

The Prodigal Son

Devotional Reading: [Psalm 28](#)

Background Scripture: [Luke 15:11–32](#)

Luke 15:11–24

¹¹ Jesus continued: “There was a man who had two sons. ¹² The younger one said to his father, ‘Father, give me my share of the estate.’ So he divided his property between them.

¹³ “Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. ¹⁴ After he had spent everything, there was a severe famine in that whole country, and he began to be in need. ¹⁵ So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. ¹⁶ He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

¹⁷ “When he came to his senses, he said, ‘How many of my father’s hired servants have food to spare, and here I am starving to death! ¹⁸ I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. ¹⁹ I am no longer worthy to be called your son; make me like one of your hired servants.’ ²⁰ So he got up and went to his father.

“But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.

²¹ “The son said to him, ‘Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.’

²² “But the father said to his servants, ‘Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. ²³ Bring the fattened calf and kill it. Let’s have a feast and celebrate. ²⁴ For this son of mine was dead and is alive again; he was lost and is found.’ So they began to celebrate.

Key Text

The son said to him, Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.

—Luke 15:21

Jesus Calls Us

Unit 1: Called from the Margins of Society

Lessons 1–4

Lesson Aims

After participating in this lesson, each learner will be able to:

1. Identify the younger son’s choices and the outcome of each choice.
2. Identify who each figure in the parable represents in real life.
3. Make a plan to confront his or her own resistance to receiving grace and forgiveness.

Lesson Outline

Introduction

- A. Family Reunions
- B. Lesson Context
- I. **The Dishonorable Son (Luke 15:11–19)**
 - A. Shameful Demand (vv. 11–12)
 - B. Selfish Decisions (vv. 13–16)
 - C. Sorrowful Direction (vv. 17–19)
- II. **The Compassionate Father (Luke 15:20–24)**
 - A. Emotional Reconciliation (vv. 20–21)
All-Encompassing Forgiveness
 - B. Gracious Celebration (vv. 22–24)
Plotlines

Conclusion

- A. Lost and Found
- B. Prayer
- C. Thought to Remember

How to Say It

- Gentile *Jen-tile*.
- parable *pair-uh-buhl*.
- prodigal *prod-i-guhl*.
- Septuagint *Sep-too-ih-jent*.

Introduction

A. Family Reunions

Did you look forward to your most recent family reunion, or did the thought of attending bring dread? For many families, these occasions are joyous as multiple generations assemble for conversation, celebration, and recollection, frequently over a cherished family meal.

However, other family situations are more complicated and painful. At best, the relationships within those families might feel cold or be difficult to tolerate. At worst, those relationships might be characterized by cruelty, mean-spiritedness, or even abuse. In such a family system, whole and harmonious relationships seem unattainable.

Shame or selfishness is often at the root of broken families. Scripture describes families who experienced conflict for these reasons ([Genesis 21:1–20](#); [27](#); [37](#); etc.). Would Jesus’ depiction of a broken family repeat these themes? Could he use these themes to change the hearts of his audience?

B. Lesson Context

The meaning and implications of parables have been greatly debated. The Greek word translated “parable” ([Matthew 15:15](#); [Mark 4:13](#); [Luke 8:9](#); etc.) is also translated as “proverb” ([4:23](#)). In the Septuagint, the ancient Greek translation of the Old Testament, a form of the same Greek word is used regarding a proverb ([Ezekiel 18:2](#)) or a song of warning ([Micah 2:4](#)).

At their core, biblical parables compare something familiar—like an object or experience—to a truth about God and his work. Parables function on two levels: their literal reference and their spiritual implications. Jesus taught with parables to challenge his audience to consider what

assumptions or attitudes of theirs were at odds with God’s work (compare [Matthew 13:10–15](#)).

Today’s Scripture is frequently called the parable of the prodigal son. While modern audiences sometimes use the designation “prodigal” to speak of the rebellion of the younger son, the word’s meaning is associated with reckless waste and spending.

This parable is the third in a series in [Luke 15](#). The other parables describe a lost sheep ([15:3–7](#)) and a lost coin ([15:8–10](#)). All three parables include similar themes: (1) something valuable is lost, (2) the lost thing is found, and (3) celebration ensues.

Jesus told these parables as a response to criticism from Pharisees and teachers of the law. These groups were upset because Jesus “welcomes sinners and eats with them” ([Luke 15:2](#)). Throughout his ministry, Jesus associated with people whom the religious leaders considered unclean.

These people included Jewish “tax collectors” ([Luke 5:30](#); [15:1](#)) who collected taxes for the ruling powers. Tax collectors were hated and regarded as having betrayed their people because they assisted the Roman Empire and acted corruptly (see [3:12–13](#)).

Another group that Jesus frequently associated with was “sinners” ([Matthew 9:11](#); [Luke 7:34](#); [15:2](#)). This title applied to people who had failed to follow the Law of Moses as interpreted by the religious leaders of the day.

Jesus’ association with these people was not limited to the public gatherings. He shared meals with them before they had sought the proper means of forgiveness and restitution as prescribed by the law. His association with them was critical to his mission to seek those who are lost (see [Luke 19:10](#)) and bring repentance and salvation ([5:29–31](#)).

What Do You Think?

What guardrails can you adopt to avoid misapplying parables to today's situations?

Digging Deeper

How do [Matthew 13:10–17](#); [15:15–16](#); and [16:5–12](#) help inform your response to Jesus' parables?

I. The Dishonorable Son ([Luke 15:11–19](#))

A. Shameful Demand (vv. [11–12](#))

11. Jesus continued: “There was a man who had two sons.

The characters in Jesus' parables were generally left unnamed (examples: [Luke 14:16](#); [16:1](#); [20:9](#); contrast [16:20](#), [23](#)). This practice hinted to the audience that he was teaching by way of a parable and not speaking of real individuals. Jesus' introduction of *a man* and his *two sons* continues that trend. Today's lesson, however, will only focus on the interactions between the younger son and the father. The narrative of the older son ([15:25–32](#)) will not be included.

12a. “The younger one said to his father, ‘Father, give me my share of the estate.’

Children traditionally did not receive their father's inheritance until the father's death (see [Numbers 27:8–11](#)). The *younger* son's request for his *share* of the inheritance was effectively saying, “*Father*, I wish you were dead.”

12b. “So, he divided his property between them.

Each son would have received part of the father's property in the inheritance. Jesus does not describe the measures by which the father *divided* the inheritance. Based on the Law of Moses, the oldest son would have received a double portion (see [Deuteronomy 21:15–17](#)). Either son's portion could have included land (see [Genesis 48:21–22](#)), a house (see [Proverbs 19:14](#)), and other items of wealth (see [2 Chronicles 21:3](#)).

The son's request implied tremendous dishonor toward the father and exhibited a rebellious attitude toward the family. The Law of Moses prescribed harsh consequences for a son who displayed stubbornness and rebellion toward his family (see [Deuteronomy 21:18–21](#)). Rather than respond according to the letter of the law, though, this father responded with mercy and grace. The father sought no retribution, despite his son's vile and dishonorable request.

What Do You Think?

How should believers respond when they are insulted or dishonored?

Digging Deeper

What factors inform whether a believer should respond with grace (see [Matthew 5:39](#)) or with a rebuke (see [Titus 1:10–13](#))?

B. Selfish Decisions (vv. 13–16)

13a. “Not long after that, the younger son got together all he had, set off for a distant country

Visual for [Lesson 1](#). *Discuss reasons why a person might stay “mired in the muck” without even realizing the need to repent.*

It was one thing for *the younger son* to demand his portion of the inheritance. However, for him to gather *all* that he had and leave the land of his family added further insult. By leaving nothing behind as he left for his journey implied that he did not intend to return. The parable does not reveal the name or location of the *distant country*. Jesus wanted to keep the focus of the parable on the attitudes and actions of the son, not identify the country to which he relocated. Not only did the son want nothing to do with his father; the son physically distanced himself through his own relocation.

13b. “and there squandered his wealth in wild living.

The son did not lose the *wealth* of his inheritance through shrewd-but-failed investments. Instead, he *squandered* it through undisciplined behavior as he “squandered [the] property with prostitutes” (Luke 15:30). The son piled shame upon shame; he brought further disgrace to his father and family name—all for gluttonous, *wild living* (compare Proverbs 28:7).

14. “After he had spent everything, there was a severe famine in that whole country, and he began to be in need.

Famines were frequent in biblical times, just as they are in parts of the world today. These famines would occur when crops failed because of drought (see 1 Kings 18:1–2; Jeremiah 14:1–6) or an infestation of insects (see Joel 1:2–10). Famine also resulted when fields went unharvested because of warfare (see 2 Kings 6:24–25; 25:1–3). The effect of the *severe famine*, not its cause, was most important for the teaching point of the parable.

During a famine, people relied on the generosity of their relatives, neighbors, and leaders (examples: Genesis 41:56–42:2; 45:9–11; 2 Kings 8:1–2; Ruth 1:1). But the younger son had no such social network to provide care during this crisis.

Not only did he lack social connections, but *he had spent* all his money. These resources would have sheltered him from experiencing much of the effects of the famine. His survival would depend on his savvy actions, not his wealth.

15. “So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs.

The son’s desperation led him to take degrading work as the hired hand of *a citizen* of the famine-inflicted *country*. *Pigs* were considered

unclean by the Law of Moses ([Leviticus 11:7–8](#)). Jesus’ Jewish audience would have considered this job to be humiliating. Because the *citizen* owned pigs, he was likely a Gentile (a non-Jew). The son’s work would remind him the extent of his abandonment of his family and their heritage.

The son suffered three levels of shame: he wasted his wealth, became a servant, and took a job feeding pigs. For Jesus’ audience, the son had received the appropriate consequences for his dishonorable acts. He had brought shame to his father and household, and now multiple levels of shame were heaped on him. The parable seemed to fulfill an ancient proverb: “The righteous eat to their hearts’ content, but the stomach of the wicked goes hungry” ([Proverbs 13:25](#); compare [13:18](#)).

16. “He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

Any food provided (if at all) was so unappealing that it made the food *that the pigs were eating* seem desirable. The exact nature of *the pods* is unknown, but students have proposed that they came from the pods of a carob tree. The pigs received better care than the son. He was without support or hope. The son lived up to (or down to) the designation “prodigal” (see [Lesson Context](#)).

C. Sorrowful Direction (vv. [17–19](#))

17a. “When he came to his senses, he said,

The son had to come to the point of desiring pig food to realize his foolishness; he had wasted the material blessings that he had received. Though he had yet to repent, the statement *he came to his senses* implied the first step of repentance. He recognized the faulty direction of his life and felt sorrow as a result (see [2 Corinthians 7:10](#)).

17b. “‘How many of my father’s hired servants have food to spare, and here I am starving to death!

The son’s sorrow and regret were based on his firsthand knowledge of his *father’s* generosity. While the son desired pig food, he remembered that his father provided lavishly. All in the father’s house had more than enough to eat.

As a result, the son viewed his father’s generosity from the perspective of the *hired servants*. Because he had demanded his share of the inheritance, he experienced shame. But even worse than shame, he had forfeited his position as a son. If he were to receive generosity from his father, it would not be as a privileged son. Instead, he could only imagine receiving the same level of generosity that a hired worker received (compare [Luke 12:35–38](#)).

18. “‘I will set out and go back to my father and say to him: **Father, I have sinned against heaven and against you.**

The son planned his way forward, based on his knowledge of his father’s generosity and his own unworthy and shameful status. The first step would be to leave the foreign land where he had squandered his wealth.

The second step involved showing repentance for the ways that he had *sinned*. Recognizing sin and confessing guilt are the first steps of repentance (see [Leviticus 5:5](#)). The son acknowledged his sin: he had rebelled against his father, thus breaking the fifth commandment ([Exodus 20:12](#)). The son’s rebellion was also directed *against* God since *heaven* is the place where God resides.

By confessing his sin, the son hoped to receive mercy from his father (see [Proverbs 28:13](#)). However, that response was not certain, given the stubborn and rebellious actions of the son (see [Deuteronomy 21:18–21](#)).

What Do You Think?

How do feelings of shame or sorrow lead a person to repentance?

Digging Deeper

How do [1 Corinthians 6:1–11](#); [2 Corinthians 7:8–11](#); and [2 Thessalonians 3:14–15](#) inform your answer?

19. “‘I am no longer worthy to be called your son; make me like one of your hired servants.’

The son did not expect to be restored to his former status in his father’s household. He hoped that perhaps the father would show mercy and grant him a place of service in the household, *like one of the hired servants*. In this role, the son would at least receive wages for his work (compare [Matthew 20:1–15](#)). However, working every day for his father would remind the son of his shameful acts.

II. The Compassionate Father

([Luke 15:20–24](#))

A. Emotional Reconciliation (vv. 20–21)

20. “So he got up and went to his father. But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him.

The statement that the son was seen while he was *still a long way off* indicates that at the very least *his father* had been scanning the horizon. Despite the disrespect that the father had endured, he hoped that his lost and prodigal son would return. That return is an act of repentance even before the son could express such repentance in words.

The father disregarded any perceived indignity as he *ran* toward his son. Physical displays of affection, such as how the father wrapped his arms around his son and *kissed* him, were not uncommon (examples: [Genesis 27:26–27](#); [33:4](#); [45:14–15](#); [48:10](#)). The father’s response revealed his heart of grace, mercy, and forgiveness.

Jesus intended that the father’s forgiveness reveal the *compassion* of God. When God’s people rebel, he responds with mercy (examples: [Nehemiah 9:17–18](#); [Daniel 9:9](#)). His compassion is like that of a loving father toward his children ([Psalm 103:13](#)). But we realize at the same time that God’s mercy has limits; he will not tolerate unrepentant, unending rebellion (example: [2 Kings 22:10–17](#); [24:2–4](#)).

21. “The son said to him, ‘Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.’

The son remained committed to his plan of repentance and humility (see [Luke 15:18–19](#), above). Despite the affection that he received, the son maintained his intentions to surrender his position in his father’s house and offer himself as a hired servant.

What Do You Think?

In what ways is biblical repentance more than saying “I’m sorry”?

Digging Deeper

How will you ensure that future repentance will be followed by appropriate action (see [Matthew 3:8](#); [Acts 26:20](#))?

All-Encompassing Forgiveness

John watched his life spiral out of control. He had rebelled against his parents and disregarded the commitments that he had made as a

believer. Because of anger, neglect of relationships, and substance abuse, John squandered his life and ignored his relationship with God.

However, John reconnected with a Christian friend who treated him with compassion and gentleness. Through this patient friendship, John realized the importance of showing repentance — to God and other people—for his previous misdeeds. John trusted that God would forgive him, and he recommitted his life to being a disciple of Jesus.

John’s account and the example of the younger son in today’s parable should encourage you to trust the all-encompassing nature of God’s forgiveness. There is no situation too shameful for God to forgive. Can the same be said of how you react to others who have wronged you? (See [Matthew 18:23–35](#); [Ephesians 4:32](#).)

—C. R. B.

B. Gracious Celebration (vv. 22–24)

22. “But the father said to his servants, ‘Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet.

The father interrupted his son’s plan with a plan of his own. The son no longer needed to suffer humiliation; he would be restored to a position of honor. Fine clothing and rings were signs of authority and power (examples: [Genesis 41:41–43](#); [Esther 3:10–12](#); compare and contrast [James 2:2–4](#)). By receiving *the best robe* and *a ring*, the once-shamed son again shared in his father’s wealth and authority.

23. “‘Bring the fattened calf and kill it. Let’s have a feast and celebrate.

Slaughtering a *fattened calf* was not a frequent occurrence in Jesus’ time. Not only would its meat need to be eaten quickly, but the animal

was more than one family could consume. Neighbors would join the family to *feast* and celebrate the return of the lost son (compare [Genesis 18:6–8](#)).

The other parables in [Luke 15](#) depict celebrations that occurred after the recovery of something lost ([Luke 15:5–6, 9](#)). These celebrations were intended to teach Jesus’ audience of heavenly celebrations that follow repentance ([15:7, 10](#)).

24. “‘For this son of mine was dead and is alive again; he was lost and is found.’ So, they began to celebrate.”

The *son* had previously treated his father as if he were dead to him (see commentary on [Luke 15:12](#), above). And by abandoning his family, the son had effectively become *dead* to his father. Despite the son’s previously selfish actions, he was restored and considered *alive* to the father—a reason for the father to be merry and *celebrate*.

In this parable, Jesus’ audience of tax collectors, sinners, Pharisees, and teachers of the law ([Luke 15:1–2](#)) heard echoes of God’s promise. To obey God leads to life, but to rebel against him leads to destruction ([Deuteronomy 30:15–18](#)). The implications are profound. For the tax collectors and sinners, the promise is one of renewed acceptance upon their repentance. For the Pharisees and teachers of the law, the promise is one of warning, a warning made more explicit in [Matthew 21:28–32](#), another parable about two sons.

God promised to be generous and patient; celebration with joy and gladness would come when his people returned to him (see [Isaiah 35:9–10](#)). God’s people have confidence that he will show mercy and provide spiritual life, even when they are dead in their sin (see [Ephesians 2:1–10](#)).

The parable, however, does not end with the father’s display of gen-

erosity and mercy. In its second part, Jesus focused on the anger of the older brother regarding the father’s treatment of the younger brother (Luke 15:25–30). The parable’s focus on mercy and generosity can be summarized by the father’s response to the older brother: “We had to celebrate and be glad, because this brother of yours ... was lost and is found” (15:32).

What Do You Think?

In what ways can the life of a believer give evidence that new life from God lives within them?

Digging Deeper

How can believers celebrate regarding the spiritual transformation that they have experienced?

Plotlines

After watching numerous romantic comedy movies, I’ve noticed that many of these films have similar plotlines. These plotlines include a blossoming romance, mistaken motivations, the return of a former lover, conflict between all parties, and a “happily ever after” ending. I’m now at the point where I can almost always predict the plot.

The original audience of today’s parable likely thought that they could predict its plot. The son had brought shame and dishonor to his father. The audience was prepared to hear that the son received harsh consequences from his father, just as the law had prescribed. The parable’s plot appeared so predictable.

However, Jesus inverted such expectations. The father’s demonstration of kindness and generosity toward his lost son went beyond what

was expected. In what other ways do Jesus' teachings upend your expectations?

—C. R. B.

Conclusion

A. Lost and Found

Today's parable invites all people to embrace the upside-down nature of the family of God. In this family, God offers and desires reunion where broken relationships exist. We may feel shamefully unworthy, as the parable's younger son felt. However, like the parable's father, God is generous and merciful. His generosity has been displayed for centuries (see [Numbers 14:8](#); [Deuteronomy 28:11](#); [Ephesians 3:16](#); [James 1:5](#); etc.). Like a shepherd who cares for his flock, God cares for his people and provides for their needs (see [Psalm 23:1](#); [1 Timothy 6:17](#)). Such actions give testimony to all people of God's generosity and faithfulness ([Acts 14:17](#)).

God welcomes all people to become his beloved children in his family. He desires his people to feel hope and not shame (see [Romans 5:5](#); [1 John 3:1](#)). "And now, dear children, continue in him, so that when he appears we may be confident and unashamed before him at his coming" ([2:28](#)).

B. Prayer

Heavenly Father, you are loving, merciful, and kind. We rejoice that you accept us into your family and love us. Help us reveal your kindness and generosity to others. In Jesus' name. Amen.

C. Thought to Remember

Do you need to return to God?

Visuals FOR THESE LESSONS

The visual pictured in each lesson (example: page 236) is a small reproduction of a large, full-color poster included in the *Adult Resources* packet for the Spring Quarter. Order No. 3629122 from your supplier.

Involvement Learning

Enhance your lesson with NIV Bible Student (from your curriculum supplier) and the reproducible activity page (at www.standardlesson.com or in the back of the NIV Standard Lesson Commentary Deluxe Edition).

Into the Lesson

Give each learner an index card to write down a decision that a person might make. After one minute, collect the cards, shuffle them, and redistribute the cards to learners. (Ensure that learners do not receive their own card.) Have learners silently read their card. Then ask for volunteers to share what might be an appropriate consequence for the decision written on their index card. Based on the consequence provided, give the whole class three guesses regarding the decision written on the card.

Alternative. Distribute copies of the “Would You Rather?” exercise from the activity page, which you can download. Have learners com-

plete it individually in a minute or less before discussing conclusions in whole-class discussion.

After either activity, lead into the Bible study by saying, “All decisions have consequences. As we read the parable in today’s Scripture, consider how your decisions would be similar to or different from the decisions made by each character.”

Into the Word

Divide the class into two groups: the **Father Group** and the **Younger Son Group**. Allow time for the groups to read [Luke 15:11–13](#) and write a diary entry from the perspective of their group’s character. Instruct groups to “get inside the character’s head” to fill in the gaps of their entries regarding their character’s possible thoughts and feelings. After several minutes, ask a volunteer from each group to read their group’s diary entry to the whole class.

Alternative. Distribute copies of the “If You Ask Me” activity from the activity page. Have learners complete prompts 1 and 2. After one minute, discuss responses in whole-class discussion.

Have the groups read [Luke 15:14–19](#) and write a second diary entry based on their character’s perspective in these specific verses. Encourage groups to creatively consider the consequences of their character’s decisions. After several minutes, ask a volunteer from each group to read their group’s diary entry to the whole class.

Alternative. Have learners complete prompts 3 and 4 on the “If You Ask Me” activity page. After one minute, invite volunteers to share their responses and explain how the responses are similar to or different from the parable’s narrative.

Have the groups read [Luke 15:20–24](#) and write a third diary entry

based on their character's perspective in these specific verses. Encourage groups to consider their character's treatment of the other character, given what feelings and beliefs might have been behind the actions. After several minutes, ask a volunteer from each group to read their group's diary entry to the whole class.

Alternative. Have participants complete prompts 5 and 6 on the "If You Ask Me" activity page. After one minute, invite volunteers to share their responses and how the responses best connect with the characters or events of the parable.

Into Life

In whole-class discussion, make a list of attitudes, mindsets, and experiences that can cause a person to be resistant to receiving grace and forgiveness. Write responses on the board.

Distribute an index card to each learner. Have learners write down, in one minute or less, which of the responses is most true for them personally regarding their own resistance to receiving grace and forgiveness. Have learners flip over their cards and write a plan to confront the attitude, mindset, or experience that can cause resistance. Allow no more than one minute to complete this second part.

Conclude class by encouraging learners to consult their cards throughout the week to be encouraged by God's continued work in them.