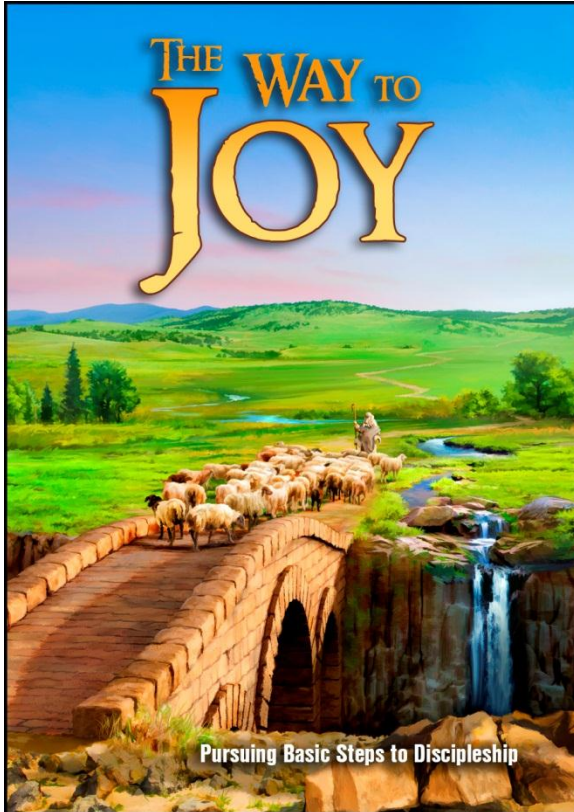


# The Way to Joy - Class Facilitator Guide

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## General Information

There are a minimum of ten sessions in this series, one per each lesson in *The Way to Joy (TWTJ)*. Each class session will require approximately 45-50 minutes of teaching time. In addition to the ten basic sessions, optional sessions and/or out of class activities are recommended along the way.

Seating students at tables (5 or 6 per table) will greatly enhance the learning environment for this class. Many of the instructional activities are designed for small group table seating. Also, some of

the activities require some “get up and move around the room” space. Choose a room that allows for that.

You will need a good marking board or, better yet, a flip chart and markers for each table group (optional).

We highly recommend that you read through this entire document before beginning the series. Make note of the auxiliary instructional materials needed for each lesson and plan ahead to have them available.

You will need to adapt some of the activities and time allotments for your situation, but we strongly recommend that you retain the creative interactivity in the instructional methods. Experience in teaching courses such as this, tells us that students learn more and better if they are involved creatively in the learning process.

# The Way to Joy - Class Facilitator Guide

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## THE JOY OF HOPE: GOD'S ETERNAL PLAN

### THE WAY TO JOY: LESSON ONE (PAGES 6-7)

#### Important Notes:

This lesson plan is based upon the assumption that every student in your class has his/her own copy of *The Way to Joy*. These are available through:

- [www.GoodSoil.com](http://www.GoodSoil.com)
- 1-877-959-2293
- [publish@abwe.org](mailto:publish@abwe.org)

You may also want to order the following resources for this study:

- **For Session One:** *The Story of Hope* teaching visuals and/or *The Story of Hope* PowerPoint presentation.  
Optional: Copies of *The Story of Hope* for each student.
- **For Session Two:** *The Chronological Bridge to Life* DVD.

There is another document (*Leader's Guide for The Way to Joy*) that provides helpful instructions for using *The Way to Joy* in one-on-one or very small group settings. It is available as a free download in the Resources section of [www.GoodSoil.com](http://www.GoodSoil.com). Before preparing to teach or facilitate this lesson with a class of students, read the instructions and other helpful materials in that document. You will find answers to the questions in *The Way to Joy* and other types of supporting content in that document that will not be duplicated in this Class Facilitator Guide.

Keep in mind the difference between these two documents:

- This document: ***The Way to Joy Class Facilitator Guide*** is designed primarily to be used in teaching (facilitating) groups of students in a classroom-type of setting. It focuses more on teaching-learning methods for use in a classroom setting with students.

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- **The Way to Joy Leader's Guide** is designed primarily to be used in one-on-one or small and informal group settings. It focuses more on the content of the

Both are needed for leading this class and both are available as free downloads from [www.GoodSoil.com](http://www.GoodSoil.com). The content and activities for both uses can be interchanged as needed.

Prior to the first class session of this study, give each participant a copy of *The Way to Joy* and ask them to read pages 4-5 prior to attending the first session. As the class leader, you will need to decide whether or not you want to use the Bible Study Covenant on page 4 of *The Way to Joy*.

## **Connect:** (left panel *in TWTJ*)

1. Give each student a blank "Post-it" note and ask him (or her) to hold it until you give further instructions.
2. Read the statement in the (left panel) question section of page 6:

**Question: The Bible contains 66 books, written over a span of 1,500 years by more than 40 authors, yet it tells one unified story. What are your thoughts about this?**

3. Before you read and ask them to react to the "What are your thoughts...?" question, read aloud the fuller version of "Holy Bible" facts sheet (Supplement 1). You might want to pass out copies of this sheet to all students.
4. Then ask students to record, on the "Post-it" notes, their personal responses to the question, "What are your thoughts about this?"
5. Then ask students to move around the room and share their written responses with several other students in the class.
6. Ask a few people to share their responses with the entire group and transition to the **Communicate** part of the lesson.

## **Optional Connect Activities:**

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**Option A:** Present the first three minutes (Introduction) of The HOPE DVD.  
Available from: [www.thehopeproject.com](http://www.thehopeproject.com)

**Option B:** Before launching this *The Way to Joy* study, lead your group through a study using the entire THE HOPE DVD. This would require a group commitment of several weeks. A free downloadable Study Guide is available from:  
[www.thehopeproject.com](http://www.thehopeproject.com)

## **Communicate:** (center section in *TWTJ*)

As you prepare for this lesson, consider the three “**Options:**” on the lower-left corner of page 6.

1. Read the story statements given here and study the Bible texts.
2. Read the extended version of the story on pages 26-29 and study the Bible texts. (requires about 20 minutes to read it clearly and with meaning)
3. As the leader, tell the story in your own words and study the Bible texts.

The amount of time available for this lesson and your comfort level in telling the story will factor in to the determination regarding which option you will choose.

**Recommended Option:** Read the extended version of the story and use visuals to reinforce it.

1. Purchase a set of *The Story of Hope* teaching visuals or *The Story of Hope* PowerPoint presentation from the Resources section of [www.GoodSoil.com](http://www.GoodSoil.com). Select the 20 visuals (or PowerPoint slides) that correspond with the events used in this Lesson One of *The Way to Joy*.
2. Prior to the class, assign each of the 20 event-summary paragraphs (on pages 26-29) to class members who are good readers. Ask them to practice reading their assigned paragraphs so they can read them aloud to the class, providing the appropriate emphasis and clarity.
3. Read and elaborate briefly on the two statements at the top of pages 6-7:

**The Bible is a collection of hundreds of connected stories. But, the Bible focuses on one Big Story interwoven through all the**

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**others: God is working to provide eternal hope for all of the people of the earth!**

4. As each event-summary paragraph is read aloud to the class, display the corresponding teaching visual (or PowerPoint slide).
5. Pause the process after event-summary number ten (end of Old Testament event-summaries) is read. Display each of the ten Old Testament visuals again allowing 30 seconds per visual (ask someone to time these to keep the process moving) for the class members to speak up, to providing summary information about each event. Better yet, if the class setting allows for small groups to form quickly and easily, assign these 30 seconds summaries to be done in the small groups.
6. Resume the readings-with-visuals process, to cover the ten New Testament events. Use the same 30 seconds summaries activity for the New Testament events.

**Conclude:** (right panel in *TWTJ*)

**Discuss: Which of these segments of the Bible's story are still not clear to you?**

1. Ask participants to circle the number(s) that precede(s) any of the 20 story segments (on pages 6-7) for which they need more instruction.
2. If there are only a few concerns about the need for more information and if class time permits, deal with those in this class session.
3. If someone (or more than one person) has significant concerns that cannot be addressed in this session, make arrangements to meet with that person (or those people) outside of class, or assign other capable class members to do so in order to provide the additional needed instruction. This may be an opportunity to engage people in a study of *The Story of Hope*.
4. Read or paraphrase the next statement on the right panel, as a transition to set the class up for **Lesson Two: The Joy of Eternal Life—*Salvation***.

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In the next lesson, we will see eight essential truths that emerge out of this Big Story of the Bible.

## Memory Verse: John 3:16

1. Explain the Bible memorization plan for this study—one verse or set of verses per each of the ten lessons. Stress the importance of this plan, encouraging every student to commit to the process. The goal would be to memorize and regularly review all of them so that, by the end of the study, participants would be able to quote and use all of them from memory.
2. Explain the weekly review process that will occur at the beginning of the upcoming class sessions.
3. Instruct participants to turn to page 32. If they currently are not involved in a daily Bible reading plan, encourage them to follow this plan during the time they are involved in this study of *The Way to Joy*.

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## THE JOY OF ETERNAL LIFE: SALVATION

### THE WAY TO JOY: LESSON TWO (PAGES 8-9)

#### Important Notes:

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- [www.GoodSoil.com](http://www.GoodSoil.com)
- 1-877-959-2293
- [publish@abwe.org](mailto:publish@abwe.org)

You may also want to order the following resource for this session:

- **For this Session:** *The Chronological Bridge to Life DVD*.

There is another document (*Leader's Guide for The Way to Joy*) that provides helpful instructions for using *The Way to Joy* in one-on-one or very small group settings. It is available as a free download in the Resources section of [www.GoodSoil.com](http://www.GoodSoil.com). Before preparing to teach or facilitate this lesson with a class of students, read the instructions and other helpful materials in that document. There you will find answers to the questions in *The Way to Joy* and other types of supporting content in that document that will not be duplicated in this Class Facilitator Guide.

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Both are needed for leading this class and both are available as free downloads from [www.GoodSoil.com](http://www.GoodSoil.com). And the content and activities for both uses can be interchanged as needed.

**Connect:** (left panel)

**Discuss: Bible readings and review the previous memory verse.**

1. **Bible Readings**—If a significant number of students are using the Personal Bible Reading Plan, you need to do something here to acknowledge and encourage their participation in that plan. Limitations of class time may not allow you to discuss what they have read, but at least acknowledge those who are reading consistently. You may want to establish some other method of accountability and interaction related to these readings that does not occur in class.
2. **John 3:16 Memory Verse Review**—In order to make the memory verse plan work for this study, it will be important to have regular in-class memory review times. That could be done at the beginning of class, or at the end of class. If you decide to do this at the end of class, the challenge will be to leave adequate time for it.

Instruct those who are working on the memory verses to pair up with another person for the review. Students who are not working on the memory verse plan can still be “hearers” in the review process. Be careful not to allow this review to consume too much class time.

**Question: In your own words, what must a person *believe* in order to know that he or she has everlasting life?**

1. Write each of the following statements on a (separate) index card.
  - *There is one true God.*
  - *Jesus is God’s Son.*
  - *God’s Son, Jesus, died to pay for my sins.*

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- *God's Son, Jesus, died to pay for my sins and I am trusting only in Him and what He has done for me in order to have eternal life.*
2. Give each card to a person (total of four people will have cards) and station each of them in a part of the room where students can get to them, but spread them out as much as possible. When asked by other students, these four people will read their cards (quietly enough that only the inquiring students will hear).  
Option: Write these statements on 8 ½" x 11" sheets and place them face-down on the floor in different places around the room.
  3. Instruct students to find the "BEST" answer to the "What must a person believe..." question by going to each of the four locations. When they have found the "BEST" answer, they should return to their seats and not share their findings with others until they are asked to do so.
  4. Once every student has returned to his/her seat, ask them to identify the best of the four answers. Move this entire activity along quickly and do not allow it to take too much class time.
  5. Summarize by saying that people can be right in what they believe, and yet not be truly saved. Explain that it is crucial that we understand what the word "believe" in John 3:16 (and many other places in the New Testament) fully means and that we must personally apply that meaning to our lives.

**Instruction: Answer each question from information stated or implied in the Bible passage. See pages 30-31 for more information related to this lesson.**

6. This instructional statement moves us into the **Communicate** part of the lesson.

**Note:** And, as always, be sure to read the (free downloadable) *The Way to Joy* Leader's Guide before preparing to teach this session. There are answers there to the questions that appear in this unit of *The Way to Joy*.

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## **Communicate:** (center section)

**Note:** Plan your session time to allow for 10 or 12 minutes for the brief ChronoBridge DVD in the **Conclude** part of the lesson.

1. Explain why this model is called the “Chronological Bridge to Life” (or the “ChronoBridge” for short). These eight concepts are arranged in the order in which they emerge from the Bible’s Big (chronological) Story. In the Bible’s Big Story we learn first about God, then about man, etc.
2. Organize the class into eight small groups of students.
3. Assign each of the eight “bridge concepts” to one of the groups. Instruct them to work together to answer the two questions related to their assigned bridge concept and to be ready to share their answers with the entire class. They can use the material on pages 30-31 as a resource. Or, you may want to print *The Way to Joy* Leader’s Guide pages for this session and give each group a copy of that material.
4. Give each group one minute to summarize (to the entire class) their answers to the bridge concept questions assigned to them. As the class facilitator, supplement, correct, or clarify the groups’ answers as needed.

## **Conclude:** (right panel)

**Discuss: Do you believe in Jesus? If not, why not? If so, please explain what you believe and how convinced you are that it is true.**

1. In this class setting, you may want to use this question as a rhetorical question only. Encourage students to come to you privately if they would like to discuss their personal responses to the question.
2. Prior to this session, order the *Chronological Bridge to Life* DVD from [www.GoodSoil.com](http://www.GoodSoil.com). Play the video here as a concluding summary of this session. It is approximately ten minutes long. Instruct them to watch and listen to the way that the chronological Bible story is interwoven around and through the eight bridge concepts.

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**Are you willing to add these bridge verses to your Bible memory plan, and begin to work on the first one this week?**

3. The basic Bible memory plan for this study focuses on one verse (or set of two verses) for each of the ten lessons. But memory verse cards are also included in each book for the eight verses (or sets of verses) associated with the Chronological Bridge to Life concepts. Encourage students to add these ChronoBridge verses to their Bible memory plan and include them in their review processes.

## **Memory Verse: John 5:24**

Assign John 5:24 for this coming week's Bible memory work. Also remind students to review John 3:16 and to begin working on the ChronoBridge memory verses.

You may want to assign pairs of students to be accountability partners in this Bible memory and review process.

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## THE JOY OF CONFIDENCE: ASSURANCE AND SECURITY

### *THE WAY TO JOY: LESSON THREE (PAGES 10-11)*

#### **Important Notes:**

This lesson plan is based upon the assumption that every student in your class has his/her own copy of *The Way to Joy*. These are available through:

- [www.GoodSoil.com](http://www.GoodSoil.com)
- 1-877-959-2293
- [publish@abwe.org](mailto:publish@abwe.org)

There is another document (*Leader's Guide for The Way to Joy*) that provides helpful instructions for using *The Way to Joy* in one-on-one or very small group settings. It is available as a free download in the Resources section of [www.GoodSoil.com](http://www.GoodSoil.com). Before preparing to teach or facilitate this lesson with a class of students, read the instructions and other helpful materials in that document. There you will find answers to the questions in *The Way to Joy* and other types of supporting content in that document that will not be duplicated in this Class Facilitator Guide.

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**Connect:** (left panel)

**Discuss:** Bible readings and review memory verses.

Focus the memory review on John 5:24, but encourage students to also review John 3:16, as well as any ChronoBridge verses they are working on.

**Discuss:** Since you accepted Christ as your Savior, have you ever had any doubts as to whether or not you were or are now truly saved? If so, please explain.

**Note:** Beginning with this lesson, the remainder of this study “assumes” that the students are true (saved) believers. Since that may or may not be the case with your class, you will want to be sensitive regarding students who are not yet believers. Avoid making them feel overly uncomfortable and/or tempting them to claim to be true Christians if they are not.

1. Give each student a “sticky note” and ask them to write down (from 0 to 10) a number that indicates the degree to which “doubting their salvation” has been an issue for them (0 = no doubts, to 10 = very serious doubts).
2. Instruct them to move around the room to find people whose number is plus or minus within two points of theirs (example: person with a “6” find a person with a number in the 4-8 range).
3. Instruct them to share their doubting experiences briefly with the people in their numbers-range group.
4. Ask for volunteers within the 0-3 range to share (briefly!) their experience with the entire class, as well as volunteers from the 4-7 range, and the 8-10 range.
5. Keep this activity moving quickly. Avoid spending too much time on it.

**Communicate:** (center section)

**Note:** The arrangement and design of the lesson content in lessons 4-10 of *The Way to Joy* will seem strange at first. Point out to the class that the “center

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section” content spans the two pages of the lesson (for example, pages 10-11 here), rather than running down page 10 and then down page 11.

## (Top center section)

Caution! In attempting to help people (who are really saved but lack assurance) gain assurance of their salvation, it is dangerously possible to give a false sense of assurance to people who are not truly saved. That is the reason why lessons one (focusing of God’s Big Story of salvation) and two (the ChronoBridge to Life) precede this current lesson on personal assurance and security. Be careful to let the Bible speak for itself on the matter of personal salvation assurance and avoid putting assuring thoughts into the minds of people who are unsaved and for whom “doubting” their salvation is a good thing (from the Holy Spirit’s conviction)—not a bad thing (from Satan).

Read the two paragraphs at the top of pages 10 and 11 and summarize the concept in the previous “Caution!” paragraph.

## 1. Assurance—How can I know I am truly saved?

1. Divide the class into four groups, one for each of the “four witnesses” that we will study here.
2. Assign one of these witness-sections to each of the groups. Instruct them to read and study the Bible passage assigned to them, answer the questions, and prepare to explain the concepts to the entire class.

**Note:** You may want to provide a copy of the pages in *The Way to Joy* Leader’s Guide that correspond with these witness-section questions.

There your students will find simple, but helpful, commentary material related to each of these four sections.

3. Give groups opportunities to read their assigned Bible passages aloud and then present their answers to the questions. It is important for students in this study to begin the practice of carrying their Bibles to class, following along in their Bibles as Bible passages are read, and perhaps even marking or highlighting key passages or words in their Bibles.

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4. At the end of each groups' presentation, lead a brief discussion to elaborate on what was shared. Do not hesitate to gently correct or clarify ideas that may be off-target or incorrect. Be sure that each concept is understood clearly by all members of the class before moving ahead.
5. Allow students who want to do so to share with the entire class how these witnesses have been a reality in their own lives—how one or more of them have helped them to be assured of salvation.

## (Train Illustration)

**Option:** This illustration could be used at the beginning of the **Communicate** part of the lesson.

1. Instruct students to close their copies of *The Way to Joy* at this point.
2. Organize students into groups of four to six people per group.
3. You may want to prepare these cards ahead of time or you can do the following. Give each group of students three blank index cards and one marking pen. Ask one person in each group to write each one of these words on a separate card (present the words in this order)—Faith (on one card), Feelings (on another card), Facts (on another card).
4. Instruct the groups to arrange the three cards in the best logical order and be prepared to explain their reasons for the order they chose.
5. Allow the groups to explain their ordering of the three cards. Then instruct them to turn to page 11 in *The Way to Joy* in order to compare their arrangement of the cards (and the explanations) with the example in the book.
6. If possible, introduce a toy train with an engine and two cars as an object lesson for this summarizing this section of the study. Label each piece appropriately with the words—*Facts, Faith, Feelings*. Then leave the train (in a highly visible location) in the classroom for the rest of the study series in order to reinforce these concepts during the weeks ahead.

## 2. Security—How can I know I will stay saved?

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Explain that the Bible passages in this section present three different metaphors that help us understand the security of our salvation—strong hands (John 10:27-30), defense advocate in a courtroom (Romans 8:31-39), and a Roman authenticating seal (Ephesians 1:13-14 and 4:30).

## **a. Secure in the hands of Jesus and the Father**

1. Instruct students to do the “Underline all of the words...” activity as given in the book. Then discuss their underlining choices.
2. Object lesson: Bring to the front of the class three students—one with the largest and strongest hands of anyone in the class, a person who is smaller and probably has a lot less hand-strength, and any other third person.
  - a. Ask the third person to write his/her name on a small slip of paper.
  - b. Ask the person with the larger and stronger hands to place that slip of paper in one hand and grip it securely and then use his/her other hand to secure the hand (fist) that contains the slip of paper.
  - c. Ask the other person (smaller and weaker) to use his/her hands (no fingernails please!) to attempt to pry the slip of paper out of the hands of the person holding it securely.
  - d. Relate this object lesson to the John 10 passage.

## **b. Safe and secure from all of our accusers and**

## **c. Sealed and secured by the Holy Spirit**

**Needed for this activity:** Flip chart sheet and flip chart markers for each group.

1. Assign Romans 8:31-39 and the question associated with it to half of the students in the class. Assign Ephesians 1:13-14 and 4:30 and the questions associated with the Ephesians passages to the other half of students in the class. Ask each group to work together on this activity. If

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- these half-of-the-class groups consist of more than seven people, break them down into sub-groups for this activity.
2. Instruct the groups to read and discuss, as a group, their assigned Bible passage and associated question.
  3. Then, ask them to create a simple visual drawing to illustrate the central truths in their passages.
  4. Ask each group to read its passage aloud to the entire class and present their visual, using the visual to teach the security-of-salvation concepts in the passage.

**Conclude:** (right panel)

**Discuss: What should you do if or when you have doubts about the assurance or security of your salvation?**

1. Use the same two half-of-the-class groups used in the previous activity.
2. Assign this question to one group: "If someone came to you and told you that he/she was doubting whether or he/she is saved, from what you have learned in this lesson, what would you tell this person?"
3. Assign this question to the other group: "If someone came to you and told you that he/she was afraid that he/she would not remain saved (might lose his/her salvation), what would you tell this person?"
4. Give the groups a few minutes to discuss this among themselves and then present their answers to the entire class.

**Memory Verse: John 10:28**

Assign John 10:28 for this week's memory work, in addition to reviewing the previous verses.

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## THE JOY OF GUIDANCE: GOD'S WORD

### *THE WAY TO JOY: LESSON FOUR (PAGES 12-13)*

#### **Important Notes:**

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**Connect:** (left panel)

**Discuss:** Bible readings and review memory verses.

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Focus the memory review on John 10:28, but encourage students to also review the verses associated with other previous lessons, as well as any ChronoBridge verses they are working on.

## **Discuss: Before you became a Christian, what was your view of the Bible?**

1. Create a card or sheet of paper with the following options-list.
  - It's a BIG book!
  - It's very difficult to understand.
  - It's just a bunch of stories for kids.
  - It's not relevant for today.
  - It's full of contradictions and errors.
  - It's from God and it's true.
  - It's simple and easy to understand.
  - It's filled with truths that will help me.
  - It's magical.
  - Other: \_\_\_\_\_
2. Give all students a copy of the list and ask them to mark any (as many as were true for them) of these views of the Bible that they held prior to becoming a true believer in Jesus Christ.
3. Instruct them to move around the room to find another person whose marked list is similar to theirs.
4. Go through each view on the list and count the number of people who marked each view. Determine the three top (most marked) views held by members of the class prior to their conversion to Christ.

## **Communicate:** (center section)

### **1. The Bible: A Book Inspired by God for an Important Purpose**

#### **2 Timothy 3:16-17**

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## “Observations mine” activity:

1. Instruct students to work in groups of four or five for this activity and appoint one person to be the group “scribe,” to write down the results of their observations. Let them know that you want to see which group can make the most observations from these verses.
2. Ask them, as a group, to make as many observations as possible from these two verses. The scribe should record these.
3. During the reporting process, have someone make a list of all of the different observations found in the text (don’t write duplicated observations).
4. As the observations are being reported aloud to the entire class, make comments, give definitions, and lead the group in a discussion regarding the various truths found in the passage.

**Note:** A collateral purpose of this activity is to teach new Bible students how to “unpack Bible passages” as they read them.

## 2 Peter 1:20-21

1. Repeat the “observations mine” activity with 2 Peter 1:20-21.
2. Be sure that the questions in the book are answered during these activities.

## 1 Peter 2:2, 2 Timothy 2:15, Psalm 119:11, Psalm 119:97, and Psalm 119:105

### Bible Versions Comparison:

1. Copy the text of 1 Peter 2:2 from five different translations, representing different translation styles (from loose paraphrase to more literal translation). You can do that from [www.BibleGateway.com](http://www.BibleGateway.com).
2. Do the same for the other four verses.
3. Put all of these (five translations x five verses) on handout sheets and give them to each student.

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4. As you lead the class through a discussion of the texts and questions located in the upper half of page 13, encourage students to reference the various translations.
5. Be sure that each passage is adequately explained and its corresponding question is sufficiently answered.
6. Focus on the grand finale verse for this section—Psalm 119:105. Ask each group of students to grapple with (discuss) the two questions related to Psalm 119:105 and share their thoughts with the entire class.

**Note:** A collateral purpose for using the five translations is to make students aware that several major Bible translations are available in most Christian bookstores. Also, this activity provides you an opportunity to talk to the class about the wide range of major translation styles and the advantages and disadvantages of the different types of translations.

## 2. Developing a Daily Bible Study Plan

This section is best taught in a small group of four to five students, led by a person who models these principles as a personal spiritual discipline. So, for example, if you have 20 students in your class, you may want to find some other mature Christians who would come to class to lead a small group of four to five students through the activities in this part of the session.

### First: Pray...

1. Read and comment on Psalm 119:18.
2. Ask one of the small group members to lead the group in a prayer similar to the one in Psalm 119:18.

### Second: Follow a Bible reading schedule...

1. Talk to the group about various Bible reading plans and the advantages and disadvantages of each. The plan on page 32 is a simple starter-plan that is designed to be roughly correlated with this *The Way to Joy* study.

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2. Emphasize the value of having a Bible reading plan that is doable and beneficial for them.

## Third: Mark...

1. Find three or four other mature believers who have developed a practice of marking their Bibles in a meaningful way. Make copies of some pages in their Bibles to show to the class, or invite them to the class to show and discuss their marking system.
2. You may also want to find someone who keeps a Bible study notebook that you could show the class.
3. Explain what kinds of pens, pencils, or highlighters work well and what kinds do not work well (because of “bleed through,” etc.).
4. You may want to make copies of John 3 for each student and allow them to practice Bible-marking with their copy of John 3. And then lead a discussion of what they marked, how they marked it, and why they did what they did. Emphasize that marking and highlighting in their Bibles needs to be suited to what works best for them—there is no one “best” way to do it.

## Fourth: If the meaning...is not clear...

1. Explain that it’s often in the second, or third, or fourth (etc.) reading that the meaning of a passage becomes clear.
2. Also, emphasize the role that other supplemental Bible translations can play in this process.
3. You may want to introduce them to a few simple but reliable Bible commentaries too.

## Fifth: Complete your Bible study time with prayer...

Brainstorm with the group: What are some reasons why it is important to close a personal Bible study time with prayer?

## Sixth: Share...

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1. Encourage the students to have a regular accountability partner for their personal Bible study times.
2. But also encourage them to share openly with other believers what they are learning from God's Word.

**Conclude:** (right panel)

**Discuss: What do you expect to be the most difficult challenges to having a regular, personal Bible study?**

1. Make a pack of "post-it" notes available to every student. Ask them to write as many "challenges" (one per note) as they expect to encounter.
2. Then instruct them to place these on a marking board or flip chart in the front of the room.
3. Pull them off (one at a time) and ask the class to offer suggestions for dealing with each of these challenges.

**Memory Verse: 1 Peter 2:2-3**

Assign 1 Peter 2:2-3 for this week's memory work, in addition to reviewing the previous verses.

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## THE JOY OF COMMUNION: PRAYER

### THE WAY TO JOY: LESSON FIVE (PAGES 14-15)

#### Important Notes:

There is another document (*Leader's Guide for The Way to Joy*) that provides helpful instructions for using *The Way to Joy* in one-on-one or very small group settings. It is available as a free download in the Resources section of [www.GoodSoil.com](http://www.GoodSoil.com). Before preparing to teach or facilitate this lesson with a class of students, read the instructions and other helpful materials in that document. There you will find answers to the questions in *The Way to Joy* and other types of supporting content in that document that will not be duplicated in this Class Facilitator Guide.

Keep in mind the difference between these two documents:

- This document: ***The Way to Joy Class Facilitator Guide*** is designed primarily to be used in teaching (facilitating) groups of students in a classroom-type of setting. It focuses more on teaching-learning methods for use in a classroom setting with students.
- ***The Way to Joy Leader's Guide*** is designed primarily to be used in one-on-one or small and informal group settings. It focuses more on the content of the lesson, with suggested answers to the questions, etc.

Both are needed for leading this class and both are available as free downloads from [www.GoodSoil.com](http://www.GoodSoil.com). And the content and activities for both uses can be interchanged as needed.

#### **Connect:** (left panel)

#### **Discuss: Bible readings and review memory verses.**

Focus the memory review on 1 Peter 2:2-3, but encourage students to also review the verses associated with other previous lessons, as well as any ChronoBridge verses they are working on.

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## Discuss: Why do you think that praying to God is important for you? Is it important to God?

1. Ask half of the students to go to one side of the room and the other half to the other side of the room.
2. As they stand there, ask them to respond to the first question: Why do you think that praying to God is important to you?
3. Encourage as many verbal responses as they can think of.
4. Then, focus on the second question (Is it [prayer] important to God?), but lead this discussion using a different method—react statement.
5. Explain to the class that you are going to read the statement, but ask them not to respond immediately. Then read the following statement:

**React Statement: “God does not need our prayers.”**

6. Instruct everyone...
  - a. Who agrees with that statement to move to (or stay on) the right side of the room.
  - b. Who disagrees with that statement to move to (or stay on) the left side of the room.
  - c. Who partially agrees and partially disagrees with the statement to move somewhere in the middle of the room.
7. As they remain standing in those locations, have them share their responses and reasons with the entire class. See the Leader’s Guide for *The Way to Joy* to see some responses that would be accurate.
8. **Important:** Be sure to leave them with a theologically valid response, which might be something like this: ***The word “need” probably does not accurately describe God’s relationship to our prayers. God can exist without them. But, the Bible is clear in its teaching that God desires our prayers, for a variety of reasons that we will see in today’s lesson.***

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**Communicate:** (center section)

## 1. What is Prayer?

1. Read the description of prayer to the class.
2. Ask and discuss the “How does this definition compare...” question.
3. Ask a follow up question to the one above: “What would we need to do in order to experience this kind of prayer time?”
4. Write their responses on a marking board or flip chart and explain that this lesson will end up with more information and ideas to help make our prayer times more meaningful.

## The Divine Procedures of Prayer

This section overviews the “way prayer works,” as well as how the three persons of the trinity (Father, Son, Holy Spirit) are all involved in prayer.

1. Instruct the class to study this section in small groups—read the Bible passages, discuss the concepts, and answer the question.
2. If there is a significant need for further explanation of any of the three Bible passages, take the necessary time to explain and discuss with the entire class.
3. Ask each group to create a simple visual to illustrate this prayer process, involving us, God the Father, Jesus, and the Holy Spirit. Let each group share its visual with the class.

## 2. Four Elements of Prayer

1. Give each group six sheets of paper with each of these six words typed in large letters on one of the sheets—confession, adoration, praise, thanksgiving, supplication, and intercession.
2. Ask someone in each group to hold up each sheet, one at a time, as a “flash card.”

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3. Instruct them, as a group, (without looking at pages 14-15 in *The Way to Joy*) to develop a quick definition of each of the six prayer-concept words. Be sure the focus of the definition is on the use of the word as a prayer-concept.
4. The previous activity should provide a good introduction into a study of the Biblical examples and definitions of these prayer concepts.

## a. Confession

1. Read Psalm 66:18 aloud to the class.
2. Ask and discuss the “Why is it important...” question.

## b. Adoration and Praise

1. Give each student a sheet with the text of Psalm 145 printed on it.
2. Give each student two highlighting markers with different colors, perhaps yellow and pink.
3. Instruct them, in groups, to mark each occurrence of “adoration” in one color and each occurrence of “praise” in another color.

## c. Thanksgiving

1. Read the five “thanks” verses in Psalm 107.
2. Ask students to make a list of five things for which they are personally thankful that would be most appropriate for their prayers.
3. Ask them to share those five “prayer-thanks” items with their groups.
4. Discuss: How similar or different were our prayer-thanks lists?

## d. Supplication and Intercession

1. Read 1 Timothy 2:1-3. Point out that both of these words (“supplication” and “intercession”) appear in verse 1.

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2. Ask the class to discuss what the distinction was between these two words, in this context.
3. Read Philippians 4:6 and discuss possible answers to the “In Philippians 4:6...” question.

## 3. Developing a Daily Prayer Plan

As was true with the previous lesson, this final section of the lesson will be best taught in small groups of four to five students led by a person who models these principles as a personal spiritual discipline. So, for example, if you have 20 students in your class, you may want to find three or four other mature Christians who would come to class to lead a small group of four to five students through the activities in this part of the lesson.

### First: Create a list...

1. Give each student a 5x8 index card or similar size piece of paper and ask them to develop a sample prayer list.
2. Instruct them to include in the list, not only their own personal and family needs, but also the needs of others.
3. Instruct them to include the names of some non-Christian friends and relatives whom they desire to see trust Christ as Savior.
4. Encourage them to pray regularly for their church, missionaries, and others involved in ministries and to add these items to the list.

### Second: Find a quiet and private place...

1. Ask each student to tell where the most appropriate place for prayer would be in his/her home.
2. Discuss possible ways to overcome some of the potential problems associated with finding a good place for prayer in their homes.

### Third: Generally, it is good to precede...

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Comment on the possible reasons for preceding prayer time with personal Bible study. Some Christians prefer to have their prayer time first, then Bible study time next.

## **Fourth: There is no set amount of time...**

1. Ask students to express their preferences for prayer postures.
2. Encourage them to experiment other prayer postures and possibly vary them from time to time.

## **Fifth: Attempt to block other thoughts...**

Read and comment briefly on this statement.

Instruct students to pair up with another person and practice the main concepts they have studied in this lesson, in a brief time of prayer.

**Conclude:** (right panel)

## **Discuss: What difficulties do you expect in trying to establish a regular, daily prayer time?**

1. Make a pack of “post-it” notes available to every student. Ask them to write as many “difficulties” (one per note) as they expect to encounter.
2. Then instruct them to place these on a marking board or flip chart in the front of the room.
3. Pull them off (one at a time) and ask the class to offer suggestions for dealing with each of these difficulties.

## **Memory Verse: Philippians 4:6**

Assign Philippians 4:6 for this week’s memory work, in addition to reviewing the previous verses.

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## THE JOY OF EMPOWERMENT: THE SPIRIT-FILLED LIFE

### THE WAY TO JOY: LESSON SIX (PAGES 16-17)

**Note:** For answers to questions in this lesson and other important content information, be sure to consult the Leader's Guide for *The Way to Joy* in preparing to lead this session.

**Connect:** (left panel)

**Discuss: Bible readings and review memory verses.**

Focus the memory review on Philippians 4:6, but encourage students to also review the verses associated with other previous lessons, as well as any ChronoBridge verses they are working on.

**Discuss: How adequately do you feel you could live the Christian life apart from God's help? Explain.**

1. Put a 0 to 10 scale from left to right on a marking board at the front of the classroom (spread the numbers out as widely as possible).
2. Give each person a blank "Post-It" note.
3. Point them to the left-panel "Discuss" question and ask them to read it silently and think of a response in terms of 0 to 10 (zero is low, ten is high).
4. Instruct them to write their name on the note and then stick it on the marking board at the point on the 0-10 scale that indicates
5. The answer to this question will be obvious to most people—*totally inadequate to live the Christian life apart from God's help*—so it's the "Explain" part that will be most meaningful.
6. Encourage them to share their explanations for their responses with the entire class.
7. To make the transition to the **Communicate** section, say something like this: "God knew that we could never live the Christian life without help, so He has given us the Holy Spirit to be our Helper."

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**Communicate:** (center section)

## (Top Center Section)

1. Organized in small groups, give the students two minutes to come up with everything they know about the Holy Spirit. Instruct them to appoint a scribe to record their responses. If possible give each group a flip chart (or flip chart sheet with an adhesive strip on the back for posting on the wall).
2. After two minutes, ask them to count the number of distinct “what they know” responses. Just for fun, see which group has the longest list. Ask groups to read their lists to the entire class.

## 1. The Holy Spirit: God Living in Us

### a. What Jesus Promised

1. Instruct each small group to work together to determine the five most important facts to be learned from John 14:16-17.
2. Compare the facts-lists of the groups. There is no single “right” list, since there is some subjectivity involved in choosing which of the facts in this passage are the five most important.

### b. What Paul later knew

1. Research the word “Corinthianize” (moral use, not architectural use) and the immoral culture of Corinth. Print some copies of this information and give it to each group.
2. Instruct the groups to read about and discuss the “Corinthianized culture” of Corinth then read 1 Corinthians 6:9-20 (not just verses 19 and 20, but the extended passage beginning in verse nine).
3. Then instruct them to answer and discuss the question that is in the book—In that kind of an environment, why is it important to remember

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that God the Holy Spirit lives within us?

## 2. The Holy Spirit: God Helping Us

Explain and emphasize the importance of understanding the title for the Holy Spirit in the broader sense as “Helper,” not just “Advocate” or “Comforter,” etc.

### a. He helps us understand the Bible

1. Study the 1 Corinthians 2:9-14 passage in a variety of commentaries and translations (including some paraphrases, such as *The Message* and the *Amplified Bible*). [www.BibleGateway.com](http://www.BibleGateway.com) is a good place to go for a variety of translations.
2. Make copies of a variety of these (most helpful) sources and give them to the groups of students in your class.
3. Allow them several minutes to read aloud and discuss (in their groups) the general meaning of this passage.
4. Lead the class in a summary whole-group discussion.
5. In this process, also address the “Why is it important...the Holy Spirit inspired human authors...” question that appears in the book.

### b. He equips us to minister

**Note:** You will want to maintain the proper focus of this section. Avoid getting into controversial discussions (sign gifts, for example) and avoid allowing the class to derail the flow of thought from **the central focus**—*God gives us spiritual gifts, through the Holy Spirit, to equip us to minister for Him.*

1. Give each group a copy of 1 Corinthians 12:1-31 (entire chapter) in a Bible translation that is on the paraphrase side of the translation spectrum, perhaps the New Living Translation.

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2. Have them “read around the group” (one verse per student) until they have completed reading the chapter.
3. In order to answer the “Do you think that you may be gifted...” question, you may want to provide a spiritual gifts inventory (analysis/“test”) for them. The *Team Ministry Spiritual Gifts Analysis* (for example) is available for free online from [www.churchgrowth.org](http://www.churchgrowth.org).
4. If you do not have sufficient time in class for this self-analysis, you might want to ask everyone to go online in the next few days, complete the inventory, and bring their results to class next week.  
**Note:** There are other spiritual gifts inventories available online. But, be sure that the inventory (1) matches your theological perspective and (2) is well done, in terms of thoroughness and quality and accuracy.
5. Explain to the class that these inventories may provide some general help in identifying a person’s giftedness, but they are not a substitute for learning one’s giftedness through ministry involvement.
6. Here are some ideas to give the class regarding learning their spiritual gifts through ministry involvement:
  - a. Study the Bible passages and read some books (as recommended by your pastor or spiritual mentor) that deal with spiritual gifts.
  - b. Participate in a variety of ministries that utilize some of the gifts.
  - c. Evaluate your own degree of satisfaction and success in exercising each of these gifts.
  - d. Ask trusted friends to give you honest and candid feedback regarding the way they perceive your giftedness.

## 3. The Holy Spirit: God Controlling Us

1. Briefly explain that the issue in Ephesians 5:18 is not filling in the sense of filling a container, but filling as in the sense of “control”—compared to a person being filled with wine.

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2. Draw the “**Drunk with Wine**” > **CONTROL** < “**Filled with the Holy Spirit**” visual on the marking board. Ask the class to think of as many ways that these two are different, as they possibly can.
3. In their small groups, ask students to locate in Galatians 5:16-26, the four results (listed on the bottom of page 17) that will occur in the life of a believer who is controlled by the Holy Spirit.
4. Discuss these four (Galatians 5:16-26) results of Holy Spirit control with the class.
5. Using “flash sheets” (nine sheets of paper, each with a different “fruit of the Spirit” typed on it), show to the class (one at a time) the names of each of the “fruit of the Spirit” traits—love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, and self-control.
6. Ask them to (1) define each one as it is displayed and (2) describe what it would “look like” if displayed in the life of a Christian.

**Conclude:** (right panel)

**Discuss: What is the relationship between the Spirit of God, the Word of God, and the child of God (a believer)?**

1. Instruct students to find one other person to work with and assign one of these (Spirit of God, Word of God, child of God) to each of three dyads (pairs of students).
2. Ask each dyad to discuss and prepare to explain to the class how the one they were assigned relates to the other two (example: how the Spirit of God is related to the Word of God and to the child of God).
3. Allow a few of the dyads to share their answers with the entire class.
4. The point of this activity is to help students understand how these three are integrally related to each other.

**Memory Verse: 1 Corinthians 6:19**

Assign 1 Corinthians 6:19 for this week’s memory work, in addition to reviewing the previous verses.

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## THE JOY OF PURITY: PERSONAL HOLINESS

### THE WAY TO JOY: LESSON SEVEN (PAGES 18-19)

**Note:** For answers to questions in this lesson and other important content information, be sure to consult the Leader's Guide for *The Way to Joy* in preparing to lead this session.

**Connect:** (left panel)

**Discuss: Bible readings and review memory verses.**

Focus the memory review on 1 Corinthians 6:19, but encourage students to also review the verses associated with other previous lessons, as well as any ChronoBridge verses they are working on.

**Discuss: How do you feel when you have done something wrong? Why?**

1. Explain that “wrong” here means morally or ethically wrong, what we would think of as sin.
2. Create as many sets of index cards as are needed for each student to have one card. Write one of the following words (or multiple words in the case of the second point on the list) on each card:
  - Good
  - Nothing (no feelings)
  - Guilty
3. Organize students into triads (groups of three students). Give each triad a set of three cards, face down. A set of cards consists of one each of the three different cards.
4. Instruct each student in each triad to choose one of the three cards.
5. Students, one after the other, should read their cards and explain what kind of person might feel that way (good or no feelings or guilty) if he or she did something that was knowingly wrong (morally or ethically, for example— stole \$50 from a friend) and experienced that kind of feeling. They also

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explain what about that person would cause or allow him/her to experience that kind of internal response.

6. Lead the class in a brief total group discussion regarding these three types of responses to personal wrongdoing.

**Important Note:** From this point on in the lesson, divide the class into small groups by gender—groups of men and groups of women. Conduct all of the remaining group activities in these gender-specific groups.

## Read: 2 Samuel 11:1-27

1. Print the text of 2 Samuel 11:1-27 on one side of a sheet of paper and Psalm 51:1-17 on the other side of the sheet. Give a copy to each student. Note: You may want to copy and paste text from [www.BibleGateway.com](http://www.BibleGateway.com)
2. Appoint a leader for each small group to facilitate the following activities, once you have explained the following instructions.
3. Ask students, in their small groups, to read 2 Samuel 11:1-27 aloud.

## Communicate: (center section)

### Top-Center Section

1. The group should read (aloud) the paragraph at the top-center of page 18, then the top-center of page 19.
2. The group should then read the Psalm 51:1-17 passage (back side of the sheet of paper you gave them).
3. Give each student two colors of highlighters, perhaps yellow and pink.
4. Instruct them to highlight in one color (yellow, for example) the text that indicates how David felt after he sinned.
5. Instruct them to highlight in another color (pink, for example) the text that indicates what David desired after he sinned.
6. The group leader should lead a discussion regarding how David felt after he sinned, according to Psalm 51, and what David desired.

## 1. God's Standards: Holiness and Righteousness

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1. Discuss, explain, and clarify the definitions for “holiness” and “righteousness.”
2. Give each student two index cards of different colors (example: one card yellow, one card blue).
3. Ask them to read 1 Peter 1:14-16 silently and carefully (on their own) and write at least three responses on one card (example: yellow card) to the question from the book: ***What are the practical implications of 1 Peter 1:14-16 for your daily life?*** Encourage them to be specific and practical in their responses.
4. Ask them to do the same thing for Psalm 15:1-2. Read the passage silently and carefully and write at least three responses on the other card (example: blue card) to the question from the book: ***What are the practical implications of Psalm 15:1-2 for your daily life?*** Encourage them to be specific and practical in their responses.
5. With no sense of pressure, ask if some of them would like to share some of their responses in their gender-specific small groups.
6. Encourage them to keep their cards, perhaps in their Bibles as a reminder to apply these principles.

## 2. Your Response: Obedience or Disobedience

### 1. Temptations to be resisted

1. Instruct them, as a group, to read 1 John 2:1-17 and identify the three categories of temptations.
2. Then, instruct them to read the related passages (Galatians 5:16-18, Job 31:1, and Proverbs 16:18) and discuss how each relates to the three types of temptations.
3. Ask each group to create their own paraphrase of Galatians 5:16-18 (which will be a good test of whether or not they understand its meaning).
4. Ask each group to read its Galatians 5:16-18 paraphrase to the entire class.

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## 2. Resisting temptations

1. Write the following statement on a marking board:  
*The Devil made me do it.*
2. Ask each group to come up with a good counter response to this statement.
3. Then lead a discussion of their responses. The point is—the Devil does not have the power to make us do anything. That point leads to James 4:7.
4. Read James 4:7 and ask the class—“How does this verse relate to our discussion?”
5. Group study: Instruct groups to read Matthew 4:1-11 and to answer the questions regarding that passage.
6. Lead a discussion with the entire class and compare the responses of the groups.

## 3. Promised help in resisting temptations

1. Point the class to the “four promises” list in this section and read the list aloud to the class.
2. Prior to reading 1 Corinthians 10:13, ask students to raise their hands when they see one of the four promises mentioned in the text.
3. Read 1 Corinthians 10:13. They should see all four promises in the verse.
4. Ask them to identify the one (of the four) promises that is the most difficult for them to trust. Lead a brief discussion based on their responses.

## 3. God’s Mercy: Forgiveness and Cleansing

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1. Read and explain the definition of “confess.” Explain that it means much more than to tell someone what you’ve done.
2. Read 1 John 1:9 and ask the class to give the simple and obvious answers to the two questions.
3. In their groups, ask students to read Psalm 32:1-5 and ask students to answer these two questions:  
First—How did David feel before he was forgiven by the Lord?  
Second—How did he feel after he confessed his sin and was forgiven?

**Conclude:** (right panel)

## **Discuss: What do you plan to do when tempted to sin?**

1. Stress the importance of having a plan for things that might happen, before they do happen. Examples: Fire escape plan, etc.
2. Brainstorm with the class, what are some good responses that you could make when you are tempted to sin.
3. Write these on the marking board.
4. Ask them to write these on one of the index cards given to them earlier in the class.
5. Encourage them to fix their minds on the temptation-resisting responses that they think would work best for them and begin to practice these responses this week.

## **Memory Verse: 1 John 1:9**

Assign 1 John 1:9 for this week’s memory work, in addition to reviewing the previous verses.

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## THE JOY OF SHARING: WITNESSING

### *THE WAY TO JOY: LESSON EIGHT (PAGES 20-21)*

**Note:** For answers to questions in this lesson and other important content information, be sure to consult the Leader's Guide for *The Way to Joy* in preparing to lead this session.

**Connect:** (left panel)

**Discuss: Bible readings and review memory verses.**

Focus the memory review on 1 John 1:9, but encourage students to also review the verses associated with other previous lessons, as well as any ChronoBridge verses they are working on.

**Discuss: When you think about sharing the gospel, what fears do you have?**

1. Place one of the following "fear signs" in each of the four corners of the room (or any other four separate locations).
  - Fear of rejection
  - Fear of not knowing what to say
  - Fear of imposing my beliefs
  - Other fear
2. Ask students to go stand near the sign that most accurately describes their major fear in sharing the gospel with other people.
3. Allow them to share some of their fears. Explain that the training for presenting the gospel in this lesson will help alleviate some of these fears.

**Note: *The Chronological Bridge to Life (also called the ChronoBridge)* instructions are found on pages 30-31.**

1. Ask them to turn to pages 30-31. Explain that this material is here as a resource to help them understand how to present the gospel, using the ChronoBridge.

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2. You may want to give each student a copy of the *How to Use the ChronoBridge to Life* DVD as an additional resource or show it in class.

## Communicate: (center section)

### 1. Knowing the Essential Gospel Truths

1. Instruct students to fill in the blanks under the ChronoBridge on the top of page 21 and then check their work by referring back to pages 8-9.
2. Then ask them to pair up with another person and, from memory, draw an eight-section bridge and briefly present the gospel using the ChronoBridge.
3. Give each student a set of the ChronoBridge cards and demonstrate, with another person, how to use them. The ChronoBridge cards are available from [www.GoodSoil.com](http://www.GoodSoil.com).

### 2. Preparing Your Personal Faith Story

1. The key to this lesson being a success is that you tell your faith story and be sure that it is done well—within no more than three minutes. If you can model a faith story effectively, there is a good chance your students will take this seriously.
2. Give each student a copy of a faith story checklist, something like this:
  - Keep your faith story to three minutes or less.
  - Eliminate all Christian “jargon” (“saved,” “the Word,” “born again,” etc.) and make the story and its message clear and simple.
  - If possible, tie the introduction into something with which they can personally identify.
  - Interweave the most important gospel concepts into the *Life Change* section of the story.
  - Practice telling your story until it sounds natural and you feel comfortable enough with it to adapt it freely, as needed, in real life

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presentations.

3. Explain the “Structuring Your Faith Story” section on page 21.
4. Give students some time (ten minutes at least) to sketch out some general ideas for each part of their faith stories.
5. Ask them to share their ideas with another student and get that person’s feedback. Instruct them to use the checklist as a guide to critiquing their stories.
6. The process of developing a finished faith story is far too time-consuming to accomplish completely in one class session. Faith stories need to be developed in written form, critiqued, rewritten, told, critiqued, rewritten and told, and etc. until...
  - a. The content is evangelistically-effective.
  - b. All “Christianese” (jargon) has been removed.
  - c. The story is clear and interesting.
  - d. The teller has mastered the story and is comfortable sharing it spontaneously.
7. In order to accomplish this well, you will need to assign some out-of-class work on these faith stories. You may want to set up some times for students to meet, out of class, to practice and critique their faith stories.
8. Encourage them to begin sharing their stories with others who are not Christ-followers.

## 3. Getting Started Sharing the Gospel

1. The evangelistic prayer lists are called E-lists.
2. Give each student an E-List/D-List card and encourage him/her to develop a personal E-list, with names of people who are, to their knowledge, not true believers in Jesus Christ. See supplement two for an example. A printable form of this card can be downloaded free from:  
<http://www.goodsoil.com/resources/free-ed-resources/> (Print the blank E-List on the front of the card and the blank D-List on the back of the card.)

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3. Explain that they should begin to pray for the people on this list on a regular (daily) basis and add other names as they develop relationships with other non-believers.
4. Encourage them to begin to share the gospel with the people on their E-lists, as well as with others who are not believers.

**Conclude:** (right panel)

**Discuss:** How and when do you hope to begin to share the gospel using your faith story and/or the *ChronoBridge*?

1. In small groups or paired up with one other person, ask each person to respond to this question.
2. Then, instruct groups or pairs (dyads) to pray together for the people on their E-lists.

**Memory Verses:** John 1:41-42a

Assign John 1:41-42a for this week's memory work, in addition to reviewing the previous verses.

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## THE JOY OF FELLOWSHIP: THE LOCAL CHURCH

### THE WAY TO JOY: LESSON NINE (PAGES 22-23)

**Note:** For answers to questions in this lesson and other important content information, be sure to consult the Leader's Guide for *The Way to Joy* in preparing to lead this session.

**Suggested Options:** Give each student a set of ChronoBridge cards to keep and use. Also, you may want to consider giving each student a copy of the *How to Use the Chronological Bridge to Life* DVD. The cards and DVD are available from [www.GoodSoil.com](http://www.GoodSoil.com).

**Connect:** (left panel)

**Discuss: Bible readings and review memory verses.**

Focus the memory review on John 1:41-42a, but encourage students to also review the verses associated with other previous lessons, as well as any ChronoBridge verses they are working on.

**Discuss: Before you were saved, what did you think about churches? How has your view changed?**

1. Create a response sheet (or card) with the following information:

Before I was saved, I thought that churches were:

(mark all that apply)

- Boring
- Exciting
- Irrelevant for my life
- Vitally important for me
- Warm and friendly
- Emotionally cold and indifferent to me
- Places where people learn about God

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- Basically social clubs
- Places where lives are changed
- Places to make new friends
- Interested mostly in money
- Mysterious
- Places where I could sense God's presence
- Intimidating
- Places to go when I get older
- Fun
- Waste of my time
- Places where I was loved and accepted
- Places where I could learn how to get to heaven
- Other

2. Ask every student to mark the items on the list that describe their perception of churches before they were saved (became a true Christ-follower).
3. Then ask them to get up and mingle around the room and compare their responses to those of some other people in the class.
4. Also ask them to discuss with each other—“**How has your view changed**” since you became a true believer in Christ?

**Communicate:** (center section)

## **What is a Biblical Local Church?**

1. In small groups, ask students to read the definition of a Biblical local church and highlight or list all of the functions that a Biblically-sound church would be working on.
2. Give each group a set of blank index cards. Instruct them to write each of the functions of a church on a separate index card. These will be used in an activity later in the lesson.

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3. Also, ask them to identify the functions from this definition/list with which your church is doing exceptionally well. But, avoid a discussion on the negative side of this issue—functions that your church may not be carrying out well.

## 1. Believer's Baptism

### a. Meaning of baptism

1. Assign this activity to small groups.
2. Also, be sure they discuss the "Baptism does *not* save you..." statement under the illustration on page 23.
3. If baptismal regeneration is (or might be) an issue with any students in the class, prepare ahead of time and address it with Biblical support.

### b. Requirement for baptism

1. Also assign this "What is required..." question and Acts 16:30-33 passage study to the small groups.
2. Lead a discussion on this issue (belief in Christ required for baptism) with the entire class.
3. Point to the title of this section—"Believer's Baptism." Explain that there is no Scriptural warrant for infant baptism. If they were baptized as an infant and have been saved since that time, they need to be baptized as a "believer."

## 2. Local Church Ministry

**Suggested Option:** Invite your pastor to teach this part of the lesson. If you choose this option, be sure to give him a copy of *The Way to Joy* and the two leader's guides in advance and explain the time constraints for this part of the lesson.

### a. Identification with a local church

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1. Read Acts 2:41 and ask the students to circle “True” or “False” depending on how they think the “Baptism not only...” is true or false.
2. Then ask—“How many think the statement is true; how many think it is false.” Lead a discussion on this issue, if there seem to be differences of opinion.
3. Ask—“How serious would this identification have been for Christians at this point in history in Jerusalem?” Discuss.

## b. Regular assembly of believers in a church

1. Read Hebrews 10:24-25.
2. Ask students in their groups to discuss this question—“What would be some of the negative effects that a believer would experience in his life if he or she stopped attending a church altogether, or became very irregular in attendance and involvement?”
3. Compare the responses from the different groups and discuss them.

## c. Purposes of a Biblical local church

1. Read the “Upward, Inward, and Outward” focuses passages and explain them.
2. Then instruct groups to take their (functions of local church ministry) index cards from the earlier activity.
3. Ask them to sort these cards into three categories—the functions that are upward focused, the functions that are inward focused, and the functions that are outward focused.
4. Ask and lead a discussion on this question—“Why is it important for a local church to focus in all three of these directions simultaneously?”

## 3. The Lord’s Supper

**Suggested Option:** Ask the pastor to lead a Lord’s Supper (communion) service for your class. As he does, ask him to include the 1 Corinthians 10:16-17 and 1

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Corinthians 11:23-26 passages (including answers to the questions in this section) in the process of facilitating the service. Encourage him to explain in some detail how a Lord's Supper service is conducted and the reason for each part of the service.

1. If the pastor is not available for the "Suggested Option" activity, as the instructor you or someone other than the pastor that you choose can do something very similar. Perhaps the pastor can coach you in preparing for this activity.
2. Show the class the various pieces used in a Lord's Supper service (cups and holder for the cups, plate and wafers, and communion juice).
3. You may want to read Matthew 26:26-29 passage and explain the historical setting for the establishment of this ordinance of the church.
4. Read and explain the two 1 Corinthian passages referenced in this section of the lesson.
5. Explain the symbolism involved in the ordinance and its importance, especially to believers.

**Conclude:** (right panel)

**Discuss: What do you not understand about a local church, as defined here?**

1. Give every student another blank index card.
2. Ask them to write at least one question about a local church, how it operates, its functions, its leadership, etc.
3. Take up those cards and prepare to answer some of the questions in the next session.

**Have you taken this step of identification with Christ and a Biblical local church? If not, will you?**

Just read these questions and invite students to talk to you privately about taking the next step toward being baptized or joining the church.

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## Memory Verses: Hebrews 10:25

Assign Hebrews 10:25 for this week's memory work, in addition to reviewing the previous verses.

**Note:** Look ahead to the Communicate section in the lesson ten. You may want to alert students to prepare for some of the activities suggested for that lesson.

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## THE JOY OF PURPOSE: GOD'S PLAN FOR YOU

### THE WAY TO JOY: LESSON TEN (PAGES 24-25)

**Note:** For answers to questions in this lesson and other important content information, be sure to consult the Leader's Guide for *The Way to Joy* in preparing to lead this session.

#### **Connect:** (left panel)

#### **Discuss: Bible readings and review memory verses.**

Focus the memory review on Hebrews 10:25 but encourage students to also review the verses associated with other previous lessons, as well as any ChronoBridge verses they are working on.

#### **Discuss: Why didn't God *immediately* take you to heaven when He saved you?**

1. Give each student a blank index card.
2. Ask students to write down their answer to the "Why didn't God..." question, without others seeing it.
3. Ask students to organize (somewhere in the room) into standing circles of five or six.
4. Instruct them, around the circle, to read their answers to the "Why didn't God..." question.
5. See which group has the highest number of students who had the same (or very similar answer).
6. Briefly discuss a couple of the more popular answers.

#### **Communicate:** (center section)

#### **1. Personal Evangelism**

#### **Lesson eight review options:**

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1. Ask students to open *The Way to Joy* to pages 20-21.
2. Give each small group a set of ChronoBridge cards and ask someone in each group to volunteer to give a presentation of the ChronoBridge to the small group, using the cards.
3. In small groups, ask for one or two volunteers to share their faith stories.
4. In small groups, ask people to share opportunities they have had to do something since lesson eight to share the gospel, either using the ChronoBridge or using their faith stories.

## 2. Local Church Ministry

1. Ask students to open *The Way to Joy* to pages 22-23.
2. In the previous session, you collected some cards from the students with questions they had about churches.
3. Take some time at this point to answer several of those questions.
4. If, for some reason, you do not have question cards from students, create a few questions (on index cards) of your own that you will ask the class. Create questions that cover issues related to local churches that were not covered in lesson nine.
5. Ask your questions and stimulate meaningful discussion.

**Discuss: What experiences have you had related to personal evangelism and local church ministry, since we studied Lessons 8 and 9?**

Allow students to share, with the entire class, some of their recent experiences in personal evangelism and/or local church ministry.

### The “Great Commission” of Jesus

**Discuss: Evangelism modeled after Matthew 28 and the book of Acts is “Church-Planting Evangelism.”**

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1. As you transition the class into the bottom half of pages 24 and 25, make the statement that in Matthew 28:19-20, Jesus commissioned His followers to “make disciples.”
2. Explain that we learn what that means and how to do it by reading the book of Acts to see how the apostles of Christ carried out the Great Commission.

## 3. Personal Discipleship

1. It is important here that your students understand their roles in discipling others (assuming your students are true believers whose lives honor the Lord as outlined in this study). The very fact that they are completing this study of *The Way to Joy* probably indicates that they should begin to assist other believers who have not had the opportunities for spiritual development that they have had. They need to realize that they do not need to be “super Christians” or expert Bible students to begin the process of making disciples.
2. Explain that this section is based on the pattern given in Matthew 28:19-20. The mandate (the imperative) given there is “make disciples of all nations.” But, the two key parts of that mandate are to “baptize” and to “teach” them. Obviously, all three aspects of this commission assume that we have presented the gospel to these people and they have responded positively in faith to the gospel.
3. Lead a discussion of...
  - a. The **Discuss** bullet-point questions.
  - b. The **Baptizing them...** points.
  - c. The **Teaching them...** section
4. Introduce the students now to the backside of the E-List card (given to them in Lesson Eight). The D-List is for names of people you know who may need to be discipled—people that you would be interested in discipling (perhaps taking them through *The Way to Joy*).

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5. Give students time now to (personally) think through the “**Whom**,” “**How**,” and “**When**” questions. Ask them to add names to their D-List at this time and to begin praying for opportunities to begin to disciple a new believer or a believer who has never gone through the kind of discipleship training given in the class.
6. **How Confident Are You? Activity:**
  - a. On the marking board, create a continuum line with the numbers 1 – 10 spread across the line.
  - b. Give each student a blank Post-It note.
  - c. Ask them to write a number, from 1 to 10, on the Post-It note to indicate how confident they are right now in their ability to disciple another believer using *The Way to Joy*.
  - d. Ask them to come to the marking board and stick their number on the appropriate location on the continuum.
  - e. Ask them this question—“What needs to happen for you to become even more confident as a disciple maker?”
  - f. Show them the Leader’s Guide for *The Way to Joy* (the one used in one-on-one and informal small group discipleship) and tell them how they can download their own free copy.
  - g. Encourage them by explaining that confidence will develop as they begin and continue through the process.
  - h. Develop a plan for helping them become confident disciple makers.

## 4. Helping to Start New Local Churches

The purpose of this section is to stress the value of good (Biblical) local churches and to emphasize the fact that it takes people of strong commitment to get them started and keep them going. Be sure that what you teach, at this point, is in line with your church’s leadership. This is not a place to attempt to launch a church planting effort that is not endorsed by your church’s leadership team and congregational approval.

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1. The “How does Matthew 28:19-20 relate to church planting?” question is redundant, if you dealt with the discussion question in the very middle of pages 24-25. If you discussed it at that point, there is no need to discuss it again here.
2. The key to the “Is there a need for a new church...” question is the question that follows it. “Are there groups of people who are not currently being reached by a gospel-preaching local church that a new church might be able to reach?”
3. Use these two guiding factors in leading this discussion:
  - Are there locations where people live in your general area where it would be very difficult for people to be reached by a good local church?
  - Are there ethnic groups who live in your area that are not currently being reached by a good church and would probably never attend any of the existing Bible-preaching churches?

## 5. Future Missionary Service

**Suggested Option:** Plan a separate lesson (if possible, the week following Lesson 10) to invite a missionary to speak to your class to address this topic. Explain to him/her how this is the capstone of a series of lessons in *The Way to Joy*.

**Conclude:** (right panel)

**Discuss:** **If there were more of these studies that would take you deeper into God’s Word, would you be interested?**

**Some options to discuss:**

- The Story of Hope* (if the students have not yet studied through that book)
- The Roots of Faith—Exploring the Bible from Beginning to End* (100 lessons covering the entire Bible, available from [www.GoodSoil.com](http://www.GoodSoil.com))
- Course of methods of Bible study
- Course on basic Bible doctrines
- More in-depth study of any of the topics covered in *The Way to Joy*

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## Memory Verses: Ephesians 2:10

Assign Ephesians 2:10 for this week's memory work, in addition to reviewing the previous verses.

**Suggested Option:** Plan an out-of-class activity to review all memory verses and celebrate the successful completion of this study.

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## Supplement 1

### The Holy Bible

**The Bible contains 66 books, written over a span of 1,500 years by more than 40 authors...**

- These authors represent a wide cross-section of vocations:

Farmer	Babylonian statesman
Scribe (transcriptionist)	Physician
Prophet	Judge (civil leader)
Priest	Tax collector
King	Missionary
Scholar	Administrator in Persia
Fisherman	Worship leader (musician)
Shepherd	Tent maker
Prince of Egypt	Pastor
King's cupbearer for Persian king	Military leader

- Some of them were poor, others were rich.
- Some were highly educated, others had minimal education.
- Some were in positions of great prestige, others were of low estate.
- For the most part, these authors never met each other and certainly never had an opportunity to collaborate.
- The writings of the Bible occurred on three continents—Asia, Europe, and Africa.
- Three languages were used to write various parts of the Bible—Hebrew, Aramaic, and Greek.
- The Bible was written using a wide variety of literary genres (styles), such as historical narratives, poetry, parables, letters (epistles), and symbolic (apocalyptic) prophecies, etc.

**...and yet it tells one unified story.**

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## Supplement 2

Download printable form from:

<http://www.goodsoil.com/resources/free-ed-resources/>

## E-List

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

## D-List

- 1.
- 2.
- 3.
- 4.
- 5.