

# **Instructor's Guide for BIBLE ETHICS**

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**TO BE USED WITH:**

*Bible Ethics: An Independent-Study Textbook* by John and Sara Miles (Second Edition)  
*The Holy Bible*

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## INTRODUCTION

This Instructor's Guide is for you!

It provides you with the material you need to lead a class or group study of the ICI study guide *Bible Ethics*. The lesson plan for each class session will help you integrate the text, available teaching aids, and group discussion into an informative and inspirational learning experience.

The Instructor's Guide will suggest ideas and materials to conduct sessions in a classroom or small group setting. This "Introduction" will answer questions about what you will do and what you will need for the sessions. It will also show you some group study approaches to use with the ICI study guide *Bible Ethics*.

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### HOW TO GET THE MOST FROM YOUR INSTRUCTOR'S GUIDE

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1. **VERY IMPORTANT!** Resist the temptation to begin developing lesson materials until you have carefully read this introductory section. The information here will help you to develop an effective instructional program for the ICI Christian Life course *Bible Ethics*.
2. After you have read the introductory material, take time to acquaint yourself with the entire course by reading the study guide through quickly at one sitting. This will help you understand the overall plan and organization of the course. Do

not answer the study questions at this time. You will do this as part of your preparation prior to each group study session.

3. Be sure you understand how to adapt lesson materials to your own needs using the suggestions given for each session. This will be your key to developing interesting and stimulating lessons.
4. Address any inquiries concerning your use of this course or the enrollment of your students in the ICI certificate programs to the local ICI office whose address is stamped below:

In case no address is shown and you do not know the address of the ICI office in your area, then please write to the following address:

Global University  
1211 South Glenstone Avenue  
Springfield, Missouri 65804 USA

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### OVERVIEW OF *BIBLE ETHICS* (CL6160)

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*Bible Ethics* is the sixth course of Unit I in the ICI Christian Life Series. It is a study of right living, the purpose of which is stated by Jesus, "Be holy because I am holy." Too often Christians have a negative view of life by focusing on things they cannot do. Right living, however, is positive living, following the example found in the life and teaching of Jesus.

This course will help the student learn the rules that God made to help His children be holy as He is holy. God is interested in what believers *are* rather than in what they don't do.

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### "WHAT SHOULD I KNOW?"

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#### About the Christian Life Program

ICI's Christian Life Program is a series of 18 courses designed to help new converts grow and mature spiritually. Written on a level most people can understand, these learning tools will help new believers begin their life in Christ and build a sturdy foundation on the Word of God. A course listing is included in the back of this manual.

ICI study guides, such as *Bible Ethics*, are appropriate for use in guided independent study, new converts classes, cell groups, home Bible study, youth groups, Bible clubs, one-on-one discipleship programs, and many other uses.

### About Different Study Options

ICI courses can be studied with different purposes in mind.

**For Recognition.** The ICI National Director awards certificates on successful completion of the course for students who have officially enrolled with ICI and submitted all Unit Student Reports for grading. Unit Student Reports are graded by the ICI Director or, if the course is being offered by an ICI Learning Center, by the Learning Center Supervisor. It is the responsibility of the Instructor or Group Leader to submit the Unit Student Reports for grading to the appropriate individual or ICI office.

**For Personal Enrichment.** Some students prefer to obtain the textbook and follow the course of study without formal enrollment. To do this, students simply purchase and use the study guide for their own instruction and inspiration. No student evaluation materials are used, no tuition is charged, and no certificate is received. Christian Life courses can be studied for personal enrichment individually or in a classroom or group setting.

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### “WHAT SHOULD I HAVE?”

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#### For the Teacher

The ICI Study Guide *Bible Ethics* (CL6160)  
Instructor’s Guide *Bible Ethics*  
*The Holy Bible* New International Version (NIV),  
1978 edition.  
Quotations in the study guide are from *Good News Bible, Today’s English Version*.

#### For the Student

The ICI Study Guide *Bible Ethics* (CL6160)  
*The Holy Bible* New International Version (NIV),  
1978 edition.

#### Optional Teaching Aids

Audio cassette tapes and player  
Copy machine  
Overhead projector  
Chalkboard or other writing surface

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### “WHAT SHOULD I DO?”

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#### Three to Six Months in Advance

1. Set the date.
2. Announce the class.

3. Order the materials.
4. Begin to pray for God’s guidance and blessing on the sessions.

#### One to Two Months in Advance

1. Promote the class.
2. Personally enlist individuals to join the class.
3. Arrange for equipment if it is to be borrowed or rented.

#### Before the First Session Meets

1. Read the entire study guide *Bible Ethics*.
2. Do all the written work for the first lesson just as all students will do.
3. Preview the audio materials to be used.
4. Review the first session mentally, rehearsing everything you will do and all that you need. Be certain everything is ready and in working order. Make a checklist of things to do and use it to double check the readiness of the classroom and equipment. Such a checklist might include the following:
  - a. Be sure all audio equipment to be used is in operating order and that you know how to use it. Do a “practice run,” using the audio materials for the first session. Do the same with the overhead projector.
  - b. See that chalkboard, chalk, eraser, or other materials for writing on a board are available.
  - c. Prepare all materials to be handed out for the first session.
  - d. Try to anticipate how many will be attending the sessions and provide adequate seating.

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### “WHAT TEACHING METHODS SHOULD I USE?”

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A variety of methods is probably the best teaching method! No technique, however good, should be used exclusively or constantly. Successful teachers use many methods, overlapping one with another and weaving all together to make learning a rewarding and pleasant experience.

Jesus used many teaching methods. For example, He gave lectures, asked questions, led discussions, told stories, and taught object lessons. He taught mass crowds, small groups, and individuals. He was the Master Teacher in the message He taught and in the methods He used. You, too, can use a variety of methods, including some that may be new to you. You will probably feel more comfortable and confident with certain methods; however, you can broaden your experience by trying new ways of teaching from time to time as you improve the ones with which you feel most comfortable.

All ICI materials are specifically designed for independent study. For this reason, you should use teaching methods that take advantage of the study the students have done. Some of these methods are briefly explained below. The discussion and question and answer methods will be especially helpful as you encourage the students to participate actively in classroom learning experiences.

Use your students' research; let them raise issues, ask questions, give answers, provide illustrations, draw conclusions, and make applications. Individual participation will add interest, information, and excitement to the classroom or group. You may have teachers or future teachers in your class. Since we tend to teach the way we were taught, this is an opportunity for you to teach by example how to use a variety of teaching techniques.

**Group Study Method.** There are different ways to approach the study of the materials in the study guide. The lesson plans we have developed work best if your students study the lesson before coming to class. However, some students may find that their busy lives prevent them from preparing lessons outside of class. If this is so, then try the approach below as a way to study the lesson materials. It will work best if you have several hours for your study session each week.

Each member of the group has a study guide. The group divides into twos, threes, or fours and works together through as much of the lesson as possible in 45-60 minutes. The leader serves as a resource person for the small groups. At the end of the group study period, follow the lesson plan for the session provided in the Instructor's Guide to stimulate discussion and further analysis of the lesson. A variation of the above would be for the leader to set the pace of study by guiding the group section by section through the lesson. In either case, the leader must be thoroughly prepared by studying the lesson in advance.

**Lecture Method.** Many teachers use the lecture method. It is both the most popular and most criticized method of teaching. One of its major disadvantages is that it focuses on the teacher and not on the students. However, it has the advantage of making an efficient use of the time and keeping the teaching session on course. There will be times when you will use the lecture method in teaching this course; however, other methods may be more appropriate to use most of the time because of the nature of the material and the class or group structure.

**Discussion Method.** Leading a group discussion is very different from lecturing to a class. In a small group study the leader acts as a moderator of the discussion while others do most of the talking. The use

of this method is encouraged for ICI courses. The following guidelines will help ensure a successful small group discussion.

- *Keep the discussion on the main topic or theme of the lesson.* If the discussion seems to wander, bring it back on course by asking a question or saying something like this, "That's an interesting point, but let's focus our discussion on the main idea here."
- *Encourage everyone to participate.* Ask questions, seek opinions, draw out applications and conclusions from the group. Encourage the shy members to contribute. Be sensitive; don't embarrass those who are less inclined to participate.
- *Periodically, restate and summarize the points being discussed.* Seek to isolate the most important concerns of the group members and focus discussion on applications of the lesson to these needs. You may find it helpful to summarize the main points of the discussion on the board or in writing to help students remember the lesson.
- *Be free with compliments.* Encourage participation by expressing appreciation for the contributions made.
- *Handle wrong statements with caution.* When a person makes an incorrect statement, tactfully lead the discussion to show a better, preferable, or more correct position. Don't embarrass the one who erred. If the matter can't be dealt with in class without embarrassment, talk to the individual personally outside of class.
- *Encourage group members to go beyond cliches and stock theological phrases.* Ask for explanations of theological terminology. Seek to state the cliché in another way to ensure that the student understands what is being said.
- *Ask for interpretations, conclusions, and applications of the lessons that will make them meaningful to the individuals.* Where possible, help the students to practice what they learn.
- *Encourage the students to prepare the lessons in their study guide prior to group meetings.* In this way the discussions will be most profitable for everyone.

In planning the group discussion sessions, try to select activities and questions from the Instructor's Guide that are most relevant to the needs of your group, and most likely to stimulate discussion. You may want to make a list of questions that relate to the specific needs and interests of your class.

The physical arrangement of the classroom is

important, too. You will probably want to avoid the more formal classroom arrangement that is usually associated with the lecture method: a lectern at the front with rows of chairs facing it. A better arrangement for a small group using the methods suggested here would be a semicircle of chairs facing the discussion leader's chair. This arrangement tends to create a feeling of openness and freedom that will encourage participation. A writing board and overhead projector (if used) should be just behind the group leader's chair so that they are readily available. The writing board and projection screen should be easy for everyone to see.

**Question And Answer Method.** Jesus used the "Question and Answer Method" most effectively to gain attention, stir thinking, clarify or illustrate truth, advance arguments, and apply the lessons He taught. "Ask good questions and you will get good answers" is a bit of good advice on the matter. Good questions are not open-ended or pointless; they are purposeful and practical. Questions should point back to basic truths for answers. Avoid questions that have "yes" or "no" answers. To maintain interest, ask the question first, then call on someone to answer. Questions should be clear and to the point. "Who?" "What?" "Where?" "When?" are questions that tend to get factual answers; "How?" and "Why?" are more thought-provoking because they stimulate reasoning and assessment. Learn to answer some questions with a question to provoke the inquirer to think through some things. Ask good questions; make students think!

The question and answer method will be very effective in these studies when combined with discussion of material in the group setting. Good questions will keep the discussion on track and lead the group to proper conclusions and applications of the material.

**Mixing Teaching Methods.** There are many teaching methods. You probably know about and have used several of them. It is important that you employ a variety of methods as you teach in order to set a good example of teaching and communicating your message.

For additional help with teaching methods, consult the *ICI Pastor's Manual: A Guide for Evangelism and Church Ministries*. You may obtain a copy from your local ICI Director or from the International Office of ICI in Irving, Texas.

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### "HOW CAN I ADAPT THE COURSE SCHEDULE?"

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**Adapt the Schedule to Your Situation.** The Instructor's Guide is designed to supplement the study guide when it is used in a classroom setting or group study. It can be used whether students are

studying for recognition or personal enrichment. It is structured to give help in using the materials available, including the study guide, audio cassettes, and other teacher aids. The Instructor's Guide contains more material and suggestions for instruction than time will allow in any class session. This provides the instructor with several options for using the material.

The study guide for *Bible Ethics* contains eight lessons. The course can be completed in eight weeks by covering one lesson each week. Other study formats are possible.

#### Some Possible Formats for Class Sessions and Seminars

Eight Sessions (8 Class Hours):

8 weeks, 1 hour each week

Four-Day Seminar (8 Class Hours):

Four 2-hour sessions, any four consecutive days

Week-End Seminar (8 Class Hours):

Friday: 3 hours; Saturday: 5 hours

**Adapt the Lesson Plans to Your Needs.** The lesson plans given in the Instructor's Guide are intended to be used in a flexible manner according to the needs and circumstances of each teaching situation. In many cases, alternative activities are given and together with the discussion questions there is more material than can normally be handled in a 50-60 minute study session.

You will need to select those activities and questions that are most appropriate for your students. The time limits shown are approximations for each activity and can be used to help you in your planning. But bear in mind that for a particular group of students an activity may take more or less time than is suggested. You should be sensitive to the pace of your student. Don't let the activity drag on too long or curtail it before most students have completed it. These kinds of adjustments will become easier for you as you gain experience with the lesson plans.

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#### "WHAT TEACHING AIDS ARE AVAILABLE?"

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**Exercise Sheets and Visual Aids.** Exercise sheets and/or visual aids are provided for some sessions. They can be found at the back of the Instructor's Guide. Since the exercise sheets are to be completed during the session, it is necessary to photocopy them in advance. They can also be used to make transparencies for an overhead projector. If these machines

are not available, you can copy the questions from the exercise sheets on a board or put them on newsprint for display. Students can then write their answers on blank sheets of paper. If possible, make transparencies of the visual aids to display on an overhead projector.

**Audio.** ICI is developing audio programs to accompany the Christian Life courses. When available, these may be rented or purchased from your ICI Director for use in independent study or in a classroom or group setting. There are fifteen-minute audio discussions for each lesson. Consult your ICI Director regarding their availability. The lesson plans have been developed to provide for this possibility.

**The Mixed-Media Method.** Two basic preparations must be made to use audio teaching aids with the printed text in the classroom setting. First, just as the textbook must be studied, so audio must be previewed. This is necessary in order to decide what part of each lesson is to be presented at what place and time in the classroom session. Notes of segments to be used from each must be made. You can pinpoint locations of segments by observing the tape counter on the machine. Be sure to log length of segments in minutes and seconds. All this information becomes an integral part of the lesson plan in the same way you plan and prepare printed materials for presentation. This is time consuming and tedious, but it is rewarding in the classroom.

Second, you must set up and test the audio player just prior to the teaching session. Thorough preparation of materials, proper operation of the machine, and smooth transitions from one medium to another will result in an efficient presentation and an effective learning experience.

**Additional Study Resources.** For instructors and group leaders who wish to do additional study on the subject of Christian living prior to conducting the sessions, the following sources may be helpful:

Cornwall, Judson. *Let Us Be Holy*. Plainfield, New Jersey: Logos International, 1978.

Getz, Gene A. *Building Up One Another*. Wheaton, Illinois: Victor Books, 1976.

Longenecker, Richard N. *New Testament Social Ethics for Today*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1984.

Murray, Andrew. *The Master's Indwelling*. Minneapolis, Minnesota: Bethany House Publishers, 1977.

Prior, Kenneth. *The Way of Holiness: A Study in Christian Growth*. Downers Grove, Illinois:

InterVarsity Press, Revised Edition 1982.

Watson, David. *Called & Committed: World-Changing Discipleship*. Wheaton, Illinois: Harold Shaw Publishers, 1982.

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## EVALUATING THE STUDY SESSIONS

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Whether you teach in a classroom setting or direct a small group discussion, it is a good practice to collect evaluation information on the study sessions. You can use this information to improve the course as you conduct it and to assist in planning for future courses. You will find two questionnaires for this purpose at the back of the Instructor's Guide. The first form asks for your own observations on how things seem to be going. Use it once following the first few sessions and on one other occasion during the course.

The second is a brief questionnaire for the students to complete. Duplicate this form and use it at the end of a group session on two occasions during the course. It will provide you with valuable feedback on how students feel about the sessions. Be sure to have them complete the form anonymously.

SESSION

1

# GOD MADE YOU WHAT YOU ARE

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## SESSION PURPOSE

This session will help the student know how important he/she is as a child of God, a member of Christ's body, and an ambassador of the kingdom of God.

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## STEPS IN PREPARATION

### Personal Preparation

1. You will receive great blessing as you prepare yourself week by week to teach Bible Ethics. Don't be put off by the term "ethics." It simply means applying what we are in Christ to our actions and attitudes. Ethics has to do with how we live as Christians. You will find that this course is positive and practical. God bless you as you begin what will prove to be a life-giving and life-changing adventure.
2. Begin your personal preparation with prayer, that God will prepare your heart to apply the truth of His Word to your life. Pray for the students that you have in your class. You will want to see to it that you get to know your students by name so that you can pray for them individually.
3. Don't neglect your daily devotional time in praise, prayer, and Bible reading. Your personal walk with the Lord is foundational to all other preparation that you do to teach this course.

### Lesson Preparation

1. The study guide assignment is Lesson 1 (pp. 8-26). Work through the lesson in the study guide as a student would. Some of your students will study the lesson ahead of class. Others won't. Remember, the more interesting you make the class, the harder your students will work. The greater your preparation, the greater your enthusiasm. And enthusiasm motivates!
2. Pay special attention to the lesson outline and objectives. They will guide your teaching activities. To meet special needs in your class, you may wish to add an objective or two of your own.
3. As you read, the Holy Spirit will give you ideas and insights for teaching this important first session. Record ideas as they come to you. Otherwise, you will tend to forget them. Consider how these ideas and principles can be applied to the lives of your students.
4. Look up and meditate on each verse used in the study guide and this Instructor's Guide. Be able to explain their meaning. Consult some of the Bible study aids referred to in the Introduction to this manual. One of the main goals of this course is to familiarize your students with God's Word and assist them in applying it to their everyday lives. Above all, you will want them to deepen their relationship with the Lord.



5. Review the lesson plan given below and select those learning activities that best fit your goals and available time. Decide how much time you plan to devote to each part of the session.
6. Materials you will need for this session include small pieces of paper and Visual Aid BE 1-1. If possible, make a transparency of the visual aid to display on an overhead projector. Check on equipment you will need such as an overhead projector and a chalkboard or other writing surface.

## THE LESSON PLAN

### Get-acquainted activity (5-10 minutes).

Have students tell their names and three things about themselves.

### OPTIONAL ACTIVITY

### Introduction (pp. 8-9)

1. Find out from your students how Christ has changed their outlook on life. Give each student a small piece of paper and instruct them, “Write one word that describes who you are in Christ.” On the reverse side of the paper, have them answer, “How has Jesus changed your outlook on life?” You want to find out if your students are generally more positive, more enthusiastic, more hopeful, more at peace, more joyful since becoming Christians. You can either collect the pieces of paper and read them to the class or have students volunteer to share their answers. Doing the latter might help people begin to feel more comfortable with each other.
2. Have students skim Judges 6:11-15 and ask, “What did Gideon think of himself?” The answer is in verse 15: he viewed himself as the least in a family that was part of the weakest clan in Manassah. Ask, “In contrast to Gideon’s view of himself, what did God think of Gideon?” “Why?”

### APPROACHING THE LESSON (5 minutes)

### YOU ARE SOMEBODY: A CHILD OF GOD (pp. 10-17)

Objective 1. *Explain what happened to you when you became a Christian.* (p. 10)

### God Has Done a Work in You (pp. 10-12)

1. Refer students to 2 Corinthians 5:17. Have them name some of the “old” that goes after we receive Christ as Savior. List these on the left side of the chalkboard under “Old.” Then have them name some of the “new” that comes. List these on the right side of the board under “New.”
2. Use Visual Aid BE 1-1, “The Old and the New.” Compare this list with the one on the board.
3. Ask, “What are you worth?” The answer is the blood of Jesus. Refer to John 1:14. Explain that as children of God, we belong to the most important family in creation~God’s family.

### EXPLORING THE LESSON (40-45 minutes)

### **Purpose for You as His Child (pp. 12-17)**

Objective 2. *List the three areas of your personal life for which God has a purpose.* (p. 12)

1. **HEART.** Have students look up Acts 16:13-15. Note that God “opened Lydia’s heart” to respond to Paul’s message. Each of us is like Lydia in that God had to open our heart to respond. Refer to John 6:44, 65. The Father draws us and enables us to come to Jesus. God’s purpose is that our hearts remain open so that the seed of the gospel will produce a bumper crop of righteousness.
2. **MIND/ATTITUDES.** Have students look up Romans 12:2. Note that it is God’s purpose that our minds~thus our attitudes~be renewed. The reason this is so important is so that we will know God’s will.
3. **ACTIONS.** Note the biblical progression that leads up to right actions: Transformed heart = Renewed mind = Christlike behavior.
4. Highlight the definition of ethics on page 16 of the study guide: “putting your new life into practice in your attitude and your actions.” Have students identify three things about which God has changed their feelings and actions. Have volunteers share these with the class.

### **YOU ARE SOMEBODY: A MEMBER OF CHRIST’S BODY (pp. 17-20)**

Objective 3. *Explain why God has placed you in the body of Christ.* (p. 17)

#### **God Has Placed You in a Family (pp. 17-18)**

1. Explain that it was always in God’s plan that His family consist of multitudes (see Hebrews 2:10, Romans 8:29~note the phrases “many sons” and “many brothers”). Ask, “Why do you suppose that God is interested in bringing ‘many’ into His great family?”
2. Have students look up Romans 12:4-5. Observe that Paul likens Christians to members of a human body for these reasons:
  - a. **UNITY.** Each part of the human body is united with the whole; there are different parts but no “independent” parts.
  - b. **MUTUAL DEPENDENCY.** No part can function properly let alone survive without “remaining” connected to the body.
  - c. **HEADSHIP.** Believers are in union with Christ who is the Head of the body. He is the vine; we are the branches.

#### **Purpose for You in the Family (pp. 19-20)**

1. Ask, “Why did God place people in families?” Appropriate responses include: love, affirmation, companionship, sense of belonging, security, support in times of adversity. List answers on the chalkboard.
2. Group discussion: Divide your students into small groups of 4 or 5 students (no less than 3 for effectiveness). Refer them to Hebrews 10:24-25 and have them discuss the question: “Why is it important for us to take part in the spiritual life of God’s family?” At the end of their discussion, have them reassemble and share their insights. Meeting together enables us to have our physical, emotional, and spiritual needs met.

## YOU ARE SOMEBODY: AN AMBASSADOR OF THE KINGDOM (pp. 20-25)

Objective 4. *Give an example of your responsibility as a believer to the world.* (p. 20)

### God Has Left You in the World (pp. 20-22)

1. Ask, “What did not happen when you became a Christian?”
2. Read Jesus’ prayer to the Father for His disciples in John 17:15-16, 18 and His final words to them in Acts 1:8. Note that Jesus could have taken His disciples out of the world with Him. Ask, “Why didn’t He?” He wanted them to be His witnesses. Without their witness, the church would not have existed. After some discussion, explain that Jesus wants the body of believers on earth to grow so that it will~we will~witness to the love and power of Christ to those who are lost.

### Purpose for You in the World (pp. 22-25)

Objective 5. *Describe God’s purpose for you in the world as an ambassador for Christ.* (p. 22)

1. Ask, “What does an ambassador of a country do?” Webster’s defines an ambassador as “an authorized representative or messenger . . . to a foreign government.” Note three key elements in this definition:
  - a. First, we have been *authorized* by Christ Himself to serve as His ambassadors. Look up John 20:21.
  - b. Second, a *messenger* is one who has a message to deliver. As believers and followers of Jesus Christ, we have something to say. Our message is the message of the gospel.
  - c. Third, the *foreign country* to which we have been assigned is none other than the world around us~which is enveloped in spiritual darkness and is lost. As ambassadors of the kingdom of God, our message is as light and our character as salt~we don’t lose our saltiness by conforming to the world’s values. Refer to Philippians 2:14-16.
2. Ask, “What do lost people need to hear most?” As points are made, write them on the chalkboard. To stimulate answers ask, “What message brought you to Christ?”

### Conclusion

1. Challenge students to bring someone to this class. Begin targeting individuals to pray for as a class~that God would enable them to respond to the invitation to come.
2. Remind students that each of us is special in God’s sight, that we are a part of His family, and that He has a wonderful plan for each of us.
3. Have students draw names of classmates (written beforehand on small pieces of paper) out of a basket to pray one for the other throughout the remainder of the course.

**APPLYING THE  
LESSON  
(5 minutes)**

### Assignment for Next Session

1. Assign Lesson 2, “God Is the Pattern for Our Lives,” asking this question: “What three words would you use to describe what God is like?”
2. Tell students that you will be requesting that they memorize a Scripture passage for each lesson throughout the course. Have them memorize Micah 6:8, “He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God” (NIV).
3. Dismiss your students with prayer.

# NOTES

SESSION

2

# GOD IS THE PATTERN FOR OUR LIVES

## SESSION PURPOSE

This session will help the student describe the character of God and appreciate the importance of reflecting God's character in our nature, attitudes, and actions.

## STEPS IN PREPARATION

### Personal Preparation

1. Pray about how you can cooperate with the Lord as He changes you. Ask Him to show you, as you study this lesson, in what areas you are not reflecting His character, His glory.
2. Pray for your students that they would begin to grasp something of the glory of God and reflect His character in their lives.

### Lesson Preparation

1. Work through the study guide assignment Lesson 2 (pp. 28-41) as a student would. Hopefully, many of your students will be studying the lesson ahead of class. Pay attention to the lesson outline and objectives. Add any objectives you think are appropriate.
2. As you read, the Holy Spirit will give you ideas and insights for teaching this important lesson. Record these ideas as they come to you so that you won't forget them. Consider how these ideas can be applied to the lives of your students.
3. Meditate on each verse used in this lesson. Be able to explain its meaning.
4. Review the lesson plan below and select those learning activities that best fit your goals and available time.
5. Materials you will need include a family photo, Visual Aids BE 2-1, BE 2-2, and photocopies of the Exercise Sheet for Lesson 2. If you do not have a photocopier machine, you may write the questions on a chalkboard or other writing surface for the students to read. If possible, make transparencies of the visual aids to display on an overhead projector.

## THE LESSON PLAN

### OPTIONAL ACTIVITY

#### Review of the last session (5 minutes).

Review briefly in class any material not covered to your satisfaction from the last session. Be careful to spend no more than 5 minutes doing this.

## Introduction (pp. 28-29)

1. If you have a photo of your family, take it out of your wallet and show it to your students, commenting on how children have many of the same physical characteristics of their parents. Identify some of these. Note that children also tend to reflect many of their parents' emotional and intellectual characteristics as well. For example, a child might display a parent's athletic ability or artistic talent. Have volunteers describe their children's likenesses to themselves or their own likenesses to their parents.
2. Explain that this principle of reflected traits holds true concerning spiritual matters. If we are God's children, we will increasingly reflect His nature in our attitudes and actions.

**APPROACHING  
THE LESSON  
(5 minutes)**

## GOD HAS CHARACTER (pp. 30-35)

### The Meaning of Character (pp. 30-32)

Objective 1. *Identify the sources from which you can discover God's character.* (p. 30)

1. Ask, "What is the meaning of character?" Webster's defines it as "distinctive quality" or "main or essential nature."
2. Have students share the three words they chose (homework) to describe God's character~what God is like. List them on the board. Then, ask, "How do you know God is like this?" In other words, they are to identify the sources from which they discovered these aspects of God's character. To spark discussion, have them look up Romans 1:20. List their answers on the board.
3. Display Visual Aid BE 2-1, "How God Has Revealed Himself." Have students look up Hebrews 1:1-3. Ask, "In view of God's self-revelation through His creation and Old Testament prophets, why did God send His Son, Jesus Christ, to live among men?" Answer: Men's view of God had become increasingly distorted, as clearly illustrated by the Scribes, Pharisees, and Sadducees.

**EXPLORING THE  
LESSON  
(50 minutes)**

### The Showing of God's Character (pp. 32-35)

Objective 2. *Describe how Jesus was able to show you God's character.* (p. 32)

1. Refer to Hebrews 1:3, noting these descriptions of Jesus:
  - a. "radiance of God's glory"~Just as the brilliant rays of the sun are inseparable from the sun itself, so Jesus is inseparable from God the Father and the Holy Spirit. In John 8:12, Jesus says, "I am the light of the world."
  - b. "exact representation of his being"~Jesus is not merely a mirror image of God. Rather, Jesus' nature is absolutely and authentically that of the Father. That's why when Philip asked to see the Father, Jesus replied, ". . . Anyone who has seen me has seen the Father" (John 14:9).
2. Ask, "How was Jesus able to show us God's character?" Answer: Because of who Jesus was, all that He did portrayed God's character, attitudes, and actions. When Jesus healed, He did so because it is God's nature to heal. When He forgave sins, He did so because it is the Father's nature to forgive. When He showed compassion, it was because the Father is by nature compassionate.

3. Referring to 2 Corinthians 3:18, note that all believers are gradually and progressively being transformed into the image of Christ by His Holy Spirit. Our movement is not uniformly upward; there are bumps and valleys along the way. But over the span of our life, the movement is upward. One day, when Christ appears, “we shall be like him, for we shall see him as he is” (1 John 3:2). This process is what is known as sanctification.

### **GOD IS LOVE (pp. 35-37)**

Objective 3. *Describe how God’s love differs from human love by explaining the meaning of grace and mercy.* (p. 35)

1. Observe that for many of us, it is difficult to comprehend God’s love. Ask, “Why is this so?” List reasons on the board. Some reasons: we never experienced unconditional love from our parents, love is portrayed as something we get in exchange for something~like a commodity that is traded, love is viewed as “never having to say that you are sorry,” love is something that one can easily fall in or out of.
2. Display Visual Aid BE 2-2, “Three Views of Love,” to describe *eros*, *phileo*, and *agape*.
3. Group discussion: Divide the students into small groups and hand out copies of the Exercise Sheet for Lesson 2. Explain that God’s loving attitude is called *grace* and *mercy*. To discover the meaning of these terms, have students complete the exercise sheet. After the class reassembles, have students share their definitions of God’s grace and mercy. You may refer to the answers at the end of this lesson plan.
4. Ask, “In view of God’s love for us, what ought to be our attitude towards those who for whatever reason do not like us or even hate us?” The ethical principle is laid down in Jesus’ parable of the Good Samaritan in Luke 10:30-37. A Samaritan, hated by Jews, stops and tends to a wounded Jewish man. This would be an appropriate time for you to share a personal experience concerning how you are or have handled a difficult situation.

### **GOD IS RIGHTEOUS (pp. 37-40)**

Objective 4. *Define righteous and tell how God’s righteousness is shown in His attitudes and actions.* (p. 37)

1. Explain that some people find it easy to accept the notion of a loving God but are turned off by the thought of a God who judges. God’s love and His righteousness or holiness are two sides of the same coin.
2. Referring to the story of the good judge on page 39 of the study guide, explain that the harmony of God’s love and justice (righteousness) is clearly seen in Christ’s atoning death. Have students look up Romans 6:12-18 and specify what a believer’s response to God’s righteousness should be. By “slaves to righteousness” Paul means that Christians have changed masters. We, out of boundless gratitude to Christ, seek to do deeds of righteousness and grow in righteousness.
3. Recite Micah 6:8 with your students.



## Conclusion

1. Have your students pray about how they can cooperate with the Lord as He changes them. Challenge them to pray as David prayed, “examine my heart and my mind” (Psalm 26:2), concerning those attitudes and character deficiencies that may be hindering their spiritual growth and witness.
2. Read Ephesians 5:8-10. Ask, “How can we find out what pleases the Lord?” We must spend time with Him in prayer and reading His Word. The remaining lessons of this course will focus on what pleases God.

**APPLYING THE  
LESSON  
(5 minutes)**

## Assignment for Next Session

1. Assign Lesson 3, “What God Wants You to Be and Do,” asking this question: “How does God guide us?”
2. Have students list ways that God lets us know what He wants us to be and do.
3. Students should memorize Acts 24:16, “So I strive always to keep my conscience clear before God and man” (NIV).
4. Dismiss your students with prayer.

## ANSWERS TO EXERCISE SHEET

1. God is the source of all grace: “And the God of all grace, who called you to his eternal glory in Christ.”
2. We owe our salvation to God’s special grace: “All this is from God, who reconciled us to himself through Christ.”
3. God’s grace is love taking the initiative, love loving the unlovable, love giving all without receiving anything in return: “while we were yet sinners, Christ died for us,” “though he was rich, yet for your sakes he became poor, so that you through his poverty might become rich.”
4. God’s mercy is His expression of compassion or pity which is accompanied by an act of goodness: “the servant’s master took pity on him, canceled the debt and let him go.”
5. When Jesus is said to have had compassion, it is always followed by an act of goodness: “Jesus had compassion on them and touched their eyes.”

SESSION

3

## WHAT GOD WANTS YOU TO BE AND DO

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### SESSION PURPOSE

This session identifies four ways God uses to show His children how to live a life pleasing to Him.

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### STEPS IN PREPARATION

#### Personal Preparation

1. This lesson will minister in a special way to those students who may be struggling with a troubled conscience or who need specific guidance from the Lord. Pray that they will receive a personal word from God.
2. It is important that you devote as much time to personal Bible study as possible. Remember, your role is not merely to dispense information about God and His Word. Your great responsibility is to draw your students into God's Word following your own example. This will draw them closer to God and help them hear a personal word from God.

#### Lesson Preparation

1. Work through the study guide assignment Lesson 3 (pp. 42-57) several days ahead of the class meeting. Pay attention to the outline and objectives. Skim the lesson again just prior to the class, focusing on those things which you have highlighted or underlined earlier.
2. Look up all the verses in this lesson and ask the Holy Spirit to deepen your understanding of them and the lesson content. Refer to Bible study aids if they are available.
3. Review the lesson plan below and select those learning activities that best fit your goals and available time. Carefully plan the amount of time spent on each part of the lesson. You may be finding that you need to monitor the time spent in discussion so that you can cover all the points of the lesson. On the other hand, there may be occasions when the Holy Spirit will direct you to dwell on a certain issue and you will not be able to cover all the points.
4. Materials you will need for this lesson include 3 x 5 inch (7.5 x 12.5 cm) cards or slips of paper and photocopies of the Exercise Sheet for Lesson 3. Also make copies of the Student Questionnaire in the back of this manual for your students to complete.

#### Optional Preparation

Complete the Instructor Questionnaire included in the back of this Instructor's Guide. Note areas of strength and areas needing improvement. Plan to complete the questionnaire again during the course.

# THE LESSON PLAN

- a. **Review of the last session (5 minutes).**
- b. **Student Questionnaire (5 minutes).**

At the end of the session, have your students complete this questionnaire anonymously. Note any areas that need strengthening.

## OPTIONAL ACTIVITIES

### Introduction (pp. 43-43)

1. Explain that learning to live the Christian life is similar to learning how to ride a bicycle, basing your comparison on the description given on page 42 of the study guide but using your own words. Or, you may think of another comparison to use, such as learning to speak a foreign language or to type.
2. Ask, “How did you make important decisions before receiving Christ as your Savior?” You might list students’ responses on the chalkboard. Don’t be critical or surprised at some of the responses which may include: “consulting my daily horoscope,” “asking my therapist,” “talking to friends,” “asking my boyfriend” (who was not a believer). The intent of this question is to help students understand how limited their resources were before conversion. We also want them to understand that as Christians, they need to make decisions in a new way—one that takes God into account.

### APPROACHING THE LESSON (5 minutes)

### A CONSCIENCE TO HELP YOU (pp. 44-46)

Objective 1. *Define conscience and describe its role in helping you live a life pleasing to God.* (p. 44)

Note: the two points that need to be made in this section are (1) that the conscience, even that of a Christian, is not a reliable guide for conduct or for knowing God’s will and (2) that the Christian must keep his conscience “clear.”

1. For a definition of conscience, have your students refer to page 44 of the study guide and identify several statements about conscience. This exercise will help them to arrive at a definition of conscience. According to *Evangelical Dictionary of Theology*, conscience is “a moral awareness.”
2. Comment that the word “conscience” does not appear in the Old Testament. The idea of conscience or moral awareness is expressed instead by the term “heart.” Ask, “When was the first time someone in the Bible expressed a sense of guilt?” Answer: It was when Adam and Eve hid themselves from God after they had disobeyed Him. Ask for other examples of persons in the Old Testament who were troubled by a guilty conscience. Examples are Joseph’s brothers and Abimelech (see Genesis 20:4-5).
3. In the story of Pinocchio, a little cricket named Jimminy says, “always let your conscience be your guide.” Ask, “How reliable is a person’s conscience before he is saved?” Explain that the Bible makes two points about conscience: (1) everyone has one—Romans 2:14-15, (2) it is insufficient as a firm principle or guide for moral action, especially for the Christian.

### EXPLORING THE LESSON (50 minutes)

- a. Quotation from Leon Morris: Today, “the conscience of an individual is often elevated to the supreme place and almost any course of action becomes permissible on the grounds that it does not offend one’s conscience” (*The Epistle to the Romans*, p. 127).
  - b. Romans 2:15 speaks of pagans who have convictions about what they do. The point is that the standard by which one’s conscience accuses or defends might be in error.
4. Note that the study guide refers to several Scripture verses that speak of the importance of a Christian having a “clear conscience.” Comment that sin distorts our consciences. The more we engage in those practices and attitudes that lead to spiritual death, the less sensitive our conscience becomes. Ask, “How can the Christian keep a ‘clear conscience’?” Answer: Our conscience can be cleansed and quickened only by the blood of Christ (see Hebrews 9:14). A cleansed conscience is free of sin’s defilement and is able to respond to the promptings of the Holy Spirit.

### **THE BIBLE TO GUIDE YOU (pp. 46-49)**

Objective 2. *Describe how the Bible is your guide in living a life pleasing to God.*  
(p. 46)

1. Refer to the figure at the bottom of page 47 which lists the three things that God provides for us in His Word: specific rules, general principles, and examples of good and bad behavior. Lessons 4 and 5 fully cover rules and principles for a life pleasing to God.
2. Have students look up 2 Timothy 3:16-17. Give the following analysis (you may outline it on the chalkboard or other writing surface):
  - a. “All Scripture”~this means we cannot approach the Bible like a smorgasbord, selecting and rejecting what we choose. It is all or nothing!
  - b. “God-breathed”~it is the infallible and authoritative Word of God Himself.
  - c. “useful”~it is beneficial or profitable (very practical) as it touches on every aspect of our existence, both in this life and the one to come, for: (1) “teaching”~to focus on how to be saved, (2) “rebuking”~to counteract errors in doctrine and conduct (in a spirit of love), (3) “correcting”~to point the sinner in the right direction, (4) “training in righteousness”~to help believers live in a way pleasing to God and befitting their station as ambassadors of Jesus Christ.
  - d. that “the man of God”~the believer~“may be thoroughly equipped for every good work”~the more we study God’s Word, the more we realize how thorough it is.

### **A SAVIOR TO SHOW YOU (pp. 49-52)**

Objective 3. *Explain how Jesus is your example as well as your Lord and Savior.*  
(p. 49)

1. Ask, “Is it really possible for us to know the ways of Jesus and to copy them as 1 Peter 2:21 admonishes? After all, we’re just human.” Discussion can be sparked by having students consider the following:
  - a. Christ apparently thought so because He invested three and a half years training the Twelve to carry on His ministry. Recall that He sent the Twelve

- on their first missionary assignment after they had been with Him only a short time. Jesus expected a lot.
- b. Christ is well aware of our humanity and our tendency towards fear instead of faith, to make excuses for failing, and to yield to temptation. Look up Hebrews 4:15-16.
  - c. Christ is interceding this very moment for each of us—that our faith won't fail, and that we will have the victory (Hebrews 7:25).
  - d. Peter's call to believers is not to suffer the agony of the Cross, but to deal with adversity and suffering in the same manner in which Christ endured it.
2. Have students identify ways in which Jesus is our example. For example, He suffered and overcame temptation (Hebrews 2:18), He faced adversity but did not cave in to fear (Mark 4:38-40), He encountered needy people and was compassionate towards them (Mark 1:41), He led others by serving them (John 13:1-17).

### THE HOLY SPIRIT TO LEAD YOU (pp. 53-57)

Objective 4. *Describe the work of the Holy Spirit in leading you along the path of a more Christlike life.* (p. 53)

1. Explain that God is determined to change us to be like His Son. If we were left to our own resources, however, probably little changing would occur. Fortunately, God has given us a Helper, the Holy Spirit (John 15:26; 14:26).
2. Group discussion: Divide students into small groups and hand out the Exercise Sheet for Lesson 3. This activity focuses on how the Holy Spirit helps us be more Christlike. After students reassemble, identify the various ways in which the Holy Spirit works in our lives, referring to the answers at the end of this lesson plan.
3. Explain that God has promised that we will succeed. We may stumble along the way. But Christ, the Good Shepherd, will not let us fall. Look up 2 Timothy 1:12 and 1 John 3:2-3.

### Conclusion

1. Stress that Christ has called us to follow Him, to follow His example. Have your students think about ways in which they are not yet imitating Christ. Encourage them to ask the Holy Spirit to show them what needs to be changed in their lives. The Holy Spirit will not likely show them everything all at once. They can be certain, however, that He will show them an area that needs improvement. Then they must ask God to forgive them and help them change. They will be amazed at what they and God can do together!
2. Recite together Acts 24:16.
3. Hand out 3 x 5 in. cards or slips of paper for students to write down an area that needs improvement in their lives. Have them keep the card or paper in their Bibles as a reminder to seek God's help to change.

**APPLYING THE  
LESSON  
(5 minutes)**

### **Assignment for Next Session**

1. Assign Lesson 4, asking this question: “What are some specific rules that God has given us in His Word?”
2. Students should memorize Psalm 119:35-37 as a prayer, “Direct me in the path of your commands, for there I find delight. Turn my heart toward your statutes and not toward selfish gain. Turn my eyes away from worthless things; preserve my life according to your word” (NIV).
3. Dismiss your students with prayer.

### **ANSWERS TO EXERCISE SHEET**

1. Tells us what to say
2. Teaches us to understand and apply God’s Word and reminds us of what we have learned
3. Reveals the truth about God and Jesus
4. Guides us into all truth
5. Instructs us
6. Strengthens and encourages us and enlarges the church
7. Works within a local assembly of believers
8. Regenerates us from within our hearts
9. Provides fervor we need for serving the Lord
10. Guides us in our judgments
11. Prevents us from cursing Jesus
12. Produces Christ’s character of love, joy, peace in us
13. Gives us life
14. Equips us through the Word and prayer to fight spiritual battles
15. Sanctifies us (draws us from sin towards holiness)

# NOTES

SESSION

# 4

## GOD GIVES YOU RULES FOR LIVING

### SESSION PURPOSE

This session will help the student identify and appreciate the important rules God has given in the Bible.

### STEPS IN PREPARATION

#### Personal Preparation

1. Pray that the Lord will help each student become more Christlike in every area of his/her life. By now you know something of the background and situation each student is facing. This knowledge will help you pray specifically that God would give each one whatever he/she needs to be an overcomer in Christ Jesus.
2. Do not let your preparation to teach these lessons become a substitute for your daily personal Bible study. The more you teach God's Word, the more you realize how much there is to learn.

#### Lesson Preparation

1. Work through the study guide assignment Lesson 4 (pp. 58-76). Pay attention to the outline and objectives.
2. Look up each verse in this lesson and meditate on it so that you will be able to grasp its meaning.
3. Review the lesson plan below and select those activities that best fit your goals and available time.
4. Materials you will need include Visual Aid BE 4-1 and a few photocopies of it for a group exercise.

## THE LESSON PLAN

### OPTIONAL ACTIVITY

Review of the last session (5 minutes).

### APPROACHING THE LESSON (5 minutes)

#### Introduction (pp. 58-59)

1. Ask, "Do we really need rules? Why can't we just trust everyone to do the right thing?" After a little discussion, display a recent newspaper clipping about a person who broke some rule.



2. Stress that if it were not for sin, we probably would not need rules, or, at least, as many as we now have. Unfortunately, as experience bears out, there are always those persons who act as though rules are made to be broken.

## RULES OF MEN (pp. 60-62)

Objective 1. *Explain how God wants you to feel about the leaders and the laws of your country.* (p. 60)

1. Comment that it is easy to feel good about those in political authority if we voted for them or agree with their policy positions. We don't feel good about those in political authority if we object to their policies. What do we do then? How should we feel then? The Bible tells us how we should view our nation and rulers, whether good or bad.
2. Explain that what Paul says to the Christians in Rome in Romans 13:1-3 has an abiding significance for Christians of every age. Do the following Bible study:
  - a. Look up Mark 12:17 and ask, "What does this mean? Is Jesus' only concern the payment of taxes, or does He have something more in mind?" After some initial discussion, draw your students' attention to the following:
    - (1) Jesus is saying that there are obligations to the state~like taxes~that do not infringe on our obligations to God. By recognizing that the state has certain authority, Jesus shows His opposition to the popular dream of a theocracy.
    - (2) The distinction between "what is Caesar's" and "what is God's" is a protest against the idolatrous claim on the coins that Caesar is God. Our duties to the state and God are distinct but not separate because both are grounded in God's will and sovereignty.
  - b. Have students read other passages that urge believers to obey the authorities: 1 Timothy 2:1-3; Titus 3:1-2; 1 Peter 2:13-17; Daniel 2:21, 37-38.
  - c. Discuss Romans 13:1-3 which contains a major premise, a minor premise, and a conclusion:
    - (1) Major premise: "there is no authority except that which God has established. The authorities that exist have been established by God" (v. 1). Ask, "Does this mean only good authorities or governments that we approve of have been established by God?" No. God is in control; nobody obtains power unless God permits. The ruler is God's servant, whether or not he chooses to recognize God. For example, the king of Assyria was God's instrument of chastisement against Israel (Isaiah 8:5-8; 10:12-15). Because human government is of divine origin (Genesis 9:6) God's servants must submit to the laws of the land. There is one exception: when human law conflicts with God's law (revealed in the Bible) believers must obey God's law (Daniel 3:16-18). Note: those who live in democratic societies may choose leaders and change laws as their laws allow.
    - (2) Minor premise: "Consequently, he who rebels against the authority is rebelling against what God has instituted" (v. 2).
    - (3) Conclusion: "those who do so [rebel] will bring judgment on themselves" (v. 2).
3. Observe that Jesus set a wonderful example of obeying authority when He paid taxes (Matthew 17:24-27).
4. Observe that when Peter wrote 1 Peter 2:13-17 the godless and brutal Nero was emperor.

**EXPLORING THE  
LESSON  
(50 minutes)**

## COMMANDMENTS OF GOD BY MOSES (pp. 62-66)

Objective 2. *Show that you know the Ten Commandments and why it is important to have the help of the Holy Spirit to obey them.* (p. 62)

1. Group exercise: Divide your students into groups of 4 or 5 and give each group a photocopy of Visual Aid BE 4-1, “Commandments, Beatitudes, and Fruit of the Spirit.” The object of this exercise is to see if the group can correctly identify the statements as either a commandment, beatitude, or fruit of the Spirit. After five minutes, reassemble the class and display the overhead transparency of Visual Aid BE 4-1. Complete it together. (Answers: C~2, 4, 5, 8, 9, 11, 13, 15, 16, 19; B~1, 6, 12, 14, 18; F~3, 7, 10, 17, 20)
2. Look up Mark 10:17-22 and ask, “Which commandment was the rich young ruler not keeping? What had happened in this man’s life over time?” Answer: He broke the first one (see Exodus 20:3). Look up Mark 4:19 and Hebrews 3:13 concerning what had happened in his life. It is not just the having of wealth that is potentially dangerous; it is also the desire for wealth.
3. Referring to Romans 7:21-25, ask, “Why can’t you and I meet God’s high standards?” Observe that Paul holds that the Christian life is a victorious life, but it is not without conflict. It is this tension between flesh and spirit, between the old and the new, between sin and righteousness that Paul describes. Happily, Paul does not stop on a sour note but describes in Romans 7:25 and 8:3-4 God’s glorious provision for our problem. Because of Jesus’ work, we are able to meet God’s high standards as we yield to the direction and empowering of the Holy Spirit.

## TEACHINGS OF JESUS (pp. 67-70)

Objective 3. *Tell why the law of Christ is called the law of love.* (p. 67)

1. Have students identify at least three examples of the practicality of Jesus’ love. Answers: He healed, provided for people’s material needs, forgave sins, gave His life to save us.
2. Refer again to Mark 10:17-22 and focus on verse 21, “Jesus looked at him and *loved him*” (italics added). Comment that the young man was taking a wrong road in life but that Jesus didn’t try to chase him or plead with him to reconsider. In fact, Jesus out of love let him go his own way. This story resembles the parable of the prodigal son whose father let him go to the far country. Ask, “Is there a lesson here for us when we as parents or as a church are dealing with someone who has hardened himself against us and the Lord?”
3. Ask, “Have you noticed that Jesus was positive in His teaching? He didn’t focus on what not to do. Why not?” Answer: He focused on our relationship with God. He knew that if our relationship was one of love rather than fear, our motivation would be to do what was pleasing to the Father.
4. Refer to question 6 on page 70 of the study guide. Write on the chalkboard “Reasons for Obedience.” List reasons for obeying each of the six commands of Jesus included in this question. Answers: (a) Remind students of Jesus’ words in Matthew 10:24; 5:11-12 and the fact that sin blinds one to his true condition. (b) Refer students to Romans 12:19-20. (c) Refer to Matthew 5:44-47. (d) Refer to Matthew 6:1-4. (e) Refer to Matthew 6:14-15. (f) Refer to Matthew 7:1-2; Romans 14:1-4, 10-13.

## APOSTLES' DIRECTIONS (pp. 71-75)

Objective 4. *List ways in which Christ's law of love can be applied in practical daily living as presented in the apostles' teaching.* (p. 71)

1. Group exercise: Divide your students into three groups and assign group #1 Ephesians 4, group #2 Ephesians 5, and group #3 Ephesians 6. Have each group identify as many helpful directions for living the Christian life by the power of the Holy Spirit as possible within 5-7 minutes. They must not consult the study guide. When they have reassembled, compare their findings with the list on page 73 of the study guide.
2. You might want to display again Visual Aid BE 1-1 from Session 1 which contrasts the "old" with the "new" life in Christ.

## Conclusion

1. Comment that living out the law of love is indeed beyond our natural ability, and requires the help of the Holy Spirit. No doubt the Holy Spirit has spoken to hearts during this session about an area of life where the law of love is not operating. Encourage students to pray and ask the Holy Spirit to help them in this area.
2. Have students recite together Psalm 119:35-37 as a prayer. If they seem not to know it, have them write it down on a piece of paper that they can use for practicing it.

**APPLYING THE  
LESSON  
(5 minutes)**

## Assignment for Next Session

1. Assign Lesson 5, "God Gives You Standards for Living," having students ask themselves the question, "What biblical principles do I follow in making decisions?"
2. Students should memorize James 1:5, "If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him" (NIV).
3. Dismiss your students with prayer.

Those students who enrolled to receive a certificate for this course should complete the Student Report, Answer Sheet 1, for Lessons 1-4. Keep these to mail along with Answer Sheet 2 at the end of the course to the ICI office for processing.

SESSION

5

## GOD GIVES YOU STANDARDS FOR LIVING

### SESSION PURPOSE

This session will help the student identify and apply scriptural principles when making decisions in daily life.

### STEPS IN PREPARATION

#### Personal Preparation

1. If you or your students are facing difficult decisions, this lesson will help you and them make right decisions.
2. Pray for your students. Be sensitive to signs of “spiritual drifting.” Some students may not be growing as quickly or as well as others.
3. If a student has dropped out of class or even out of church, alert your pastor to what you have observed. Call or meet with the student. You might say, “I am calling because we have missed you in class and are concerned about you. Is there anything that I can pray with you about?” Never say, “Well, I’ll be praying for you,” and then hang up. Always pray with the person before hanging up.

#### Lesson Preparation

1. Be prepared to share an example of an unwise decision you made because you failed to take God into account. Also be prepared to share an example of a decision you made according to scriptural principles.
2. Work through the study guide Lesson 5 (pp. 78-98). Focus on the outline and objectives.
3. Meditate on all the Scripture verses in the lesson. Consider how to apply these verses which are guidelines for important decisions that we must make in our daily living.
4. Review the lesson plan below and select those activities that will best fit your goals and available time.
5. Materials you will need include slips of paper with parables and references written on them, photocopies of the Exercise Sheet for Lesson 5.

## THE LESSON PLAN

### OPTIONAL ACTIVITY

Review of the last session (5 minutes).

## Introduction (pp. 78-79)

1. Have students raise a hand if they are facing an important decision. Tell them that this lesson will enable them to make good decisions that will have God's approval. Some people make an important decision without taking God or scriptural principles into account. Then, when the decision proves wrong, they get mad at God and say, "God, how could You have let this happen to me?" If we are determined to have our own way, God will let us have it. But as our loving Heavenly Father, He is always there, ready to receive us when we humble ourselves and turn to Him.
2. Recite James 1:5 together.
3. Read Psalm 32:8-9, concerning God's guidance. This passage contains God's promise to counsel us and an exhortation to be open to His will. We need to be more open to God's will than work animals are to the will of their masters.

## APPROACHING THE LESSON (5 minutes)

## PRINCIPLES ARE STANDARDS TO LIVE BY (pp. 80-82)

Objective 1. *Explain the difference between biblical principles and principles of the world.* (p. 80)

1. Write the following chart on the chalkboard to contrast some of the world's principles with biblical principles:

<u>Issue</u>	<u>World's Principles</u>	<u>Biblical Principles</u>
money	brings happiness	do not love it
success	measured materially	measured spiritually
love	getting your needs met	self-giving
security	accumulation of things	Christ
popularity	seeking praise of men	seeking God's approval
job	purpose: earn money	purpose: glorify God
lotteries	get rich quick	stewardship
an offense	retaliate	seek resolution, forgive
debt	immediate gratification	avoid

2. Have students identify the principles used in making the following decision:

Jim and Sally have just finished paying off their car. Jim wants to buy a new car, just like the one his friend at work has. Sally, however, wants to quit her job when the baby comes and is urging Jim to fix up their present car rather than buy a new one. Both Jim and Sally are Christians. Sally has prayed about this for weeks and feels a growing uneasiness in her spirit about making such a large purchase at this time. Jim, however, believes, "God gave us a brain and He expects us to use it!" He hasn't prayed about this decision.

3. List students' responses concerning the principles at work above. They include popularity, success, debt. Note that a major biblical principle of guidance~agreement~has been violated. The husband has shown insensitivity to his wife's legitimate desire to stay home with the baby.

## EXPLORING THE LESSON (50 minutes)

## FINDING BIBLICAL PRINCIPLES (pp. 82-92)

Objective 2. *Give an example of a simple method that can be followed for finding biblical principles.* (p. 82)

1. Group discussion: Divide your students into small groups of 3 or 4 students. Give each group a slip of paper with the title of a parable and its reference. Have the students identify the biblical principle of behavior that is revealed in the parable. Reassemble the students and have each group report its findings. Here are some sample parables:

<u>Parables</u>	<u>Sources</u>	<u>Principles of Behavior</u>
Lamp Under a Bowl	Mt 5:14-15	Let your witness be evident
Unmerciful Servant	Mt 18:23-34	Be quick to forgive
Shrewd Manager	Lk 16:1-9	Help those in need
Friend in Need	Lk 11:5-8	Give even when inconvenient
Persistent Widow	Lk 18:2-8	Pray always; don't give up
Pharisee/Tax Collector	Lk 18:9-14	Approach God with humility

2. Look up Romans 12:9-21. Have students identify as many principles of behavior as they can. List them on the board as they are given.

## Principle of Stewardship (pp. 85-89)

Objective 3. *Define stewardship, identify verses dealing with it, and apply this principle to the major areas of your life.* (p. 85)

1. Ask, "Does stewardship mean ownership?" Note the definition at the bottom of page 86 of the study guide. List things that God has given us to care for: time, talents, finances, children, job, physical body, possessions, His Word, and so on. Have students look up 1 Corinthians 4:2 and memorize it.
2. Have students comment on this statement: "Our willingness to give tithes and offerings reflects the level of our love and trust toward God."
3. Share with your students how you have grown to trust God in the area of giving. Express what Malachi 3:10 and Luke 6:38 mean to you.

## Principle of Service (pp. 89-92)

Objective 4. *Define the biblical principle of service by listing the ways it can affect your way of living.* (p. 89)

1. Ask, "In what ways is the Christian principle of service the opposite of the human principle of selfishness?" Refer to Romans 12:10-11; Ephesians 5:21; Galatians 5:13.
2. Identify ways in which Jesus exemplified the biblical principle of service. Note: you are not looking for specific acts of service as much as attitudes. See, for example, Philippians 2:7-8; Matthew 20:26-28.

3. Have students look up Colossians 3:23-24. Ask, “Does this passage change your perception of your job in any way? If so, how?”

### **APPLYING BIBLICAL PRINCIPLES (pp. 93-97)**

Objective 5. *Explain the practical nature of the principles studied by applying them to one example.* (p. 93)

1. Ask, “How can we make right decisions?” Refer to Romans 8:14-15; 1 John 5:3-4; Romans 8:37-39; 1 Thessalonians 5:21-22.
2. Hand out copies of the Exercise Sheet for Lesson 5. Have students apply the principles of stewardship and service to a decision they are facing, such as taking on a part-time job, a responsibility at church, the purchase of a major item.

### **Conclusion**

1. Undoubtedly, some of your students are facing important decisions. Take time to pray for them in class that they, with God’s help, will make the right decisions.
2. Possibly some of your students are struggling with an addiction of some kind and want to be freed from it. Take time to pray for their deliverance, and for daily strength to stay delivered. Remind them that the key is daily prayer and reading the Word.

**APPLYING THE  
LESSON  
(15 minutes)**

### **Assignment for Next Session**

1. Assign Lesson 6, “God Wants You to Care for Yourself,” asking this question: “What are four ways God wants us to grow?”
2. Students should memorize Ephesians 4:13, 15, “. . . we all become mature, attaining to the whole measure of the fullness of Christ. . . . we will in all things grow up into him who is the Head, that is, Christ” (NIV).
3. Dismiss your students with prayer.

SESSION

6

# GOD WANTS YOU TO CARE FOR YOURSELF

## SESSION PURPOSE

This session will help the student appreciate his responsibility for his growth as a person, specify ways God expects him to grow, and identify biblical principles which will help him grow.

## STEPS IN PREPARATION

### Personal Preparation

1. This lesson is particularly enjoyable to teach because it deals with growth. God is committed to our growing in every area of our life. Growth involves change. Patterns of living, thinking, relating, and feeling are not readily changed. But with the help of God's Spirit, anyone~young or old~can grow.

You will be relieved to know that you are not responsible for growing or changing any of your students. That is the ministry of the Holy Spirit. Only He can create within a person the desire to grow. He is growing us at different rates and in different areas of our lives.

2. Reflect on your walk with the Lord. In what specific ways have you grown? Have you become more appreciative of your physical body as the temple of the Holy Spirit? Are you more desirous of filling your mind with things that honor Christ? Has your interest in spiritual things grown? How has your growth affected your relationships with your extended family and at work?
3. Continue to pray for each of your students, asking God to meet their every need and give them a desire to grow.

### Lesson Preparation

1. Work through the study guide Lesson 6 (pp. 100-122). Note the outline and objectives.
2. Meditate on the Scripture verses for this lesson. Ask the Holy Spirit to help you communicate their meaning to your students.
3. Review the lesson plan below, selecting those activities that best fit your goals.
4. Materials you will need for this lesson include photocopies of the Exercise Sheet for Lesson 6. Also make copies of the Student Questionnaire in the back of this manual.

### Optional Preparation

Complete the Instructor Questionnaire at the back of this manual. Compare the results with your earlier results.



# THE LESSON PLAN

- a. **Review of last session (5 minutes).**
- b. **Student Questionnaire (5 minutes).**

At the end of the session, have your students complete the questionnaire anonymously. Compare the results with the earlier results. Note areas still needing to be strengthened.

## OPTIONAL ACTIVITIES

### Introduction (pp. 100-102)

1. Express in your own words the comparison on pages 100-101 of the study guide between a car and a human being. Of course, we are far more complex than a car. Our knowledge of the most obvious things about ourselves~our mind, emotions, even bodily functions~though growing is still limited. Only God, who created us, knows how we work. Only He can make us whole in mind, body, and spirit. Only He knows what is best for us.
2. Have a student read Psalm 139:1-16 which describes God's perfect knowledge of us. He who formed us in our mother's womb knows how long we will live. We can hide nothing from God.

### APPROACHING THE LESSON (5 minutes)

### FOUR WAYS GOD EXPECTS YOU TO GROW (pp. 102-104)

Objective 1. *Give an example of the four areas of growth necessary for the Christian to develop into a whole person.* (p. 102)

1. Refer your students to Luke 2, explaining that Luke's Gospel gives us what little information we have about the youth and young manhood of Jesus. Have them read verses 41-52 and identify the four ways Jesus grew. Comment on the ways:
  - a. Intellectually: "grew in wisdom." Observe in verse 46 that Jesus listened to the teachers of the Word in the temple courts. This would be equivalent to being in Sunday school in our day. Jesus memorized the Word.
  - b. Physically: grew "in stature." Jesus was not an emaciated weakling as many artists have portrayed Him, but a strong robust man. As a carpenter's son, He would have been involved at an early age in the physical labor of the carpenter's craft.
  - c. Spiritually: grew "in favor with God." Jesus developed an intimacy with the Father through prayer. Spiritually in tune with His Father's will, He enjoyed God's approval.
  - d. Socially: grew in favor with "men." Jesus was socially well adjusted. He enjoyed being around people and had a special fondness for children.

Note that the picture, then, is one of balanced growth and development as Jesus progressed from boyhood to manhood.

2. Observe that the word "holiness" (p. 104) comes from the word "wholeness" or "health." Jesus, the perfectly whole man, was healthy in every area of His life. Paul tells us to become like Him. Recite Ephesians 4:13, 15 together.

### EXPLORING THE LESSON (50 minutes)

## **BIBLICAL GUIDELINES FOR GROWTH (pp. 105-121)**

### **Guidelines for Your Body (pp. 105-108)**

Objective 2. *List the ways which help or prevent the development of a healthy body.*  
(p. 105)

1. Refer to 1 Corinthians 6:20. Ask, “Why do you suppose God is so interested in your physical body?” Consider the following in your discussion, having volunteers look up the Scripture references:
  - a. God created it. It is part of His gift of life to you (Genesis 2:7).
  - b. It is for the Lord and is to glorify Him by doing good deeds (1 Corinthians 6:13, 20).
  - c. It is to be an instrument of righteousness (Romans 6:12-13).
  - d. It is the dwelling place of the Holy Spirit (Romans 8:11; 1 Corinthians 6:19).
  - e. It will be redeemed and resurrected (Romans 8:23; 1 Corinthians 15:35-49).
2. Have students identify several things that are harmful to our bodies and that are displeasing to God. List answers on the chalkboard. They should include the areas of overwork, overeating and drinking, lack of physical exercise, sexual immorality, chemical dependencies, lack of rest, eating improper diet.
3. Look up Matthew 11:28-29 and ask, “Is this promise relevant to our modern life-style? How can we apply it to our lives?”

### **Guidelines for Your Mind (pp. 108-112)**

Objective 3. *Describe ways the Christian can develop his mind and talents and acquire wisdom.* (p. 108)

1. Read Romans 12:2 and explain that this is one of the most important verses in the Bible on the mind. Have the students memorize this verse. Comment on the key ideas in the verse:
  - a. “be transformed”~indicates a *process*, not an instantaneous event. As a process, it is something that we have to work at throughout our life.
  - b. “by the renewing of your mind”~you stop thinking like you did before you came to Christ. To do this requires your obedience and the Spirit’s enablement.
2. Ask, “Why do you suppose that God is so interested in your mind?” Include these thoughts in the discussion:
  - a. Our mind is the source of our thoughts and decision-making.
  - b. Unless we stop reasoning and making decisions like the world does, we will not “be able to test and approve what God’s will is~his good, pleasing and perfect will” (Romans 12:2).
3. Comment that if it takes a mind undergoing renewal to know God’s will, it is time to ask, “How can I start the process of breaking the world’s pattern of thinking and have my mind renewed? What specific things must I do?” The answer is threefold:
  - a. Read God’s Word and Christian literature. This will make you a more positive, joyful, hopeful person (Philippians 4:8).
  - b. Pray, presenting your needs and thanksgivings to the Lord, who cares deeply

for you (Philippians 4:6-7).

- c. Fellowship with other Christians who are growing in the Lord. They will help you apply your faith (Hebrews 10:24-25).
4. **Individual exercise:** Give each student a copy of Exercise Sheet for Lesson 6. Have them list on the left side of the paper as many of their gifts, abilities, and talents as they can. Then have them place a check mark in the appropriate column for each listing. Tell them to pray over this list for the next several weeks.

### **Guidelines for Your Spirit (pp. 112-118)**

Objective 4. *Define spiritual growth and list three methods given in Scripture by which spiritual growth is possible.* (p. 112)

1. Explain that spiritual growth means an increasing awareness of God's ways (rules and principles) and putting them into action.
2. Ask, "How can you grow in favor with God?" Use the following outline and passages of Scripture to frame the discussion:
  - a. Matthew 26:39 tells us to pray, "Yet not as I will, but as you will." It is okay to share our desires and preferences with God, but having done so, we need to submit our will to His~trust that His ways are higher and His wisdom greater than ours. Remember, the purpose of prayer is not to bend God's will to ours but to bend our will to His.
  - b. Acts 17:11 tells us how we should approach God's Word. The Christians of Berea *listened* to the preaching of the Word "with great eagerness and *examined* the Scriptures every day *to see* if what Paul said was true" (italics added).
  - c. Colossians 3:16 states, "let the Word of Christ dwell in you richly."
  - d. Ephesians 4:11 tells of another gift of God to help us~pastors and teachers. Review carefully their role as defined on page 115 of the study guide.
  - e. 1 Thessalonians 4:1 admonishes us to live to please God "more and more"~keep on progressing! It is important that we have a teachable spirit and not become puffed up with pride after having acquired a little knowledge of God's Word.

### **Guidelines for Your Social Relationships (pp. 118-121)**

Objective 5. *Explain the importance of acting with wisdom and respect towards non-Christians.* (p. 118)

1. A good example of someone who acted with wisdom and respect towards all people was Daniel who was taken captive to Babylon as a young man. Read Daniel 1:3-15 and ask, "How did Daniel show wisdom and respect and yet not compromise his faith in God?" Answer: He offered the chief official an alternative diet instead of just rebelling. He gained the respect and favor of Babylonian officials by his consistently godly attitude and behavior.
2. Ask, "How can we live in such a way that we please both men and God?" Note: at this point we are not seeking a certain formula but the application of what we have studied to real life situations. Focus the discussion on those principles and rules we have examined thus far.

**APPLYING THE  
LESSON  
(5 minutes)**

**Conclusion**

1. Explain that the golden thread running through this lesson is the emphasis on reading and meditating on God's Word, our manual for godly living. Some may find it difficult to schedule Bible reading. This would be a good time to have various ones share, beginning with yourself, as to when and how they study the Bible. This will encourage and challenge others.
2. Pray that God will help each student to live a consistently godly life as they receive guidance from the Word of God.

**Assignment for Next Session**

1. Assign Lesson 7, "God Wants You to Care for the Church," asking the question, "How does God want us to care for the church?"
2. Have students read John 17:20-26 and 1 Corinthians 12:12-31 for the next session and memorize 1 Corinthians 12:25-26, "There should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it" (NIV).
3. Dismiss your students with prayer.

# NOTES

SESSION

7

**GOD WANTS YOU  
TO CARE FOR THE CHURCH**

**SESSION PURPOSE**

This session will explain how the law of love is applied through the principles of service and stewardship in the local church.

**STEPS IN  
PREPARATION**

**Personal Preparation**

1. Some of your students may have been “hurt” through personal mistreatment or witnessing some insensitivity on the part of fellow believers in another church. If so, this lesson can minister healing to them. Be prepared to share how God enabled you to overcome some negative experience in a church setting.
2. Pray for your students that their love and appreciation for the church will grow.

**Lesson Preparation**

1. Work through Lesson 7 in the study guide (pp. 124-138). Note the outline and objectives.
2. Meditate on the Scripture verses in the lesson.
3. Review the lesson plan below and select those activities that best fit your goals and available time.
4. Materials you will need for this lesson include Visual Aids BE 7-1, BE 7-2, BE 7-3, BE 7-4. Make transparencies of them if possible.

**THE LESSON PLAN**

**OPTIONAL  
ACTIVITY**

**Review of the last session (5 minutes).**

**APPROACHING  
THE LESSON  
(5 minutes)**

**Introduction (pp. 124-126)**

1. Comment that God has ordained only three institutions: marriage, human government, and the church. Of these, marriage and the church are sacred.
2. Explain that the English word for “church” comes from a Greek word meaning the Lord’s house. The term was originally used in Jesus’ day to indicate an assembly of voting citizens in a city. The origin of the church goes back to Jesus Himself (Matthew 16:18 and 18:17).

3. Display Visual Aids BE 7-1, BE 7-2, and BE 7-3 which depict the various biblical pictures of the church. With BE 7-1 explain that the church is pictured as a family (Ephesians 2:19) wherein all believers are brothers and sisters. With BE 7-2 explain that the church is pictured as a dwelling with Jesus as the cornerstone (Ephesians 2:20-21) and all believers as living stones (1 Peter 2:5). With BE 7-3 explain that the church is pictured as the body of Christ (Ephesians 1:22-23; 4:12; 1 Corinthians 12:12-31) with Christ the head of the body (Ephesians 5:23; Colossians 1:18) on which the body depends for its life and growth (Colossians 2:19).

### UNITY IN THE FAMILY OF GOD (pp. 126-129)

Objective 1. *Describe the importance of unity in the body of Christ, and identify some causes of disunity and ways to overcome them.* (p. 126)

1. Refer to Jesus' prayer for all believers in John 17:20-26. Ask, "What is the main thing that Jesus prays for?" Answer: unity. Ask, "Why does He place so much importance on unity?"
2. Group discussion: Divide your students into small groups and have them identify causes of disunity among Christians and ways to overcome them. They may consult pages 127-128 in the study guide but should not be limited by that information. Reassemble the class and have each group report its findings.
3. Use Visual Aid BE 7-4 to review some causes of disunity within the body of Christ and ways to overcome them.
4. Look up 1 Corinthians 12:12-31 and have students quickly skim this passage. Use this outline to frame a discussion of it:
  - a. Ask, "Why does Paul compare the church to a human body?" Answer: Though the body is one, it is made up of many diverse parts.
  - b. Ask, "What makes the Corinthian Christians one?" Answer: Their common experience of the Spirit (v. 13) makes them one. The Spirit, after all, is what makes a person a child of God (Romans 8:14-17).
  - c. Note that the diversity (vs. 14-17) has to do with not kinds of persons but *gifts* and *manifestations of the Spirit* within the church.
  - d. Ask, "What common problem in the church is exposed in verses 15-16?" Answer: people aspire to be something in the body that they are not because they feel inferior. Their discontent with their God-given gifts stirs up dissension.
  - e. Note that verse 18 (which ties in with verse 11) implies that God gives abilities and gifts as He wishes. In view of this, every believer should earnestly seek to discover his or her gifts and use them for God's glory.

### SERVICE IN THE FAMILY OF GOD (pp. 129-133)

Objective 2. *Describe the ways that the law of love can be made practical through service.* (p. 129)

1. Comment that whether a church is large, small, rich, or poor, it can become known for its loving unity and practical compassion. Look up 2 Corinthians 9:6-15 and have students skim the passage. Ask, "What is God's promise to us as individuals or as a church if we sow generously?" Have students memorize verse 6: "Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously."

**EXPLORING THE  
LESSON  
(50 minutes)**

2. Explain that to do good as we are commanded to do, we must be aware of certain things:
  - a. Our responsibility to a weaker brother or sister~weaker in that they are new in the Lord. How are we to relate to such a person according to Romans 15:1-2?
  - b. Our awareness of people's needs. Read Hebrews 13:1-3. Comment: someone has said, "The Christian army is the only one that buries its wounded." What this means is that when a brother or sister is experiencing adversity (loss of job or loved one, divorce, and so on), other Christians often shun them. Perhaps this is out of embarrassment (not knowing what to say), a sense of spiritual superiority, or indifference. Whatever the reason, the hurting member needs ministry. Let us "keep on loving one another as Christian brothers" (v. 1)~especially in times of adversity.
  
3. Explain that there are some practical guidelines to follow in meeting needs within the local church:
  - a. Make yourself available to be used by the Lord. The Holy Spirit will stir your heart concerning some need.
  - b. Inform your pastor of the need that the Lord has laid on your heart. He may tell you that he is already aware of it and taking steps to meet it. This will confirm that the stirring of your heart was indeed of the Lord.
  - c. If your pastor encourages you to meet a particular need, then proceed. Ask the Lord how He wants you to proceed. For example, if the Lord is prompting you to give a gift of money to a person, should you give it personally or anonymously? The Lord will guide you not only in *what* (how much) to give but also in *how* to give.
  - d. Act promptly. The longer you wait, the greater the temptation is to not give.
  - e. Do not consider a special gift, which is an offering, to be a substitute for your tithe. God has commanded that the tithe always go into the "storehouse" of the local church (Malachi 3:10).

### **STEWARDSHIP IN THE FAMILY OF GOD (pp. 133-137)**

Objective 3. *Describe several ways that the law of love can be made practical through stewardship.* (p. 133)

1. Someone has said, "Hard times are all the more reason to honor God in giving." One of the most moving biblical examples of this is Paul's account of the Macedonian church in 2 Corinthians 8:1-9. Have a volunteer read it. Use the following outline to discuss this passage:
  - a. Ask, "Can you identify the two paradoxes in verse 2?" "Paradox" means a self-contradictory statement. Answer: They were experiencing "the most severe trial" YET they gave with "overflowing joy"; they were living in extreme poverty" (rock bottom) YET welling up within them was "rich generosity."
  - b. Ask, "How did the Macedonians give (see verses 3-4)?" Answer: (1) "as much as they were able"; (2) "even beyond their ability"~this reminds us of the story of the widow's coins in Mark 12:42; (3) "entirely *on their own*, they urgently *pleaded* with us for the *privilege* of sharing in this service to the saints" (italics added).
  - c. Ask, "How were they able to demonstrate such Christlikeness in giving?" Answer: "they gave themselves first to the Lord" (v. 5)~they put themselves and the little they had at the foot of the Cross.
  - d. Observe the sharp contrast between the attitude of the Macedonians and that



of the Corinthians in verses 7-9. The latter were experiencing no affliction, no poverty, except a growing poverty of spirit. So Paul tries to prod them to give by reminding them of two things. What are these? Answer: (1) their present blessings~God has withheld no good thing from them; (2) the example of Christ's self-giving so that they "through his poverty might become rich"~if Jesus died for them, then how can they possibly do too much or give too much back to Him?

2. Have your students comment on this quotation: "Without self-giving, there can be no real giving."
3. Refer to this statement on page 135 of the study guide: "By supporting those who work for God, we are taking part in the work they do, we are involved in their ministry." Relate this to your church's support for missionaries and evangelists.

### Conclusion

1. According to the study guide (p. 136), we have to do three things as stewards of God's gracious gifts to us. Have your students identify these.
2. Encourage your students to be sensitive to the promptings of the Holy Spirit concerning needs of all kinds in your church. Pray about these needs.

**APPLYING THE  
LESSON  
(5 minutes)**

### Assignment for Next Session

1. Assign Lesson 8, "God Sent You to Care for the World," asking the question, "How can your devotion to Christ and His church impact your community and the world?"
2. Students should memorize 1 Thessalonians 3:12, "May the Lord make your love increase and overflow for each other and for everyone else, just as ours does for you" (NIV).
3. Dismiss your students with prayer.

SESSION

# 8

## GOD SENT YOU TO CARE FOR THE WORLD

### SESSION PURPOSE

This session will describe the influence that a Christian's life should have on the world and help students discover the kinds of service that God has for them to do in their community.

### STEPS IN PREPARATION

#### Personal Preparation

1. Do some soul searching about your own witness. Is your way of living such that friends, neighbors, co-workers, and family members (especially the unsaved) know that you are a Christian? Is there something in your life that is hindering effectiveness? Invite the Holy Spirit to search your heart and expose whatever is displeasing to the Lord (Psalm 139:23-24).
2. Pray for your students that they will respond to the truth that they are to be salt in the earth.
3. Be prepared to share a recent experience of witnessing.

#### Lesson Preparation

1. Work through Lesson 8 in the study guide (pp. 140-156). Note the outline and objectives.
2. Meditate on the Scripture verses for this lesson.
3. Review the lesson plan below and select those activities that best fit your goals.
4. Materials you will need for this lesson include Visual Aid BE 8-1.

## THE LESSON PLAN

### OPTIONAL ACTIVITY

- a. Review of the last session (5 minutes).

### APPROACHING THE LESSON (5 minutes)

#### Introduction (pp. 140-141)

1. Read Matthew 5:13 which describes Christians as the salt of the earth.
  - a. Ask, "What does this illustration mean?" Explain that in the Beatitudes Jesus

described the *character* of a Christian, while here He describes how a Christian is to *function*.

- b. Ask, “How does salt function? What are its characteristics?” Relate the responses to the following four points: (1) *Be distinctive*~salt is unlike that to which it is applied; (2) *Be involved*~relate to the world; (3) *Be careful*~salt is a blessing only as long as it remains distinctive. When it is adulterated~loses its saltiness~it is “good for nothing”; (4) *Be effective*~taste good to other people!
2. Ask, “What two reasons does Jesus give for Christians to function as salt?”
    - a. Observe that Jesus did not say that we would become salt but that we are already the salt.
    - b. Explain that if we are not productive, we become useless. God demands fruitfulness and productivity (for example, the parable of the talents, the fruitless fig tree).

### **SALT PRESERVES: SHOWING THE LOVE OF GOD (pp. 142-145)**

Objective 1. *Determine specific ways to show how love to your neighbor can be expressed.* (p. 142)

1. Ask, “How is our love towards the people around us (believers and unbelievers) like salt?” Answer: Salt promotes thirst. As our lives are effective witnesses of Christ’s love, they will make others thirst for what we have.
2. Explain that showing the love of God is like throwing a pebble into a pond: it creates ever-widening ripples that eventually touch everything in the pond. Love has an ever-widening impact on those around us: first our family, then our Christian brothers, and ultimately everyone with whom we come in contact. Display Visual Aid BE 8-1, “Love’s Ripple Effect.”
3. Refer to 2 Corinthians 1:3-4 which describes the ripple effect of God’s love. Have a student explain what this passage means. Answer: God comforts His children in their adversity. His purpose is not just to meet their need at the time, but to prepare them to minister in turn to others facing similar circumstances. Jesus was able to relate to those who grieved over the loss of a loved one (e.g., widow of Nain, the sisters of Lazarus) because He had suffered the loss of His father Joseph. We can relate only to what we ourselves have experienced. We can give only what we have received.
4. Recite 1 Thessalonians 3:12 and do the “For You to Do” question 2 on page 145. Have the students identify several major social problems confronting their community. List these in order of importance. The first and most important thing each person must do is to pray, asking what the Lord would have them do concerning these problems. If someone’s co-worker is going through a difficult time, he may be open to the student’s help. Have the students pray and ask God for the best way to be salt in that person’s situation. If your church is involved in a particular social effort, then consider making this the focal point of prayer and involvement. Whatever you do, do it with the support of your pastor and church leaders.

### **SALT PURIFIES: SHOWING THE RIGHTEOUSNESS OF GOD (pp. 145-149)**

Objective 2. *Name some ways in which your life can reflect God’s righteousness in your community.* (p. 145)

**EXPLORING THE  
LESSON  
(50 minutes)**

1. Clip articles from the local newspaper about lives which do not reflect God's righteousness to illustrate the impact of a life upon the community. Examples: unwholesome musicians, drug abusers, adulterers, liars, robbers, irresponsible leaders, drunken drivers, and so on. Have students comment on the overall impact of such lives upon their community.
2. Group discussion: Divide your students into small groups and have them list as many activities as possible whereby they can reflect righteousness or unrighteousness on a daily basis. Reassemble the class and have the groups share their lists. Be sure they have included areas of honesty in their relationships, keeping their word, paying bills and taxes, showing courtesy and respect toward others, obeying laws of the land, and so on. Students may be surprised to find out that they are reflecting unrighteousness by some of their actions.

### **SALT FLAVORS: SPREADING THE MESSAGE OF GOD (pp. 149-155)**

Objective 3. *Explain how God wants to use you to tell others about Him.* (p. 149)

1. Comment that perhaps the reason most Christians don't communicate their faith to non-Christians is because they do not truly understand *the power of the gospel!* Consider (1) what God has delivered us from~enslaving sin. Note: we ought not to make celebrities out of those who are delivered from one kind of sin as opposed to another. In God's sight, sin is sin, whether hidden or manifest; (2) what God has delivered us for~eternal life; (3) the power of the gospel to transform a life ruined by sin into a life lived in righteousness for God.
2. Stress that we need to view our jobs, whatever they might be, as missionary assignments. Relate the following true story:

Fred was a Christian who hated his job. He questioned why God would have him working in a place where he was the only Christian. He simply did not enjoy being around so many who were either hostile to Christianity or indifferent. Fred felt very much like Peter's description of Lot: "Lot, a righteous man, who was distressed by the filthy lives of lawless men (for that righteous man, living among them day after day, was tormented in his righteous soul by the lawless deeds he saw and heard)" (2 Peter 2:7-8). Fred began to pray that God would deliver him from such a terrible situation.

It so happened that Fred was teaching a home Bible study. While preparing a lesson on the Sermon on the Mount, Fred was struck with a sobering thought: the reason why God had him at that job was to be salt and light. This realization totally transformed Fred's attitude. Instead of dreading to go to work he looked forward to it. Over the next two years God gave Fred numerous opportunities to witness to and pray for his co-workers.

Observe that we are where we are for a purpose. Perhaps God wants us to learn what Fred learned.

3. Comment that there are many ways to witness. Have students share practical suggestions which you write on the chalkboard. Also consider the following:
  - a. hand out a tract~accompany it by a kind word or a very brief explanation of why you want the person to read it.
  - b. offer to pray for the person who faces a problem~do so right then if the Spirit leads you so that the person will know that you did pray.
  - c. establish some common interests~for example, one person developed an

- interest in coin collecting just to have an excuse to witness to a co-worker that God had laid on his heart.
- d. be gradual~don't expect to move a person from talking sports to talking religion in one or two conversations.
  - e. be personal~express what God has done in your life. People can argue against "religion" but they cannot argue against your own experience with God.
  - f. be persistent~let God work in His way and in His time. Don't be discouraged by initial indifference or even hostility. Before every encounter, pray.
  - g. be loving~God loved you just as much before you responded to His love as after. He calls us to love as He loves, without conditions.
4. Have students present a skit portraying witnessing, both in a good way and a bad way. Contact the students ahead of class so that they will have time to prepare.

### Conclusion

1. Have students do the "For You to Do" question 5 on page 155 of the study guide.
2. Encourage your students to ask the Holy Spirit to lead them to someone to whom they can witness. Have the class pray for those who are already witnessing to particular people.
3. Remind your students that we are not responsible for making people Christians. Our job is to sow seeds of loving concern and testimonies of what God has done for us. Our job is to be salt. It is the Spirit's job to draw men and women to Christ.
4. Encourage students to enroll in the next course being offered. There is a list of courses printed in the back of this manual.
5. Dismiss your students with prayer.

**APPLYING THE  
LESSON  
(5 minutes)**

Those students who enrolled to receive a certificate for this course should complete the Student Report, Answer Sheet 2, for Lessons 5-8. Mail Answer Sheets 1 and 2 to the ICI office for processing.

## EXERCISE SHEET FOR LESSON 2

God's loving attitude is called *grace* and *mercy*. To discover the meaning of these terms, look up the Scripture passages below and note what each one tells us.

### Concerning grace:

1. 1 Peter 5:10
2. 2 Corinthians 5:18
3. Romans 5:8 and 2 Corinthians 8:9

### Concerning mercy:

4. Matthew 18:21-27
5. Matthew 20:29-34

### EXERCISE SHEET FOR LESSON 3

How does the Holy Spirit help you to become more Christlike? Identify the ways that are mentioned in the following verses:

1. Mark 13:11
2. John 14:26
3. John 15:26
4. John 16:13
5. Acts 1:2
6. Acts 9:31
7. Acts 15:28
8. Romans 2:29
9. Romans 12:11
10. 1 Corinthians 7:40
11. 1 Corinthians 12:3
12. Galatians 5:22-23
13. Galatians 5:25
14. Ephesians 6:17-18
15. 1 Peter 1:2
16. 1 John 2:27

## EXERCISE SHEET FOR LESSON 5

Identify an important decision that you are in the process of making. Apply the principles of stewardship and service to your decision.

Decision: \_\_\_\_\_

### **Principle of Stewardship:**

1. Do you have the time, money, ability, or other resources for it?
2. If you use your resources for this, are you sure you will not be robbing God or others for whom you are responsible?
3. Do you *need* this thing? Is there something else that would suffice in its place?
4. Does lack of this thing create poor stewardship of other resources?
5. Have you prayed and been assured that God approves of your deciding in favor of this thing?

### **Principle of Service:**

1. Do you want this thing in order to serve God better? Are you sure it will not detract from God's work?
2. Are you sure that your desire for this thing is not selfish, not for praise, or prestige, or position?
3. Will having this thing help you serve your family and church better, not cause quarreling or division, receive your family's approval?
4. Have you prayed and been assured that it is God's will that you, His servant, decide in favor of this thing?





**THE OLD AND THE NEW**

**The *Old* That Goes**

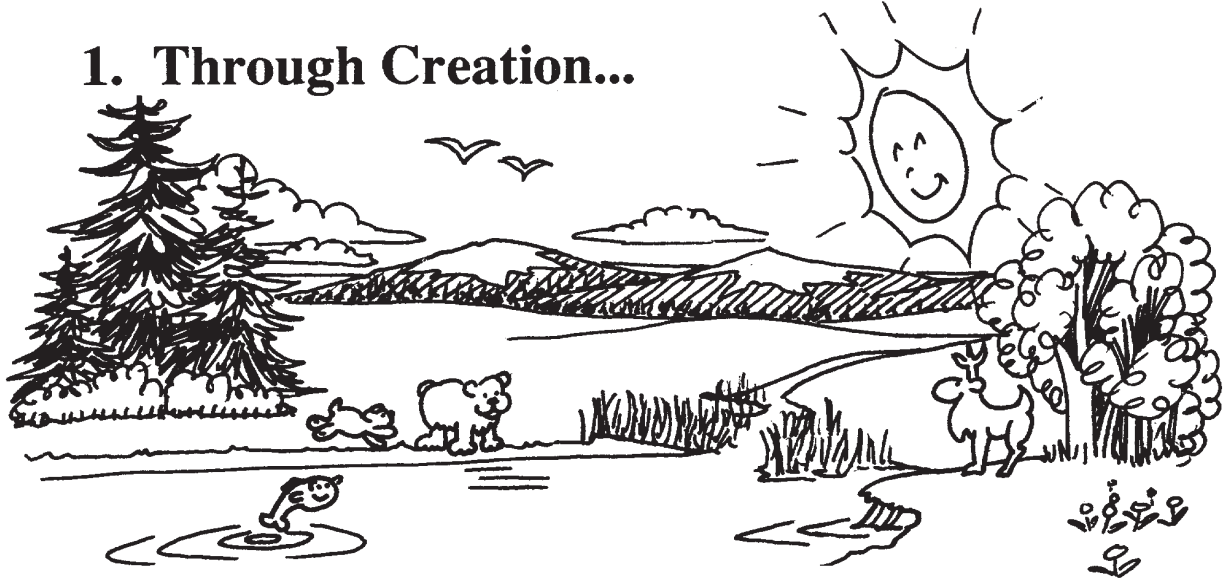
deceitful desires  
falsehood  
stealing  
unwholesome talk  
anger, rage  
sexual immorality  
bitterness  
greed  
impurity  
slander  
disobedience  
foolish talk  
drunkenness  
pride  
coarse joking  
undisciplined  
anxiety  
unbelief  
obscenity  
hatred  
darkness

**The *New* That Comes**

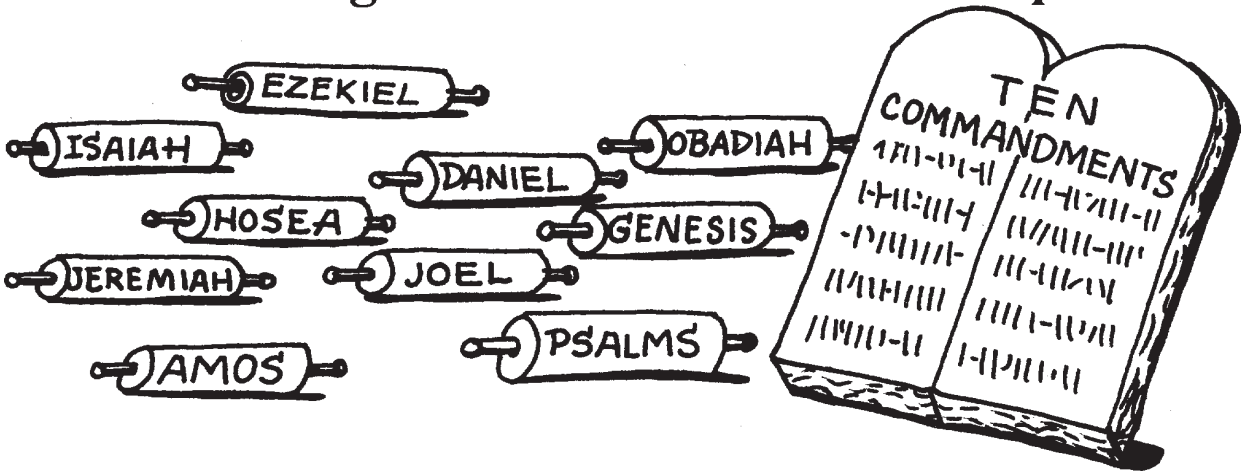
new heart  
truthfulness  
working, sharing  
thanksgiving  
kindness, compassion  
holiness  
forgiveness  
unselfishness  
righteousness  
building others up  
obedience  
wisdom  
filled with the Spirit  
humility  
joy  
self-control, patience  
peace  
faith  
submission  
love  
light

# GOD HAS REVEALED HIMSELF

## 1. Through Creation...



## 2. Through the Old Testament Prophets...



## 3. Through Jesus The Son..



## **THREE VIEWS OF LOVE**

### **EROS**

Sexual desire; a most superficial and shallow type of love that is portrayed on TV and in movies. It is a love for the purpose of sexual self-gratification. It is an “if” kind of love: “I will love you ‘if’ you meet certain requirements, act a certain way, be good to me, meet my needs.” This kind of love has to be earned. It is always expecting something in return. When resistance is encountered or interest wanes, the love simply ceases to flow.

### **PHILEO**

Love of someone because of what the person has or represents (status, security, beauty) not for what the person is (character qualities). The other side of this kind of love is the fear of rejection, that the object of our love will discover our imperfections and inadequacies and reject us.

### **AGAPE**

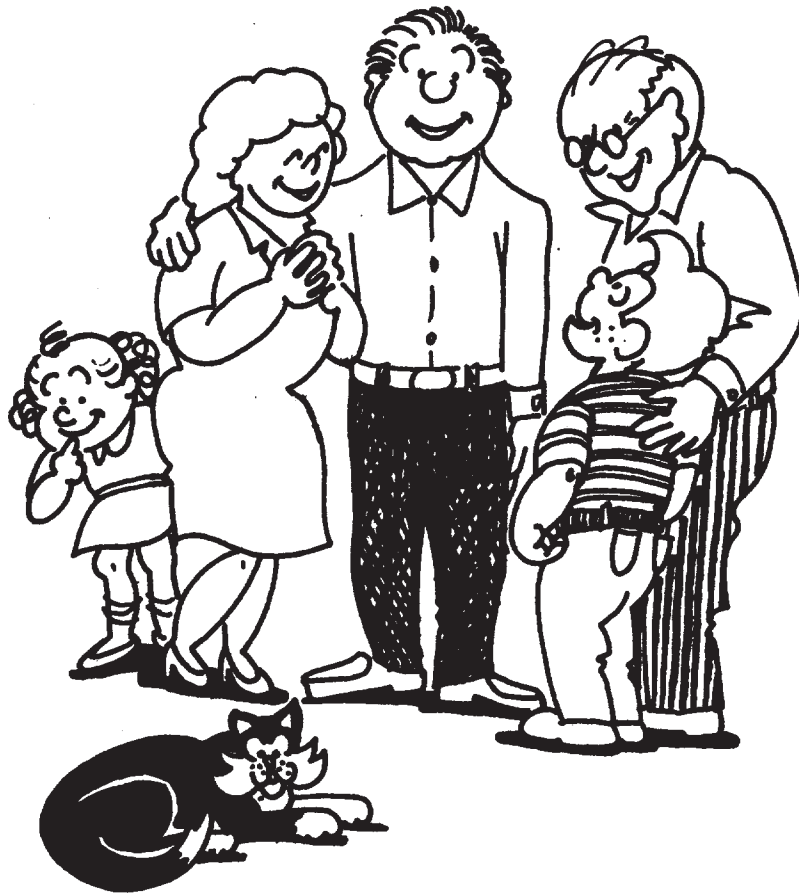
Love of the total person, without conditions, and despite inadequacies. It is not based on performance or merit. It is not some fleeting emotion that comes and goes; it is a constant attitude. It is the highest form of love. It is the way God loves us.

### COMMANDMENTS, BEATITUDES, AND FRUIT OF THE SPIRIT

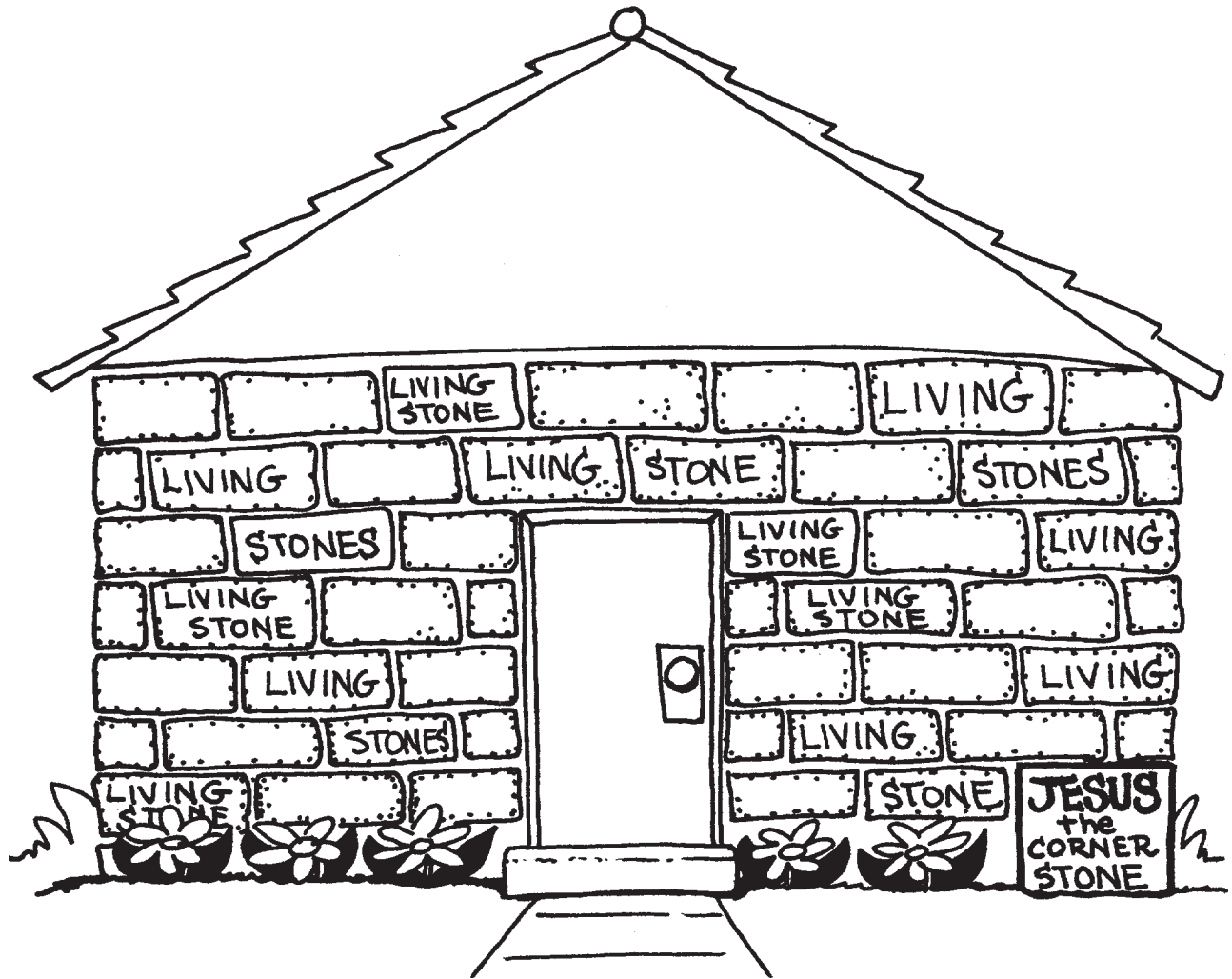
Label each of the statements below as a commandment given by Moses (C), a beatitude (B), or fruit of the Spirit (F).

- \_\_\_ 1. Hunger and thirst for righteousness.
- \_\_\_ 2. Worship no god but the Lord.
- \_\_\_ 3. Evidence self-control in your life.
- \_\_\_ 4. Do not desire another's man's wife or what he owns.
- \_\_\_ 5. Respect your father and mother.
- \_\_\_ 6. Rejoice when you are persecuted.
- \_\_\_ 7. Display love and joy and peace.
- \_\_\_ 8. Do not commit adultery.
- \_\_\_ 9. Make no images to worship.
- \_\_\_ 10. Evidence kindness and goodness.
- \_\_\_ 11. Do not use God's name for evil purposes.
- \_\_\_ 12. Show mercy towards others.
- \_\_\_ 13. Do not steal.
- \_\_\_ 14. Be pure in heart.
- \_\_\_ 15. Observe God's day of rest.
- \_\_\_ 16. Do not accuse anyone falsely.
- \_\_\_ 17. Demonstrate faithfulness.
- \_\_\_ 18. Be a peacemaker.
- \_\_\_ 19. Do not commit murder.
- \_\_\_ 20. Evidence patience.

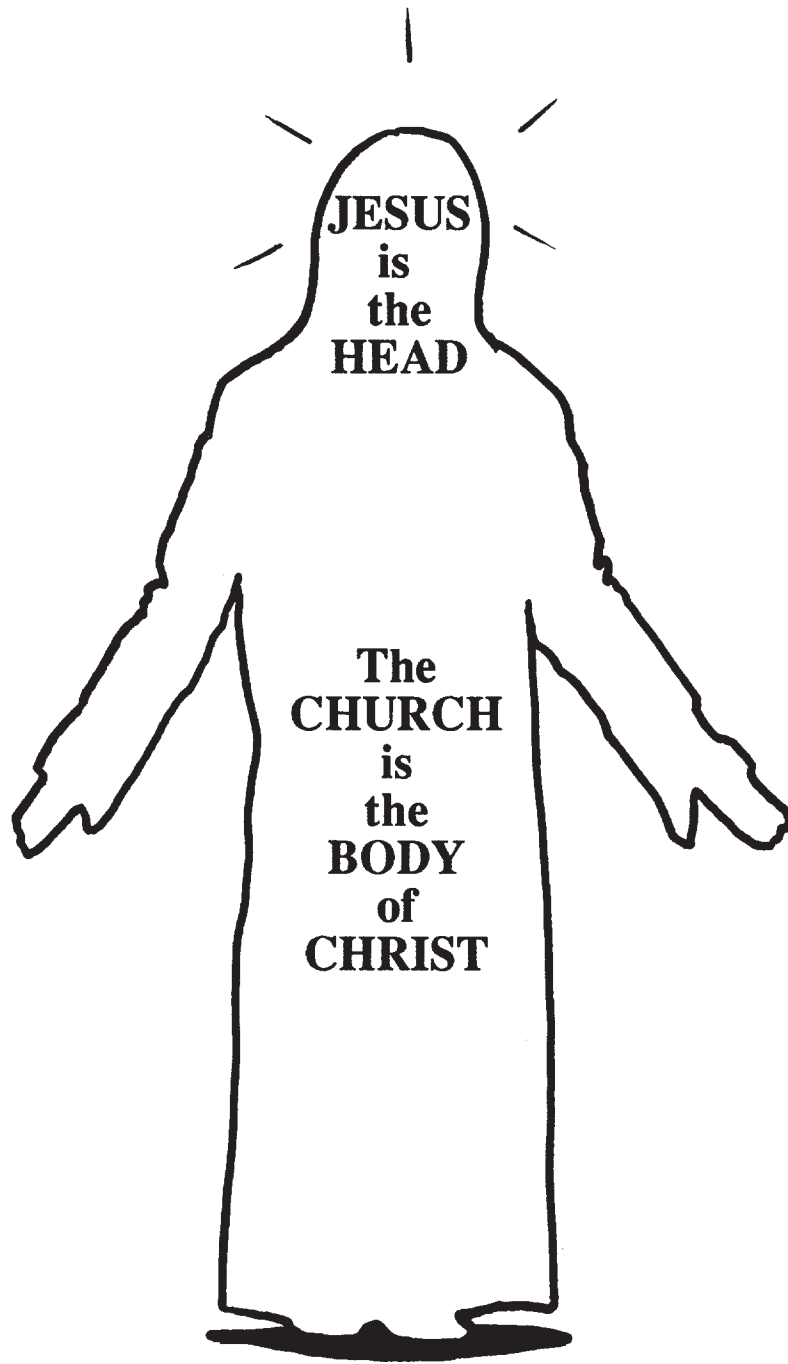
## THE CHURCH : A FAMILY



# THE CHURCH: A DWELLING



# THE CHURCH : THE BODY OF CHRIST





## CAUSES OF DISUNITY IN THE BODY OF CHRIST



"I think we should have white chairs!"

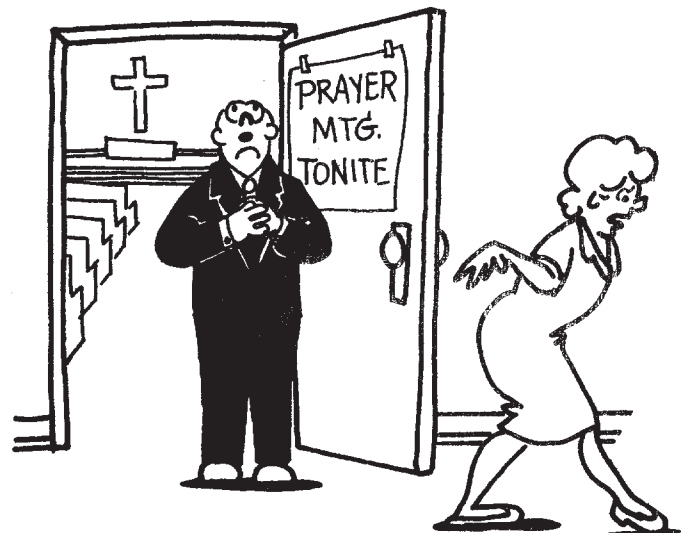
"NO! We should buy brown chairs!"



"Did you hear that Mary took some food to that foreigner across town?"

	Votes
Bro. John	18
Bro. Mark	17
Bro. Luke	19

"How are we ever going to vote in ONE new deacon?"



"O, Lord, please stir more people to come to a prayer meeting."

## LOVE'S RIPPLE EFFECT



# NOTES

## INSTRUCTOR QUESTIONNAIRE

Check whether you feel each item is “OK” or “Needs Improvement.”

Item	OK	Needs Improvement
Do students come to class prepared?	_____	_____
Is session attendance consistent?	_____	_____
Is there an adequate amount of group discussion?	_____	_____
Do one or two individuals dominate the discussion?	_____	_____
Do students seem to enjoy the sessions?	_____	_____
Do students participate enthusiastically in the group activities?	_____	_____
Am I doing more talking than I should?	_____	_____
Do the sessions seem to be meeting the goals I set for them?	_____	_____

I think the study sessions would be better if \_\_\_\_\_  
 \_\_\_\_\_

I could improve the study sessions by \_\_\_\_\_  
 \_\_\_\_\_

Now look over your answers to the questions above. Which are the areas that need improvement? Jot down some thoughts on how to correct these problems and begin to implement these changes.

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## STUDENT QUESTIONNAIRE

The questions below are intended to provide feedback on your perceptions of our study group sessions. Please indicate your answer for each question by placing a check **X** on the blank preceding the response you choose. Be as honest as you can. You do not need to write your name on the sheet.

Date \_\_\_\_\_ Today's Lesson \_\_\_\_\_

1. In this session I learned  
 a great deal.  
 quite a bit.  
 a little.  
 nothing.
2. What I learned in this session was  
 very important.  
 important.  
 not important.  
 useless.
3. In regard to the amount of group discussion, I feel there was  
 too much discussion.  
 just the right amount.  
 too little discussion.  
 unimportant or unrelated discussion.
4. The learning activities were  
 very enjoyable.  
 enjoyable.  
 irrelevant.  
 boring.
5. In regard to my Christian walk, I find that what I learned was  
 very helpful.  
 helpful.  
 not helpful.  
 a waste.
6. Overall, I would rate the sessions so far as  
 excellent.  
 good.  
 fair.  
 poor.

7. If I could change one thing about the group sessions it would be \_\_\_\_\_

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8. I think the group sessions could be improved by \_\_\_\_\_

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9. Make any other comment you would like about the ICI study guide or group sessions. \_\_\_\_\_

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## CHRISTIAN LIFE SERIES

The 18 courses in the Christian Life Series are arranged in three units with a total of six major subjects of study as follows:

SUBJECT AREA	UNIT I	UNIT II	UNIT III
Spiritual Life	CL1110 Your New Life	CL1210 When You Pray	CL1310 God's Design
The Bible	CL2120 Your Bible	CL2220 How to Study the Bible	CL2320 John's Gospel
Theology	CL3130 Who Jesus Is	CL3230 Your Helpful Friend	CL3330 We Believe
The Church	CL4140 The Church	CL4240 Christian Worship	CL4340 What Churches Do
Service	CL5150 Personal Evangelism	CL5250 Christian Workers	CL5350 The Teaching Ministry
Christian Ethics	CL6160 Bible Ethics	CL6260 Marriage and Home	CL6360 The Christian in His Community

## CHRISTIAN SERVICE SERIES

The 18 courses in the Christian Service Series are arranged in three units with a total of six major subjects of study as follows:

SUBJECT AREA	UNIT I	UNIT II	UNIT III
Spiritual Life	CS1111 Christian Maturity	CS1211 Prayer and Worship	CS1311 The Responsible Christian
The Bible	CS2121 The Kingdom, the Power, and the Glory	CS2221 Tents, Temples, and Palaces	CS2321 Understanding The Bible
Theology	CS3131 Cornerstones of Truth	CS3231 Alive in Christ	CS3331 Counselor, Teacher, and Guide
The Church	CS4141 The Christian Church in Ministry	CS4241 Starting New Churches	CS4341 Helping Christians Grow
Service	CS5151 Spiritual Gifts	CS5251 Preaching and Teaching	CS5351 Sharing the Good News
Christian Ethics	CS6161 Solving Life's Problems	CS6261 People, Tasks, and Goals	CS6361 Abundant Living