlier good condition or position		restore
persons who state what they know about a case or a person		witness
with full attention		intently
the power or ability to control		authority
all the time or often		constantly

Definitions Worksheet B

Definitions from Cambridge Advanced Learner's Dictionary <http://dictionary.cambridge.org>

THE DAY HE WAS TAKEN UP

Part D: *Summarizing the text*

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.
2. Have the learners check the sequencing of their statements with the text.
3. Have learners compare their answers with another pair of learners. Have them explain their ordering to each other and come to a common agreement.
4. Choose one pair and have them retell the story to the class.

Answer Key:

1. Luke wrote a previous book for Theophilus about what Jesus began to do and to teach his apostles until he was taken up to heaven.¹
2. Jesus showed himself to these men for 40 days and proved to them that he was alive.¹
3. Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit.¹
4. The apostles wanted to know about the restoration of Israel but Jesus told them that they were not to know the times and dates of that.¹
5. Jesus told the apostles that the Holy Spirit would give them power to be witnesses in Jerusalem, all of Judea, Samaria and to the ends of the world.¹
6. Jesus was taken up into the sky before the eyes of the apostles.¹
7. Two men dressed in white told the apostles that Jesus would come back in the same way he left.¹
8. The apostles returned to Jerusalem from the Mount of Olives.¹
9. In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together.¹



Luke wrote a previous book for Theophilus about what Jesus began to do and to teach his apostles until he was taken up to heaven.¹

Jesus showed himself to these men for 40 days and proved to them that he was alive.¹

Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit.¹

The apostles wanted to know about the restoration of Israel but Jesus told them that they were not to know the times and dates of that.¹

Jesus told the apostles that the Holy Spirit would give them power to be witnesses in Jerusalem, all of Judea, Samaria and to the ends of the world.¹

Jesus was taken up into the sky before the eyes of the apostles.¹

Two men dressed in white told the apostles that Jesus would come back in the same way he left.¹

The apostles returned to Jerusalem from the Mount of Olives.¹

In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together.¹

Summary Statements

Focus 2



Language Objectives:

- to **understand** the geographic location of events in a text
- to **enjoy** reading strategies, skimming for main ideas, scanning for details
- to **distinguish** between main ideas and details

Approx Time: 60 minutes

Materials:

- **Skimming and Scanning Worksheet** for each learner
- **Map Worksheet A and Map Worksheet B** for each pair of learners

Reference:

Acts 1:1-14

Mount of Olives

Instructions:

Part A

1. Explain to the learners that in each unit we will be dealing with reading strategies – ways to improve your reading. In this first unit we will be dealing with the strategies of skimming and scanning.

Reading Strategies:
Skimming means reading the text quickly to get the main ideas.
e.g.
Main Idea: Jesus showed himself and proved that he was alive.
Scanning means to look quickly for information
Supporting Detail: Jesus ate with them
2. Refer the learners to the **Skimming and Scanning Worksheet Part A**. Explain that some of the statements from the reading are main ideas and some are supporting details. Instruct the learners to mark **M** in the blank in front of each main idea and to write **S** for each supporting statement.
3. When learners have completed the task, have them compare their answers with a partner.
4. Take up any disputes with the whole class.

Answer Key: Part A

1. **M** Luke wrote Theophilus a previous book about what Jesus began to do and to teach his apostles.
2. **M** Jesus showed himself to the apostles and proved he was alive to them.
3. **S** Jesus was eating with his disciples.
4. **M** Jesus told the apostles that the Holy Spirit would give them power to be witnesses to the ends of the world.
5. **M** Jesus was taken up into the sky before the eyes of the apostles.
6. **S** Why do you stand here looking into the sky?
7. **M** The apostles returned to Jerusalem from the Mount of Olives.
8. **S** The apostles went upstairs.

**Part A Skimming for Main Ideas**

Read the text quickly. Then decide which of the following statements are main ideas (mark with **M**) and which are supporting details (mark with **S**).

1. _____ Luke wrote Theophilus a previous book about what Jesus began to do and to teach his apostles.
2. _____ Jesus showed himself to the apostles and proved he was alive to them.
3. _____ Jesus was eating with his disciples.
4. _____ Jesus told the apostles that the Holy Spirit would give them power to be witnesses to the ends of the world.
5. _____ Jesus was taken up into the sky before the eyes of the apostles.
6. _____ Why do you stand here looking into the sky?
7. _____ The apostles returned to Jerusalem from the Mount of Olives.
8. _____ The apostles went upstairs.

Part B Scanning for Details

Scan the reading quickly to find the answers to the following questions.

1. Who is the writer of this book? _____
2. Who is the book written to? _____
3. What was Luke's first book about? _____
4. What did Jesus do after his suffering and resurrection? _____
5. Over a period of how many days did Jesus appear to his disciples? _____
6. Jesus gave the disciples a command. What was it? _____
7. What did Jesus say about the disciples' work in the future? _____
8. Where would the disciples be witnesses? _____
9. Jesus disappeared. What happened to him? _____
10. How far is Jerusalem from the Mount of Olives? _____.
11. What did the disciples do after they got back to Jerusalem? _____

Skimming and Scanning Worksheet

Part B

1. Instruct the learners to scan the text for the answers to the short answer questions on the **Skimming and Scanning Worksheet** Part B Scanning for Details.
2. When learners have completed the task, have them compare their answers with a partner.
3. Take up any disputes with the whole class.

Answer Key: Part B

1. Who is the writer of this book? **Luke**
2. Who is the book written to? **Theophilus**
3. What was Luke's first book about? **The book was about Christ's life, death and resurrection.**
4. What did Jesus do after his suffering and resurrection? **He showed himself to his disciples and spoke about the kingdom of God.**
5. Over a period of how many days did Jesus appear to his disciples? **forty**
6. Jesus gave the disciples a command. What was it? **They were to wait in Jerusalem for the gift of the Holy Spirit.**
7. What did Jesus say about the disciples' work in the future? **they would be his witnesses.**
8. Where would the disciples be witnesses? **in Jerusalem, Judea, Samaria and to the ends of the earth.**
9. Jesus disappeared. What happened to him? **he was taken up and hidden by a cloud.**
10. How far is Jerusalem from the Mount of Olives? **a Sabbath day's walk.**
11. What did the disciples do after they got back to Jerusalem? **they went upstairs and prayed.**

**Part C** *People and Places*

1. Instruct the learners to scan the text for people and places mentioned, highlighting them (in two different colours if possible).
2. Elicit the names of people and places from the learners and write these on the board.

Reading Strategy: reading a map and correlating information from a written text to a map.

3. Give half of the learners Map of Israel A and the other half of the learners Map of Israel B. Have all learners complete #1 on their sheet. They will need their texts to do this.
4. Have the learners form pairs, Learner A and B. Instruct the learners complete #2 and #3 on their sheets.

<i>Answer Key:</i>	
Jerusalem (Upper Room)	Mount of Olives
Andrew Bartholomew his brothers James James son of Alphaeus John Judas son of James Mary the mother of Jesus Matthew Men of Galilee Peter Philip Simon the Zealot the women Thomas	Andrew Bartholomew James James son of Alphaeus John Judas son of James Matthew Peter Philip Simon the Zealot Thomas

Map of Israel A	
<p>1. Below is a list of people from the text. Mark each person who was in Jerusalem in the Upper Room with UR.</p> <p>Andrew Bartholomew His brothers James James son of Alphaeus Jesus John Judas son of James Mary the mother of Jesus Matthew Men of Galilee Peter Philip Simon the Zealot The women Two men in white Thomas</p> <p>2. Ask your partner for the location of the place names that are missing.</p> <ul style="list-style-type: none"> - Galilee - Judea - Mount of Olives <p>Fill in the place names on your map.</p> <p>3. Ask your partner to tell you which people were on the Mount of Olives. Mark those names on your list in #1 with MO.</p>	<p>The map shows the outline of Israel. To the west is the 'MEDITERRANEAN SEA'. To the north is the 'Sea of Galilee'. To the east is the 'Dead Sea'. The central region is labeled 'SAMARIA' and the southern region is labeled 'ISRAEL'. A compass rose in the top right corner points North (N). A scale bar in the top right corner shows distances from 0 to 40 KM. There are three horizontal lines for place names: one near the Sea of Galilee, one near Jerusalem (marked with a small star), and one near the Dead Sea.</p>

Map of Israel A Worksheet



Map of Israel B	
<p>1. Below is a list of people from the text. Mark each person who was on the Mount of Olives with MO.</p> <ul style="list-style-type: none"> Andrew Bartholomew his brothers James James son of Alphaeus Jesus John Judas son of James Mary the mother of Jesus Matthew Men of Galilee Peter Philip Simon the Zealot The women Two men in white Thomas <p>2. Ask your partner for the location of the place names that are missing.</p> <ul style="list-style-type: none"> - Jerusalem - Samaria - Ends of the earth - Israel <p>Fill in the place names on your map.</p> <p>3. Ask your partner to tell you which people were in the Upper Room in Jerusalem. Mark those names on your list in #1 with UR.</p>	

Map of Israel B Worksheet

Hear All About It

Focus 3



Language Objectives:

- to **develop** writing skills through writing a newspaper article

Approx Time: 60 minutes

Materials:

- Characteristics of a Journal Article Worksheet** for each learner
- Salt Shakers Answer Key SLIDE**
- Salt Shakers Article** for each learner
- Writing Portfolio** for each learner

Reference:

Acts 1:1-14

Instructions:

Part A

- Review the steps for writing a journalistic article:
 - Hand out the **Characteristics of a Journalistic Article Worksheet**.
 - Have the learners predict which phrases go in the blanks.
 - Lecture on the points - the learners can check their predictions.
 - Expand on the ideas as you lecture.
 - There is always an attention getting headline.
 - Every article starts with a lead paragraph which answers the questions: who, what, when, where and why.
 - All the other paragraphs provide the details that illuminate the information given in the first paragraph.
 - The paragraphs are put in the order of importance of the details, beginning with most important.
 - A newspaper article is written in third person (he, she, it, they).
 - Quotes are used if possible.
- Hand out copies of the **Salt Shakers Article** (or a more recent one from your local newspaper). Ask the learners to find the 6 characteristics.
- Discuss their findings as a whole class. Use the **Salt Shakers Article Answer Key/SLIDE** for further clarification.



Characteristics of a Journalistic Article

details	headline	lead paragraph
order of importance	quotes	
questions: who, what, when, where and why		
third person (he, she, it, they)		

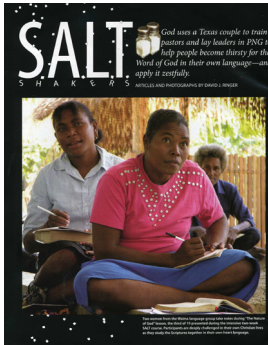
1. There is always an attention getting _____.
2. Every article starts with a lead paragraph which answers the questions:

3. All the other paragraphs provide the _____ that illuminate the information given in the first paragraph.
4. The paragraphs are put in the _____ of the details, beginning with the most important.
5. A newspaper article is written in _____.
6. _____ are used if possible.

headline



Salt Shakers



In his “former life,” as he jokingly puts it, Mick Bandy was a trial lawyer in Tyler, Tex. He earned a comfortable living representing plaintiffs in lawsuits, and his wife June, works as his legal assistant in the same office. They were raising three sons: Carter, Drew and Palmer.

lead
paragraph

“Mick and I were *very* busy doing all the American-dream-type stuff,” says June.

quotes

But slowly, a new dream started growing in their hearts and minds. In 1998 and 1999, Mick attended the School of the Bible, a year-long discipleship and leadership training

program held by Youth With a Mission (YWAM) near Tyler, Tex. At the end of the course, Mick joined a team in Mexico, working with local pastors.

“God used that experience to turn my heart and show me that I had been merely pursuing selfish desires since graduating from South Texas College of Law in 1985,” he says.

most
important
detail

Together, Mick and June took part in additional missions training courses. All the while, they grew more excited about the idea of equipping pastors and local Christian leaders who work in remote parts of the world and lack access to in-depth education and training.

third
person



Incredible Journey

After visiting parts of the South Pacific and Asia, the Bandys decided to sell nearly everything they owned and to serve in Papua New Guinea (PNG).

“God took our ordinary family and launched us on an incredible journey,” says June.

Their desire to work with pastors and leaders, while promoting the use of mother tongue Scriptures, grew into The SALT (Scripture Application and Leadership Training) Project. Mick, who is assigned to the PNG Branch of SIL (Wycliffe’s key partner organization), is project manager for SALT courses in the country.



“Our goal is to see the translated Scriptures being used effectively and lives being changed,” he says, “and our aim is to show the relevance of the Scriptures in all aspects of life.”

In order to do this, SALT works closely with Wycliffe Bible Translators, SIL-PNG, Wycliffe Associates and YWAM, as well as local churches in Papua New Guinea. Mick says that there are also plans to train individuals from Pioneer Bible Translators, New Tribes and the Tongan church of New Zealand as SALT instructors.

“Strategically,” explains Mick, “this will allow us to broaden our sphere of influence and to serve the churches by equipping more local leaders to train their own people; encourage the use of the translated Scriptures; and promote a love, wonder and understanding of God’s Word in their own language.”

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who
what
where
when
why

Salt Shakers Article Answer Key/SLIDE



Salt Shakers



In his “former life,” as he jokingly puts it, Mick Bandy was a trial lawyer in Tyler, Tex. He earned a comfortable living representing plaintiffs in lawsuits, and his wife June, works as his legal assistant in the same office. They were raising three sons: Carter, Drew and Palmer.

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But slowly, a new dream started growing in their hearts and minds. In 1998 and 1999, Mick attended the School of the Bible, a year-long discipleship and leadership training program held by Youth With a Mission (YWAM) near Tyler, Tex. At the end of the course, Mick joined a team in Mexico, working with local pastors.

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Word Alive Spring 2008 Volume 26 Number 1

Salt Shakers Article pg 2

**Part B**

1. Ask the learners to imagine that they are now the newspaper reporters who have investigated the activities of the day of the ascension.
2. Ask them to select what newspaper they want to be a reporter from since this affects their perspective on the events: *Galilean Herald*; *Jerusalem Free Press*; *Roman Times*; or *Bethany Tidings*.

Note to Instructor: Galilee - home town of most of the apostles; Jerusalem - large commercial and Jewish centre; Rome - capital of empire; Bethany - small town near the event

3. Then they need to decide on the main focus of the article:
the whole event, the commission of Jesus, or the response of the apostles
4. Give the class 20 minutes to write an article.
5. Ask the learners to find a partner and exchange papers to check for the main characteristics of a journalistic article. (Leave the **SLIDE** up for them to use as a reference.)
6. Ask them to give verbal feedback to each other.
7. Have the learners rewrite the article to incorporate any good suggestions from their classmates.
8. Ask for volunteers to read their articles to the class.
9. Make sure the articles are labeled and dated and stored in the learners' **Writing Portfolios**.
 - Throughout the course of this curriculum, the learners will collect their writing in a portfolio. Guide the learners in preparing a **Writing Portfolio**. Have the learners fill in their name, name of the program and date begun on the **Cover Page**.
 - Read the guidelines together with the learners.

(Adapted from *The Multicultural Workshop: A Reading and Writing Program* by Linda Lonon Blanton and Linda Lee Heinle & Heinle 1994)

UNIT 1

THE DAY HE WAS TAKEN UP

DEVELOPING READING & WRITING SKILLS

[illegible]

Writing Portfolio



Name: _____

Name of Program _____

Date begun: _____ Date completed: _____

Writing Portfolio Guidelines

- You will need a section in your binder to serve as a writing portfolio. Part of this portfolio will be a journal.
- As you work through each unit you will be directed to file pieces of writing in your portfolio, though you can also make entries on your own.
- Use your journal to store ideas and information and to experiment with putting them into writing.
- Learner journals will not be corrected or graded.
- Journal entries should be dated.
- At the end of each unit, you will choose a piece of writing to go into the writing portfolio as a first draft.
- You are encouraged to choose among your first drafts to revise them, edit them and publish them in an individual or class booklet.



