

Exodus- Deuteronomy

Saved &
Set Apart

Lesson Eight

שְׁמַע יִשְׂרָאֵל

Hear, O Israel

יְהוָה אֱלֹהֵינוּ

the LORD our God

יְהוָה אֶחָד

the LORD is one

וְאַהַבְתָּ אֶת

and you shall love

יְהוָה אֱלֹהֶיךָ

Yahweh, your God

בְּכָל לִבְבְּךָ

with all your heart

וּבְכָל נַפְשְׁךָ

with all your soul

וּבְכָל מְאֹדְךָ

with all your strength



"Let the Word of Christ
dwell in you richly."

Colossians 3:16

Lesson Eight Day One

...Welcome...

Grace Group and Teaching Time will cover
Lesson Seven - Leviticus 1-22



...Grace Group...

→ Open with prayer then recite the "Shema."

DAY	PAGE	Thinking Back to Lesson Seven
1...	174	Share something you learned, loved, or were encouraged by from the previous message and/or Grace Group time.
2...	177-178	Share any observations you wrote from this "flyover" day
3...	179-180	#'s 2, 4, 5
4...	181-182	#'s 2, 7, 8
5...	183-184	#'s 2 and 8 - also share any other responses or questions you had on this day
6...	185-186	#'s 2, 4, 7
7...	187-188	#'s 1, 5, 7
8...	189-190	#'s 2, 5, 6
9...	191-192	#'s 3 and 7 - also share any other responses or questions you had on this day
10...	193	Create & Share

There's a lot going on in your life and your heart this week.
Please let us come alongside and lift you up in prayer.

Share in the group prayer journal, with your Grace Group leader

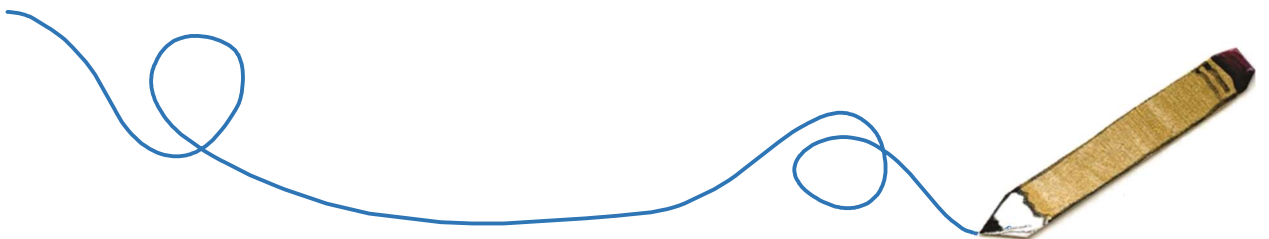
Pastor Jennifer is available to meet with you for pastoral care and prayer time as well.
Contact: 562.755.4964 / jennifergrichmond@gmail.com

You are loved and prayed for!

...My Heart to Yours...

...Teaching Time...

Watch or listen to this teaching session on the *Dwelling Richly* podcast (iTunes, Spotify, any podcast app) or on [YouTube.com/c/JenniferRichmond](https://www.youtube.com/c/JenniferRichmond)



Lesson Eight Day One

... Day by Day...

Did you know that you could use the "Day by Day" guide as your entire study?

<input checked="" type="checkbox"/> <u>My Dates</u>	<u>Day</u>	<u>Content</u>	
<input type="checkbox"/> <u>February 13</u>	1	Grace Groups & Teaching	
		<u>READ</u>	<u>WRITE</u>
<input type="checkbox"/>	2	Leviticus 16; 23-27	
<input type="checkbox"/>	3	Leviticus 16 and 23	Psalm 19:1-2
<input type="checkbox"/>	4	<i>Days 3-5 will focus on chapters 16 and 23.</i>	Psalm 19:3-4
<input type="checkbox"/>	5		Psalm 19:5-6
<input type="checkbox"/>	6	Leviticus 24	Psalm 19:7-8
<input type="checkbox"/>	7	Leviticus 25	Psalm 19:9-10
<input type="checkbox"/>	8	Leviticus 26	Psalm 19:11-12
<input type="checkbox"/>	9	Leviticus 27	Psalm 19:13-14
<input type="checkbox"/>	10	Create & Share	

...Memorize & Meditate...

Psalm 19:7

Memorize from any translation.
Write your verse in the box below.

...Write the Word...

Psalm 19

"Write the Word" pages are available on the Saved & Set Apart page at JenniferGRichmond.com

also here...

[www.jennifergrichmond.com/wp-content/uploads/Ex-Deut-Write-the-Word .pdf](http://www.jennifergrichmond.com/wp-content/uploads/Ex-Deut-Write-the-Word.pdf)

...My Heart to Yours...



In the 4th grade I cheated on a spelling test.

I was a straight-A student, loved studying, loved reading, did all my homework and was even tops in the school spelling bee - remember those?

You'd stand up in class, get a word to spell and if you got it right you remained standing until all but two of you were left up. Then, Mr. Sparrow - my absolute favorite teacher in elementary school - would bring up the last two standing and give us words as we stood there in front of the whole class. The athletic kids had been seated since round one, the math kids had flopped out several rounds after that, and the word nerd, spelling geeks like me and my best friend, Jeanna Champion, would remain. (Yes, that actually was her last name, "Champion.")

It was the Friday before our big all-school spelling bee at Thousand Oaks Christian School and I had been practicing from the official ACSI Spelling Bee handbook for weeks. I knew every long, weird word and every short oddly difficult word backwards and forwards along with their Greek and Latin roots and how to use each in a sentence. I. Was. Ready. Bring on the Bee!

Except one thing...I. Was. Nervous.

I had to pass the Friday Spelling test with a 100% in order to compete. No problem. I never missed any on those regular class tests - never. But, I was really nervous and the "what ifs" consumed me.

Jeanna and I were truly kindred spirits. We both loved reading, writing, spelling and all things word. She lived in the same neighborhood and we spent hours at each other's homes after school and on overnights and at the park down the hill which was the middle meeting spot between our houses. But Jeanna was a true genius - like Mensa level. We both loved all the same subjects, but she was brilliant and next-level word-nerdy for a young 4th grader - and, like her surname, she was a champion in all subjects - even math!

So, as the big Bee approached I got a bad case of the What If's - what if I missed one? What if I didn't make the Bee? What if I forgot if "i" came before or after the "e?" So, infected by "Whatifitis" I decided to inoculate myself against a fail and keep a small list of the spelling words for the weekly test just under my desk. A brilliant plan - with the cheat sheet at my feet I could hunch over and look like I was writing with focus and intensity while I was actually double checking each word against my cheat sheet.

My plan would have totally worked if it weren't for one thing: Eric Charles Langner III.

Eric was the cutest boy in our class, probably the whole school. He was one of the guys who would sit down early-on in the spelling bee not because he was dumb but because he'd rather be out on the field playing soccer at recess than nerding-out with us Bee Kids. He was athletic and fun and outgoing and if a 4th grade boy can be charming - he was a prince! Eric sat one seat behind and to my left and guess what his charming blue eyes spotted?

Well, around word number 19 out of 20 of the spelling test I heard the shifting chair legs scooting across our carpeted classroom floor, and Eric Charles Langer the 3rd walking slowly up to the front of the classroom, past my desk, past the two in front of me and up to Mr. Sparrow seated at his desk reading off the spelling test words. As Eric passed by I looked up just in time to see him glance slightly back at me and I knew what was going to happen next. I was about to die of a heart attack at the ripe young age of 9 in front of all my classmates, my BFF Jeanna the Champion, the hottest 4th grade boy on the earth, and my favorite teacher in the whole world. Eric Charles Langer III placed his hands on Mr. Sparrow's desk, leaned in and down, and as he whispered, I could see two brown eyes raising up and looking over Eric's hunched shoulders right. at. me.... *stay tuned for Part 2, with Day 6*



Lesson Eight Day Two

Memorize & Meditate

...Dwell in the Word...

- Pause & Pray:** Pray in humility with Psalm 19
- Simply Read:** Leviticus 16, 23-27
- Memorize & Meditate:** Psalm 19:7

...Read & Engage...

- (1) **Look:** firsts and repeats - words, ideas, objects, actions, etc.
- (2) **Ask:** *How is God showing His grace?*
- (3) **REMEMBER:** This is a "flyover" day. Passages are group to align with what you'll be studying each day of this lesson.

1. **Seeing Grace in the Law.** Write the word for "atonement cover" in Hebrew:

2. **Read for Days 3-5:** Leviticus 16 and 23
Write a dictionary definition for "scapegoat"

Write the name of each feast day in order of familiarity to you:
(Most familiar to least)

Note any repeated words or phrases and how many times they appear:

3. **Read Hebrews 9.** Note any items or actions that connect back to Leviticus 16.

...Dwell Well...

כַּפֶּרֶת

(kap-po-reth)

Leviticus 16:13

Meaning: (n) "mercy seat" or "atonement cover"

On Yom Kippur-the Day of Atonement-the High Priest would come into the Holiest place in the Tabernacle and he would intercede for the sins of the people.

Later in Hebrews we read that Christians can and should personally and in confidence "draw near to the throne of grace, that we may receive mercy and find grace to help in time of need." (Heb 4:16) Keep your eyes and heart open to seeing the grace and mercy of God in the chapter ahead. *Dwelling well means letting go of ideas that aren't biblical - like the Old Testament is about "law" but "grace" is in the New.*

Dwell well and see that the God of the foundational "old" covenant is the same as the God of the fulfilling "new" covenant. See His grace at the Mercy Seat on the Day of Atonement and how that points to the grace any who believe in Him today can still receive.

Lesson Eight Day Two

4. **Read for Day 6:** Leviticus 24 - Note questions about these passages:

5. **Read for Day 7:** Leviticus 25 - Note repeated words or phrases - especially the theme of redemption.

6. **Read for Day 8:** Leviticus 26 - Note repeated words or phrases:

7. **Read for Day 9:** Leviticus 27 - Look for the theme of "redemption" in this final chapter.



Lesson Eight Day Three

Memorize & Meditate

...Dwell in the Word...

- Pause & Pray:** Pray for your Grace Group
- Memorize & Meditate:** Psalm 19:7
- Simply Read:** Leviticus 16
- Write the Word:** Psalm 19:1-2

...Read & Engage...

1. **Thinking Back.** What event does God review in Leviticus 16:1?

What is the message - *the heart of YHWH* - behind the preparations & regulations?

2. **Just so we're all clear:** (Lev 16:2) What clarifying instructions does the LORD tell Moses?

(HINT: it's Exactly What NOT to Do)

Exactly Where to Go: 1) _____

...which is: 2) _____ 3) _____ 4) _____

Exact consequence for getting this wrong: _____ Exactly what the LORD will do:

3. **Behind the Curtain.** (Lev 16:3a) Read Exodus 37:6-9 and Hebrews 9:3-5. What would Aaron have seen as he entered the Holy Place? *Note: Aaron's staff in the ark after Num. 17.*

4. **Outside In.** (Lev 16:3b-6) Imagine Aaron as he walks into the Holy Place. What is coming in with him? What has he done in preparation? Read this passage and carefully notice the order of the instructions. What would he have done first, next, last as he prepares to meet with God? List the individual "holy/sacred garments" Consider the difference between what the priest wore on this day with what he would have worn on all other days of sacrificing.

What does the high priest offer for...?

Himself/Family: _____

The people: _____

**we'll deal with the 2 goats in the next passage*

5. **A Tale of Two Goats.** On the next page, illustrate Lev 16:7-10 - label the **purpose** and **fate** of each goat.

Lesson Eight Day Three

Inside Out.

With his preparation done, Aaron is ready to make atonement. Notice how he moves from the Holy Place to the outer entrance facing the wilderness. Refer to the diagram at the end of this lesson to picture each the step.

6. **First Offering.** (Lev 16:6, 11-14) What was the purpose of the incense smoke? Who is atoned for? Which animal?



7. **Second Offering.** (Lev 16:15-17) Who and what are atoned for? Why atone for the Holy Place and tent of meeting? What special restrictions are given?

8. **Atone for the Altar.** (Lev 16:18-19) What is used to atone for the altar? Why does the altar need to be atoned for?

9. **The Goat for Azazel.** (Lev 16:20-22) Summarize what Aaron does with the live goat.

10. **God's Grace.** (Deut. 34:6-7 and Lev 16:21-22) How is God demonstrating His grace in the atonement?



11. **Bathing & Burning.** (Lev 16:23-28) Who is bathed? What is burned?

12. **A Solemn Sabbath.** (Lev 16:29-34) When will God's people observe this day? How are the people to conduct themselves on this day? Who is required to observe? How long will they continue to observe this day? Do we observe this day now? Why or why not? Consider your reading from Hebrews chapter 9 as you answer.



LEARNING HEBREW

עֲזָזֵל

(az-aw-zale)

Leviticus 16:8, 10, 26

Meaning: (n) "Azazel" - Translated "scapegoat" however this is not the meaning of the Hebrew word but an attempt to define the word based on what happens to it - the goat "escapes" so, "scapegoat."

Lesson Eight Days Four & Five

Memorize & Meditate

...Dwell in the Word...

Pause & Pray: Pray for your Grace Group leaders

Simply Read: Leviticus 23

Memorize & Meditate: Psalm 19:7

Write the Word: Psalm 19:3-4

NOTE: Days 4 & 5 are combined on the next 4 pages. The chart on pages 206-207

is meant to lay open so you can get an overview of the LORD's days.

The complete chart is available to download on the Saved & Set Apart Bible study page.

...Read & Engage...

In Lesson Two of this study we read Exodus 12. On Day Seven (pg 56) you created a calendar noting the days and the instructions God gave His people the night of their deliverance – the very first Passover. This moment signaled the beginning of a new nation of God's chosen people. God not only saved His people, He set them apart and the very first thing He did (in a sense) was to give them a...*. (I do hope at this point in our study you knew that answer!) God didn't give His people a *calendar so they could track dates and appointments, He gave them a calendar that would be forever tied to their identity: who they were, who they were becoming, who they would ultimately be – all anchored in Him. God's calendar contained the "moadim" – appointed times - set to the rhythm of the seasons, tracking the waxing and waning of the moon, and sighting the stars. His calendar, as I pray you'll see, gave more than their identity - it gave their future and hope because every observance trained His people to anticipate their ultimate Deliverer – Yeshua Hamashiach – Jesus the Messiah. This next portion of our lesson will open for you, I pray, an exciting and awe-inspiring understanding of God's incredible plan to **save and set apart** a people for Himself.

1. **Back to the Beginning.** (Genesis 1:14-18) What did God create?

What was God's plan for these? *!*

1) v. 14b _____

2) v. 14c for _____ and * _____

3) v. 14d for _____ and _____

4) v. 15 _____

5) v. 18a _____

6) v. 18b _____

Think of 2-3 ways your life is impacted by what God provided in the sun, moon, and stars.

2. **Mine to Give, Yours to Proclaim.** (Lev 23:1-2) How does YHWH describe feasts? Whose are they? What are the people to do?

LEARNING HEBREW

מועד

(mo-ade)

Genesis 1:14; Leviticus. 23:2

Meaning: (n) appointed time, place, or meeting; season.

Look at the Hebrew letters and see two more words inside:

יעד (y'd) target, goal, destination

עד (ayd) means "witness"

See pg 208 - directions for Appointed Times chart.

An easy to read, printable of this 11x17" chart is available to

Download here:

<https://www.jennifergrichmond.com/saved-set-apart-study/>

APPOINTED 7

"These are a shadow of the things that were to come..."

		SPRING FEASTS		SUMMER	
		Barley Harvest		Wheat Harvest	
		SABBATH	PASSOVER UNLEAVENED BREAD	FIRSTFRUITS	WEEKS "Pentecost"
WHEN	-	-	Sunday after Passover	-	
YHWH'S Instructions	Leviticus 20:8-10	Ex 12, Lev 23:4-5 Lev 23:6-8	Leviticus 23:9-14 <i>Wave a sheaf of firstfruits from your harvest, offer a burnt, grain, food, drink offering</i>	Leviticus 23:15-22 Deut 16:9-10	
FOUNDATIONAL "Old" TESTAMENT	Gen 2:1-3, Ex 16:23 Leviticus 23:3	Exodus 12:1-32; 43-51 13:1-22; 34:18-20 <i>Death of the firstborn, Salvation through the blood of the lamb</i> ----- <i>Israel removed from Egypt</i>	Exodus 14:1-15:21;	Exodus 19-20, 34:22 Ruth 2:2-3	
FULFILLING "New" TESTAMENT	Matthew 12:8 Mark 2:28, Luke 6:5 <i>Jesus is the LORD of the Sabbath</i>	Luke 22:7-15; Luke 3:23; John 19:28-42 <i>Jesus is...</i>	John 20 1 Corinthians 15:20-23 <i>Jesus is...</i>	Acts 2:1-13 <i>Jesus sends...</i>	
MEANING for BELIEVERS	Hebrews 4:9-10	John 1:29; 1 Pet. 1:19; 1 Cor. 5:7; Rev. 13:8	James 1:18; Col. 2:12-14	Ephesians 1:13; John 14:16-17	

TIMES OF YHWH

... ..the reality, however, is found in Christ." Colossians 2:17

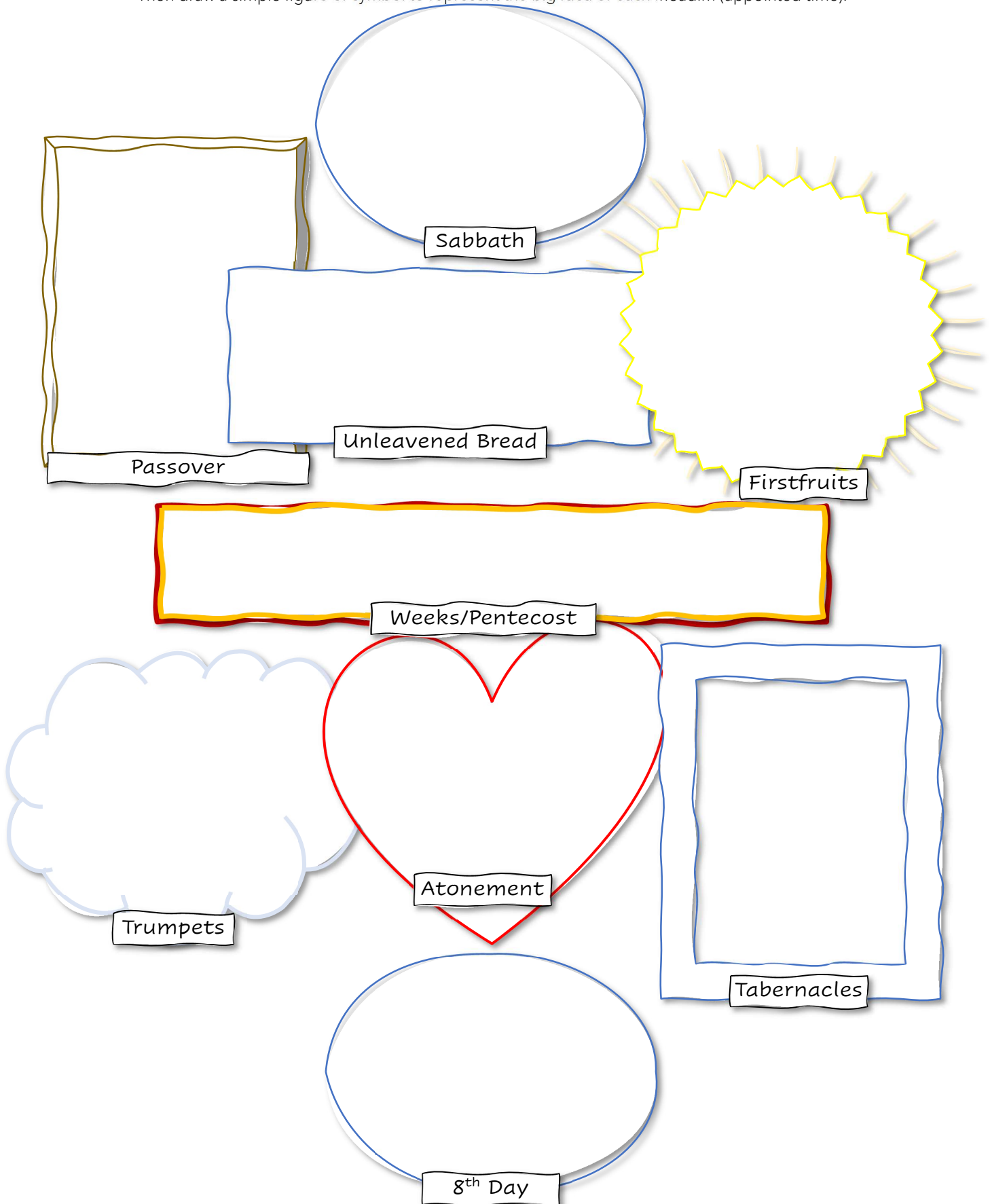
FALL FEASTS				
Grape and Olive Harvest				
TRUMPETS	ATONEMENT	TABERNACLES	8 th Day Shemini Atzeret	
<i>Yom Teruah / "Rosh Hashana"</i>	<i>Yom Kippur</i>	<i>Sukkot / "Chag Ha'asif"</i>		
			22 nd Day of 7 th Month	
Leviticus 23:23-25 Numbers 29:1-6	Leviticus 16, 23:26-32 Numbers 29:7	Lev. 23:33-43; Deut 16:13-14	Lev. 23:36 Num 29:35	
Psalm 81:3; Joel 2:1 <i>A call to repentance the day of the LORD is coming</i>	Exodus 32:32-33; 34:29-35 Leviticus 17:11	Ex. 29:44-45; 1 Kings 8:2; 12:32 1 Cor. 15:24-25, Psalm 27:5-6	Isaiah 65:17	
Matthew 24:31 1 Cor 15:51-52; 1 Thess 4:16-17 <i>Jesus will...</i>	Hebrews 2:17; 4:14-15; 6:20; 8:12; 9:11; 10:21 <i>Jesus is and will be our High Priest</i>	John 1:14; 2 Timothy 4:1 Revelation 19:15 <i>Jesus will...</i>	Isaiah 66:22 2 Peter 3:13 <i>Jesus will create a new heaven and new earth</i>	
Galatians 5:5 2 Peter 3:11-13	Revelation 17:14 1 Timothy 6:14-15	Hebrews 9:22; Revelation 20:4	Hebrews 4:16; Revelation 20:4-6	Rev. 21:1-5

TIME OF SILENCE

Lesson Eight Days Four & Five



Complete the "Appointed Times of YHWH" chart (pg 206-207) by reading the Scriptures in each section. Then draw a simple figure or symbol to represent the big idea of each Moadim (appointed time).



Lesson Eight Day Six

Memorize & Meditate

...Dwell in the Word...

Pause & Pray: Pray Psalm 19:7

Simply Read: Leviticus 24

Memorize & Meditate: Psalm 19:7

Write the Word: Psalm 19:7-8

...Read & Engage...

With the moedim (appointed times) explained, the LORD turns our attention to two remaining items in His sacred times, places, people, and name. Review your answers to questions 1 & 2 on page 205 also Lesson Three/Day Nine.

Be sure to note "LEARNING HEBREW"- especially the word meanings as you think about how these passages point to Christ.

1. **Sacred Light.** (Lev 24:1-4; Exodus 27:20-21, 37:17-24, 40:22-24)

What is the Hebrew word for lampstand? (Lesson 5/Day 4) Write in Hebrew: _____

What was it made of? How much did it and all the utensils weigh? (Ex. 37:17-24)

Where was the lampstand located in the tabernacle? (Ex. 40:24)

How often were the lamps to be kept burning?

What fueled the lamps? Note the specific instructions on how the oil was to be extracted from the olives.

2. **Sacred Bread.** (Lev 24:5-9; Ex. 25:23-30) Draw or describe the bread and the table in the tabernacle. Think about the materials for the table and the bread on it. What was the bread made from? How many loaves? What else was on the table with the bread? Who are the loaves for? What stands out to you in these instructions?

3. **Sacred Time.** Review Leviticus 24:1-9. Highlight your Bible and note below words/phrases that indicate "time" (frequency, specific times, days, etc.) There are at least 10 in this passage! What do you think the LORD is emphasizing? Keep in mind where the menorah and the table are located in relation to each other and imagine the scene as the menorah would be lit.



LEARNING HEBREW

כָּתִית

(ka-tit)

Ex. 27:20; Lev 24:2

Meaning: (adj) beaten

from the root: כָּתַת

meaning to **beat** or crush by beating.

How oil was extracted from olives for the Menorah.

חָלָה

(khal-lah)

Ex. 29:2; Lev 24:5

Meaning: (n) bread (Challah)

used in offerings

from the root: חָלַל meaning to **pierce**.

Lesson Eight Day Six

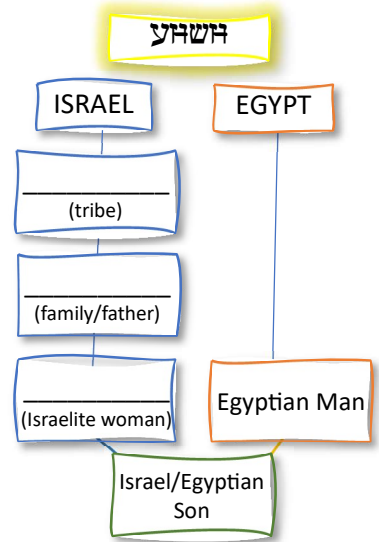
4. **Sacred Name-Cursing in the Camp.** (Lev 24:10-11) Describe the conflict that occurs in this passage. give the names of those involved and details about each person.

Who:

What:

Complete this simple family tree to help visualize the connections:

Why do you think the tribe, family (father), and woman were named in this account?



5. **Custody and Clarification.** (Lev 24:12) Why did the people put the son in custody? Why not just take care of the incident themselves?

6. **Commandments and the Congregation.** (Lev 24:11-16) Which of the Ten "Commandments" is at issue in this passage? (Ex. 20:1-17)

What did God command Moses to do about the blasphemer?

What did God command Moses to speak to Israel about this?

7. **Capital Consequence.** (Lev 24:13) What was the LORD's command concerning the man who blasphemed His Name? How is this consequence an incredible reminder of God's Holiness as well as His Grace, yes, GRACE! (HINT: Think of the family tree, #4)



8. **Killing and Constraints.** (Lev 24:17-22) Under what circumstances can a life be taken? NOTE: We will cover capital punishment more in Lesson 11

9. **Sacred People - Saved & Set Apart.** In a passage as dark as this, is there any light? Do you see any reminders of God's grace or mercy? Think about the blasphemer in contrast with the opening of today's chapter! Think. Think. Think...and always remember: no verses were placed casually. This passage is one unit beginning with the moedim (ch. 23) then the lamps and bread (24:1-9) and sandwiched between what comes next (ch. 25, Sabbath) is this portion about the Name and consequences for cursing. How is God showing you the blessing of being Saved AND Set Apart? How does this point to Jesus?



LEARNING HEBREW

וַיִּקְבֹּץ

(way-yiq-qob)
Lev 24:11

Meaning: (v) blasphemed
from the root: קָבַץ (na-qab)
meaning "to puncture"

אֶת הַשֵּׁם

(ha-shem) (et)
Ex. 27:20; Lev 24:2

Meaning: (N) the Name.

...Dwelling Deeper...



Consider the connection between the "Learning Hebrew" focus words in today's lesson.

Lesson Eight Day Seven

Memorize & Meditate

...Dwell in the Word...

- Pause & Pray:** Pray for the land and people of Israel
- Simply Read:** Leviticus 25
- Memorize & Meditate:** Psalm 19:7
- Write the Word:** Psalm 19:9-10

...Read & Engage...

1. **Where You've Been...Where You're Going.** Review Leviticus 18:3-28. What was the land they left? The land they're going to?



What was God's warning to them about the land they left and the land He's preparing for them? (Lev 18:3; 20:22-24)

2. **Seventh Year Sabbath.** (Lev 22:1-7) Illustrate YHWH's command about the Land Sabbath.

3. **What does it mean to:**

sow -

prune -

harvest -

What is the purpose of each of these?

Instead of doing any of this, what is the LORD telling the people to do in a Sabbath year?

4. **Manna & Minding the Sabbath.** Do you remember the first time the LORD commanded a Sabbath? Read Exodus 16:22-30. How was that manna miracle a training/testing/trusting moment for land Sabbath time to come?

5. **The Big One!** Illustrate YHWH's command about the Year of Jubilee.

6. **Sound the Shofar!** (Lev 25:8-12) Which Moadim (Appointed Day) begins the celebration of the Jubilee year? See also, Leviticus 16 and 23:26-32. Why do you think this is particularly significant to connect Jubilee with this Moadim?



Lesson Eight Day Seven

7. **What Do We Do?** Lev 25:10-16 What are you and your family expected to do and not do in a Jubilee year?

8. **Fearing God and Not Farming?** (Lev 25:17) What does fearing God have to do with properly observing the year of Jubilee?

9. **The Gospel of the Jubilee** (Lev 25:13-22) Imagine hearing about this amazing provision of God in His Jubilee year - that's good news - great news, actually! You begin to think ahead to the time God is preparing for you to be in the land. You begin to think about what that will mean for you and your family. How does God anticipate the questions that might be coming up in people's minds about this year? What specific promise does He give now for those days ahead? What does this tell you about the love and grace of God?

10. **Sweet Land of Liberty** (Lev 25:23-34) To whom does the land belong? _____ How does God describe His people in the land? (25:23, 55)



What does God expect His people to do with the land? (25:24)

What does liberty have to do with the land? (25:10)

11. **Jubilee and Jesus.** (Lev 25:10; Luke 4:16-21) Jesus began His ministry by declaring that this prophecy was fulfilled. Read Jesus' words and the prophecy he's referring to (Isaiah 49:8). How is this the greatest news ever?


Lesson Eight Day Eight

Memorize & Meditate

...Dwell in the Word...

- Pause & Pray:** ...for your family.
- Memorize & Meditate:** Psalm 19:7
- Simply Read:** Leviticus 26 - look for firsts!
First words, ideas, concepts, etc.
- Write the Word:** Psalm 19:11-12

...Read & Engage...

 **Wait!!** Did you "Simply Read" today's passage? Be sure you do that **BEFORE** you "Engage" - so important!

1. **The Basis for Blessing.** (Lev 26:1-2) What does God command - *a review really* - in these verses?

You shall not...

1) v. 1a _____

2) v. 1b _____

3) v. 1c _____

Why?: v.1d _____

You shall...

v. 2a _____

v. 2b _____

Why?: v.2c _____

2. **The First If.** (Genesis 4; Lev 26) Genesis 4:7 contains the first "if" statement/warning in the Bible. Leviticus 26 records the most concentrated "but if" statement/warnings since that moment. Make connections between the account with Cain and God's "if" statements in Lev. 26. *No right or wrong answers*, just make some personal observations and connections:

3. **You Do - God Does...** (Lev 26:3-8) How does YHWH show intent to bless and incredible power over nature? Note the three conditions YHWH makes for the people then draw or describe God's amazing promises!

If you: _____

I will: (draw or describe)

4. **You Won't? I will.** (Lev 26:14-17; Ex. 24:1-8) What does YHWH promise to do if they will not listen and do (shema), but instead spurn and abhor His commands?

Lesson Eight Day Eight

5. **Hitting the Snooze Button.** (Lev 26:18-33) The idea in these passages made me think of a snooze button. God's alarm is going off and if people keep hitting snooze, He'll send a wakeup call **personally** and **powerfully**!

Note the blessings and curses:

6. **Surely Not.** Read Lamentations 2:17-21; 4:4-13. Share your reaction to that account:

7. **Serious About Sabbath.** (Lev 26:34-44; 23:3, 25:2; Ex 23:10) Why was this command so important to YHWH?

What will YHWH do for the Land in spite of the people when they do not "shema" His commands?

8. **Humbled Hearts...Healed Land.** (Lev 26:40-46) How is YHWH's mercy and grace revealed in this passage?



Dwell Deeper: Read 1 Chronicles 7:11-22 and Romans 11:2. See God's great promises across time - stretching all the way to you and me through Christ.

9. **Horror and Hope - Frightful Firsts.** What would you imagine the impact this would have had on the people: hearing so many (over 30) words, phrases, commands, and concepts for the first time? Consider the horrible consequences YHWH promises along with the incredible hope available.

10. **Saved & Set Apart.** The final "first" in this chapter is actually an incredible hyperlink to another first: creation and what God "set" in the skies. Read Leviticus 26:46 and Genesis 1:4-17. How might this statement about God's "decrees, laws, and regulations" (NIV) trigger thoughts of creation in the people He saved and set apart? How might it communicate the big picture and purpose in God's Torah? *Think about this: David makes a similar connection in Psalm 19.*



BLESSINGS...

CURSES...

v. 4-5, 10

v. 16, 19-20, 26

Land:

v. 5

v. 33

Life:

v. 6

v. 22

Beasts:

v. 6

v. 25

Sword:

v. 7

v. 17, 25

Enemies:

v. 9

v. 17

God:

LEARNING HEBREW

Here are a few of the 30+ "firsts" in Lev. 26:

:1 אֱלִילִים (elilim) idols, lit. "insufficiency"

:3 בְּחֻקֹּתַי (behuqotay) in my statutes

:4 (gishmekem) rains

:15 מָאַס (mawas) reject

:16 בְּהִלָּה (behalah) sudden terror, panic

:18 יָסַר (yasar) to discipline

:23 תִּוְּסַרְוּ (tiw-waseru) you are [not] reformed, turned to me (same root as v18)

:24 וְהִלַּכְתִּי (wehalakti) then will I walk

:36 אֹיְבֵיהֶם (oyebehem) of their enemies

:40 וְהִתְוַדּוּ (wehitwadu) they confess

:40 בְּמַעַלָם (bemaalam) their unfaithfulness, treachery

:41 יִכְנַעַת (yikkana) humbled

:42 וְזָכַרְתִּי (wezakarti) *I will remember

:43 תִּעָזֵב (teazeb) abandoned

:46 בֵּינִי (beknow) between Himself

Lesson Eight Day Nine

Memorize & Meditate

...Dwell in the Word...

- Pause & Pray:** ...thank God for His Torah in Leviticus
- Memorize & Meditate:** Psalm 19:7
- Simply Read:** Leviticus 27
- Write the Word:** Psalm 19:13-14

...Read & Engage...

1. **Financing the Tabernacle.** (Lev 27:1-8) If you wanted to support the work of YHWH's house you could do so with a special vow. Based on your age you would give that amount to the priests to support the tabernacle.
How much would you give for yourself if you lived in this time?
How much would your dad give?
What about your young cousin who hasn't even started walking yet?
What if you were really poor, but you still wanted to support the Sanctuary?
2. **Offering an Animal or a House.** (Lev 27:9-15) Clean and unclean animals could be donated to the sanctuary, but what were some conditions about this kind of vow? What is similar in these vows?
3. **Land for the LORD.** (Lev 27:16-25) How did the number of years remaining until a Jubilee year impact the value of land you wanted to give?
4. **Special Nature of Firstborn and Tithes.** (Lev 27:26-29) Why couldn't you make vow on a firstborn to the LORD? Consider also Ex. 13:2; 34:19-20. Why couldn't a tithe be offered in a vow?



Lesson Eight Day Nine

5. **These Three for Thee.** (Lev 27:26-30) What were the three things that could not be offered in a vow because they already belonged to God?

6. **Under the Rod.** (Lev 27:32-33) As the lamb, cow, or goat passed through the shepherd would count and the 10th would be set aside. What if it was a good lamb? What if it was a poor quality lamb? What was God's law about someone selecting an animal to offer as a tithe? Draw or describe that law:



7. **Serious About Vows.** Read and summarize God's thoughts on making a vow:
Deuteronomy 23:21-23

Ecclesiastes 5:4-5

8. **Saved & Set Apart: A Picture of Possession.** Read Jeremiah 33:12-16 and Ezekiel 20:33-37. Consider God's promises and the connection to the final words of Leviticus - especially the image in 27:32. How is God telegraphing his promise to continue to save and set His people apart?



Lesson Eight Day Ten

Memorize & Meditate

...Dwell in the Word...

- Pause & Pray:** Ask God for wisdom and humility
- Memorize & Meditate:** Write with your eyes closed

...Create & Share...

If you could had to teach a child from any book of the Bible where would you begin? Jews for thousands of years knew exactly where to begin...

וַיִּקְרָא

Vayikra! (Leviticus)

The first book of the Bible a child learns is the exact book you've just finished studying. Does that surprise you? With all the talk about body parts and bodily functions, sores and diseases, death and blood why start here when we have colorful stories with animals and rainbows and brave men and women like in Genesis or dramatic scenes of babies saved and a prince who runs away and then saves his people as a shepherd deliverer – locusts and flies and evil kings are certainly more engaging. Surely there are more appropriate and action-packed books to keep the attention of children, right?

But no, Leviticus is where it all begins when teaching a child.

Perhaps Psalm 19 has given you a hint at the power, beauty, and appropriateness of Leviticus and why our Jewish family returns to Vayikra as they teach their children.

Like King David we see that it is

perfect...refreshing...trustworthy...

it brings joy and light and is tastier than honey...

תּוֹרָה

Torah.

How has God's Torah brought you closer to knowing Him?

How have you seen Jesus more clearly in the pages of Vayikra?

What is one aspect of God you know better now that you've dwelt within the Word of Leviticus?

Think about this as you page back through each chapter. Then re-read Psalm 19 with these questions in mind. Write your thoughts on the following page or create a picture illustrating what it has meant to you to dwell richly in Leviticus.



...My Heart to Yours...

(continued) My palms were sweating so much that I could see the wet outlines of each hand glistening on my desktop. Eric returned slowly to his desk with his head down avoiding eye-contact as Mr. Sparrow slide his big wooden teacher's chair out from behind his desk. My favorite teacher then stood up and came from around his desk and headed in no particular hurry straight toward mine. Past Mona Rolland in the front row, past the other Erik in row two and right up next to me. I couldn't look up. I was frozen.

Mr. Sparrow bent down, picked up the fateful list off the floor by my feet and looked it over, then looking at me he let out a little sigh and motioned with his eyes for me to follow him to the front of the class. By now the terror filling my heart was replaced somehow with tears. I know that no tear ducts connect the heart to the eyes, but somehow that's still what was happening and my eyes brimmed with warm salty tears and began to spill down my red face over my quivering lips.

I was filled with so much shame and sadness, so much disappointment in my own vain self. I knew what was next - Mrs. Fuller - the principal.

Still following Mr. Sparrow I matched his slow footsteps with my own sad shuffle on out of our 4th grade classroom into the hall where he paused, turned to me, and bent slightly over to look into my eyes, "You cheated? Why?" he asked calmly and simply. There was a sweet patient touch to his voice. No harsh tones. I could tell he was sad.

"I don't know." I whispered shakily without looking up.

"Stay here." He said as he walked back to Room 6. I waited against the wall between the door of our classroom and the door to Mrs. Fuller's office. Behind me was my class, my best friend, Eric Charles Langer III, and now Mr. Sparrow all finishing up that 20 word test. Ahead of me was Mrs. Fuller and The Paddle.

Our school paddled kids back in those days. In fact, it was well known that the expected punishment for cheating was a paddling. I suppose I should have mentioned that at the beginning of this story. The loom of the paddle hung there while I considered my ill-fatted cheating plan, but not heavy enough in my mind to keep me from cheating. And now I waited, knowing that my parents had already signed off on paddle permission (probably not what they called it, but it's how we kids talked about it.) I had only heard of bad kids who got that paddle, and that was now me.

I waited. I knew what was coming. I deserved it.

Mrs. Fuller was a long, slender woman, with short dark hair trimmed neatly above her ears. She motioned with a thin bony finger for me to come to her office. I trembled her direction, took a seat in a cold chair in front of her desk and waited as she sat down. The "Paddle" hung just up and over her left shoulder on the wall behind her waiting for me.

But, when she sat down she asked me the same question Mr. Sparrow had, "Why?" Why cheat? Why, when it was all but set that that I would go to the Bee and represent our school? I don't really remember exactly what I said, but she listened and I cried and she sent me back to class with a hug and a warning and a reminder about the wrongs of cheating...all while that Paddle hung unused on her wall.

Head hanging low, I made my way back to Room 6, row 3, past Mr. Sparrow and in front of an unusually quiet group of fellow 4th graders all minding their own business getting ready for lunch. Lunchtime came and went, followed by our reading time with Mr. Sparrow, then our last lessons of the day, and finally heading home. Mrs. Fuller had called my mom and dad and so, when I did get home I faced another terrifying layer of waiting for punishment, and again, my parents only asked, "Why?" Why when you have so much ability would you do that? By now I could put it into words, I was afraid.

You see, when we set ourselves up for perfection based on what we personally desire, fear of failing is overwhelming. Even the potential consequences of severe punishment can't overrule that fear. It's different when we live covered by the LORD's perfection. As severe as His Law is and devastating the punishments are, in Him we don't get what we deserve—the *weight of the law crushing us*—we get His grace and mercy instead. It's an incredible blessing and the pages of Leviticus have shown us, I pray, that Grace is exactly what awaits. The Law, as perfect and precious as it is could only remind us of our sin and failures. The law point us to Christ. Take His atonement as your covering. When we do, instead of sin and shame we are met with grace and mercy.