

SHIRLEY SPENCER

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# GROW

MATURING BELIEVERS THROUGH *the*  
TRUTHS *of the* CHRISTIAN FAITH

*Leader's Guide*

*Grow: Maturing Believers Through the Truths of the Christian Faith Leader's Guide*  
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Revised and Updated

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All Scripture quotations, unless otherwise noted, are taken from *The Holy Bible: New International Version*

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# Introduction

## KNOW YOUR GROUP

Picture the individuals who make up the class you will be teaching. What do you know about them? What do you need to know in order to lead them effectively. Here are a few suggestions:

- Develop warm relationships—get to know class members by name. Find ways to help members get to know each other as well.
- Find out what your class members already know about the foundations of the faith and what they would like to know.
- Be a good listener.
- Promote an attitude of acceptance and respect among class members.

## GET READY TO LEAD

If you feel a little unsure of yourself because you're leading a group of adults for the first time, then follow the **Lesson Plan** outlined for each lesson. Each chapter contains four sections:

- *Laying a Foundation*
- *Launching the Lesson*
- *Studying the Principles*
- *Applying Truth*—Some application activities are woven into the body of the lesson.

As teacher, you should do some additional reading to educate yourself further on the various subjects presented in this series. Peruse the bibliography in the back of this Leader's Guide for a partial list of materials available on the topics. Any of these books can be ordered from LifeSprings Resources, Franklin Springs, Georgia, 30639 (1-800-541-1376) or online at: [www.lifesprings.net](http://www.lifesprings.net).

## USE A VARIETY OF TEACHING TECHNIQUES

It is important for you to use variety in your teaching. The following teaching techniques have been recommended in this Leader's Guide. If used, they will make your class sessions more interesting and effective.

### Worksheets and PowerPoint Slides

The **worksheets** and **PowerPoint slides** are provided online at [www.lifespringsresources.com](http://www.lifespringsresources.com). Just follow the online steps to download the worksheets and PowerPoint slides for each lesson. If you do not have access to a computer and/or projector you may print of the PowerPoint slides and hand them out along with the worksheets that correspond to each lesson. If you have time and access to an overhead projector, you may want to create your own visuals from the PowerPoint slides.

The worksheets are designed to increase your teaching effectiveness. You may distribute copies of the worksheets in class each week for completion during the session, or you may hand them out a week in advance so the students can use them in preparation.

### Brainstorming

This method calls for spontaneous contributions by the class. The members give short answers to a stated question or problem. Appoint a secretary to record the answers for future reference. The students contribute their answers in a rapid-fire manner, without waiting to be asked. Put a time limit of 3 to 4 minutes on the session.

### Buzz Groups

The class is divided into small groups to discuss a subject for 5 or 6 minutes. You may assign a

different subject for each group. Sometimes the groups may discuss the same subject.

Appoint a leader who will then select a reporter. Or, the group may organize itself with a leader and a reporter. Following the small group interaction, the reporter will present the conclusions of the group to the entire class. If your space is limited, divide the class into several groups who will leave the room for their brief meeting and then report back.

### **Chalkboard or Whiteboard**

This is an effective tool. The very fact that you move toward the board attracts the attention of the class. It is easier for the class to read capital letters instead of script. If you are right-handed, write from the left side so the class can see well. The opposite would be true if you are left-handed.

The chalkboard/whiteboard can be used for showing any kind of factual data such as statistics, dates, places, or lists. Draw maps (don't worry if they are crude) or write the points of an outline. Use your ingenuity.

### **Problem Solving**

In this method, a life situation is presented, based upon some spiritual principle. Then the students suggest Bible passages or principles that show how a Christian would solve the problem. The value of this technique: the students get involved, learn how to apply Bible principles to life, and become prepared for similar problems later.

### **Role Playing**

Have students dramatize a life situation or a Bible story by asking students to identify with the characters. After they have developed the story far enough to show the problem, stop the action at a climactic point and have the group discuss and analyze the dramatization. Evaluate and summarize, making appropriate applications.

### **Skit**

Have members read the parts of a brief script that highlights a point, provokes discussion, or presents information. Skits provide good variety.

### **Group Discussion**

A study can be developed through a series of thought-provoking questions. Each member should have opportunity to express his views. The best kind of discussion occurs when members begin discussing a subject among themselves instead of merely responding to the teacher. The teacher summarizes what has been said and leads the group in arriving at a mutual solution.

If you have a large class where general discussion is not feasible, you might have a number of students discuss the subject before the entire class. Use a microphone if necessary.

### **Questions and Answers**

In this technique the teacher begins by directing a question to the entire class. This usually will lead to further questions to develop the subject more, or class members may ask related questions.

The questions may be rhetorical, factual, or thought provoking. Keep them brief and clear and avoid questions that can be answered by yes or no. Questions that begin with "How" or "Why" are good.

This method usually is workable in conjunction with another method. For example, questions and answers may naturally evolve into class discussions. Interviews are also conducted by the Q&A method.

### **Group Bible Study**

Each person should have his Bible open. Ask questions that will help the class learn what the

passage you are studying says. Encourage members of the group to share insights as they discuss the interpretation of the passage and its application to current needs. Always summarize the findings. This method makes students think; it shows them how to study the Bible on their own; and it increases participation and involvement.

### **Listening Teams**

Choose 2 or 3 students to form a team, or appoint as many teams as necessary. Ask each team to listen as a certain question or point is considered while the teacher lectures or the class discusses the lesson. If time permits, the teams may become buzz groups, with each group discussing and evaluating its particular subject.

Each team then shares its reactions and ideas with the entire class. The teacher's job is to lead the class in assimilating and evaluating the reports and in arriving at definite conclusions.

### **Reading Groups**

Reading Groups are similar to Buzz Groups or Listening Teams, except that members of the group are assigned a passage of Scripture (or something else) to read and are given questions to be answered on the basis of the selection. The entire class then discusses the reports of the groups. Ordinarily, Reading Groups do not require leaders, though in larger groups they may be helpful.

### **Research and Report**

Research assignments are given to selected members prior to the class session (preferably a week ahead of time), and reports are brought to the class. Research may be done on such items as doctrine, Bible facts, geography, customs, etc. After the reports have been given, the class members should discuss the reports and draw their own conclusions.

### **Lecture**

Most teachers use this method. Its disadvantage is that it is one-way communication, with the teacher doing all the speaking. Some advantages are that it provides an efficient use of time and helps keep the teaching period moving toward the objectives.

Be careful not to "preach" the lesson or to dwell on one of your "pet" subjects. Use good illustrations and watch your enunciation and inflection. Provide a balanced treatment of the lesson.

### **Neighbor Nudge**

This method is similar to the Buzz Group, except that there are only two people, sitting next to each other, in each "group." In couples' classes, the neighbors can be man and wife teams, or you may want to have the men on one set of teams and the women on another. (If a person is left out in the pairing off, assign him to one of the twosomes.) This method makes it easy for bashful persons to participate. However, since there are no group leaders, it may be hard to get some "neighbors" to speak up in the general session following the nudging.

## **GENERAL PREPARATION**

Survey the entire text and this Leader's Guide. *This is basic.* Underline important passages in the text and make notes as ideas come to you before you forget them. Become familiar with the entire course, including all units in the Leader's Guide that you will be using in your study. A general knowledge of what is coming up later will enable you to conduct each session more effectively and to keep discussion relevant to the subject at hand.

If questions are asked that will be considered later in the course, postpone discussion until that time. *Lesson 1 calls for an activity where students write questions they have about this study. Keep those*

*questions handy and refer to them at the proper time.*

Add to your teaching notes any material and ideas you think important or of special help to your class. As teacher, your enthusiasm for the subject and your personal interest in those you teach will determine in large measure the interest and response of your class.

We recommend strongly that you plan to use many of the teaching aids recommended and provided in this Leader's Guide. Once you have decided what visual or audio aids you will use, make sure *all* the necessary equipment is on hand *before* class time. If you use electrical equipment such as a projector or a recorder, make sure you have an extension cord available if needed. For chalkboards, have chalk and eraser. That's obvious, of course, but small details are easily forgotten.

Encourage class members to bring their Bibles to class and use them. It is good to have several modern speech translations on hand for purposes of comparison. The Leader's Guide and *Grow: Maturing Believers Through the Truths of the Christian Faith* uses the New International Version 2011 edition as its primary biblical text.

### **Getting Started Right**

**Start on time.** There are two reasons why this is especially important: First, it will set the pattern for the rest of the course. If you begin the first session late, members will have less reason for being on time for the other sessions. Those who are punctual will be robbed of time, and those who are habitually late will come still later next time. Second, the first session should begin promptly because getting acquainted, explaining the procedures, and introducing the textbook will shorten your study time as it is.

**Begin with prayer.** Ask the Holy Spirit to open hearts and minds, to give understanding, and to apply the truths that are studied. The Holy Spirit is *the* great teacher. No teaching can be truly Christian or spiritual without His control.

**Involve everyone.** The suggested plans for each session provide a maximum of participation for members of your class. This is important because:

1. People are usually more interested if they participate.
2. People remember more of what they discuss together than they do of what they are told by a lecturer.
3. People like to help arrive at conclusions and applications. They are more likely to act on truth if they apply it to themselves than if it is applied to them by someone else.

To promote relaxed involvement, you may find it wise to:

1. Have the class sit in a circle or semicircle. Some who are not accustomed to this idea may feel uncomfortable at first, but the arrangement makes class members feel more at home. It also will make discussion easier and more relaxed.
2. Remain seated while you teach (unless the class numbers over 25).
3. Be relaxed in your own attitude and manner. Remember that the class is not "yours," but the Lord's, so don't get tense.
4. Use some means to get the class better acquainted, unless all are well known to each other.

### **EVALUATE YOUR EFFECTIVENESS**

After each session, ask yourself the following questions:

- \_\_\_\_\_ How well did each group member understand the lesson goals?
- \_\_\_\_\_ How many group members actually took part in the lesson?
- \_\_\_\_\_ Could I use other teaching methods to increase interest and participation?
- \_\_\_\_\_ Did I nurture personal relationships with my class members?
- \_\_\_\_\_ How well did I prepare the lesson?
- \_\_\_\_\_ How did group members react to me as teacher?
- \_\_\_\_\_ What do I need to do to become a better teacher?

## Chapter One

# God's Message

### Topic:

The entire human race is in need of the salvation provided by Jesus Christ, and God became man and died in order to bring us back to Himself.

### Goals:

1. To define sin and describe its results.
2. To understand and appreciate the extremes to which God went in order to provide salvation.
3. To learn what one must do in order to receive the salvation God has provided in Christ.

### Materials and Equipment Needed:

- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Bible
- Chalkboard and chalk
- Copies of worksheet W-1
- Computer and projector (or overhead projector) and PowerPoint slide (or transparency) PP-1
- Cards (3 by 5) for opening questions
- Slips of paper with events from Jesus' life and ministry written on them
- Plain white paper and crayons or felt markers
- Flash cards for the words REPENT, BELIEVE, and SUBMIT

### Preparation:

1. Begin with prayer. Ask the Holy Spirit to enlighten you as you study, then to empower you as you present each lesson in this series. Ask Him to prepare the hearts of your students to receive the truths, which will be presented in these 13 sessions.
2. Read through the entire text and familiarize yourself with its basic themes. Reread Chapter One, highlighting key words, phrases and sentences. Jot down thoughts the Holy Spirit brings to your mind. Look up Scripture passages referred to in the text and others that come to your mind during preparation.
3. Distribute copies of the text in advance and ask your students to read Chapter One in preparation for the first session. Try to spend a little time with members of the class you don't know well, making them feel welcome and getting a sense of what questions they may have about the basic doctrines of the church.
4. Prepare PowerPoint slide (or transparency) PP-1. Set up and focus the overhead projector before class begins.
5. Arrange your room comfortably.
6. Make reading assignments prior to class. Do not ask a student to read unless you are sure he is a skilled reader.
7. Prepare slips of paper with events from Jesus' life and ministry written on them. Depending on the size of the class, you may need to expand or shorten this list. If so, choose events for this exercise that figure strongly into the overall plan of salvation (Jesus was born; Jesus was tempted in the wilderness by Satan; Jesus was baptized in the Jordan River by John the Baptist; Jesus taught His disciples; Jesus healed the sick; Jesus was betrayed; Jesus was beaten; Jesus was killed; Jesus was buried; Jesus arose from the grave; Jesus ascended into heaven).

8. Prepare colorful flash cards with which to display the words, REPENT, BELIEVE, and SUBMIT.

## LESSON PLAN

### **Laying a Foundation:** (3-5 minutes)

√ Give each class member a 3 by 5 card as he arrives. Ask each person to write on the card their name, address, e-mail address, telephone (or cell) number, and a question he may have about his new life in Christ.

√ Introduce yourself briefly, then describe the course as a study of the basics in the Christian life, or, as the subtitle reads: “Basic Truths of the Christian Faith.”

√ Invite group members to introduce themselves briefly and present their questions. You may not have time to answer all the questions, but ask each person to keep his question with his copy of the text and ask it again during the session which deals with it. You may wish to take up the cards and refer to the questions when studying the chapters relevant to them.

### **Launching the Lesson:** (7-10 minutes)

√ Write the following questions on the chalkboard: “Who needs salvation?” “How does Paul describe those without Christ?” Divide the class into groups of 3 or 4. Allow 5 minutes for the groups to read Romans 3:10-18, 23, and answer the questions. (Allow response.)

### **Studying the Principles:** (25-30 minutes)

√ Say: **We have established that without Christ, all are sinners, but what exactly is sin? Is it merely making a serious mistake?** (Allow response.) Ask: **What is the origin of sin?** (Allow response.) Refer to Genesis 3, which relates the fall of man and the spoiling of creation.

√ Ask a student to read Isaiah 53:6 which defines sin (iniquity) as “turn[ing] to our own way.” Relate that definition to the trends of modern society, which promotes the “do-your-own-thing” philosophy.

√ Emphasize the truism that sin has disastrous results. Invite the class to participate in a brainstorming session. Ask them to name the results of sin as fast as they can and write their responses on the board or on a blank transparency.

√ Ask: **So, what can a sinner do to save himself?** (Allow response.) **Nothing. We cannot remove the guilt of sin; we cannot undo the sins we have committed; what’s done is done, and the past can’t be changed. But thank God, He did not leave us in this desperate and hopeless condition.**

√ Ask: **What did He do about it?** Distribute slips of paper on which are written different events taken from the story of Jesus’ life and ministry. Also distribute pieces of plain white paper and crayons or felt markers. Allow three minutes for each person to illustrate the scenario depicted on his slip of paper. When all have finished their drawings, display them in their order of happening, pointing out how each scene fits into God’s total redemption scheme.

√ Ask: **Why did God do this?** (Allow response.) **In order to reunite us with Himself and to restore the relationship that our sin had broken. And He did it all because of His grace.**

√ Divide the class into listening teams. Ask team #1 to listen for a definition of mercy. Ask team #2 to

listen for a definition of grace. Present the following excerpt from an article entitled, “The Seamless Robe,” by Tommy Fuquay.<sup>1</sup>

Consider the cross: there are the cross beams, supported and held together by the upright beam; *grace* on one side and *mercy* on the other, supported and held together by love.

The words, *grace* and *mercy*, are often coupled, but examine them closely and you will see their difference. ***Mercy is taking that which is ours—sin, suffering, sickness, shame, death—and putting it on Jesus. Grace is taking that which is His—love, joy, peace, happiness, heaven, eternal life—and giving it to us.*** It seems that the arms of the cross come together and embrace the world in *love*.

The story is told of a man caught in an open field in a fierce, driving storm. As he sought wildly for refuge, he saw a gate over which was written “Holiness.” There seemed to be a shelter inside, so he knocked. One dressed in white garments opened the door and informed the man that none except the holy could be admitted. He knew he was not holy, so he hurried on to seek shelter elsewhere.

The man spotted another gate. But, alas, “Truth” was inscribed above it, and again he realized he was not fit to enter.

The weary man hastened to a third entrance which led to the palace of “Justice.” The door was heavily guarded, and only the righteous were received.

At last, in despair, the man caught sight of a light shining in the distance and rushed toward it. The door stood ajar, and angels warmly welcomed him inside. It was the house of “Mercy.”

Allow response from the listening teams .Ask the entire class: **“What else struck you about this story?”** (Allow response.)

√ Write the following acrostic on the chalkboard.

God’s  
Riches  
At  
Christ’s  
Expense

Ask: **Does this gift of salvation come to us automatically?** (Allow response.) **No, we must receive it.** Use colorful flash cards to display the words REPENT, BELIEVE, and SUBMIT as they are discussed.

√ Divide the class into groups of three or four. Ask the groups to read Romans 10:9-13 and write a salvation equation (example: Confessing Mouth + Believing Heart = Saved Sinner). Your students, no doubt, will find a number of interesting formulas in these verses.

√ Use the PowerPoint slide PP-1 to reinforce your instruction on the difficult terms, *regeneration*, *justification*, and *adoption*. Involve students in the discussion by asking them to find and read aloud the references listed under each word on the overhead. Cover the entire transparency with a white piece of paper. Move it down to reveal each term as it is discussed.

### **Applying Truth:**

√ Ask: **Are we saved so that we can go to heaven?** (Allow response.) **Yes, but there is more to it than that. We are saved in order to love, serve, and glorify God throughout our lives in this world and beyond.** Allow time for your students to list ways this can be done.

√ Conclude the lesson by asking two students to read Romans 8:29 and Philippians 1:6. Emphasize the truth that God's ultimate goal is that we become like Christ, conformed to His image.

√ Close the session in a prayer of dedication to the plan of God.

## ASSIGNMENTS

1. Ask students to read Chapter Two of the text and complete any portion of the worksheet for Chapter One not finished in class.
2. Give a brief definition of the word *trinity* (with a small "t"): "a group of closely related persons or things." Ask students to find examples of "trinities" in everyday life or from nature and be ready to report these "I spies" to the class in the next session. Your students may link three friends as a trinity, or they may choose an example from nature, such as an apple, which has a **peel, flesh, and core**.

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<sup>1</sup> *The International Pentecostal Holiness Advocate* (March 1991).

## Chapter Two

# God Is

### Topic:

God, our heavenly Father, has shown us what He is like because He wants us to know Him.

### Goals:

1. To examine various means God uses to reveal Himself to His children.
2. To gain a better understanding of who God is and the depths of His love for His children.
3. To live as loving and obedient children of our heavenly Father.

### Materials Needed:

- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Bible
- Chalkboard and chalk
- Blank paper and pencils for each member of the class
- Copies of worksheets W-2, W-3, and W-4 for each member of the class
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-2, PP-3, and PP-4
- Pieces of paper and container (basket, small bowl, etc.) for number drawing
- Dictionary

### Preparation:

1. Examine your own relationship with God. Do you know Him as your loving heavenly Father? Ask the Father to reveal Himself to you again as you prepare to teach this important lesson on what God is like.
2. Prayerfully read Chapter Two from *Grow*, highlighting key words, phrases, and sentences.
3. Read all Scripture passages referred to in the lesson.
4. Make enough copies of worksheets W-2, W-3, and W-4 for each class member to have copies. Be sure sharpened pencils are available.
5. Prepare PowerPoint slides (or transparencies) PP-2, PP-3, and PP-4. Be sure the projector is in working order and focused **before** class begins.
6. Write numbers on slips of paper for drawing during the **Laying the Foundation** section of the class. Write each number on two slips.
7. Arrange classroom comfortably.
8. Make reading assignments prior to class time. Take care not to embarrass slow readers by asking them to read in class.

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ Greet class members as they arrive, and distribute blank paper and pencils. Allow each class member to draw a number from a container. When everyone has drawn, ask persons with the same numbers to pair off. (Try to arrange the drawing so that family members do not draw the same number.) Allow five minutes for these couples to interview one another. Ask them to try to discover as much as possible about

each other in that brief time. At the end of the allotted time, ask: **Who discovered something you didn't know before about the person you interviewed?** (Allow response.)

### **Launching the Lesson:** (3-5 minutes)

√ Distribute copies of worksheet W-2. Ask: **How do we go about obtaining information we want to know about famous or interesting persons?** Write the students' responses on the chalkboard as they are given (interviews; encyclopedias; read biographical articles and/or books; read materials they have written; library research; interview people close to them, etc.).

√ Say: **Now that you are a member of God's family, you need to know God and your relationship to Him.** Ask: **Why don't we know more about God?** (Allow response.) Discuss the study of God—*theology*—and why some people find it is difficult or boring. Stress the fact that God *wants us to know Him*. That is why He has chosen to reveal Himself to us in so many ways.

### **Studying the Principles:** (30-45 minutes)

√ Use PowerPoint slide PP-2 to discuss the various ways God reveals Himself to us. Cover the transparency with a plain piece of paper. Move it down to reveal each segment as it is discussed. Ask designated class members to read the Scripture references with each number. Refer to text for commentary.

1. Creation (Psalm 19:1-4; Romans 1:20)
2. Scripture (2 Timothy 3:16)
3. Special Visitations (Isaiah 6:1-8)
4. Jesus Christ—the fullest and most complete revelation of God (Hebrews 1:1-3)
5. The Holy Spirit (John 14:15-23)
6. God's People (Genesis 1:26, 27; Matthew 5:16, 48)

√ Divide class into groups of four or five and allow 5 minutes for them to discuss the question, "Is there more than one God?" Ask the groups to name as many gods (with a small "g") as possible. When the groups have reconvened, write their responses on the chalkboard or on a flip chart. Ask the class to read Deuteronomy 4:39. Ask: **How is the true God different from the false gods made by human hands?**

√ As a transition into a discussion of the Trinity, say: **This one and only God possesses several unique characteristics. One of these is that He exists in three persons. He is a *trinity*.**

√ Remind students of the assignment made at the close of Lesson One that each person find an example of a trinity. (Allow response.) Continue with a discussion of the Holy Trinity. Use PowerPoint slide PP-3 to help your students visualize the Trinity. Stress the fact that the three persons of the Trinity are not three Gods, or three parts of God, but one God in three persons. The Father is God. The Son is God. The Spirit is God. Note too that the Father is not the Son or the Spirit. The Son is not the Father or the Spirit. The Spirit is not the Father or the Son.

√ With PowerPoint slide PP-3 still displayed teach your class about the functions and characteristics of each of the three Persons of the Trinity. Say: **We can think of God the Father as the Source of the plan of creation and redemption. God the Son is the Agent through whom creation and redemption were accomplished. God the Holy Spirit is the power by whom creation and redemption were effected.** Continue with a discussion of the functions and characteristics of the three persons of the Trinity.

√ Say: **The Father is God above us, the Son is God alongside us, and the Holy Spirit is God within us.**

√ Display slide PP-4. Uncover each attribute of God as it is mentioned.

√ Say: **The first words of the Bible are “In the beginning God...” (Genesis 1:1). What does this phrase tell us about God?** (Allow response.) He is eternal. Proceed with discussion of the attributes of God outlined in the text (pp. 16-17).

1. *God is eternal.* God named Himself **I AM** (Exodus 3:14). Ask: **What does this name mean?** Have a student read Acts 17:25. Ask for explanations. Have a student read Revelation 4:8.
2. *God is infinite.* Ask a student to read the definition of the word infinite from a dictionary (“subject to no limitation, or external determination; endless; inexhaustible”). Say: **God is spirit, which means He is not limited by a physical body.** Ask: **How else is He infinite?**
  - a. *In presence* (omnipresent), not confined to one location (Jeremiah 23:24).
  - b. *In knowledge* (omniscient), nothing is hidden or unknown to Him (Psalm 94:7-10).
  - c. *In power* (omnipotent), nothing is too difficult for Him (Jeremiah 32:27).
3. *God is sovereign.* Ask a student to read the definition of the word sovereign from a dictionary (“one possessing absolute authority; independent”). Ask: **What gives God the right to sovereign rulership over the earth? (Allow response.) He brought the universe into being out of nothing, but He did not create it and then leave it to run on its own. He determines the course of history and maintains ultimate control over all that happens.**
4. *God is personal.* Ask students to name ways modern man has depersonalized God. (Allow response). He has been called “the Higher Power,” “the Force,” “the Influence.” Ask: **What is wrong with these titles for God? (Allow response.) He is a person who thinks, feels, speaks, plans and acts. He is not less personal than we are, but more so.**
5. *God is holy.* Ask: **How is God holy?** (Allow response.) **He is perfect in righteousness, pure and uncontaminated by any form of evil.** Ask students to read Isaiah 6:3; 1 Timothy 6:16; and 1 Samuel 2:2.
6. *God is love.* Ask the class to name different kinds of human love (parental love, marital love, friendship, etc.). List them on the chalkboard. Ask: **How do these kinds of love compare to God’s love for His children? (Allow response.) They pale in comparison. God’s love is abundant enough to envelop the worst sinner and buy (redeem) him back to Himself. His love is measured by the depths of His sacrifice for us on the cross of Calvary.**

### **Applying Truth:**

√ Say: **From these characteristics, we can see that we have an awesome heavenly Father who cares about His children. Who could refuse such love?**

√ Distribute copies of worksheet W-3. Allow 5-6 minutes for your students to think back through what they have learned about God from this lesson and write a personal letter to their heavenly Father.

## ASSIGNMENTS

1. Ask the group to finish any portion of the worksheets not completed in class.
2. Read Chapter Three of the text.
3. Distribute copies of worksheet W-4 and ask students to keep an “I Spy” Diary during the week in order to record instances when they saw (spied) evidences of God. Encourage them to bring their I Spy Diaries to class next week and report to the entire group.

## Chapter Three

# God Speaks

### Topic:

The Bible is the ultimate authority for Christians because it is the Word of God.

### Goals:

1. To discover how the Bible came to be written, both in its original form and in the various translations available today.
2. To explore some reasons why Christians believe in the authority and inspiration of Scripture.
3. To commit to studying the Bible regularly.

### Materials and Equipment Needed:

- Bibles—different translations and study helps
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheets W-5 and W-6
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-5 and PP-6
- Chalkboard and chalk
- Colorful chart
- Bible reading guides
- Objects to illustrate what the Bible is to us: history book; road map; book of poetry; small lamp or flashlight; hymnal; mirror; compass; piece of bread or fruit; cup of water; weapon; bar of soap; calendar. You may think of additional objects that would be appropriate.
- Red ribbon bookmarks

### Preparation:

1. Read Chapter Three of the text, highlighting key words, phrases and sentences. Also read some books on Bible study, such as Gordon D. Fee and Douglas Stuart, *How to Read the Bible for All It's Worth*, 3rd ed. (Grand Rapids, MI: Zondervan, 2003) or J. Scott Duvall and J. Daniel Hays, *Journey Into God's Word: Your Guide to Understanding and Applying the Bible* (Grand Rapids, MI: Zondervan, 2008).
2. Look up each Scripture passage referred to in the text and any others that come to your mind as you prepare.
3. Make copies of worksheets W-5 and W-6 for each member of the class. Be sure sharpened pencils are available.
4. Prepare PowerPoint slides (or transparencies) PP-5 and PP-6. Set up and focus the overhead projector *before* class begins.
5. Prepare a colorful chart listing the eight reasons we know the Bible is the Word of God.
6. Gather objects to illustrate what the Bible is to us. Have these items on display as students arrive.
7. Make a Bible bookmark for each member of the class by cutting one-inch-wide red ribbon into six-inch strips. Cut the ends diagonally with pinking sheers to prevent raveling.
8. Download one or all of the Bible Reading Plans located at <<http://www.iphc.org/bible-reading-plans-0>>.

## LESSON PLAN

### **Laying a Foundation:** (3-5 minutes)

√ Use PowerPoint slide PP-3 to remind the class that the majority of our lessons in this study so far have focused on the personalities and works of the persons of the Holy Trinity—God the Father, God the Son, and God the Holy Spirit.

√ Ask those who kept an “I Spy” diary to present to the class some instances during the previous week when they saw (spied) evidences of God at work in the world.

### **Launching the Lesson:** (3-5 minutes)

√ Draw students’ attention to the objects on display. Ask: **What do these objects have in common?** (Allow response.) **They all remind us of what the Bible is to us.** You may allow students to explain how each object illustrates some way the Bible affects our lives, or you may do so yourself.

√ Display PowerPoint slide PP-5 and say: **A journey through the pages of the Bible is an adventure. What kinds of characters is one apt to meet on such a journey? (Allow response.) It is from the pages of the Bible that we learn our initial concept of who God is. But how do we know the Bible is a reliable source?** (Allow response.)

√ Read the following paragraph from the text:

The Bible is authoritative because it came from God. It is God’s written communication to humanity. Therefore, the Bible is infallible; since God is its author, it is completely trustworthy. Everything the Bible affirms is true. We can have complete confidence in the Bible and are called to give complete obedience to it.

√ Leave PP-5 on the screen as you discuss how the Bible was written. Point to the figure representing Moses when mentioning his involvement in receiving the Law (Exodus 3:18). Stress the fact that except for the tablets of stone given to Moses on Mount Sinai, God did not write the Bible directly. Ask a student to read 2 Peter 1:21. Say: **God used men to write His words to us.**

√ Turn off the projector and write the numbers 40, 1,600, and 66 on the chalkboard, or on a flip chart. Ask: **What is the significance of these numbers?** (Encourage a response.) Over a period of 1,600 years, 40 different men wrote the 66 books of the Bible.

√ Ask a student to read 2 Timothy 3:16. Ask: **What is the meaning of the term “God-breathed?”** (Allow response.) **Through the Holy Spirit, God directed men to write what He wanted written. Not that God dictated the words, but through inspiration, He allowed the writers to express themselves in their own words and writing styles.**

√ Display a colorful chart, listing the nine reasons how we can know the Bible is the Word of God. Refer to commentary from the text.

### **How do we know the Bible is the Word of God?**

1. Scriptural claims
2. Jesus’ Testimony
3. Fulfilled Prophecies
4. Archaeology

5. The Church's Affirmation
6. The Unified Message
7. Self-Authenticating

√ Ask: **Where did you get your Bible?** (Allow response.) No doubt, you will hear such responses as “I bought it at the book store,” “My mother gave it to me.” “It was a Christmas gift.” Say: **We have discussed the original Source of the Bible, but by what process did the Word of God come to be in its present form?** (Allow response.) Continue with commentary under the heading, “**How did we come to have the Bible we use today?**” and “**What about the different English versions of the Bible?**”

√ Have on hand several translations for class members to examine: the King James Version (KJV); the English Standard Version (ESV); New American Standard Bible (NASB); New International Version (NIV); and any others you can find. Conduct a Scripture comparison with 2 Timothy 3:16, 17. Ask different students to read the text from the various translations. (You might include some paraphrases: *The Living Bible*, for example.)

√ This would be a good place in the lesson to explain the difference between a translation of the Bible and a paraphrase. A translation is made by scholars working directly with the best available Hebrew, Aramaic and Greek texts. “To paraphrase is to say something in different words than the author used. It is a restatement of an author’s thoughts, using different words than he did” (*The Living Bible*).

√ You may wish to give your students some guidelines on selecting a translation of the Bible. A word of caution: some members of your class may have strong convictions about which translation of the Bible is the “correct” one. Do not allow class members to debate or argue the point. Distribute copies of worksheet W-11, which includes excerpts from an article by Lewis Foster, “Selecting a Bible Translation,” *The Year of the Bible Manual* (Standard, 1979).

√ Display PowerPoint slide PP-6 to help your students visualize the various divisions of the Bible. Point to each section of the library as it is discussed. Continue with commentary from the text. Say: **This one volume** (hold up your Bible) **contains not only a library of 66 individual books, but taken as a whole, it forms the greatest literary masterpiece ever written, giving us the whole counsel of God expressed in a variety of forms.**

√ Leave PP-6 on the screen and ask: **What is the central theme of this library?** (Allow response.) Distribute the red ribbon bookmarks as you say: **Jesus Christ is the central theme of the Bible. He is the link that connects all the very different books, the key to understanding everything that is contained in them.** (You may wish to draw attention to the color of the ribbon, which should remind us of the blood of Jesus.)

√ Ask a student to use the tip of a pencil to point to each book when it is mentioned as you read the following excerpt from an article by J. R. Hill, “Who is God?” *International Pentecostal Holiness Advocate* (August 1988).

In **Genesis** He is our Creator; in **Exodus** He is our Passover Lamb; in **Leviticus** He is the Sacrifice for sin; in **Numbers** He’s the Lifted Up One; in **Deuteronomy** He’s the True Prophet; in **Joshua** He is Captain of our salvation; in **Judges** He is our Deliverer; in **Ruth** He is our Kinsman Redeemer; in **1 and 2 Samuel, 1 and 2 Kings, and Chronicles** He is our King; in **Ezra** and **Nehemiah** He is our Restorer; in **Esther** He is our Advocate; in **Job** He is our Redeemer; in the **Psalms** He is our All in all; in **Proverbs** He’s our Wisdom; in **Ecclesiastes** He is the End of

all living; in the **Song of Solomon** He is the Lover of our souls; in **Isaiah** He is the Messiah; in **Jeremiah** and **Lamentations** He is our Righteous Branch; in **Ezekiel** He is the Son of man; in **Daniel** He is the Smiting Stone; in **Hosea** He is the Healer of the backslider; in **Joel** He is the Restorer; in **Amos** He is our Heavenly Husbandman; in **Obadiah** He is our Savior; in **Jonah** He is our Resurrection Life; in **Micah** He is the Witness against rebellious nations; in **Nahum** He is our Stronghold in the day of trouble; in **Habakkuk** He is the God of our salvation; In **Zephaniah** He is a jealous Lord; in **Haggai** He is the desire of all nations; in **Zechariah** He is our Righteous Branch; in **Malachi** He is our Son of Righteousness; in **Matthew** He is the Promised Messiah; in **Mark** He is the Servant; in **Luke** He is the Son of man; in **John** He is Son of God; in **Acts** He is the Living Lord; in **Romans** He is our Righteousness; in **1 Corinthians** He is our Lord; in **2 Corinthians** He is our Sufficiency; in **Galatians** He is our Liberty ;in **Ephesians** He is our All in all; in **Philippians** He is our Joy; in **Colossians** He is our Life; in **1 Thessalonians** He is the Coming One; in **2 Thessalonians** He is our Returning Lord; in **1 Timothy** He is our Teacher, and in **2 Timothy** He is our Example; in **Titus** He is our Pattern; in **Philemon** He is our Master; in **Hebrews** He is our Great High Priest and Intercessor at the throne; in **James** He is our Pattern; in **1 Peter** He is the Cornerstone of faith; in **2 Peter** He is our Strength; in **1 John** He is our Life; in **2 John** He is the Truth; in **3 John** He is the Way; in **Jude** He is our Keeper; and in **Revelation** He is the triumphant and soon coming King!

√ Divide your class into groups of three. Allow 3 minutes for the groups to name as many reasons as they can why we should study the Bible. Ask them to be specific. When the time is up, ask for a report from each group. Continue with the commentary, “**Why should we study the Bible?**”

### **Applying Truth:**

√ Distribute copies of a Bible reading guide to each class member. Say: **We may be able to quote the books of the Bible and to tell every Bible story, but unless we are doers of the Word, it is all meaningless.** Use the lecture method to present the section, “**How should we study the Bible?**” This section corresponds with question number 8 on worksheet W-6. Encourage students to take notes.

1. *Study daily*
2. *Read slowly, carefully, and prayerfully*
3. *Keep a Bible reading notebook* in which to record questions, or lessons you have learned
4. *Memorize*
5. *Study systematically*
6. *Study both alone and with others*
7. *Read in an attitude of humility*
8. *Be Persistent*
9. *Obey the Word*
10. *Depend on the Holy Spirit for insight*

## **ASSIGNMENTS**

1. In order to get your students into the Word, make a specific Bible reading assignment. You may wish to use the Bible Reading Guide as a launching pad.
2. Encourage students to read Chapter Four of the text and to complete the worksheet for Lesson Three.

## Chapter Four

# God Comes

### Topic:

Everything about Jesus Christ is unique. He is unlike any other person who ever lived, and there is nothing that is not under His authority, nothing that is not to be submitted to His Lordship.

### Goals:

1. To understand the uniqueness of Jesus Christ.
2. To feel a need for total submission to His Lordship.
3. To submit every area of our lives to the Lordship of Jesus Christ.

### Materials and Equipment Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheets W-7 and W-8 for each member of the class
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-8 and PP-9
- Chalkboard and chalk or flip chart and markers

### Preparation:

1. Prayerfully read Chapter Four of the text, highlighting important words, phrases and sentences.
2. Read all Scripture references used in the lesson.
3. Prepare enough copies of worksheets W-7 and W-8 so each member of the class can have copies.
4. Prepare PowerPoint slides (or transparencies) PP-8 and PP-9.
5. Under the headline JESUS CHRIST IS UNIQUE, write the following scrambled words on the chalkboard, flip chart or an overhead transparency before the first members arrive: rhibt (birth), elfi (life), dwrso (words), hadet (death), crusotrierne (resurrection), aclep ni trihsyo (place in history).

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ Briefly review Bible reading assignment (if you assigned one). Ask for responses.

### Launching the Lesson: (3-5 minutes)

√ Draw your students' attention to the scrambled words on the board or on a flip chart. Allow 2 minutes for them to try to unscramble them.

√ Distribute copies of worksheet W-7. Instruct students to complete columns 2 and 3 as each aspect of Jesus' uniqueness is discussed.

### Studying the Principles: (30-45 minutes)

√ Display PowerPoint slide PP-8 to teach the various ways Jesus Christ is unique. Assign different students to read the references listed under the terms listed on the slide. These references correspond with column 1 on worksheet W-7.

√ Say: **The word *unique* means, “being without a like or equal.” Using the word in its strictest sense, one can say that Jesus Christ is unique; He is unlike any other person who ever lived. The Bible gives some clues to His uniqueness.** Refer to the text for commentary.

1. His *birth* was unique (Luke 1:26-35).
2. His *life* was unique (1 Peter 2:22; Mark 14:55, 56).
3. His *words* were unique (John 7:46; Matthew 7:28, 29).
4. His *deeds* were unique (John 21:25; Matthew 4:23; Luke 11:14; Mark 4:41; John 11:43, 44).
5. His *death* was unique (Mark 15:33, 38, 39).
6. His *resurrection* was unique (Acts 1:9-11; Romans 1:4; 1 Peter 3:22).
7. His *place in history* is unique (no references available).

√ Distribute copies of worksheet W-8. Say: **Though each one of us is known by a specific name, we play different roles in the lives of different people.** Allow 3 minutes for your students to list the different roles they play (example: son, husband, father, employee, friend, counselor, etc.).

√ Ask: **Who is this Man called Jesus, unique in so many ways?** Display PowerPoint slide PP-9 to highlight the various aspects of Jesus’ identity.

1. *Jesus Christ is God.* Ask: **What makes Jesus different from the founders of other religions?** (Allow response.) He is the only One who not only claimed to show the way to God, but actually claimed to be God.

- Before His birth, Jesus existed eternally with the Father in heaven (John 1:1, 2).
- He brought the worlds into existence (John 1:3).
- He is both Creator and Sustainer of all things (Colossians 1:16, 17).
- He claimed unity with God the Father (John 10:30).
- He claimed authority to forgive sins (Mark 2:5).
- He accepted worship (John 9:38).
- He refused to save Himself by denying His deity (Luke 22:70).
- His followers offered Him worship and obedience (Luke 24:52).
- Millions of Christians have believed on Him (John 20:31).

2. *Jesus Christ is a human being.*

- The Creator became a part of His creation (John 1:14).
- He experienced real human life (Hebrews 2:17).
- He was tempted as a man, but resisted unto the end (Hebrews 4:15).
- He died a real death (John 19:30).

3. *Jesus Christ is the Savior.*

- His name, Jesus, means “the Lord saves” (Luke 1:31).
- He is even now interceding before the Father in heaven (Hebrews 7:25).
- He completed His mission of saving lost mankind (John 19:30).
- There is only one way back to God for lost men and women (John 14:6).

4. *Jesus Christ is Lord.*

- His name is above all names (Philippians 2:9).
- He is the Lamb upon the throne who rules over all (Revelation 5:6).
- He is the Lion of Judah (Revelation 5:5).

- Everyone someday will acknowledge Him as Lord (Philippians 2:10, 11).
- He shall judge and rule all the nations (Revelation 19:15).
- He shall reign as King of kings forever (Revelation 11:15).
- He has been given all authority in heaven and earth (Matthew 28:18).

### **Applying Truth:**

√ Say: **So, as you can see, this man named Jesus is Lord of all the world and all of life. From A to Z, there is nothing that is not under His authority, nothing that is not to be submitted to His Lordship.**

√ Allow the class to go from A to Z through the alphabet, saying who Jesus is. When they have finished say: **He is all of these and more, but to me the name Savior is the most important one of all.** Close the session by leading the class in singing the chorus, “He’s the Savior of My Soul,” or some other song that speaks of Jesus’ being our Savior.

He’s the Savior of my soul,

Jesus, Jesus.

He’s the Savior of my soul.

He’s the Savior of my soul.

Jesus, Jesus, Jesus, Jesus.

He’s the Savior of my soul.

He’s the Savior of my soul.

## ASSIGNMENTS

1. Encourage students to read Chapter Five of the text in preparation for the next session.
2. Ask students to consider the following question and report their answers in the next session: **What does it mean to say, “The Word became flesh”?**

## Chapter Five

# God Dwells

### Topic:

The Holy Spirit is not just an emanation from God; He is God, in coequal union with God the Father and God the Son.

### Goals:

1. To discover who the Holy Spirit is and what He does.
2. To define the baptism in the Holy Spirit and how one goes about receiving this promise of the Father.
3. To understand the difference between manifestation and ministry gifts and their significance to the body of Christ.

### Materials and Equipment Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheets W-9 and W-10
- Computer and projector (or overhead projector) and PowerPoint slide (or transparency) PP-10
- Chalkboard and chalk
- Six slips of paper with Scripture passages written on them
- A treat (piece of candy, cookie, etc.) for those who find slips of paper taped under their chairs
- Nine gift-wrapped boxes containing word cards bearing the names of the manifestation gifts
- Poster or word strip with the headline: MANIFESTATION GIFTS
- Adhesive for attaching word cards to poster board or wall
- Five signs or ribbons bearing the names of the ministry gifts

### Preparation:

1. Prayerfully read Chapter Five of the text, highlighting key words, phrases and sentences.
2. Look up and familiarize yourself with Scripture references found in the text.
3. For a more thorough study of the gifts of the Spirit, you may want to read, B. E. Underwood, *Spiritual Gifts: Ministries and Manifestations* (Franklin Springs, GA: LifeSprings, 1984) or D. A. Carson, *Showing the Spirit: A Theological Exposition of 1 Corinthians 12-14* (Grand Rapids, MI: Baker, 1987).
4. Make copies of worksheets W-9 and W-10 for each member of the class.
5. Prepare PowerPoint slide (or transparency) PP-10.
6. Prepare slips of paper with one of the following Scripture references on each: Acts 10:19; John 16:13; John 16:14; Acts 5:3; Ephesians 4:30; Matthew 12:31. Before anyone arrives, tape one of the slips of paper under the seat of six chairs.
7. Prepare a bright-colored word card for each of the nine manifestation gifts listed in 1 Corinthians 12:7-10. Gift wrap the cards in boxes with tags (To the Believer; From the Holy Spirit). Label the boxes as manifestation gifts.
8. Prepare a poster or word strip with the headline: MANIFESTATION GIFTS.
9. Select five people ahead of time to represent *persons* possessing ministry gifts.

## LESSON PLAN

### **Laying a Foundation:** (3-5 minutes)

√ As students arrive ask them if they discovered the answer to the question posed at the end of Lesson Four: **What does it mean to say, “The Word became flesh”?** Ask them to read John 1:1-18 for the answer. After everyone has arrived, invite the group to respond openly to the question. Write their answers on the board.

### **Launching the Lesson:** (3-5 minutes)

√ Distribute copies of worksheet W-8. Say: **The Holy Spirit is probably the least understood member of the Trinity.** (Display the PowerPoint slide PP-3 to refresh your students’ memory regarding the Trinity.) **He is not just a vague, impersonal force or influence. He is a person. Some of you have slips of paper taped underneath the seat of your chairs. On these papers are Scripture passages that prove that the Holy Spirit is more than an impersonal force.**

√ Allow time for those with references to look them up, read them to the class, and report something they discover about the Holy Spirit that indicates that He is a person. After each person has reported, reward him/her with a treat.

- Acts 10:19—*He speaks*
- John 16:13—*He hears*
- John 16:14—*He acts*
- Acts 5:3—*He can be lied to*
- Ephesians 4:30—*He can be grieved*
- Matthew 12:31—*He can be blasphemed*

### **Studying the Principles:** (30-45 minutes)

√ Say: **This present age is preeminently the age of the ministry of the Holy Spirit. But what is His ministry; what does He do?** (Allow response.) Divide the class into groups of three and distribute copies of worksheet W-10. Allow 10 minutes for the groups to look up the references and fill in the blanks.

√ At the end of the allotted time, go back through the worksheet to make sure the groups have recorded the correct answers.

1. *Convicts of sin* (John 16:8)
2. *Gives life to the repentant sinner* (John 3:5, 6)
3. *Dwells within the believer* (Romans 8:9)
4. *Comforter, Counselor and Helper* (John 14:16, 26)
5. *Guides into truth and reveals the things of God and of Christ* (John 16:13-15)
6. *Leads us to do God’s will* (Galatians 5:18)
7. *He speaks to us and through us* (Acts 10:19; Mark 13:11)
8. *Fills our hearts with the love of God* (Romans 5:5)
9. *Empowers us* (Acts 1:8)
10. *Inspires us* (2 Peter 1:21)
11. *Prays for us* (Romans 8:26)
12. *Gives us gifts* (1 Corinthians 12:7)
13. *Draws no attention to Himself* (John 16:13)
14. *Brings glory to Christ* (John 16:14)

√ Say: **All the Holy Spirit does is meant to point to and exalt Jesus. Where He works, Jesus is glorified. And we have the marvelous privilege of being *baptized* in the Holy Spirit.** Continue by relating the story of the first outpouring of the Holy Spirit, recorded in Acts 1 and 2.

√ Ask: **What is the baptism in the Holy Spirit?** (Allow response.) Compare the experience to water baptism, of being immersed or covered. Explain that the Holy Spirit dwells within us if we are Christians, but to be baptized means receiving the Spirit in an abundant, overflowing measure. Ask: **What is the purpose of this experience?** (Allow response.) **It is the *empowerment* (anointing) that sets us apart and equips us for ministry.**

√ Ask: **What were the signs or manifestations of the 120 believers when they were baptized in the Holy Spirit?** Write their responses on the chalkboard (a sound like rushing wind; a vision of tongues of fire; utterances of praise unto God in languages unknown to the speakers).

√ Say: **Similar manifestations appeared on other occasions when people received this experience. Though all the signs were not always present, one manifestation accompanied each infilling.** Ask students to read Acts 8:14-17; 10:44-46; and 19:1-6 to see if they can discover the one manifestation that was always present. (Allow response.) **They all spoke in tongues.**

√ Ask: **Because it seems to have been present on every occasion when people were filled with the Holy Spirit, is speaking in tongues the most important manifestation?** Refer students back to Jesus' words in Acts 1:8. **The most important manifestation is the power to be effective witnesses for Jesus Christ.**

√ Say: **So how does one go about receiving this important gift?** Refer to the commentary in the text to help your students understand how a person receives the baptism in the Holy Spirit. Emphasize that like every other spiritual experience, it comes by grace through faith and is most often received when one is praising God with his heart and his mouth.

√ Introduce the section on the gifts of the Spirit by saying: **The Holy Spirit gives different gifts to believers to be used to build up the church.** Refer to 1 Corinthians 12:7 as you distribute gift-wrapped boxes labeled "Manifestation Gift." Each box should contain a word card bearing the name of one of the nine manifestation gifts listed in 1 Corinthians 12:7-10. Give a brief explanation of each gift as it is unwrapped. Allow the students unwrapping the "gifts" to place the cards on a chart or on the wall under the heading, "MANIFESTATION GIFTS." Tell the class that this may be only a partial list; there may be more different kinds of manifestation gifts.

√ Explain to the class that manifestation gifts are temporary (persons unwrapping the gifts weren't allowed to keep them). Once the manifestation is made known to the church, the gift is no longer the possession of the individual. *Individuals do not possess manifestation gifts. We are responsible, however, for the way our spiritual gifts are used in the church.*

√ Say: **Ministry gifts (or equipping ministry gifts), on the other hand, may be given on a long-term basis to be exercised continually in an individual's ministry.** Choose five persons to represent *gifted persons* who possess one or more of the ministry gifts outlined in Ephesians 4:11. Attach to these people colorful cards or ribbons signifying which ministry may be theirs: **Apostle, Prophet, Evangelist, Pastor and Teacher.** (Some believe that pastor and teacher are separate gifts. Others say it is one gift.)

√ Point out that some people have what can be called a "gift-mix," that is, possessing a combination of ministry gifts. Allow these people to *keep* their sign or ribbon. Explain that these people *themselves* are

gifts the Holy Spirit has given to the church as equippers.

√ Say: **There are several important things to remember about the gifts of the Spirit.** Display PowerPoint slide PP-10 to underscore these four important truths:

1. *Gifts are given for the building up of the church.*
2. *Gifts are not signs of super spirituality.*
3. *Their exercise is under the control of the individual.*
4. *The gifts are always to be exercised in love.*

√ Ask students to turn to Galatians 5:22, 23 for a look at the Fruit of the Spirit. Compare the fruit with the gifts. Say: **Unlike the gifts of the Spirit, which vary from believer to believer, the fruit of the Spirit should be found in every believer.**

### **Applying Truth** (5 minutes)

√ Since the book *Grow* was written with new believers in mind, you may have people in your class who have never received the baptism in the Holy Spirit. This lesson offers a tremendous opportunity for these new converts to experience this “endowment of power.”

√ To spark introspection, write the following question on the chalkboard: **“What place does the Holy Spirit have in my life?”** This question corresponds with number 12 on worksheet W-11. Allow time for the students to respond privately to the question, then invite those who wish to receive the baptism of the Holy Spirit to stay after class for a time of prayer.

## ASSIGNMENTS

1. Encourage students to read Chapter Six in the text and to complete any portion of the worksheets for Lesson Five not finished in class.
2. Ask the students to read John 14:15-27 in order to find the answer to the following question: **“What does Jesus say the Holy Spirit will do?”**

## Chapter Six

# God Transforms

### Topic:

God's purpose is to conform us to the image of Christ, and everything He brings into our lives or brings us through has this end in view.

### Goals:

1. To discover that God's plan for our lives includes our past, present, and future.
2. To feel our need for the sanctification Christ provided for us through His death on the cross.
3. To surrender ourselves fully to God's plan of conforming us to the image of Christ.

### Materials Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Chalkboard and chalk
- Copies of worksheet W-11 for distribution to the class
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-11 and PP-12
- Bottle of shampoo and basin for object lesson

### Preparation:

1. Read Chapter Six of the text prayerfully, highlighting key words, phrases and sentences. Jot down immediately any thoughts the Holy Spirit brings to your mind regarding sanctification.
2. Look up key Scripture passages referred to in the text, as well as others that come to your mind during the preparation time.
3. Make a copy of worksheet W-11 for each class member. Have sharpened pencils on hand.
4. Prepare PowerPoint slides (or transparencies) PP-11 and PP-12.
5. Make reading assignments prior to class time.
6. Arrange for prayer counselors (partners) to be present at the close of the class for those who wish to make deeper commitments to Christ.
7. In preparation for Lesson Seven, "I Can Talk to God," order copies of a brochure explaining the ministry of World Intercession Network (WIN) from the Resource Development Center of the Pentecostal Holiness Church, P.O. Box 12609, Oklahoma City, Oklahoma 73157 (405-792-7140).

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ Briefly review Lesson Five, highlighting significant points and reminding students of the last question on worksheet W-8, used in the previous session: "What place does the Holy Spirit have in your life?" Ask, **Has anything happened this week that possibly would change your answers?** (Allow response.)

√ Open this session with an object lesson using shampoo and a basin. Explain the process of how one washes his hair.

Most of us know how to wash our hair. We go through the process several times a week. First you get your hair thoroughly wet, then put shampoo on it. In order to form a lather that soaps out the dirt and excess oils, you rub the hair vigorously. Finally, you put your hair under the water (show the basin) and wash out all the suds. Sometimes this process is repeated in order to get the hair thoroughly clean.

If your hair needed a thorough cleansing, how much good would it do to gaze at the bottle of shampoo? None, it must be applied.

Jesus is somewhat like shampoo. Some have heard about Him. Many have read about Him. But in order to receive cleansing from our sins, we must take Jesus out of the Bible and make Him our own. We must apply Him to our lives.

Jesus' death on the cross dealt not only with the sins we have committed, but also our sin nature, that part of us that we inherited from our father Adam. Jesus did everything necessary for our righteousness, but we must repent of our sins and accept His righteousness in place of our own.

Becoming a Christian is only the first step in our walk with God. God's glorious plan for our lives includes our past, our present, and our future.

√ Ask a student to read Romans 8:29, 30.

### **Launching the Lesson:** (3-5 minutes)

√ Display PowerPoint slide PP-11 to familiarize the class with the meanings of the words, *justification*, *sanctification*, and *glorification*.

√ Stress the importance of our realizing God's purpose for our lives so that we may cooperate with Him and not hinder any progress He is trying to make in our lives.

### **Studying the Principles:** (30-45 minutes)

√ Ask a student to read Philippians 3:12-14. (Allow response.) **God's plan is to conform us to the image of Christ.** Display PowerPoint slide PP-11, *The Image of Christ*. Say: **In fact, He wants nothing less than holiness for His people.** Ask students to read Matthew 5:48 and Hebrews 12:14.

√ Ask: **So what hinders the purpose of God for us?** (Allow response) **The problem is us.** Have a student read Matthew 15:18, 19. Say: **But weren't these things taken care of when you were born again?** (Allow response.) **Sometimes old habits, attitudes and thought patterns must be dealt with.** Discuss the conflict that arises between the old life and the new (Galatians 5:17).

√ Say: **But God did not intend for us to be mired in a continual state of conflict over the issue of sin. God dealt with this problem at the same time in the same way as he dealt with the problem of our need for forgiveness: through the death of Christ on the cross.**

√ Ask students to find Romans 6:1-4 in their Bibles. Ask them to work independently and paraphrase (write in contemporary language) this Scripture. Allow those who wish to read their paraphrases to the class. Continue with commentary from the text, "What can God do about our sin nature?"

√ Say: **We know now that Jesus dealt with our sin nature through His death, but how can we experience deliverance from sin?** (Allow response.) **We find deliverance from sin's power in the same way we found forgiveness: through faith in Christ. In both cases, we appropriate what Christ has done and count on it to be true, not just for humanity in general, but for us personally.** Ask a student to read

Romans 6:11. Say: **Both salvation and this death to sin are acts of grace.**

√ Write the following statement on the board: **We must die in order that Christ may live in us.** Allow 30 seconds for the class to silently contemplate the implications of that statement. Say: **This principle is found in Galatians 2:20.** Have the entire class turn to this passage and ask one student to read it aloud.

√ Ask: **What does it mean to give ourselves up unto death?** (Allow response.) It means not holding onto any sin, but letting go of all of it, allowing every unholy desire in us to die. It means no longer running our own lives but taking ourselves out of the way in order to make room for Christ to reign.

√ Discuss both the negative and positive aspects of sanctification. It is saying “no” to sin and “yes” to God. Ask: **Why are both of these essential?** (Allow response.)

√ Ask: **Is sanctification defined as sinless perfection? No, we never reach a place in this life where we cannot sin. On the other hand, it is not true that as long as we are in this life we must sin.** Discuss living in victory over sin.

√ Display PowerPoint slide PP-12 to teach the four stages of sanctification. Ask: **Is sanctification a one-time experience or a lifetime process?** (Allow response.) **It is both.** Ask students to look up and read the references with each stage of sanctification.

1. The new birth (Titus 3:5)
2. A crisis experience (James 4:8; Romans 6:11; Acts 15:9)
3. Continual spiritual growth (Hebrews 6:1; John 17:17)
4. Glorification (1 John 3:2)

√ Ask: **What happens if we sin?** (Allow response.) **Sin is serious business and must be confessed immediately so that our fellowship with God can be restored.** Ask a student to read 1 John 1:9. Say: **If we return to Him in repentance and faith, He will restore us.**

### **Applying Truth:** (5-10 minutes)

√ A lesson of this type should not be closed without giving the participants opportunity to commit their lives to the truths they have learned. Allow students to spend a short time in silent soul-searching, asking God to reveal to them any unconfessed sins that may be blocking their fellowship with God.

√ Lead the class in a prayer of thanksgiving for the work Christ completed on the cross. Through Him we have a way out of sin’s dreadful bondage. When you have finished praying, ask someone else to pray a prayer of corporate repentance. When that person has finished praying, ask another person to lead in a prayer of commitment and submission to the will of God, which is to conform us to the image of Jesus Christ. You may wish to arrange (ahead of time) for prayer partners to pray with those wishing to “put on the righteousness of Christ.”

## ASSIGNMENTS

1. Encourage students to read Chapter Seven of the text and to complete any portion of the worksheet from Chapter Five not completed in class.
2. Encourage your students to keep a prayer journal for the next week. Have them record some of their most pressing requests and any impressions they believe the Lord might be making them aware of.

## Chapter Seven

# God Listens

### Topic:

Prayer is the highest privilege of every believer.

### Goals:

1. To examine the different kinds of prayer in which the believer is to be involved.
2. To discover the how, when, and why of effective praying.
3. To motivate students to establish a consistent prayer life.

### Materials and Equipment Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheet W-12 for distribution to the class
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-13, PP-14, and PP-15
- Flash cards for listening teams
- Chalkboard and chalk, flip chart and marker, or blank overhead transparency and erasable marker
- Information about the World Intercession Network (WIN)

### Preparation:

1. Read Chapter Seven of the text, highlighting key words, phrases and sentences. Jot down immediately any thoughts the Holy Spirit brings to your mind about prayer. Familiarize yourself with the Scripture passages referred to in the text.
2. Preparation for any lesson, especially one dealing with prayer, should begin with prayer. It also would be a good time to examine your own prayer life and ask yourself some pointed questions: *Is my prayer life effective? Do I make use of the different kinds of prayer discussed in this lesson, or does much of my prayer time fall under the category, "crisis praying"? Am I allowing hindrances to keep my prayers from being effective?*
3. Some excellent books on prayer are available. In order to deepen your own understanding of the subject, read one or more of the following: D. A. Carson, *A Call to Spiritual Reformation: Priorities from Paul and His Prayers* (Grand Rapids, MI: Baker, 1992); Paul E. Miller, *A Praying Life: Connecting with God in a Distracting World* (Colorado Springs, CO: NavPress, 2009); and Andrew Murray, *With Christ in the School of Prayer*, Reprint (Peabody, MA: Hendrickson, 2007).
4. Make a copy of worksheet W-12 for each member of the class. Be sure sharpened pencils are available.
5. Prepare PowerPoint slides (or transparencies) PP-13, PP-14, and PP-15.
6. Make reading assignments prior to class, if possible. Ask a good reader in advance to be ready to read 1 Chronicles 17:16-27 to the class during the **Studying the Principles** segment of the Lesson Plan.
7. Prepare flash cards for listening teams. Cut a piece of colorful poster board into three pieces. Label the cards: Team #1, Team #2, and Team #3. Write one of the following statements on each card: "What does David say about God?" "What does David thank God for?" "What does David ask God for?"
8. In advance, call or write the World Intercession Network (WIN), P. O. Box 12609, Oklahoma City, Oklahoma 73157 (405-792-7140), for brochures that explain the purpose and goals of the program. Get copies for each of your class members.

## LESSON PLAN

### **Laying a Foundation:** (3-5 minutes)

√ Have some of the students report on the practice of keeping a prayer journal.

### **Launching the Lesson**

√ Distribute worksheet W-12. Ask: **What is prayer?** (Allow response.) **Prayer is simply conversing with God, which includes both talking and listening.**

√ Ask: **If God knows our innermost thoughts and feelings, why is it necessary for us to put them into words?** (Allow response.) Read the following statement from the text: **God desires the kind of communal relationship that comes only with our active participation. God wants us to talk to Him. He actually listens to the words we say!**

√ Say: **But prayer is not just talking to God; it is also listening to Him.** Allow the class to name ways God speaks to His children. Write their responses on a chalkboard, flip chart, or blank overhead transparency. When the responses stop, draw a circle around all the ideas on the board and say: **But with all of that, we will not hear God if we aren't listening.**

### **Studying the Principles:** (25-30 minutes)

√ Divide the class into three listening teams. If your classroom arrangement will allow it, ask the teams to assemble in circles. Place one of the three flash cards on the floor in the center of the group. Advise the teams to listen carefully as a designated reader reads 1 Chronicles 17:16-27. When the reader has finished, allow 2 minutes for the groups to discuss their answers to the question on their flash cards. Ask: **How well did you listen?** (Allow response.) Point out to the class that in that one prayer, David incorporated several different kinds of prayer. Display PowerPoint slide PP-13 as an aid in discussing some of the ways we are to pray. Continue with the commentary in the text.

- **PETITION**—Asking God for something. Jesus tells us plainly to ask and receive (Matthew 6:11; John 16:24). Ask: **Are our prayers of petition always answered?** (Allow response.) **Just like any earthly parent, God sometimes has good reason to refuse the requests His children make. He knows what is best for us and takes note of the motives behind our requests.**
- **PRAISE**—Ask: **Why is it important that praise be a part of our prayer time?** (Allow response.) **Praise exalts God. It is commanded by Him** (see Psalms 148, 149, and 150). **It is beautiful to God** (Psalm 147:1). **God inhabits our praises** (Psalm 22:3). **Praise is our God-given garment** (Isaiah 61:3). **It silences the devil** (Psalm 8:2). **It is the gateway into God's presence** (Psalm 100:4) (B. E. Underwood, *You Shall Worship* [Franklin Springs, GA: LifeSprings Resources, 1992]).
- **CONFESSION**—Allowing the Spirit of God to convict us of our sins and responding in contrition and repentance. Ask: **Why is confession necessary?** (Allow response.) **Sin will wreck our relationship with God.** Ask a student to read 1 John 1:9.
- **INTERCESSION**—Praying to God on behalf of others. Ask: **Who can intercede?** (Allow response.) **Any child of God.** Ask: **Why is it important that we become involved in this type of praying?** (Allow response.) **There is nothing greater that we can do for another person than to**

**intercede for him before God.**

- **COMMUNION**—Opening our hearts to God and sharing with Him our feelings, thoughts and dreams. Ask: **What are the benefits of communion?** (Allow response.) **Such times of prayer develop and enrich our relationship with God and draw us closer to Him.**

√ Ask: **Does God understand only King James English?** (That’s the kind of language that uses words like thee, thou, thine, shalt and wilt.) (Allow response.) **No, God understands all languages, both the simplest and the most complex.** Say: **We don’t have to speak in a formal or flowery language when we talk to God.**

√ Refer your students to the book by R. T. Kendall, *The Lord’s Prayer: Insight and Inspiration to Draw You Closer to Him* (Grand Rapids, MI: Chosen Books, 2010) for instructions on how to use the Lord’s Prayer as a pattern for our own prayer time.

√ If you have a large enough group (more than 7-8 students), explore the many ways one can pray by playing a circle response game. Ask the students to introduce themselves, then give a way they sometimes pray that begins with the same letter as their name. “My name is Shirley, and I sometimes pray *standing*.” The next person introduces himself, then repeats the previous person’s name and how he/she sometimes prays: (“My name is George, and I sometimes pray gardening. Her name is Shirley, and she sometimes prays standing.”) The next person adds his name, then repeats the preceding two, and so on around the circle.

A-Z Examples: A-aloud, alone; B-barefoot in the bedroom; C-crying; D-driving; E-eating; F-with fasting, or fighting a spiritual battle; G-gardening; H-hammering; I-isolated from all interruptions; J-joyfully; K-kneeling; L-lying; M-making the bed; N-near my Bible; O-on a date; P-publicly; Q-quietly; R-reverently; S-sitting or silently; T-taking a trip; U-unrelenting; V-vacationing; W-working, with others; X-excitedly; Y-yawning; Z-zealously.

If your class is too small for the name game to be fun, allow the group to go through the alphabet naming ways one can pray. Write their responses on the chalkboard.

√ Say: **You see, there is no set pattern or posture that we must follow in prayer. We are given freedom to pray in a variety of ways and places. But a Christian’s prayer life should include all of the following.** Display PowerPoint slide PP-14 to illustrate when we should pray.

- **DAILY**—Point to different times on the clock as you discuss the various hours of day that might be appropriate prayer times for different members of the class.
- **IN GROUPS**—Ask a student to read Matthew 18:19, 20. Ask: **Why should we participate in group prayers?** (Allow response.) Our prayers gain strength when united with those of others.
- **SPONTANEOUSLY**—Allow two minutes for your students to discuss with their neighbors (pairs) the benefits of spontaneous prayer. (Allow response.)
- **CONTINUALLY**—Have a student read 1 Thessalonians 5:17. Ask: **Does the command to “pray continually,” mean that we are to walk around mumbling a prayer?** (Allow response.) **No. This involves learning to maintain a continual awareness of God’s presence, a heart that seeks Him,**

**and an ear open to His voice.**

√ Say: **Any good lesson on prayer includes not only the what, when, where, and how to pray, but also the why.** Ask students to read Isaiah 55:6; Matthew 6:9; Luke 18:1; and 1Thessalonians 5:17. Say: **Each of these passages includes commands from God to us to pray.** Continue with commentary from the text on why we are to pray.

√ Display PowerPoint slide PP-15 to help students understand the helps and hindrances to effective prayer. Continue with commentary from the text, “How can we pray effectively?” This transparency corresponds with number 8 on worksheet W-12. Allow time for students to reflect on their own prayer lives as they complete these activities.

### **Applying Truth:**

√ Say: **The importance of prayer cannot be overemphasized. Nothing can be done without prayer; but with prayer, anything is possible. So why don't more people pray?** (Allow response.) Stress the importance of not just talking about prayer, but becoming involved in praying.

√ Close the class in prayer. Redisplay the PowerPoint slide PP-14 back on the screen to remind the students of the different kinds of prayer in which we are to be engaged. Take prayer requests; then assign one of these five different kinds of prayer to five students (choose only students who are comfortable praying aloud). Ask each one to pray aloud as the rest of the class stands in agreement. You also may wish to include some time for “listening” to the voice of God.

## **ASSIGNMENTS**

1. Acquaint students with the World Intercession Network (WIN) and ask them to consider becoming a member.
2. Encourage your class to read Chapter Eight of the text and finish any portion of the worksheet not completed in class.

## Chapter Eight

# God Gathers

### Topic:

Whenever a person puts his faith in Christ by salvation, he becomes a member of the family of God.

### Goals:

1. To establish the truth that every believer is a member of the family of God.
2. To find our places in that family.
3. To function in our role in the body of Christ.

### Materials To Have Ready:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheet W-13 and printout of PowerPoint slide PP-17 for each member of the class
- Pencils
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-16 and PP-17
- The flow chart of a corporation or organization
- Chalkboard and chalk, or blank transparency and erasable marker
- Newsprint for paper tearing activity and Plasti-tak for attaching “body parts” to the wall
- Ball of heavy red twine (not thread)

### Preparation:

1. Read Chapter Eight from the text, highlighting key words, phrases, and sentences. Look up all Scripture passages referred to in the chapter.
2. As you prepare to teach this lesson dealing with the family of God, consider the family life situations of each student. Ask the Holy Spirit to give you insight in the presentation of what for some may be a sensitive subject. Some of your students may be from dysfunctional families, in which case their concept of family life may be distorted.
3. Make copies of worksheet W-13 and PowerPoint slide PP-17 for use as a worksheet.
4. Prepare PowerPoint slides (or transparencies) PP-16 and PP-17.
5. Secure a management flow chart from a corporation or organization. If one is not available, develop your own.

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ Greet each person as he arrives. Show interest in how each person improved his prayer life during the past week. Inquire about your students’ use of a prayer diary. Ask how many prayed about becoming members of the World Intercession Network (WIN).

### Launching the Lesson: (5-7 minutes)

√ Distribute worksheet W-13 and allow three minutes for your students to complete the word search. Inform the group that all the words they are locating in the puzzle have something to do with the lesson.

When time is up, ask: **How are the words in the puzzle related?** (Allow response.) They all have to do with the church, the family of God.

### **Studying the Principles:** (30-45 minutes)

√ As you talk about how each believer is a member of God's family, loop the end of a ball of red twine through a belt loop, button hole, jacket sleeve, or through some other portion of your clothing. Holding the ball of twine and unraveling it a little at a time, allow each person in the room to loop it through his/her clothing and pass it on until every person in the room is part of the link. Draw attention to the color of the twine (red), which illustrates the fact that because of the blood of Jesus Christ, we are all members of the family of God. Whenever anyone puts his faith in Christ for salvation, he becomes a member of this family.

√ Display PowerPoint slide PP-16 as a teaching aid for the first segment defining the church.

- **THE CHURCH IS GOD'S FAMILY**—Ask a student to read Ephesians 4:4-6. Ask students to name certain traits or characteristics inherited from our natural families. Ask: **How do people recognize us as members of God's family?** (Allow response.) Ask a student to read John 13:35.
- **THE CHURCH IS GOD'S TEMPLE**—Ask a student to read Ephesians 2:19-22. Say: **We sometimes refer to the building in which we worship as "the Church." Is that correct?** (Allow response.) **No, the Church is made up of people, not bricks and mortar.** Read 1 Peter 2:5 and discuss Peter's statement that we are "living stones."
- **THE CHURCH IS THE BODY OF CHRIST**—Ask a student to read 1 Corinthians 12:12, 13. Ask: **How can millions of people be said to make up the body of Christ?** (Allow response.) **As members of the Church, we have different jobs according to the place God assigns us in the Body, but we all work together toward a common goal and with a common purpose.**
- **THE CHURCH IS THE BRIDE OF CHRIST**—Ask a student to read Ephesians 5:25-27. Ask: **From this passage, what does a natural bride and the bride of Christ have in common?** (Allow response.) **She is loved. She is pure. She is called to faithfulness.**

√ Say: **There is only one true Church, a divinely created spiritual organism, which includes every believer in Christ throughout the world. The unity of the church is spiritual, not organizational.**

√ Divide the class into groups of five. Distribute plain paper and allow 3 minutes for the groups to discuss the following questions:

**Group #1:** *If God has only one church, why are there so many local churches?*

**Group #2:** *What are the advantages of local churches belonging to denominations?*

If you have more than two groups, repeat the questions. When time is up, allow the groups to present their conclusions.

√ Show the class the flow chart from a corporation or organization (or one you have devised). Ask class members to return to their groups. Allow 3 minutes for each group to develop a flow chart of authority for the church. (Allow responses.) Continue with commentary from the text, "What is the structure of the church?"

√ Stress the fact that God has not given a detailed blueprint as to how churches should be organized, but

He has left a great deal of freedom for congregations and denominations to establish their own structures within the guidelines of Scripture. Be sure to include Jesus Christ as the head of the Church.

√ Allow 3 minutes for your students to name every function the church is expected to perform. Record the responses on the chalkboard or on a blank transparency. The list may be long.

√ Use PowerPoint slide PP-17 to illustrate the segment of the text, “What does the church do?” Distribute copies of PP-17 for class members to use as a worksheet. Ask students to place each function they have named under one of the three categories: “The church ministers to God;” “The church ministers to believers in Christ;” “The church ministers to the world.” (Call for a response from two or three students, as time permits.)

√ Ask: **Why is it important for us to be members of a local fellowship? (Allow response.) The local church provides nurture for our growth, encouragement when we are struggling, instruction in the truth, and protection from the enemy.**

√ Use the following activity to emphasize the truth that each member is necessary to every other member of the body of Christ. Distribute newsprint and word cards containing different parts of the body. Allow 2 minutes for class members to form free hand the portion of the body listed on his/her card by tearing the newsprint. Encourage each person to work independently and secretly, not revealing which portion of the body he is forming until it is put into place. When time is up, call for each body portion to be mounted on the wall in the following order: HEAD, UPPER TORSO (shoulders to waist), LOWER TORSO (waist to hips), 2-LEGS, 2-ARMS, 2-HANDS, 2-FEET, 2-EARS. If your group is small, give some members more than one card. If your group includes more than 13 members, include additional body parts such as 2-eyes, nose, and mouth.

√ Say: **Just as all these individual parts make up a complete body, we are all members of the body of Christ. No member can function on its own. We need each other. Separated from the body, any one of these parts would die. Separated from the rest of the body of Christ, we become dead and useless. We cannot achieve God’s purpose for our lives alone, for we are made to fit into our place in the body. God has gifted all of us to work for Him, but none of us is gifted to work alone.**

√ Compare how your students as members of the body need the church with how the church needs each of them. Discuss how other members (both physical and spiritual) must compensate for a dysfunctional part of the body.

√ Discuss the three areas where each person’s contributions are vital if the church is to fulfill God’s will. Write the following words on the chalkboard, or on a blank transparency: *ministry, prayers, and financial support.*

### **Applying Truth:**

√ Draw your students’ attention to number 8 on the worksheet. Allow 3 minutes for them to contemplate and answer the questions. Close the session in silent prayer, instructing class members to make a commitment to find their places in the family of God and assume responsibility for that role.

## ASSIGNMENTS

1. Encourage class members to read Chapter Nine and to finish any portion of the worksheet for

Chapter Eight not completed in class.

2. Encourage any class member who is not a member of the church to speak to the pastor or another designated person in order to join.
3. Ask students to bring a symbol to the next session.

## Chapter Nine

# God Reminds

### Topic:

The two sacraments instituted by Jesus—water baptism and communion—have an important place in the life of every believer.

### Goals:

1. To teach the students why the sacraments, or ordinances, are important observances in their lives.
2. To discuss the purpose of water baptism.
3. To examine the elements of the Lord's Supper and their meaning in the observance.

### Materials and Equipment Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- A copy of Worksheet W-14 for each member of the class
- Dictionary
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-18 and PP-19
- Communion elements: unleavened bread and red grape juice

### Preparation:

1. Read Chapter Nine from the text, highlighting key words, phrases, and sentences. Familiarize yourself with all Scripture passages referred to in the text.
2. Make copies of worksheet W-14.
3. Prepare PowerPoint slides (or transparencies) PP-18 and PP-19.
4. Call students early in the week and remind them to bring examples of symbols.
5. Cut pita bread, or some other type of unleavened bread, into pieces. Pour red grape juice into a goblet. Put the elements on a silver tray and cover with a white cloth napkin. Before anyone arrives, set the elements on a table in front of the class.

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ Briefly review Lesson Eight. Ask your students to relate principles they recall from the previous study. Remind them that the church needs them, and they need the church.

√ Allow students to show the class the symbols they brought to class. Put the symbols on display.

### Launching the Lesson: (3-5 minutes)

√ Distribute copies of worksheet W-14. Discuss the significance of symbols in our lives. They serve as reminders. Say: **In a sense, the ordinances of the church are symbols, but they are more, they are ceremonies that symbolize and seal the experience of a spiritual reality.**

√ Ask a student to read from a dictionary the definition of the word *ordinance*, which some church

traditions call a sacrament (“a Christ ordained outward sign of a spiritual reality”).

√ Ask: **What are the two ordinances we observe?** (Allow responses.) **Water baptism and communion.** Use PowerPoint slide PP-18 to help students understand the meaning of water baptism. Display only column one of PP-18. Continue with commentary from the text.

1. First act of believers obedience
2. A one-time ceremony
3. Not a means of salvation
4. A symbol of salvation
5. Affirms our union with Christ

√ Throughout this lesson, keep before your students the fact that the ordinances were instituted by Christ. Display column two, “Why be baptized?” on PP-18. Ask students to read the scriptures noted on the overhead.

1. Jesus was baptized, and He is our example (Matthew 3:13).
2. Jesus commanded that it be observed (Matthew 28:19).
3. The apostles echoed Jesus’ command (Acts 2:38).
4. A testimony that we belong to Christ (Acts 2:41).
5. It gives us an opportunity to declare publicly that Christ has saved us.

√ Display column three, “Who?” on PP-18. Continue with commentary from the text. Baptism is for all those who believe in Christ.

√ Introduce a discussion about the Lord’s Supper, or Holy Communion, by uncovering the elements prepared ahead of time. Say: **The ordinance of the Lord’s Supper or communion was instituted by Jesus on the night before His crucifixion.**

√ Your new converts may not know the events leading up to the Lord’s last meal with His disciples. Give as much information as you feel is necessary for their understanding of the setting. If you plan on leading your class in observing the Holy Communion in class, advance in the text to “How should we celebrate the Lord’s Supper?”

### **Applying Truth:**

√ Say: **In continuing to reenact this ceremony of the bread and the wine, we remember that night and the holy and horrible events of the day that followed it.**

√ What better way to help your students understand the meaning of the communion than to allow them to observe it in the classroom. With teaching interspersed between the actual receiving of the bread and wine, the format will vary significantly from what we may be accustomed to.

√ Distribute pieces of the unleavened bread. Ask students to hold the bread in their hands as you discuss its meaning. Ask students to read 1 Corinthians 11:23, 24 and John 6:48-51. Invite the class members to eat the bread as you say: **Whenever you eat the bread, remember that Christ’s life is given to you. Jesus died, not only for the world, but for you personally. He offers His life to you; receive it.**

√ Hold up the goblet of grape juice. Say: **The wine (grape juice) symbolizes the blood of Christ, which purifies us from sin.** Ask a student to read 1 John 1:7. Tell the story of the Passover (Exodus 12). Use PowerPoint slide PP-19 to help your new converts visualize the parallel between the Passover lamb of the

Old Testament and the life and ministry of Jesus Christ, the Passover Lamb of the new covenant.

√ Take a sip from the goblet, then allow it to be passed around to everyone in the class. (If you prefer not to use a common cup, you may use individual communion cups.) As the cup is being passed, say: **When you drink from the cup, remember that Jesus shed His blood, not just for the world, but for you. Receive God's offer of grace, and give Him your life in return.**

## ASSIGNMENTS

1. Encourage students to read Chapter Ten of the text and to complete any portion of the worksheet for Lesson Nine not finished in class.
2. Ask the students to take time this week to dwell on what God in Christ has done for them. **“How should they respond?”**

## Chapter Ten

# God Is Worthy

### Topic:

Every living creature was created by God to worship Him and bring glory to His name.

### Goals:

1. To help students understand that God created them to celebrate Him, and He has a right to expect their worship.
2. To discover where, why and how we should worship God.
3. To help students make worship a way of life.

### Materials and Equipment Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheets W-15 and W-16 for each member of the class
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-20 and PP-21
- Chalkboard and chalk
- Plain white paper plates, crayons or markers
- Bible reference slips
- Bag of Hershey's chocolate kisses

### Preparation:

1. Read Chapter Ten of the text, highlighting key words, phrases and sentences. Look up all Scripture passages referred to in the text.
2. Make copies of worksheets W-15 and W-16 for each member.
3. Prepare PowerPoint slides (or transparencies) PP-20 and PP-21.
4. Prepare a Bible reference slip for each of the following passages: Psalm 150; Revelation 4:11; Psalm 100:4; Psalm 48:1; Acts 4:23-31; Psalm 56:10, 11; Psalm 34:1-4; Ephesians 5:18-20; 2 Corinthians 3:18. (If you are teaching teenagers, you might put these reference slips inside inflated balloons. Allow your students to break the balloons, then look up the Scripture verses.)
5. Notify two students in advance to be ready to eat some Hershey's chocolate kisses in front of the class. Ask these students to eat the candy as though they were thoroughly enjoying every morsel.
6. You may wish to consult additional resources as you prepare: D. A. Carson, ed., *Worship by the Book* (Grand Rapids, MI: Zondervan, 2002); Brian Chapell, *Christ-Centered Worship: Letting the Gospel Shape Our Practice* (Grand Rapids, MI: Baker Academic, 2009); and B. E. Underwood, *You Shall Worship* (Franklin Springs, GA: LifeSprings Resources, 1992).

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ As students arrive ask them if they thought about “How they should respond” to God in light of all that He has done for them in Christ?

### **Launching the Lesson:** (3-5 minutes)

√ Before students arrive, write the following agree-disagree statement on the chalkboard or on a flip chart: *Worship is the highest calling of Christians.* Allow students to respond without stating your opinion.

### **Studying the Principles:** (30-45 minutes)

√ Distribute copies of worksheet W-15. Read the following excerpt from Anne Ortlund's book, *Up With Worship* ("Worship Looks UP," p. 39):

Suppose a little boy looks through the knothole of a fence to see a parade. If he sees a clown pass by, he's tickled.

If he sees a lion, he's afraid. If there's a space in between, he may think the parade's over. If someone blocks his view, he may think there's no parade at all.

But suppose a man picks him up. He puts him on his shoulders, above the line of the fence. Then he can see a good part of the parade all at once, and he gets the idea! Indeed, if he were higher up, he might see the entire parade in one view.

"Now we see through a knothole," many of us. All we can see at one moment is that our checkbook is empty, or our wife is sick, and we get thoroughly discouraged.

True worship can change all that.

√ Ask: **What is Mrs. Ortlund saying?** (Allow response.) **Our worship doesn't depend upon the circumstances. Worship lifts us above our circumstances so that we can see the big picture.**

√ Ask a student to read Habakkuk 3:17, 18. Have the rest of the class listen as the passage is read, then name the circumstances the prophet names. Ask: **What did the prophet say would be his response?** (Allow response.) He will rejoice in the Lord and be joyful. Ask: **How is this possible?** (Allow response.) Ask a student to read Habakkuk 3:19.

√ Give each person a plain white paper plate and some crayons or felt-tipped markers. Allow three minutes for your class to create masks that express feelings that one might allow to stifle praise and worship (examples: rebellion, sadness, gloom, anger, fear, worry, frustration). When time is up, let each person display his mask. Allow the rest of the class to guess what emotion or attitude is being conveyed.

√ Ask a student to read Hebrews 13:15. Say: **According to this passage, we do not praise God only when we feel like it. We are to offer a sacrifice of praise continually.** Ask: **What does the term, sacrifice, imply?** (Allow response.) **It implies that worship is not always easy or convenient.**

√ Ask: **Where should we worship God?** (Allow response.) **Everywhere!** Continue with commentary from the text (p. 58).

√ Ask a student to read Hebrews 10:25. Ask: **What's so special about gathering together for worship?** (Allow response.) Write the word, *celebrate*, on the chalkboard. Ask students to say the first word that comes into their minds when they see that word. Write each response on the board. When everyone has been allowed to participate, say: **Worship is celebration, and a celebration is always better when lots of people are involved.**

√ Distribute Bible reference slips. Display PowerPoint slide PP-20 to highlight reasons why we should worship God. Call for a reading of the references distributed earlier.

√ Distribute copies of Worksheet W-16. Allow four minutes for your class members to work in pairs to discover the who, where, and how of praise outlined in Psalms 148, 149, and 150. When time is up, allow each couple to respond.

√ Say: **The most important thing is that we worship God “in Spirit and in truth.”** Ask a student to read John 4:24. Ask: **What does this mean?** (Allow response.)

√ Display PowerPoint slide PP-21 to help students understand the importance of our worshiping the Father “in Spirit and in truth.” Cover each section until it is discussed. Continue with commentary of the text.

### **Applying Truth:**

√ Show the class a bag of Hershey’s chocolate kisses. Tell them there’s enough in that bag for everyone to have a piece. Then invite the two students you contacted in advance to the front and give each two or three pieces of the candy. As they unwrap and eat the candy (exclaiming how good it tastes), ask the remaining students: **Isn’t this delicious candy? Don’t you enjoy it?** No doubt, they will reply that they wouldn’t know, because they didn’t get any. Make a comparison between their not knowing how the candy tastes because they didn’t participate in eating it, to the fact that we can’t enjoy the benefits of worship unless we are involved in worship.

√ In her book, *The Joy of Personal Worship*, Lynne Hybels writes:

I only came to understand mothering by becoming a mother. Likewise, I have only come to understand worship by worshipping.

When I saw my daughter at the instant of her birth, I no longer had to wonder about mother love. There before me was bone of my bone, flesh of my flesh—living, breathing, beautiful, and perfect. I didn’t have to wonder if I should love her, or try to psyche myself up to love her. Love was my natural, spontaneous response.

When, in an attitude of true worship, I first caught a glimpse of the real God—the holy, majestic, loving, and glorious God of Scripture—I no longer had to wonder about worship. I no longer questioned its meaning or value. Nor did I question the character of a God who would desire my worship. In my glimpse of the true God, I knew immediately that there simply was no other appropriate response (p. 21).

√ Say: **We can think of worship as a three-step process:**

- 1. We recognize who God is and what He has done for us.**
- 2. We respond to Him with thanksgiving and praise.**
- 3. We consecrate ourselves to Him.**

√ Continue with commentary of the text, emphasizing that for God’s people, worship is a way of life.

## **ASSIGNMENTS**

1. Encourage students to read Chapter Eleven of the text and complete any portion of the worksheet for Chapter Ten not finished in class.
2. Ask students to look for opportunities of worship throughout the next week and report them to the class at the next session.

## Chapter Ten

# God Gives

### Topic:

We are responsible to manage what God has given us wisely and for His glory.

### Goals:

1. To analyze our attitude regarding our possessions.
2. To define tithing and examine reasons why this practice should be continued.
3. To develop a plan for giving.

### Materials and Equipment Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheets W-17 and W-18 for each member of the class
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-22 and PP-23
- Chalkboard and chalk
- Construction paper “buttons” bearing the word **MANAGER**, and straight pins
- One dollar bill

### Preparation:

1. Read Chapter Ten of the text, highlighting key words, phrases and sentences. Familiarize yourself with the Bible references used in the lesson.
2. Examine your own attitude toward wealth and giving. Is your life an example of biblical stewardship? If not, make a commitment to bring your life into obedience to the Word of God before proceeding with further preparations to teach this lesson.
3. Make copies of worksheets W-17 and W-18 for each member of the class.
4. Prepare PowerPoint slides (or transparencies) PP-22 and PP-23.
5. Cut from construction paper four-inch “buttons;” print the word **MANAGER** on each one in large letters.

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ Call for reports from students who recorded opportunities of worship they observed during the previous week. Write their responses on the chalkboard.

√ Distribute copies of worksheet W-17.

### Launching the Lesson: (3-5 minutes)

√ Call a student to the front for a brief promotion ceremony. (Make the ceremony as elaborate or as simple as you wish.) Pin on him/her a large badge with the word **MANAGER** written on it. Say: **As Chief Executive Officer, I hereby promote you to the position of manager of your own life. With this assignment comes some awesome responsibilities. You will be expected to oversee every aspect of your**

**life faithfully in order to achieve maximum productivity. In order to do this, you have been given good equipment and valuable resources. Wear the title and the badge with honor and with integrity.**

√ Turn to the rest of your class and say, **As a matter of fact, we are all managers.** Distribute manager buttons and straight pins to everyone in the class. Allow time for students to pin on the buttons.

√ Call your students' attention to activities #1 and #2 on the worksheet. Allow two minutes for them to read the question and complete the statement: *What has God entrusted to my management? Since God has put these things in my hands, I must \_\_\_\_\_.* (Allow response.) Ask a student to read Luke 19:13. Say: **We are responsible to manage what God has given us wisely, and for His glory.**

### **Studying the Principles:** (30-45 minutes)

√ Discuss how we are to handle our resources and possessions in the knowledge that we will one day give an account of our stewardship. Divide the class into four groups, assigning each division one of the following subjects: *time, our bodies, the earth, and our finances.* Allow 3 minutes for each group to discuss the consequences of our *wasting* that particular resource. (Allow response.)

√ Say: **The Bible has a great deal to say about the use of money and proper attitudes toward it.** Point out the two schools of thought in the church regarding wealth. Ask: **Which of these attitudes is correct?** (Allow response.) **Neither. It is not how much we have that is important, but how we acquire it, and what we do with it.**

√ Ask: **Can we judge a person's moral or spiritual condition by his bank account?** (Allow response.) **No.** Ask: **Why not?** (Allow response.)

√ Ask students to read silently Matthew 25:14-29 to discover the attitudes revealed in this passage regarding wealth and stewardship. (Allow response.) **What was the boss's attitude? What was the attitude of the various servants? What is the attitude of society in general regarding money?**

√ Ask for a response to verse 29. Compare that verse to Luke 12:48. Point out that those who are wealthy have great opportunity to be a channel through which God can bless others. Brainstorm some ways this can be done. Write the responses on the chalkboard. Be sure to include in the list, paying our tithe (10%) into the local church. Ask: **How does paying our tithe bless others?** (Allow response.) **It pays the expenses of the church, which meets different kinds of needs, including spiritual, physical, and emotional.**

√ Hold up a dollar bill. Say: **This dollar is a part of me. Can someone tell me why?** (Allow response.) **It is part of me because I gave part of my life in order to earn it. I gave my time and energy. When I give this money to God, I am giving part of myself. As a matter of fact, when I stand up here and talk to you, I am giving you part of myself.**

√ Continue with commentary under "What is tithing?" Ask a student to read Malachi 3:8, 9. Ask: **What is a person called who withholds his tithe from God?** (Allow response.) **He is called a thief.**

√ Display PowerPoint slide PP-22 to help your students understand why the practice of tithing is to be continued today. Continue with commentary of the text.

1. Express gratitude to God and faith in His provision
2. Jesus affirmed and commended it

3. Brings God's blessings
4. To show our love for God

√ Explain that in the Old Testament, the tithe was brought to the temple, the place of worship, and shared with the priests and others who carried out the work there. Ask: **Where are we to bring the tithe?** (Allow response.) **Into the local church.** Select two students to read 1 Corinthians 9:13, 14 and Malachi 3:10.

√ Write the following agree/disagree statement on the chalkboard: **We cannot claim to be truly a part of the church if we are withholding from it our financial resources.** (Allow response.)

√ Discuss the difference between the tithe and offerings. Say: **The tithe is to be paid into the local church, but where should we pay our offerings?** (Allow response.) **The Scripture mentions two areas of ministry in particular to which every Christian (and church) ought to give.** Display PowerPoint slide PP-23 to highlight giving to missions and the poor. Be sure to emphasize that missions includes evangelism, which means spreading the gospel both at home and overseas. Ask students to read the Bible references given with each:

1. Missions (Matthew 28:19; Romans 10:14, 15)
2. The Poor (Leviticus 19:10; Proverbs 19:17; Matthew 25:40; 1 John 3:17)

√ Remind students of your discussion in the previous session about how we are to offer a sacrifice of praise. Ask them how the word *sacrifice* applies to our giving? (Allow response.) **We should not settle for giving only what we can spare. If our giving is no sacrifice, then it is worth little.** Ask a student to read 2 Samuel 24:24.

√ Ask a student to read Luke 6:38. Say: **According to this verse, we will never really suffer for what we give, for the more we give, the more we will receive. But more important in God's sight than how much we give, is why we give. God is interested in the attitude with which we give, and He looks more at the heart than at the offering plate.** Continue with commentary "Are our motives for giving important?"

### Applying Truth:

√ Distribute copies of worksheet W-18. Allow 5 minutes for your students to develop a quick budget implementing the principles learned in this lesson.

√ Close the class in a prayer of confession and repentance for our careless use of the things God has placed in our management. End the prayer with a renewed commitment to be obedient to the Word of God regarding stewardship.

√ As the students leave, remind them that they are managers of their own lives.

## ASSIGNMENTS

1. Encourage students to read Chapter Twelve and to finish any portion of the worksheet for Lesson Eleven not completed in class.
2. Ask students to prepare a real budget of their finances, placing tithe at the top of the list. Ask them to pray about their offerings and to give in obedience to the Lord.

## Chapter Twelve

# God Sends

### Topic:

All who have received salvation in Christ have the privilege and responsibility of spreading the gospel message to the whole world.

### Goals:

1. To establish in the thinking of your students the fact that the Great Commission is marching orders for every Christian.
2. To explore the nature and scope of the task of world evangelism.
3. To communicate the importance of all Christians becoming involved in outreach.

### Materials and Equipment Needed:

- Bible
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheet W-19 for each member of the class
- Dictionary
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-24, PP-25, and PP-26
- Red and green erasable markers for highlighting transparencies
- Chalkboard and chalk
- Tag board or sturdy paper strips with statements printed on them Plasti-tac for displaying paper strips
- Props for role-play (you may leave props to the discretion of the characters involved, see preparation)

### Preparation:

1. Read Chapter Twelve, highlighting key words and phrases. Familiarize yourself with all Scripture passages referred to in the text.
2. Make a copy of worksheet W-19 for each member of the class.
3. Prepare PowerPoint slides (or transparencies) PP-24, PP-25, and PP-26.
4. On individual strips of tag board, poster board, or sturdy paper, print the following statements for display. If you prefer, they can be presented in a PowerPoint slide or written on a transparency or on the chalkboard. The statements should be shown and discussed individually.
  - 1) World evangelism is the commission of the Church.
  - 2) We should be prepared always to share the gospel message.
  - 3) It is only in living differently from the world that we can be of value to it.
  - 4) Sharing the gospel is a simple matter of speaking the truth in love.
  - 5) It is up to us to discover the role the Lord wants us to play in the task of world evangelization.
5. Contact two individuals in advance to prepare a two-minute role-play. Advise them to use simple props, such as briefcase, notebook, computer printout, etc.
  - Person #1 enters playing the role of a salesman on a new job. He is obviously frustrated by his lack of knowledge about the job, including the product, the customers, what is expected of him, etc. He is afraid of being fired, misrepresenting the company, the product, etc.
  - Person #2 enters, playing the role of the sales manager. He is willing to help the new employee

learn and promises to guide him through the learning process and to be his friend. Conclude with the sales manager telling the employee that his job is simply to represent the product and the company in a truthful and caring manner.

## LESSON PLAN

### **Laying a Foundation:** (3-5 minutes)

√ Display PowerPoint slides PP-22 and PP-23 to briefly review Lesson Eleven. Ask your students to report on the preparation of their budgets.

### **Launching the Lesson:** (3-5 minutes)

√ Ask students to look up and underscore in their Bibles Matthew 28:18-20. Tell them this is called the “Great Commission,” and it is important that they memorize this portion of Scripture.

√ Place transparency PP-24 on the screen. Ask students to find the verbs (action words) in those verses. As they name them, underscore the verbs on the transparency with a green erasable marker. Ask students to go back through the verses and locate other significant words. As they find them, circle these words with a red erasable marker. As each person responds, ask him what makes that word important in that context.

### **Studying the Principles:** (30-45 minutes)

√ Distribute copies of worksheet W-19. Say: **We know that Jesus was speaking to His eleven disciples (Judas was dead), but wasn't He giving these few men an impossible task?** (Allow response.) **Yes, He intends for us, who are also His disciples, to evangelize the world.**

√ Ask a student to read from a dictionary the definition of the word *evangelize*: “to preach the gospel of Jesus Christ.” Ask: **What does the word *gospel* mean?** (Allow response.) **“The gospel is the good news of the coming of Christ, His death, resurrection and ascension, and the forgiveness, redemption, and new life He offers to all who believe.”**

√ Ask: **Why didn't God commission angels with the task of communicating the gospel to the lost?** (Allow response.) **The angels have not experienced salvation as we have.**

√ Ask: **Why not just let professional preachers do the work of evangelism?** (Allow response.) Display word strip #1, and say: **All who have received salvation in Christ have the privilege and responsibility of sharing what they have received.**

√ Divide class into three groups and appoint a leader. Give each group one of the following passages of Scripture and allow three minutes for them to discuss it and determine what it says to us about our sharing the gospel (2 Corinthians 6:2; 1 Peter 3:15; 2 Corinthians 4:5, 6). After each group has reported, display word strip #2 under strip #1.

√ Display PowerPoint slide PP-25. Discuss each term in turn.

- **AMBASSADORS:** Say: **The Scripture says that we are *ambassadors* for Christ.** Ask a student to read 2 Corinthians 5:20: Ask students to define the term *ambassador*. (Allow response.) An ambassador is a person who represents someone else, speaking and acting on his behalf. Compare the tasks of national ambassadors to the United Nations. Ask: **How do their tasks compare with ours as Christians?** (Allow response.) God has made us His ambassadors, entrusting us with the

message He wants the world to hear. Ask: **What kinds of messages are we to convey?** (Allow response.)

- **WITNESSES:** Ask students to define the term *witness*. (Allow response.) A witness is someone who has personal knowledge that he can share with those who do not. Ask a pupil to read Acts 4:20.
- **LIGHT:** Ask a student to read Matthew 5:14. Say: **But I thought Jesus was the Light that shines into the darkness.** Read John 1:4, 5. (Allow response.) Jesus came into the world as the Light, showing the world what God is like. But with His return to heaven, we are left to continue this work, showing the world what Christ is like by what we do and say. Discuss the implications of Jesus' statement, "A city set on a hill cannot be hid."
- **SALT:** Ask a student to read Matthew 5:13. Discuss the significance of salt in our lives and how the Christian's life is to serve the same kinds of purposes in the world.

√ Ask: **What kinds of things would hinder our effectiveness as ambassadors, witnesses, lights, and salt?** (Allow response.) Display word strip #3.

√ Present the two-minute role-play arranged earlier. Continue with commentary on "How can we accomplish this task?" Conclude this section by displaying word strip #4.

## Applying Truth

√ Display PowerPoint slide PP-26 to help your students visualize the scope of their responsibility to evangelize the world.

√ Say: **Every Christian has been given the responsibility of taking the Good News to the whole world. This responsibility includes three levels:** (1) Personal contacts; (2) Local community; and (3) The nations. Display each level as it is discussed. Continue with commentary on pages 69-73 of the text. Display word strip #5.

√ Direct students attention to activity #8 on worksheet W-19. Allow time for everyone to complete the activity.

√ Read the following quote by Henry Clay Trumbull: "Unless a man is ready to work for the salvation of others, it may be questioned whether he himself is saved. He who wants only enough religion to save himself is not likely to have even that much."

√ Close the session with a prayer of commitment to world evangelization.

## ASSIGNMENTS

1. Ask students to read Lesson Thirteen of the text and complete any portion of the worksheet for Lesson Twelve not completed in class.
2. Ask students to keep in their Bibles a list of opportunities they found throughout the week to be ambassadors, witnesses, lights, and salt.

3. Encourage students to memorize the Great Commission from Matthew 28:18-20 and be ready to say it at the beginning of the next session.

## Chapter Thirteen

# God Returns

### Topic:

Jesus' second coming is as certain as His first.

### Goals:

1. To learn how our Lord's second coming will differ from His first advent.
2. To help students examine their attitudes toward the Lord's second appearing.
3. To foster in your students an anticipation of His second coming.

### Materials and Equipment Needed:

- Bibles
- Text, *Grow: Maturing Believers Through the Truths of the Christian Faith*
- Copies of worksheet W-20
- Computer and projector (or overhead projector) and PowerPoint slides (or transparencies) PP-27 and PP-28.
- Small gift (bookmark) or treat for class members who memorize the Great Commission
- Slips of paper with Scripture references

### Preparation:

1. Read Chapter Thirteen in the text, highlighting significant words, phrases, and sentences. Read all the Bible passages referred to in the text.
2. Make enough copies of worksheet W-20 for each person to have a copy. Be sure sharpened pencils are handy.
3. Prepare PowerPoint slides (or transparencies) PP-27 and PP-28.
4. Write the following Scripture passages on slips of paper for distribution: Matthew 26:64; Matthew 24:3, 4; Acts 3:19-21; Acts 1:11; Titus 2:13.

## LESSON PLAN

### Laying a Foundation: (3-5 minutes)

√ Ask your class how many found opportunities since the previous session to be ambassadors, witnesses, light, or salt. You may use PowerPoint slide PP-25 to refresh their memories.

√ Ask how many memorized the Great Commission from Matthew 28:18-20. Allow those who did to say it for the class.

### Launching the Lesson: (3-5 minutes)

√ Distribute copies of worksheet W-20. Also distribute to 5 students slips of paper with the Scripture passages listed below written on them. These passages will reveal some ways we have of knowing for sure that Jesus is coming again.

1. Matthew 26:64—*He promised to return*
2. Matthew 24:3, 4—*He spoke of His return to His disciples*
3. Acts 3:19-21—*The apostles taught it*

4. Acts 1:11—*Angels affirmed it*
5. Titus 2:13—*It is the hope of all believers*

### Studying the Principles: (30-45 minutes)

√ Say: **The second coming of Christ will be like the first in that Jesus will return bodily, but it will be different from the first in several ways.**

√ Display PowerPoint slide PP-27 to contrast Christ’s first advent with His second appearing. Follow the commentary on “How will Jesus come back?”

FIRST ADVENT	SECOND ADVENT
Began process of redemption	Complete process of redemption
Primary focus was on salvation	Primary focus will be on judgment
Silent and suffering Lamb	Conquering Lion
Glory was hidden from most (seen by a few)	Glory made known to all in magnificent splendor

√ Ask: **When will Jesus come again?** (Allow response.) Ask two students to read Matthew 24:36 and Matthew 24:44. Ask: **Why do you suppose we are not told the exact time of Jesus’ second coming?** (Allow response.) **He wants us to be ready at all times.**

√ Ask a student to read Luke 12:40. Ask: **So, what should be our attitude toward the Lord’s return?** Divide the class into groups of five and allow 5 minutes for them to read from the text and discuss the kinds of attitudes, both positive and negative, people might have toward the Lord’s return. When time is up, allow the groups to report. Write their responses on the board. (Examples: watchful; hopeful; placing value on the eternal; idleness; curiosity; diligence; planning for the future; faithful and obedient; living holy and godly lives.)

√ Read the following quotes:

Once a believer starts to think his Master is not coming back, his life begins to deteriorate. Our relationship with others depends on our relationship to the Lord; so if we stop looking for Him, we will stop loving people. The motive for Christian life and service must be a desire to please the Lord and be found faithful at His return.<sup>1</sup>

I met with a group of men some time ago, and one commented, “I hope I don’t die suddenly. I want to have time to straighten out some relationships.” A second man promptly spoke up, “Well, why don’t you do it anyway? If it’s worth doing, do it now.” The point is, if there are things you need to straighten out, do it now in a leisurely fashion. Don’t wait until the doctor tells you you’ve got three weeks to live. One day while St. Francis was hoeing his garden, he was asked, “What would you do if you knew you only had one day to live?” “I would keep on hoeing my garden,” was the reply. Our longevity ought not to determine our day-today agenda. We are simply to do those things which seem right, diligently and without panic.<sup>2</sup>

√ Ask: **What are the signs of Christ’s coming.** Allow 5 minutes for your students to read Matthew 24:3-35 and list the signs of Christ’s coming recorded there. (This activity corresponds with #5 on worksheet

<sup>1</sup> Warren W. Wiersbe, *Be Compassionate*, Wheaton, IL: Victor Books, 1988, p. 143.

<sup>2</sup> Bruce Larson, *Luke*, *The Communicator’s Commentary*, Waco, TX: Word, 1983, p. 208.

W-20.) When your students have completed this activity, write their responses on the chalkboard.

√ Write the following acrostic on the chalkboard.

**A** (annihilation, assassinations, AIDS)

**F** (future, firearms, fire)

**R** (rebellion, racial conflict)

**A** (air travel, atmospheric upheaval)

**I** (invasion, inflation)

**D** (depression, death, demons)

Allow three minutes for students to complete the acrostic with things people are afraid of in our society.

√ Say: **It is said that the words, “Do not be afraid,” or their equivalent, are spoken 365 times in Scripture. That’s once for every day of the year. The Lord does not want us to be afraid; He wants us to be ready.**

√ Display PowerPoint slide PP-28 to aid in the discussion of events that will take place in connection with the second coming of Christ.

- **The Great Tribulation:** 2 Thessalonians 2:3-12; Revelation 16:1
- **The Uniting of Christ with His Church:** 1 Thessalonians 4:16, 17; 1 Corinthians 15:51-53
- **The Final Judgment:** Revelation 20:7-10
- **The New Heaven and New Earth:** Revelation 21:1-4; 22:3-5; 1 Corinthians 2:9

**Applying Truth:** (3 minutes)

√ Say: **Imagine the kinds of emotions you would experience if Christ returned and you were not ready for His appearing.** (Allow discussion.) Ask: **Can you say, “Even so, come, Lord Jesus”?**

## ASSIGNMENTS

1. Spend some time in prayer for one another before you leave. Especially prayer for perseverance in the faith.

## Further Reading

### **Chapter One: God's Message**

Gilbert, Greg. *What Is the Gospel?* Wheaton, IL: Crossway Books, 2010.

Greear, J. D. *Gospel: Rediscovering the Power that Made Christianity Revolutionary.* Nashville, TN: B & H Books, 2011.

Stott, John R. W. *The Cross of Christ.* Downers Grove, IL: InterVarsity Press, 2006.

Tchividjian, Tullian. *Jesus + Nothing = Everything.* Wheaton, IL: Crossway Books, 2011.

### **Chapter Two: God Is**

Carson, D. A. *The God Who Is There: Finding Your Place in God's Story.* Grand Rapids, MI: Baker Books, 2010.

Duvall, J. Scott and J. Daniel Hayes. *Living God's Word: Discovering Our Place in the Great Story of Scripture.* Grand Rapids, MI: Zondervan, 2012.

Packer, J. I. *Knowing God.* Downers Grove, IL: InterVarsity Press, 1993.

Tozer, A. W. *The Knowledge of the Holy: The Attributes of God: Their Meaning in the Christian Life.* New York, NY: HarperOne, 1978.

### **Chapter Three: God Speaks**

Arnold, Clinton E. *How We God the Bible: A Visual Journey.* Grand Rapids, MI: Zondervan, 2008.

Duvall, J. Scott and J. Daniel Hayes. *Journey into God's Word: Your Guide to Understanding and Applying the Bible.* Grand Rapids, MI: Zondervan, 2008.

Fee, Gordon D. and Douglas Stuart. *How to Read the Bible for All It's Worth.* 3rd ed. Grand Rapids, MI: Zondervan, 2003.

Sproul, R. C. *Can I Trust the Bible.* Orlando, FL: Reformation Trust, 2009.

### **Chapter Four: God Comes**

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Driscoll, Mark and Gary Breshears. *Vintage Jesus: Timely Answers to Timely Questions.* Wheaton, IL: Crossway Books, 2008.

Erickson, Millard J. *The Word Became Flesh: A Contemporary Incarnational Christology.* Grand Rapids, MI: Baker Academic, 1996.

Wright, N. T. *The Challenge of Jesus: Rediscovering Who Jesus Was and Is*. Downers Grove, IL: InterVarsity Press, 1999.

### **Chapter Five: God Dwells**

Carson, D. A. *Showing the Spirit: A Theological Exposition of 1 Corinthians 12–14*. Grand Rapids, MI: Baker, 1987.

Chan, Francis. *Forgotten God: Reversing Our Tragic Neglect of the Holy Spirit*. Colorado Springs, CO: David C. Cook, 2009.

Fee, Gordon D. *Paul, the Spirit, and the People of God*. Peabody, MA: Hendrickson, 1996.

Grudem, Wayne. ed. *Are Miraculous Gifts for Today?* Grand Rapids, MI: Zondervan, 1996.

Underwood, B. E. *Spiritual Gifts: Ministries and Manifestations*. Franklin Springs, GA: LifeSprings Resources, 1984.

### **Chapter Six: God Transforms**

Bridges, Jerry. *The Pursuit of Holiness*. Colorado Springs, CO: NavPress, 2006.

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