

# **SAMSON**

**A SHADOW OF THINGS TO COME**



**TEACHER  
CURRICULUM**

## Teaching Curriculum:

### Samson: A Shadow of Things to Come

A six week study for Junior & Senior High Students

Duration: 60–90 Minutes Each Session

This guide is for leaders/teachers to prepare spiritually and practically for each session. Each week includes key readings, thematic insights, and talking points to help facilitate meaningful teaching aligned with the student curriculum.

#### Tips for Teaching:

- \* Start each session with a short prayer inviting the Spirit of Yahweh to open hearts and minds.
- \* Leave room for honest questions — don't rush spiritual discussions.
- \* Be ready to share your personal testimony related to calling, compromise, or restoration.
- \* Reinforce identity and covenant throughout. Encourage students to see themselves as part of Yahweh's plan.

#### Goal:

Equip students with discernment, identity, and a hunger to walk as the end \*time remnant — separated, surrendered, and strong in covenant.

## **Week 1: Foundations of Interpretation — P.A.R.D.E.S.**

Teacher Reading: Pages 1–3 of "Samson: A Shadow of Things to Come"

Teaching Insight:

- \* Introduce Pardes as a Hebrew acronym representing the four levels of Bible study:
  - Pashat (simple)
  - Remez (hint)
  - Drash (search)
  - Sod (hidden).
- \* Emphasize the importance of hunger for Yahweh's Word in receiving deeper revelation.
- \* Use Psalm 23 or Genesis 1 as examples to walk students through each level.

Core Concept: Yahweh reveals truth to those who search beyond the surface.

## **Week 2: Covenant Begins with a Call — Samson's Birth & the Nazarite Vow**

Teacher Reading: Pages 4–7

Teaching Insight:

- \* Explain the background of Israel's spiritual condition under Philistine rule (Judges 13:1).
- \* Unpack the Nazarite vow in Numbers 6 and connect it to the concept of covenant separation.
- \* Highlight that Yahweh always uses a man or woman to fulfill His purposes on earth.

Core Concept: Being called by Yahweh requires consecration. Samson was born with a purpose — so are we.

## **Week 3: Israel's Calling to Be Different**

Teacher Reading: Pages 7–10

Teaching Insight:

- \* Emphasize Samson as a prophetic picture of Israel — different by design, born to carry covenant.
- \* Discuss long hair as symbolic of obedience and covenant identity.
- \* Challenge students to stop comparing themselves to others who don't carry the same call.

Core Concept: Israel (and the believer) is set apart. Holiness isn't about being better — it's about being different.

## **Week 4: Covenant vs. Compromise — Samson & Delilah**

Teacher Reading: Pages 10–14

Teaching Insight:

- \* Delilah represents Babylon and the temptation to mix truth with comfort.
- \* Help students recognize how compromise begins subtly — and why Yahweh wants full obedience.
- \* Address how the enemy isn't always trying to kill believers — just make them “normal.”

Core Concept: When we flirt with compromise, we slowly lose our distinction, power, and purpose.

## **Week 5: Restoration — When the Hair Grows Back**

Teacher Reading: Pages 14–17

Teaching Insight:

\* Walk students through Samson’s restoration. Even though he failed, Yahweh wasn’t done.

\* Teach that blindness in the spirit often brings clarity of heart.

\* Encourage students to believe that Yahweh can restore power and calling.

Core Concept: Restoration is real. Failure is not final if you return to the covenant.

## **Week 6: The End \*Time Ministry — Push Until Babylon Falls**

Teacher Reading: Pages 17–21 (end of sermon)

Teaching Insight:

\* Close the series with a call to action: we are Samson in this hour.

\* Babylon will fall — but only if the Bride stands firm in truth.

\* Encourage boldness, unity, and identity as end \*time overcomers.

Core Concept: The Samson generation is rising. It’s time to push.