

Leader's Guide

for *The Way to Joy* Basic Discipleship Study

Leader's Guide for 10 Individual or Small Group Bible Study Sessions

1 See How Well You Know the Bible's BIG Story

Go back to pages 8 and 9 and cover up the ten statements underneath the Bible event pictures. Just looking at the pictures, see how well you can tell the BIG Story of the Bible in the Old Testament.

1.) What parts of the Story in the Old Testament were the hardest for you to understand yourself or to tell clearly? Why?

Now, go to pages 10 and 11 and do the same thing for the BIG Story of the Bible in the New Testament.

2.) What parts of the Story in the New Testament were the hardest for you to understand or to tell clearly? Why?

Write the verse from the John 3:16 memory verse card in the Bible translation of your choice.

The Joy of Eternal Life:

Receiving God's Salvation Gives Us Eternal Life

The Chronological Bridge to Life
Eight essential truths emerge out of the BIG Story of the Bible.

God	Man	Sin	Death	Christ	Cross	Faith	Life
Hebrews 1:1-4	Genesis 1:26-31	Romans 7:5	Hebrews 2:14	John 1:14	1 Peter 2:24	Ephesians 2:8-9	John 3:16-17
1	2	3	4	5	6	7	8

These truths provide us with a "bridge" from spiritual death to life. Sometimes it is simply called the "Chronological Bridge."

Suppose someone asked you this question:

What must I do to be certain that my sins are forgiven and that I have the promise of eternal life with God?

In your own words, what would you say?

Why do you think this bridge from spiritual death to eternal life is called the **Chronological Bridge to Life**?



A Leader's Guide for *The Way to Joy* *Pursuing Basic Steps to Discipleship*

1

The Joy of Hope: Knowing God's Eternal Plan Gives Us Hope

GETTING STARTED

Read page 5.

Prepare for leading this study by reading the instructions on page 5.

TEACHING

Page 7

Read the information at the top half of the page, beginning with

“The Bible is a collection of hundreds of connected stories.”

Ask the student (learner) to write his response to the question:



What are your thoughts about this?

After the student has written a response, ask him to share it with you. Then, lead a discussion with him on this topic.

This question provides an opportunity for you to give some very important background information regarding the amazing features of the Bible and to evaluate the student's reaction to the uniqueness of the Bible. Here are some additional pieces of information you may want to share:

- Authors were from many various educational levels, vocations, social classes, historical eras, political situations, and geographical settings. They reflected very diverse personalities.
- Parts of the Bible were written in three different languages and from three continents—Africa, Asia, and Europe.
- Many of the prophecies from the early part of the Bible have already been fulfilled with amazing accuracy.

As a transition to the following pages, read and explain:

Part 1 of the Bible's BIG Story is the Old Testament

Part 2 of the Bible's BIG Story is the New Testament

Page 8-9

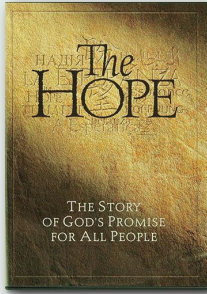
THE OLD TESTAMENT IS PART 1 OF THE BIBLE'S BIG STORY

1. Read aloud the Bible event statements and, if time permits, the Bible passage or passages associated with each statement.
2. Be prepared to briefly discuss each statement and provide answers for questions that the student may have.
3. The FREE Leader's Guide for The Story of Hope contains instructional tips and commentary for these statements (as well as other Bible event statements not included in *The Way to Joy*). Download from www.GoodSoil.com/free

Page 10-11

THE NEW TESTAMENT IS PART 2 OF THE BIBLE'S BIG STORY

1. Continue the procedure used with pages 8-9.
2. Consider using *The HOPE DVD* after this lesson and prior to Lesson 2. Available from www.GoodSoil.com/resources

Supplemental Resources

The Hope is an excellent presentation of the Bible's BIG Story. It was produced by Mars-Hill Productions and is available in several languages.

We highly recommend that you show it to the student at the end of Lesson 1, after you have studied the 20 Bible events in this lesson. 80 minutes.

www.thehopeproject.com

Page 12

SEE HOW WELL YOU KNOW THE BIBLE'S BIG STORY

1. Lead the student through the activities on the top 2/3 of the page.
2. Use this opportunity to help the student understand the essential content and chronological flow of the Bible's BIG Story.
3. Be prepared to provide answers for questions that you may be able to anticipate.
4. One key goal of this lesson is to equip the student to tell or teach this 20 event version of the central story line of the Bible to people who do not know it.

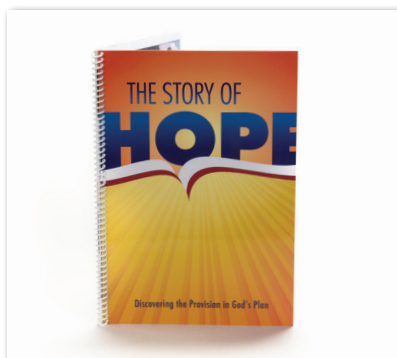
MEMORY VERSES & ASSIGNMENTS

1. Show the student where to find the perforated Bible memory verse cards at the end of *The Way to Joy* workbook (following page 64).
2. Ask the student to write or print neatly the text of John 3:16 in the space at the bottom of page 12, using the Bible translation of choice.
3. Then ask him to do the same thing on the blank side of the John 3:16 memory verse card.
4. Instruct the student to memorize the verse prior to the next lesson. Inform him that you will review the verse with him at that time and that he can also check your memory of the verse.

Bible Reading and Prayer Journal Assignment for the Week

1. Show the student, and explain, the Bible reading Instructions on page 51.
2. Point out that this week's Bible reading and prayer journal is on page 52.
3. Explain that you will begin Lesson 2 with a sharing time based on this journal.

Optional Resources for Learning and Teaching the Bible's BIG Story



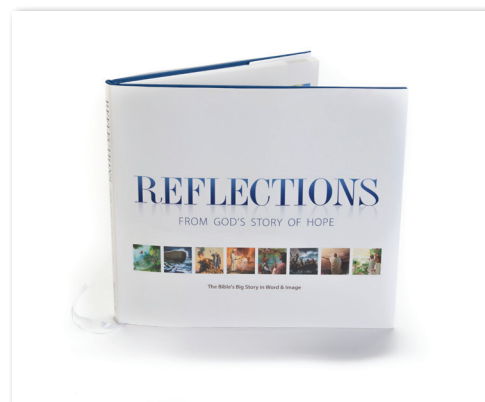
A time-flexible resource for presenting the Bible's big redemptive story in as few as fifteen minutes or as long as twenty or more hours. Designed for evangelistic Bible studies, one-on-one or in small groups, but also helpful in teaching God's redemptive plan to believers. Includes a study of 40 Bible events (20 Old Testament and 20 New Testament) and Bible maps.

The 20 Bible events in Lesson 1 of *The Way to Joy* are included in the 40 events in *The Story of Hope*.

Reflections unfolds the storyline of the Bible through 50 Old Testament and 50 New Testament events—from Genesis through Revelation.

100 key Bible events organized by 25 major Bible eras. 100 full-page Bible event images. More than 200 pages, 9" x 12". A Bible storybook for all—adults, children, Christians, or non-Christians.

The 20 Bible events in Lesson 1 of *The Way to Joy* are included in the 100 events in *Reflections*.

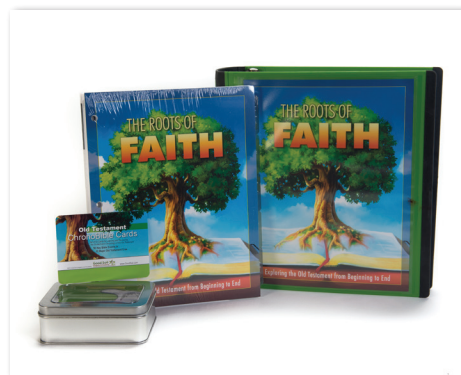


Professional recordings of all 100 narratives from the book, *Reflections from God's Story of Hope*—an audio journey (6½ hours total) through the Bible's BIG Story of redemption, from Genesis through Revelation. The audio narratives interweave music, sound effects, and dramatic voices from 20 professional voice actors. MP3 files are on a flash drive.

The Roots of Faith is a chronological Bible survey, from Genesis through Revelation, but it is much more than that. It traces the unfolding of God's progressive revelation of major theological concepts, especially those theological truths that are closely related to mankind's spiritual needs and God's plan of salvation.

Classes taught at ABWE near Harrisburg, PA in June. Instructor Kits are also available for purchase.

More information: www.GoodSoil.com/Roots



A Leader's Guide for *The Way to Joy* *Pursuing Basic Steps to Discipleship*

The Joy of Eternal Life: Receiving God's Salvation Gives Us Eternal Life

2

GETTING STARTED

Bible Memory Review

Review the assigned memory verse, John 3:16.

Bible Reading and Prayer Journal Sharing:

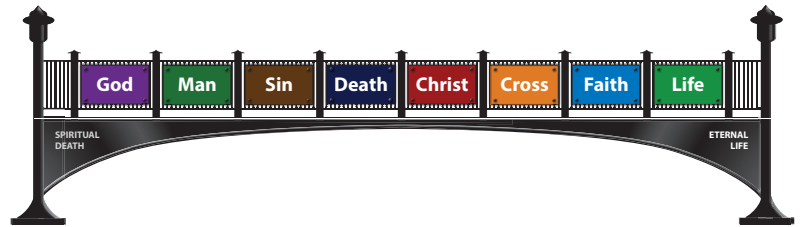
Share, with each other, some key items that you recorded in your journals.

TEACHING

Page 13

Read and explain the basic idea of the Chronological Bridge to Life visual on the top half of the page. Save the more detailed discussion for pages 14-17.

Ask the student to write her response to the question:



What must I do to be certain that my sins are forgiven and that I have the promise of eternal life with God? In your own words, what would you say?

After the student has written a response, ask her to share it with you. Then, lead a discussion on this topic. Use this opportunity to try to assess whether or not the student truly understands the gospel of Jesus Christ. This lesson is a key assessment check point to try to determine whether or not she is a true believer—is genuinely saved.

Ask the student to write her response to the question:

Why do you think this bridge from spiritual death to eternal life is called the Chronological Bridge to Life?

After the student has written a response, ask her to share it with you. Then, lead a discussion on this topic. Explain that the eight concepts in the ChronoBridge appear chronologically in the order in which they emerge from the BIG Story of the Bible—first we learn about God, then we learn about Man, etc.

Explain that we can use these eight bridge steps to tell the entire story of the Bible as it unfolds from Genesis through Revelation.

Teaching Tip

Be sure that the student has her own Bible. It is important that you use the same translation that she uses. Prior to this lesson, and all other lessons, check the wording of your translation to see how it fits the questions in the lesson. Be prepared to handle any mismatch between the wording in your translation and the wording of the questions in the lesson. As much as possible, get the student into and interacting with the Bible texts.

Page 14

God

1. Read Hebrews 11:6.
2. Ask and discuss the questions:

When we come to God, what is the first thing we must believe?

*This verse clearly states that the starting point for coming to God is to believe that He exists. If the person that you are taking through this study does not believe in the existence of God, the remainder of this lesson and this study will be useless to her, since this study is designed for new believers or for unbelievers who are very receptive to the gospel. In that case, you may want to take her through **The Story of Hope**, if she can and will agree to temporarily suspend her active disbelief and be intellectually honest and open enough to study the Bible, taking its story and message at face value.*

What does it mean to seek God diligently?

A person is not saved by simply believing in God's existence. Satan and his evil spirits (demons) believe more strongly that God exists than we do. To be rewarded with God's salvation, we must diligently seek Him—to actively incline ourselves to get to know Him in a personal way, to develop a positive relationship with Him.

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Man

1. Read Genesis 2:7.
2. Ask and discuss the questions:

Why are all people accountable to God?

God made us, thus we belong to Him and are accountable to Him. You may want to use an illustration regarding something that you own because you made it.

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Page 15

Sin

1. Read Romans 3:23.
2. Ask and discuss the questions:

What is the standard that defines sin?

The obvious answer is "the glory of God." However, this simple response will require some explanation. The phrase seems to refer to God's glorious holiness or moral perfection—the fact that God is sinlessly perfect. Consequently, anything less than moral perfection is "sin."

Sin *(Continued)*

Who has sinned?

Given the standard mentioned in this verse, most people will readily admit that they have fallen short of this standard. You may want to be transparent and share examples from your own life of your moral imperfections. If the student resists admitting that she has sinned, you may want to turn to Exodus 20 and take her through the ten commandments. Ask her to evaluate her entire life in light of these ten moral laws. If she is honest (which is one of God's holy standards!), she will admit that she has sinned.

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Death

1. Read Hebrews 9:27.
2. Ask and discuss the questions:

Who established this appointment with death?

This verse does not tell us who established the death-appointment for man, but the Bible's BIG Story provides that information. If necessary, go back to Lesson 1 to review the historical and theological reason why humans must die.

What is certain to occur after death?

Just as surely as we must die, we also must face God in judgment. You may want to review event 19 on page 11.

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Page 16

Christ

1. Read John 14:6.
2. Ask and discuss the questions:

How many true ways to God are there?

According to Jesus, there is only one way to God and He (Jesus) is that way. If a person is a true "believer" in Jesus Christ, she will not have a problem with this seemingly audacious claim. Because of the prevailing pluralistic thinking in most parts of the world, many people struggle with Jesus' claim.

What makes Jesus so unique, that He is the only way to God?

If Jesus is the only true way to God, there must be something unique about Him that qualifies Him to be the one and only way. You may want to take the student back to the BIG Story in Lesson 1 to review the life of Jesus, especially the facts that Jesus is one with and equal to God the Father and that He, like the Heavenly Father, is perfect and sinless. Also, point the student to the memory verse for Lesson 1—John 3:16.

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Page 16

Cross

1. Read 1 Peter 2:24.
2. Ask and discuss the questions:

Explain: Jesus “bore our sins in His own body on the tree.”

The above statement is from 1 Peter 2:24. In order to understand the theological-redemptive significance of this statement, it is essential that the student have a clear understanding of Old Testament sacrifices. Review that concept with the student, perhaps going back to Leviticus 1:1-4, 10.

What is the ultimate purpose of Jesus’ death?

Jesus took the judgment of our sins in His own body on the cross, so that we might die to sins (lose our desire to sin), live for righteousness (live a righteous life), and be healed spiritually (become a spiritually “well” person). Thus, Jesus did not die as a helpless martyr or a noble example; He died to make provision for our spiritual needs.

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Page 17

Faith

1. Read Ephesians 2:8-9.
2. Ask and discuss the questions:

What is the relationship between grace, faith, and works?

It is by God’s **grace** (His loving favor which we do not deserve) that we are saved from the wrath of God’s judgment. We received the benefits of this unmerited favor by placing our **faith** in Him—that He is able and willing to forgive us of our sins, just as He has promised. This forgiveness of our sins is a free gift from God and not something that we earn by our good deeds or **works**. Because, if we could earn it through our own good **works**, we would be able to boast about it and not give God the glory that only He deserves.

What must a person do in order to possess a gift?

To possess a gift we simply accept it when it is offered. You may want to illustrate this by giving the student a gift and explaining that she owes you nothing for it—it’s free!

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Life

1. Read John 11:25-26.
2. Ask and discuss the questions:

What does it mean that “though he may die, he shall live”?

Jesus was explaining that physical death is not the “end” for a believer. Believers die physically, but they possess spiritual life that is eternal—that will never be terminated. When their bodies die, their “souls” (essential beings) live on, forever.

Life *(Continued)*

What does it mean that believers in Jesus “shall never die”?

This is essentially the same as the previous promise that Jesus had just presented. Though the body may die, the essential core being of believers will live eternally.

“Do you believe this?” Notice the way verse 26 ends. Jesus put a crucial question to Martha. This is a great way to bring the gospel recipient to a faith response choice—“If Jesus were here today and said to you, ‘your name, do you believe this,’ what would you say?”

You may want to close by asking the student if she would like to express her belief in a prayer to God, either as a first-time expression of her saving belief in Jesus for salvation or as a prayer of gratitude for the salvation that she has earlier received, by God’s grace. Be sure to make it clear that a prayer does not save; genuine from-the-heart belief (faith) is what counts.

3. Ask the student to read the My Faith Response statement. Comment and elaborate as needed.

Page 18

SEE HOW WELL YOU KNOW THE CHRONOBRIDGE

1. Ask the student to complete the activity at the top 1/3 of the page.
2. Review her work on this activity.
3. Ask and discuss the question:

Are there any of these truths that you do not understand clearly? If so, which ones?

Use this opportunity to help the student clarify and deepen her understanding of these essential truths. Also, help her prepare her to explain these concepts to unbelievers who do not know or understand them.

4. Explain this assignment for the upcoming week and give the student time to write some names of people to whom she might be able to share the ChronoBridge:

This coming week, explain – step-by-step – the ChronoBridge to another person, preferably someone who does not know much about the Bible. List some possible people with whom you might do this.

MEMORY VERSES & ASSIGNMENTS

1. Ask the student to write or print neatly the text of John 5:24 in the space at the bottom of page 18, using the Bible translation of choice.
2. Then ask her to do the same thing on the blank side of the John 5:24 memory verse card.
3. Instruct the student to memorize the verse prior to the next lesson.

Bible Reading and Prayer Journal Assignment for the Week

1. Remind the student of this week’s Lesson 2 Bible reading and prayer journal. The page number is 53, although page numbers do not appear in the journal.
2. Remind her that you will begin Lesson 3 with a sharing time based on this journal.
3. Be sure to set a good example in your own Bible memory, Bible reading, and prayer.
Discipleship is better caught than taught!

Memory Verses for the ChronoBridge

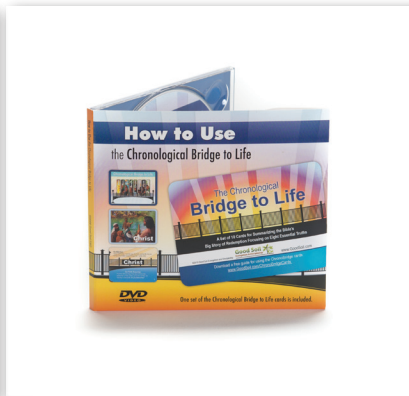
A set of Bible memory cards is included in the back of this workbook. Although this is intended to be an optional Bible memory assignment, ask the student if she would be willing to memorize these ChronoBridge verses, as well as the main Bible memory verses associated with the ten lessons. Explain the value of having these verses memorized in order to quote them in presenting the ChronoBridge when impromptu opportunities occur.

If the student agrees to memorize these additional Bible verses, ask her to write the verses on the blank sides of the cards as soon as possible and begin to work on memorizing them.

Additional ChronoBridge Resources



ChronoBridge Cards

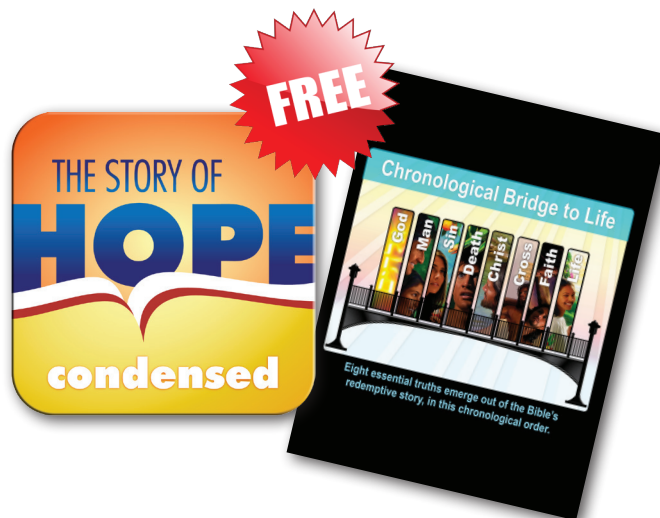


ChronoBridge DVD



ChronoBridge Teaching Visuals

Available from www.GoodSoil.com/resources



The Story of Hope Condensed App is available for FREE from the Apple Store or Google Play.

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of Confidence: Having Salvation Assurance & Security Gives Us Confidence

3

GETTING STARTED

Bible Memory Review: Review the assigned memory verse, John 5:24, as well as John 3:16. Include review of some ChronoBridge verses if the student will be working on those.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals.

ChronoBridge Sharing Experience: Ask the student if he was able to share the ChronoBridge with someone. If so, debrief that experience.

TEACHING

Page 19

Ask the student to respond to the two **Yes** or **No** questions at the top of the page and to be prepared to explain his response.

Since you accepted Jesus Christ as Savior, have you ever wondered if you really were saved AT THAT TIME?

And if you are sure that you really were saved then, have you wondered if you are still saved NOW?

Ask the student to share his response with you. Discuss, and gently probe, to be confident that you understand where the student is in his sense of confidence regarding salvation.

Encourage him to share honest thoughts and feelings. Explain that it is not unusual for new believers to have doubts. Some of the more common doubts are these: "Did I do it right?" "But, I still sin." "I sinned again after I prayed, did I lose it?" "Do I have to do it again?" "It seemed too easy, did I mean it enough?"

Read the "Doubts – good or bad" paragraphs in the middle of the page. Then, discuss the question:

How do we know if the doubts about our salvation are good or bad?

Explain that it is not always easy to know the difference. But, in most cases, when a person sincerely wants to be saved, it is likely that Satan is trying to discourage him with doubts.

Read "The Bible can help..." statement as a transition to the core of the lesson.

Page 20

HOW CAN YOU KNOW YOU ARE REALLY SAVED?

1. Explain that this page deals with current "**Assurance** of Salvation."
2. Read the "Witness" definition near the top of the page and the "**God has given FOUR WITNESSES...**" introductory statement.

3. Ask and discuss the questions in each of the four witness sections:

Witness #1 - God

If you have truly trusted in God and His Son, what does His Word say in this verse about you?

Read John 5:24 and notice the three “bullet point” response answers:

“Most assuredly, I say to you, he who hears My word and believes in Him who sent Me ¹ has everlasting life, and ² shall not come into judgment, but ³ has passed from death into life.”

See if the student can identify the one promise and the two statements of current facts regarding those who have heard the Word of Jesus and have trusted God for salvation:

- “has everlasting life” (statement of current fact)
- “shall not come into judgment” (promise)
- “has passed from death into life” (statement of current fact)

Witness #3 - Inner Witness

Who lets you know in your spirit that you are God’s child?

The Holy Spirit is the One who bears witness with our spirit to assure us that we are members of God’s family. This is an inner confidence—a sense of “knowing for sure” in our hearts that comes from God’s Spirit.

Explain how you have sensed this inner witness in your own life. While this witness is valuable and assuring to us, we might not always sense it because it is closely associated with human feelings. Thus, it is always good to remember the witness of Jesus and God’s Word in John 5:24 and 1 John 5:11-13. Remember, if you sin or are refusing to obey God in some area of your life, you are not going to feel “right” in your heart. This, too, is a work of God’s Spirit. See Hebrews 12:5-11. We’ll study more about this in a later lesson.

Witness #2 - The Bible

Do you have the Son (Jesus)? Then do you have eternal life?

Explain that assurance of salvation is as simple as this—if you have truly received Jesus Christ, you have God’s Son. And if you have Him, you have eternal life. Notice again that eternal life is something that believers presently possess. And if it’s eternal, it is unending. To deny any of this is to deny God’s record—the written Word of God. Assurance of salvation for those who have trusted Christ as Savior is largely a matter of trusting what God has said.

Witness #4 - Changed Life

Have you experienced a noticeable, improved change in your life, since the time you were saved?

Ask the student to share his answer to the question, “Have you experienced a noticeable, improved change in your life, since the time you were saved?” Obviously, if the answer is “No,” then the student needs to rethink the matter of whether or not he was truly saved. If the answer is “Yes,” then encourage him to tell you about these changes and describe them to you. Explain that he should not be discouraged if his life is not as perfect as he would like it to be. Dealing with our imperfections (sins) is something that all believers must face. Spiritual growth is a gradual process. Explain that we will deal more with these issues in Lesson 7.

Page 21

HOW CAN YOU KNOW YOU WILL STAY SAVED?

1. Explain that this page deals with the eternal “**Security** of Salvation.”
2. Introduce by saying that there are three key Biblical reasons why a true believer can rest in the promise that his salvation is eternally secure.

» You are secure in the hands of Jesus and God the Father.

Ask the student to complete the “Underline all the words in John 10:27-30...” exercise.

Check to see if the student underlined all of the “security phrases” in John 10:27-30. Read the passage and discuss these phrases that indicate that we are eternally secure. Here are some of the clearest security phrases, but there are others that have security implications as well:

- “I give them eternal life”
- “they shall never perish”
- “neither shall anyone snatch them out of My hand”
- “no one is able to snatch them out of My father’s hand”

» You are safe and secure from all who accuse you.

Read the “Who or what is able to separate us from the love of God?” question and then read Romans 8:31-39.

Point out all of the various ways that the apostle Paul assured us that believers are secure from those who would want to see us condemned or separated from God’s love.

- ³¹ “If God is for us, who can be against us?”
- ³³ “Who shall bring a charge against God’s elect? It is God who justifies.”
- ³⁴ “Who is he who condemns? It is Christ who died, and furthermore is also risen, who is even at the right hand of God, who also makes intercession for us.”
- ³⁵ “Who shall separate us from the love of Christ? Shall tribulation, or distress, or persecution, or famine, or nakedness, or peril, or sword? ³⁶ As it is written: ‘For Your sake we are killed all day long; We are accounted as sheep for the slaughter.’ ³⁷ Yet in all these things we are more than conquerors through Him who loved us.”
- ³⁸ “For I am persuaded that neither death nor life, nor angels nor principalities nor powers, nor things present nor things to come, ³⁹ nor height nor depth, nor any other created thing, shall be able to separate us from the love of God which is in Christ Jesus our Lord.”

After you have read and located the security phrases in Romans 8:31-39, ask the student for his overall impression and thoughts regarding this passage.

BOTTOM LINE: Who or what is able to separate us from the love of God?

ANSWER: No one or nothing!

» You are sealed by the Holy Spirit of God.

Two analogies are used here for the Holy Spirit and the promised security that we have in Jesus Christ.

TEACHING CONTINUED

- **The Holy Spirit is a seal. (Ephesians 1:13 and 4:30)**

Explain the significance of the use of seals in New Testament times. Important documents were rolled up and sealed to assure that no one would break into them or tamper with them (similar to the idea of sealing envelopes today, but using an external adhesive seal that was applied to the document). Paul says that we were sealed in Christ when we were saved and the Holy Spirit is the seal that protects us from becoming “unsecured.”

In Ephesians 4:30, Paul repeats this analogy of the Holy Spirit as a seal.

- **The Holy Spirit is the “guarantee of our inheritance.” (Ephesians 1:14)**

When an inheritance is promised, something is sometimes given to the future heir (perhaps an official document) to assure that the inheritance will be fulfilled as promised. This is also true for many other types of financial transactions. The Holy Spirit has been given to believers as a guarantee that God will fulfill His promise of an eternal heavenly existence with Him.

How long is this seal guaranteed?

We are sealed until the time of the redemption of our bodies, when we are resurrected from the dead to meet the Lord and be with Him in heaven.

What does that mean to you?

As believers, we are safely secured by the Holy Spirit and we need not fear becoming “unsaved.”

Page 22

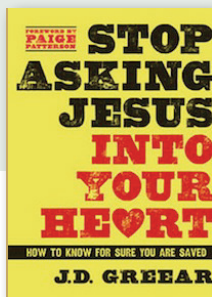
FEELINGS: CAN YOU TRUST THEM?

1. Read the paragraph at the top of the page.
2. Then, before you explain the train illustration, ask the student the “Can you explain this illustration in your own words?” question.
3. Then, read the Facts – Faith – Feeling paragraphs and elaborate as needed.



- **The (Bible) Facts** regarding God’s promises of salvation are the engine that drives our assurance of salvation. These facts are steady and absolutely trustworthy. They are always solidly “on track.”
- **Our Faith** must be connected to the facts of God’s Word, otherwise our faith will fluctuate and waver. Faith not connected to God’s promises in the Bible is just presumption and wishing. Faith must always be connected to God’s Word, not my wishes.
- **Our Feelings** tend to be even more volatile than our faith. If we aren’t careful, our wobbly feelings will even unsettle our faith. On the other hand, if our faith is tied closely to the facts of God’s Word, our faith will be so stable that our feelings will be stable too.

Reading Recommendation



Recommended reading to help you lead this lesson and to help your Bible study student deal with personal doubts.

Available from www.GoodSoil.com/resources

MEMORY VERSES & ASSIGNMENTS

1. Ask the student to write or print neatly the text of John 10:28 in the space at the bottom of page 22, using the Bible translation of choice.
2. Then ask him to do the same thing on the blank side of the John 10:28 memory verse card.
3. Instruct the student to memorize the verse prior to the next lesson, as well as review the other memory verses assigned previously.

Bible Reading and Prayer Journal Assignment for the Week

1. Remind the student of this week's Lesson 3 Bible reading and prayer journal.
2. Remind him that you will begin Lesson 4 with a sharing time based on this journal.
3. Be sure to set a good example in your own Bible memory, Bible reading, and prayer.
Discipleship is better caught than taught!

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of Guidance: Reading and Studying God's Word Gives Us Guidance

4

GETTING STARTED

Bible Memory Review: Review the assigned memory verse, John 10:28, as well as the other memory verses.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals.

TEACHING

Page 23

Ask the student to complete the **"What do you think about the Bible?"** check mark exercise on this page. Encourage her to be perfectly candid with her responses.

Then discuss each of her responses, but be careful not to react negatively to any of the responses. At this point, the goal is simply to get to know the student's opinions and attitudes toward the Bible.

Read **"This lesson will help you..."** statement as a transition to the core of the lesson.

Page 24

THE BIBLE IS A BOOK INSPIRED BY GOD FOR AN IMPORTANT PURPOSE

1. Read and explain the definition of inspiration. Make sure that the student has a clear understanding of the concept of divine inspiration as it applies to the Bible.
2. Read and discuss the four questions on this page:

How does Peter describe this inspiration? Read 2 Peter 1:20-21

It did not come by the will of man, "but holy men of God spoke as they were moved by the Holy Spirit." Ask and discuss: What do you think that means? Explain that the human writers of the Bible did not just decide, by themselves, to write their parts of the Bible. Peter says that they were "moved" or "carried along" by the Holy Spirit in this process.

According to these verses, how was the Bible given to us? Read 2 Timothy 3:16-17

It was given to us by God's inspiration. Explain that this literally means that it was "God breathed." Provide as much further explanation as is needed to help the learner understand that the Bible is a book uniquely given to us by God.

What are four things 2 Timothy 3:16-17 tells us the Bible is useful ("profitable") for?

Ask and discuss: What do each of these mean?

- Doctrine (teaching of Bible truths)
- Reproof (points out when we do wrong)
- Correction (shows us how to correct our ways)
- Instruction in righteousness (teaches us how to live in a way that pleases God)

Page 24 Continued

According to this same passage, what is the Bible's ultimate purpose in the lives of men and women of God?

The purpose of the Bible in the lives of believers is to equip them thoroughly "for every good work."

Page 25

BECAUSE THE BIBLE IS INSPIRED BY GOD, YOU SHOULD...

Read and discuss the questions on this page:

Why should you desire (or long for) the Bible? Read 1 Peter 2:2.

We should desire God's Word, because it helps us to grow spiritually. Discuss the analogy between a newborn baby who needs milk to grow and a newborn Christian who needs regular feedings on God's Word in order to mature as a believer. What happens to a baby who is malnourished? How would that compare to a newborn Christian who does not feed regularly on God's Word?

Why should you study the Bible? Read 2 Timothy 2:15.

- *It helps us to stand before God, approved.*
- *It helps us not to be ashamed, as workmen for God. Compare a Christian who attempts to work for God but doesn't know the Bible to a doctor who attempts to practice medicine but doesn't study medicine.*
- *It helps us to learn how to interpret ("rightly divide") God's Word so as to understand its teaching correctly.*

Why should you memorize the Bible? Read Psalm 119:11.

We should memorize God's Word in order to help us avoid sinning.

Discuss: *Practically speaking, how would memorizing Bible passages help to prevent us from sinning? Memorized Bible verses can serve as a constant reminder of what we shouldn't do and what we should do, as well as how we can avoid doing what we shouldn't do. It is a way to carry God's Word with us, wherever we go. We'll see in Lesson 7 how Jesus used God's Word when He was tempted by Satan.*

If you love the Bible, what will you do throughout the day? Read Psalm 119:97.

We will find ourselves meditating upon it throughout the day. This assumes that we are reading it regularly. Explain that the concept of meditating on the Bible is somewhat like a cow that eats grass in the morning and brings it up from its stomach later in the day to chew on. We call that "chewing the cud." This process, practiced by numerous kinds of animals, allows for an easier and more thorough digestion of the food.

Read and discuss the questions related to Psalm 119:105, at the bottom of this page:

If you were walking on a dark and rocky path, in what ways would a bright light assist you?

Explain what the paths would have been like in the time the psalmist wrote this. An understanding of the treacherous nature of the terrain, at that time in that place, helps to clarify the urgent nature of this principle.

How does that compare to what the Bible can do for you, as you read, study, and meditate on it?

The answer to this question should be obvious, so ask the student to express it.

Emphasize that stability in the Christian life depends on the believer's relationship to God's Word, not just from sermons and instruction given by others, but also from regular, personal Bible study.

DEVELOPING A DAILY BIBLE STUDY PLAN

1. *Read and elaborate on the six steps for developing a daily Bible study plan. Do not rush through this discussion in order to be sure that the student understands this process and (hopefully) is committed to making it a regular part of her life.*
2. *You may want to say more about marking in their Bibles—making notes, underlining, highlighting, circling, etc. Talk about the kinds of pens and other marking devices that work well and the kinds that do not work well on Bible pages. You also may want to show examples from your own Bible marking practice. Explain that we all develop our own unique styles that work best for us.*

Read the verses below that make important statements about God’s Word and how we should respond. Practice underlining or putting a circle around the words that are special to you.

1. *Ask the student to work on this “Read the verses below...” exercise, then discuss the process with her. Compare what you did with what she did.*
2. *Option: If time permits, print a larger Bible passage that would work well for this exercise and ask the student to practice Bible marking with it.*
3. *Ask the student to practice developing her own Bible marking style as she works through the Bible reading assignments in this study.*

MEMORY VERSES & ASSIGNMENTS

1. *Ask the student to write or print neatly the text of 1 Peter 2:2-3 in the space at the bottom of page 26, using the Bible translation of choice.*
2. *Then ask her to do the same thing on the blank side of the 1 Peter 2:2-3 memory verse card.*
3. *Instruct the student to memorize the verse prior to the next lesson, as well as review the other memory verses assigned previously.*

Bible Reading and Prayer Journal Assignment for the Week

1. *Remind the student of this week’s Lesson 4 Bible reading and prayer journal.*
2. *Remind her that you will begin Lesson 5 with a sharing time based on this journal.*

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of Prayer: Praying Brings Us into an Intimate Relationship with God

5

GETTING STARTED

Bible Memory Review: Review the assigned memory verses, 1 Peter 2:2-3, as well as the other memory verses.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals. Continue to work on Bible marking.

TEACHING

Page 27

Read and discuss the questions on this page:

There is a major emphasis on prayer throughout the Bible. Why do you think praying to God is important to you? Make a list of all the reasons you can think of.

This question should reveal some of the student's views concerning prayer. Since he may have already read and studied lesson 5, his responses may reflect some of the truths found here. You might ask him, "Did you pray before you became a Christian? Why? For what did you pray?"

Is it important to God that you pray? Explain.

Explain that God desires our prayers for a variety of reasons:

- God loves us and desires to provide for our needs, as we request His assistance.
- Prayer is an expression of our dependency upon God, which is an attitude that God wants us to have.
- Meaningful prayer is an expression of a true relationship with God—a relationship that God desires to have with us.
- Prayer, as described in the Bible, involves the worship of God.

How does this definition compare to what you have thought about prayer previously?

Read the definition of prayer above this question. Then, encourage the student to share his previous understandings about prayer—how prayer should be done, its meaning and significance in life, etc.

Page 28

WE PRAY...

1. Read the three statements, with the accompanying Bible passages, at the top of the page.
2. Ask and explain the following question and, after explaining the Bible passage your student chooses for clarification, then elaborate as needed on the other two passages.

Which one of the Bible passages above needs the most explanation for you?

To God the Father – Matthew 6:9. In the prayer that Jesus modeled to His disciples, He taught them to pray to God the Father. His prayers were addressed to the Father. You may want to turn to John 17:1-26 and notice the several times that He addressed His heavenly Father in this pre-betrayal and pre-arrest prayer. The prayer in Matthew 6 is often called the "Lord's Prayer." Some have suggested that we call that

prayer the “Model Prayer” and that we call the prayer in John 17 the “Lord’s Prayer.”

Through Jesus Christ – Hebrews 4:14-16. Discuss: Do you know why Christians often close their prayers with the phrase, “in Jesus’ name?”

- You might begin by showing the student the passage John 14:12-14. However, these verses just state the fact that we are to pray “in Jesus’ name,” they do not explain why He told His disciples to do that.
- Hebrews 4:14-16 provides insight into the reason for this practice of praying in Jesus’ name. Ask the student to read this passage and see if he understands what is being taught here. Explain the Old Testament priestly system and, especially, the role of the High Priest and how he intervened regularly for the Old Testament Israelites. Explain that, after His death, Jesus went to heaven to fulfill the permanent and perfect role of our great High Priest. He continuously intercedes for God’s children. It is important to point out the significance of the fact that Jesus was tempted in the same ways that we are, but that He didn’t sin. He knows and understands what we are going through, but He triumphed over those temptations! When we pray, we can approach God’s throne with boldness, knowing that Jesus Christ is our High Priest—our Advocate, who pleads our case to the Father. Explain that it is not essential that we always recite the words, “in Jesus’ name,” but it is always important to realize that when we approach God we are doing so through Jesus and based upon His merits.

With the help of the Holy Spirit – Romans 8:26. Ask the student to read this verse aloud. Ask him to make an attempt to explain it. Help to clarify his understanding of the Spirit’s role in prayer, according to this text.

The point here seems to be that our human weakness extends even to our inability to know specifically what we should pray for. Although we may often have a vague sense of our need, we may not be able to understand well or articulate it. The Holy Spirit, in those cases, knows our need better than we do, so He intercedes with God for us. We should try to be informed and specific in prayer, but often we cannot be. So praying “when we don’t know how to pray” is OK. The Holy Spirit will also bring people and situations to our minds as we quietly wait on God in prayer.

Explain that the Holy Spirit is a person, thus we speak of Him as “He” and not as an impersonal spirit (“it”). Lesson 6, in its entirety, will focus on the Holy Spirit and His various roles in the lives of believers.

Four Elements of Prayer

Explain that there are at least four common elements to prayer. Make it clear that God does not legalistically require a specific step-by-step procedure for prayer, but that there is a logical order to how we generally should arrange these elements in our prayers.

» Confession

Read the definition of confession and ask and discuss the question.

Why is it important to confess our known sins at the beginning of our prayer?

Read Psalm 66:18

Explain that the word “regard” in this verse means to “cherish” or “cling to.” It is the opposite of confession, which carries the idea of openly agreeing with God about the wrongness of our sins, as a first step toward forsaking the sin. Lesson 7 contains a section about the confession of sin.

Discuss: Why is it important to confess our known sins at the beginning of our prayer? (Psalm 66:18 gives the clear answer to this question.)

Page 28 Continued

Four Elements of Prayer Continued» **Adoration and Praise**

1. Read the definitions of adoration and praise. Help the student, as is necessary, to understand the distinctions of these two actions.
2. Then read and discuss the question:

Why are some phrases the psalmist David used to show he adored God? Read Psalm 145.

As you read Psalm 145 aloud, ask the student to look for all occurrences of the word “praise” and words that appear to be synonyms for “praise.” As you go through the psalm with the student, also ask him to look for the specific qualities of God that the psalmist (David) adored.

Page 29

» **Thanksgiving**

Read the following question and the verses in Psalm 107 and discuss the question.

What are some God-given things for which you are thankful? Read Psalm 107:1, 8, 15, 21, and 31.

Ask the learner to write down at least ten things for which she is thankful to God. As the leader, you may want to create your own “thanksgiving list.” Share your lists with each other.

» **Supplication and Intercession**

1. Read the definitions of supplication and intercession. Help the student to understand the distinctions of these two actions.
2. Before reading Philippians 4:6, explain the difference between prayer and supplication.
Prayer is generally considered to be the general term used to refer to a petition offered to God. Supplication, on the other hand, is generally considered to be a more specific term used to refer to an intense pleading with God regarding a need.
3. Then read Philippians 4:6 and read and discuss the following question.

In Philippians 4:6, why would Paul state that prayer is the appropriate alternative to anxiety?

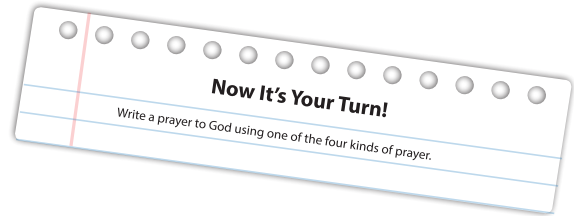
Prayer addresses the Sovereign God who is control of our lives. This all-knowing, all-present, all-powerful, loving God is always available to believers, to help us with our fears and our burdens. In 1 Peter 5:6-7, God invites us to cast our cares upon Him. In Philippians 4:6, Paul is simply stating that our first response in times of potential anxiety should be to turn to God and seek His help.

TEACHING CONTINUED

Page 29 Continued

In the blank space on the bottom of page 29, or on a separate piece of paper (or a computer), ask the student to write a prayer to God which is primarily:

- Prayer of Confession or...
- Prayer of Adoration and Praise or...
- Prayer of Thanksgiving or...
- Prayer of Supplication and/or Intercession



Ask the student to read his prayer to you and give him feedback regarding his understanding of the concept (not the prayer itself).

You may want that to be an assignment to be completed prior to the next lesson, if time is limited at this point in this lesson.

Page 30

DEVELOPING A DAILY PRAYER PLAN

1. Read and elaborate on the five steps for developing a daily prayer plan. Do not rush through this discussion in order to be sure that the student understands this process and (hopefully) is committed to making it a regular part of his life.
2. Read and discuss the following question:

What will make it hard for you to have a regular daily prayer time?

The answer to this question is both general and personal. General in the sense that we all struggle with prayer, to some degree. Specific in the sense that the specific natures of our struggles may vary—time, discipline, place to get alone with God, etc. The point of this question is to prompt the student to pre-think the struggles he will face as he begins to practice this vital Christian discipline.

MEMORY VERSES & ASSIGNMENTS

1. Ask the student to write or print neatly the text of Philippians 4:6 in the space at the bottom of page 30, using the Bible translation of choice.
2. Then ask him to do the same thing on the blank side of the Philippians 4:6 memory verse card.
3. Instruct the student to memorize the verse prior to the next lesson, as well as review the other memory verses assigned previously.

Bible Reading and Prayer Journal Assignment for the Week

1. Remind the student of this week's Lesson 5 Bible reading and prayer journal.
2. Remind him that you will begin Lesson 6 with a sharing time based on this journal.

Practice

Before you end this session, practice (you and student together) what you have learned in this lesson about prayer. As the leader, pray first and model what you have just taught. Before or after this prayer, re-emphasize that prayer should be a natural practice with which we feel comfortable and that it isn't essential that we always follow one strict procedure. However, it is important to be aware of these four elements of prayer and incorporate them into our communion with God. Then, ask the student to lead in prayer, applying what he has learned. Encourage him to make prayer a natural conversation with God and not a performance with which to impress other people.

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of God's Power: The Holy Spirit in Us Gives Us Power to Live for God

6

GETTING STARTED

Bible Memory Review: Review the assigned memory verse, *Philippians 4:6*, as well as the other memory verses.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals. Continue to work on Bible marking.

TEACHING

Page 31

Read and discuss the questions on this page:

On a scale of 1-10, how difficult do you think it would be to live a life that honors God without God's help? Explain your response.

Presumably, the student will sense a strong need for God's help in living for Jesus Christ. Thus, the "Explain" part of the response is the most important. Encourage her to share openly with you. It is important that you be transparent about some of your own struggles, to assure her that there are no "Super Christians" who can live the Christian life obediently and victoriously without God's help.

Steer this discussion toward the good news that God has given all believers a very special divine Helper—the Holy Spirit. Explain that God does not expect us to live the Christian life on our own. He knows that, in our human condition, we are spiritually weak. Without His continuing presence and power in our lives, none of us could ever please Him with our lives.

1. Give the student a few minutes to read and study the diagram on the bottom half of the page and the surrounding comments.
2. Ask her to try to explain the trinity, based upon her understanding of this diagram.

Explain that the trinity is humanly incomprehensible—that three persons exist in one God. But that should not surprise us because in many ways God is incomprehensible to the finite human mind. We do not need to understand the three-in-One nature of God; we just need to accept by faith the fact that the Bible teaches that the Father is God, Jesus is God, and the Holy Spirit is God but that there is only one true God.



Page 32

THE HOLY SPIRIT: GOD LIVING IN US**» What Jesus Promised**

1. Read the John 14:16-17 verses and ask the question associated with it.

What can we learn about the Holy Spirit in these verses?

Some of the lessons to be learned about the Holy Spirit in this passage:

- God the Father has given us the Holy Spirit.
- The Holy Spirit will live with us forever.
- He is also called the “Spirit of Truth.”
- The world (unbelievers) does not know Him.
- The Holy Spirit lives with and in us.

» What Paul Knew Later

2. Read the 1 Corinthians 6:19-20 verses and ask the question associated with it.

The city of Corinth....In that kind of environment, why is it important to remember that God the Holy Spirit lives within us?

Background: Explain that these verses in 1 Corinthians were written more than 20 years after Jesus promised that the Holy Spirit would come to live with and in believers. In Paul’s day, Jesus’ promises had become a reality, the Holy Spirit had come to indwell and help believers.

Question: Allow the student to share his answer to this question. Discuss the implications of this reality—that God indwells us as we live our lives in the midst of sinful environments. Explain how His (the Holy Spirit’s) presence should be a deterrent to our tendency to participate in the sin that occurs around us. Also, discuss how He must be grieved when we use the very temple which He inhabits (our bodies) to participate in sinful activities.

Page 33

THE HOLY SPIRIT: GOD HELPING US**» He helps us understand the Bible**

1. Read the statement about the “original term that Jesus used in John 14:16” and elaborate on it. It is a general term that describes the ministry of the Holy Spirit in our lives to be inclusive of several key types of help.
2. Read the 1 Corinthians 2:9-14 verses.

Be aware that there are some details in this passage that are not immediately easy to understand. You may want to consult some good commentaries in your preparation for this lesson, just to be sure that you understand the passage yourself. Focus on the clear general message in the text—we need the assistance of the Spirit of God in understanding the Word of God. Avoid the kind of in-depth analysis of the passage that would only confuse the student at this stage in his understanding of Scripture.

Explain that, in this passage, Paul was teaching believers in the church of Corinth about the Holy Spirit’s role as the One who helps us to understand the spiritual truths that God has revealed to us in the Bible.

- **Verse 9**—This verse is often misunderstood to refer to things that God has prepared for us in heaven, but in the context (see verses 10-14) it seems to refer to things (truths) that God has prepared for us in the Bible.

Page 33 Continued

- **Verses 10-12**—In order to understand spiritual things, we must be assisted by God's Spirit. He is capable of helping us to know even the deep things of God that are revealed in Scripture.
 - **Verse 13**—Paul's understanding and teaching of these concepts was not based upon man's wisdom, but upon what the Holy Spirit had taught him.
 - **Verse 14**—Unbelievers do not receive ("welcome with open arms") the things of the Spirit of God because they perceive them as being foolish. Neither can they know (understand these truths intimately) because they do not possess the Spirit of God who alone is capable of discerning them.
3. Ask and discuss the question associated with 1 Corinthians 2:9-14.

Why is it important for us to realize that the Holy Spirit inspired human authors to write the Bible, in order for us to fully appreciate the fact that He can help us understand it?

Allow the student to answer this question. You may want to illustrate this concept by referring to some book (other than the Bible) that was written by a person who is still living. Ask: "If you were reading this book and were having difficulty understanding parts of it, who would have the greatest potential of explaining the book to you?" Obviously, the author would be that person. Explain that we, as believers, have the author of the Bible (the Holy Spirit) residing within in. He helps us to understand the Bible as we read it.

» He equips us to minister

4. Read the 1 Corinthians 12:1, 4-31, Romans 12:1-8, and Ephesians 4:11-12 verses.
5. Read and explain the "Spiritual gifts are special abilities that God gives believers..." paragraph.
- The purpose in this lesson is not to do an in-depth study on the doctrine of spiritual gifts, but simply to teach the student that God equips believers with the gifts that they need to serve Him. Thus, the focus here is on some of the ministry gifts that clearly seem to continue beyond the apostolic age into our own time. The list of six gifts in this section is intended to be representative and not necessarily a complete list of the gifts that God is dispensing today.
6. Read the following question and discuss it with the student:

Do you think that you may be gifted in any of these areas?

Also ask the student if there are other abilities (including general talents) that God has given her that can be used in God's service. The important thing for her to know, at this point, is that all of our abilities (spiritual gifts or God-given talents) have been given to us in a stewardship. In other words, we need to use them for God's glory as much as possible.

Page 34**THE HOLY SPIRIT: GOD CONTROLLING US****» The Holy Spirit Can Control Our Lives**

1. Read Ephesians 5:18 and ask the question.

The one thing that these two conditions have in common is "control." But in what ways do they differ?

Ask the student to state her answer to this question. Obviously, the behavior of a person controlled by God's Spirit is very different from the behavior of a person controlled by alcohol. The main point in this section is that a person who is "filled with the Holy Spirit" is a person who has allowed God's Spirit to take control of his life so as to influence his behavior to please God. Explain to the student that God the Holy Spirit lives in every true believer but He only controls those who will yield their lives to His control. Encourage the student to yield to God's control of his life continually.

TEACHING CONTINUED

Page 34 Continued

» The Holy Spirit Produces Fruit in Us

2. Read Galatians 5:16-26.

This is another great passage about the Holy Spirit's control over a believer's life, but slightly different terminology is used. As you read and discuss the passage with the study, provide explanations as needed for her to understand Paul's teachings. A central feature in this passage is the contrast between the "works of the flesh" and the "fruit of the Spirit."

3. Read and explain the four results of a Spirit-controlled life.

A Spirit-controlled believer will—

- **Live in, or by, the Holy Spirit.**
 - **Be led by the Holy Spirit.**
 - **Resist the sinful nature.**
 - **Manifest the fruit of the Holy Spirit.**
4. Read the "See if you can define each of the nine fruit of the Spirit traits..." statement on the lower-right side of this page.
 5. Then read Galatians 5:22-23 and ask the student to attempt to define each of the traits in her own words. Be prepared to clarify, as needed.

MEMORY VERSES & ASSIGNMENTS

1. Ask the student to write or print neatly the text of 1 Corinthians 6:19 in the space at the bottom of page 34, using the Bible translation of choice.
2. Then ask her to do the same thing on the blank side of the 1 Corinthians 6:19 memory verse card.
3. Instruct the student to memorize the verse prior to the next lesson, as well as review the other memory verses assigned previously.

Bible Reading and Prayer Journal Assignment for the Week

1. Remind the student of this week's Lesson 6 Bible reading and prayer journal.
2. Remind her that you will begin Lesson 7 with a sharing time based on this journal.

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of Purity: Obeying God's Word Helps Us Live Pure Lives that Please God

7

GETTING STARTED

Bible Memory Review: Review the assigned memory verse, 1 Corinthians 6:19, as well as the other memory verses.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals. Continue to work on Bible marking.

TEACHING

Page 35

1. Read 2 Samuel 11:14-27 and the summary paragraph that begins with "**The Old Testament's King David...**" This story provides a backdrop to this lesson.
2. Ask the student to summarize the story of David, Uriah the Hittite, and Bathsheba. Supplement his summary, as needed.
3. Read Psalm 51:1-17 and ask the student to respond to these two questions

How did he (David) feel?

It appears that David felt very guilty—defiled, ashamed, and sad.

What did he (David) desire?

David desired God's forgiveness—mercy, cleansing, renewed joy, and restoration with God.

Read Psalm 51:10 and transition to the following pages by saying that we will now see what the Bible says about maintaining a pure heart.

Page 36

GOD'S STANDARDS: HOLINESS AND RIGHTEOUSNESS

1. Read the "**God's standards (rules for living) for Himself and His people...**" statement at the top of the page and explain the difference between holiness and righteousness.
On the surface these terms may seem to mean the same thing. The biblical distinction between the two terms is important.
Explain that God's moral standards were not set arbitrarily (for Himself or for His creation); they are a manifestation of His very nature. Thus, any violation of them is grossly offensive to Him.
2. Read the questions related to holiness and righteousness, as well as the Bible passages referenced here. Discuss them with the student.

Page 36 Continued

Holiness

What are the practical implications of 1 Peter 1:14-16 for your daily life?

If we are “obedient” children we will not conform our lives to our pre-Christian evil desires, but will seek to be holy, as God is holy. Remember that the essential idea of holiness is “separateness.” The term is used in Scripture, not only to emphasize separateness from something (sin), but unto something (God). The basic idea here is, that as God’s children, we should strive daily to be like Him—separated from sin but also set apart unto Him.

Righteousness

What are the practical implications of Psalm 15:1-2 for your daily life?

The question in verse 1 is simply asking, “Who can come into the presence of God?” Verse 2 provides the answer. David uses a common form of Hebrew poetry (parallelism) to say essentially the same (or very similar) things in three different ways:

He who walks uprightly,
And works righteousness,
And speaks the truth in his heart;

Discuss: How would you know a righteous man if you were to meet him and spend time with him? What specific things would you see in his life?

Page 37

YOUR RESPONSE: OBEDIENCE OR DISOBEDIENCE

1. Read paragraph at the top of this page.
2. Read and discuss the four questions on this page, as well as Bible passages and other related information in the sections related to the questions.

» Temptations to Be Resisted

What are John’s three categories of temptations? 1 John 2:15-17

Ask the student to read these verses aloud. Be sure to explain the definition of “world” as used in this passage.

Discuss: What is the significance of verse 17? Why would it be important for us to remember this verse? We should remember that there is nothing of eternal value in these worldly things, contrary to the eternal values associated with doing God’s will.

What are John’s three categories of temptations?

- **Lust (desire) of the flesh**—Galatians 5:16-18. *See the next page for discussion guidance.
- **Lust (desire) of the eyes**—Job 31:1. Question to discuss: What did Job probably mean when he said that he had “made a covenant” with his eyes?
- **Pride of life**—Proverbs 16:18. Question to discuss: Why is it typical for pride to lead to destruction or a fall?

Page 37 Continued

**Discuss the meaning of the Galatians 5:16-18 passage.*

If our Christian behavior is controlled by the Holy Spirit, we will not be yielding regularly to sinful fleshly desires. The “flesh” is a New Testament term that describes the sinful nature that seeks its own pleasure and dominated us before we became Christians. Thus, the “flesh” and the Holy Spirit are totally at odds with each other. If we allow the Holy Spirit to direct our decisions and actions, we will not need the law to restrain us because our lives will automatically operate within the realm of good moral conduct.

» Resisting Temptations**According to James, what can you do to make the devil flee from you?**

Answer: Resist him! Jesus was the perfect example of someone who resisted the devil.

Read Matthew 4:1-11 (See verse 11—“Then the devil left Him...”). Which of Jesus’ three temptations appealed to:

- **Desire of the flesh?** “If...command that these stones become bread.”

Note: Keep in mind that Jesus had been fasting for 40 days and 40 nights and His “flesh and bones” body was hungry!

- **Desire of the eyes?** “...showed Him all the kingdoms of the world...”

Note: Imagine, the powerful desire associated with seeing all of the kingdoms of the world and knowing that they could be yours!

- **Pride?** “set Him on the pinnacle of the temple...if You are the Son of God, throw Yourself down...He shall give His angels charge over you.” Note: It would have been a prideful use of Jesus’ power to have tempted God to prove Himself by sending angels to save Him.

What did Jesus do each time in order to resist the devil?

Answer: He resisted Satan by quoting God’s Word to him. Ask the student to find the three “it is written” statements where Jesus referenced God’s Word in resisting Satan’s temptations. Jesus was quoting from Deuteronomy chapters six and eight.

Discuss: What lesson can we learn from what Jesus did these three times? (He used God’s Word to resist temptations.)

» Promised Help in Resisting Temptations**Which of these four promises are found in this verse? 1 Corinthians 10:13**

Answer: All four of them!

- ☑ Other people face the same kinds of temptations that we face.
- ☑ God will always provide a way for us to escape our temptations, but we must choose to pursue that way.
- ☑ God will not allow us to be tempted beyond our abilities to resist.
- ☑ God is always faithful.

Page 38**YOUR RESPONSE: OBEDIENCE OR DISOBEDIENCE**

1. Explain the meaning of “confess” and the implications of that meaning. The essence of confession is to say that we agree with God regarding what he has revealed to us is “sin.”

TEACHING CONTINUED

Page 38 Continued

2. Read 1 John 1:9 and the three questions related to this verse.

What is your part in receiving God's mercy?

Answer: Confess our sins to God.

What is God's part?

Answer: Forgive us and cleanse us.

Read: Psalm 32:1-5. With 1 John 1:9 in mind, how would you describe David's experience?

This is an excellent Old Testament case study of the truths of 1 John 1:9 being put into practice. David confessed his sins and God forgave him. David's experience occurred more than 1000 years before John wrote his epistle.

MEMORY VERSES & ASSIGNMENTS

1. Ask the student to write or print neatly the text of 1 John 1:9 in the space at the bottom of page 38, using the Bible translation of choice.
2. Then ask him to do the same thing on the blank side of the 1 John 1:9 memory verse card.
3. Instruct the student to memorize the verse prior to the next lesson, as well as review the other memory verses assigned previously.

Bible Reading and Prayer Journal Assignment for the Week

1. Remind the student of this week's Lesson 7 Bible reading and prayer journal.
2. Remind him that you will begin Lesson 8 with a sharing time based on this journal.

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of Sharing: Sharing the Gospel with Unbelievers Offers Them Hope

8

GETTING STARTED

Bible Memory Review: Review the assigned memory verse, 1 John 1:9, as well as the other memory verses.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals. Continue to work on Bible marking.

TEACHING

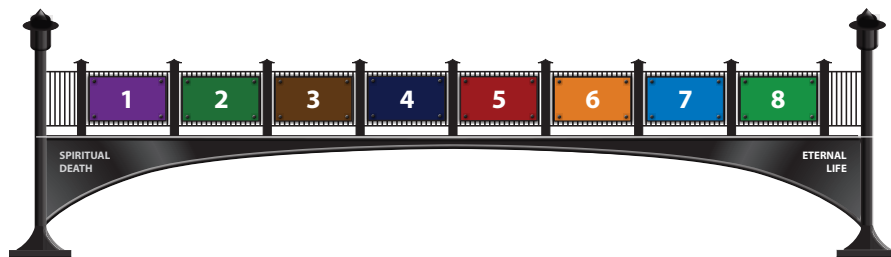
Page 39

1. Ask the student to complete the **"How do you feel?"** exercise on the top half of the page.
2. Discuss her fears regarding sharing the gospel with unbelievers and explain that this lesson may help with these fears.
3. Ask the student to complete the **"From memory..."** exercise.
4. Review the ChronoBridge in general, as well as the specific eight essential truths. This review process should prepare the student for the next activity:

Practice

Pretend that your study leader is not a believer. Explain to your leader, step by step, how to cross from spiritual death to spiritual live. Use the eight key Bible passages (quote or read them) in the process.

5. Ask the student to lead you through a presentation of the ChronoBridge.
6. Give the student constructive feedback after her presentation.



Options: Give the student these options for this activity.

- Use a set of ChronoBridge cards.
- Use the ChronoBridge in one of the Good Soil mobile apps, such as *The Story of Hope—Condensed mobile app*.
- Draw the ChronoBridge on a piece of paper as it is presented.

Page 40-41

PREPARING YOUR PERSONAL FAITH STORY

The content on these two pages is essentially the same as what is contained in the Good Soil Basic Seminar workbook (beginning with the 2016 edition). If you attended a Good Soil Basic Seminar in October 2016 or later, you may want to review your notes in your workbook.

There are five steps in leading the activity on pages 40-41.

- **First** – *Study this material prior to the Lesson 8 session and develop your own written personal faith story so you can model this process for the student. Remember – Discipleship is better caught than taught. Set a good example.*
- **Second** – *Work through this content with the student, explaining and giving examples as you teach it. Refer to the faith story samples on pages 32 and 33. Share your own faith story and ask for critique from the student.*
- **Third** – *As time permits in the session, help the student begin to develop some rough notes regarding her “Before” and “How” and “After.”*
- **Fourth** – *In the following lesson (or even better, a separate session just dedicated to this process), spend time listening to, critiquing and helping the student rewrite her faith story in order to pass all of the “check standards” on page 41.*
- **Fifth** – *Throughout the remainder of the study, ask the student to repeat her faith story with you. Ask her to practice it to you and with other friends until she is comfortable sharing it with unbelievers.*

See the following two pages for a Basic Pattern (Chronological Sequence) Faith Story Example (pg. 32) and the Optional Pattern (Overview & Flashback) Faith Story Example (pg. 33)

Chronological Sequence Faith Story—An Example

Before: As I was growing up, I heard people talking about God and Jesus and the Bible, but it was just religious talk to me—I didn't understand what it all meant. Oh, I believed there was a God who created this beautiful world, but I didn't realize that he cared anything about me. But when I was in high school, I began to wonder about life and death and whether or not there was any purpose in life for me. One of my closest friends was killed in a car accident while I was a sophomore in high school and I remember thinking, *I wonder where he is now? Is there life after death? And, if so, how can a person be prepared for that life?* And, from some of the things I was reading at the time and seeing in movies and hearing in the music I was listening to, I began to wonder *if there was ANY purpose in life worth living for. And why were the lives of so many of my cultural heroes all messed up, if what they believe is true?*

How: And then one day, while I was a freshman in college, some guys who lived down the hall from me in my dorm invited me to a Bible study. I wasn't particularly excited about attending, but they were cool guys who had always been friendly with me, so I agreed to attend, at least for the first study. And, frankly, I was curious about the Bible and some of the things I had heard about it. When I got to the study, they handed me a Bible and a book called *The Story of Hope*. I must admit I was skeptical about the Bible because of what I had heard about it in some of my classes. I had been told that it was just an old book, filled with myths and fables and inaccuracies. But some of the facts about the Bible in the introduction of the study book caught my attention—40 authors spread over 1,500 years wrote the Bible and supposedly they all contributed to telling one big unifying story! As we went through the study, it all began to make sense to me. And, contrary to what I had been told by some of my professors, the stories in the Bible all fit together around one story. I soon found myself interested and curious as to how the story would end. And I also found myself learning about God and the reason behind the problems we see all around us. The story explained a lot to me—and a lot about me. I began to realize that God has established some moral laws for us to obey—that there IS right and there IS wrong. And I knew that I had done a lot of wrong things, things that the Bible calls sins. But, the more I studied the Bible, the more I realized that God loves me, in spite of all the wrong things I had done—He loved me enough to send His Son Jesus Christ to Earth to live a perfect life and take the punishment for my sins. And then God raised Jesus from the dead—that's what Easter is all about, something I had never understood. So, at the end of the study—several weeks later—my friends asked if I was “trusting Jesus, and only Jesus, to forgive my sins and give me eternal life.” I had to admit that I had never placed my faith in Jesus to be my Savior, but I wanted to do that—then and there. And, quietly in my heart, I did! Then we prayed a prayer thanking God for forgiving my sins and accepting me into His family.

After: Since that time, I have had my ups and downs. Life still is tough some times. But I now know that God loves me and is continually changing my life for the better. And two things I know for sure—God has a plan for me while I'm here on Earth, and I'm very confident that I am now prepared to meet Him when I die and go to Heaven to live with Him.

Optional Pattern Sequence Faith Story—An Example

Historical Overview: (sets the context for your story)

I was reared in a home where my parents loved me and taught me about God and Jesus and the Bible. They took me to a church where people believed the Bible and where the Bible was taught in a way that helped me understand the world and why it's in such a mess. As I got older and was in high school and college, I realized that not everyone had enjoyed the kind of opportunities I had experienced. And, as I saw my friends struggling to make sense out of life, my appreciation for my parents and my upbringing increased—in spite of the fact that I didn't always live consistently with what I had been taught. But now, as an adult with a family of my own, I can see even more clearly how important it is to know God and how vital it is to understand the teachings of the Bible. It gives me a great sense of hope and personal peace as I live in this chaotic world, as frightening as it is sometimes.

Flashback:

- Before But having loving parents who were TRUE believers in Jesus and attending a church that believed the Bible did not make me a good person. I remember, even with all of those wholesome influences in my life, that I realized even then that I was capable of doing some bad things—things that I knew offended God. Well, obviously I was never a serial killer or down-and-out drunkard or a member of the Hells Angels, but I certainly did a lot of kid-sized bad things—the kinds of things that would have gotten even worse if God had not changed my life at an early age. Lying, intentionally hurting people, and even some petty stealing—I knew they were wrong but I did them anyway! And from what I had been taught in the Bible, I knew that those bad things were called “sins.” Even though I was quite young, I remember feeling guilty for doing bad things. And from lessons in church, I knew that God was not pleased with me. I don't remember exactly when it happened, but at some point I just had to face the fact that, even though I was just a kid and looked pretty good to people who knew me, under that fake halo I was not a good person. But from the Bible, I knew that God loved me in spite of my disobedience to the teachings I knew from the Bible. And I had learned that there was nothing that I could do to turn myself into a good person—even though I tried many times to be good. My teachers in church, as well as my parents, had explained to me that God—knowing that we can't make ourselves good—sent His special Son, Jesus Christ, to take upon Himself the punishment for our sins and die on the cross in our place—as our substitute. And I knew that if I would simply place my total trust in Jesus as my Savior—to forgive me of my sins and prepare a place for me in Heaven—Jesus would do that for me. And even though I don't remember a lot about that moment, I know that I did put my total trust in Jesus. And I am confident that if I were to die right now, I would be prepared to meet God in Heaven.
- How
- After

Page 42

BEGINNING TO SHARE THE GOSPEL

A good way to start sharing the gospel is to create a private list of names of personal contacts (friends, neighbors, work colleagues, relatives, school mates, etc.) who, as far as you know, are not saved—not true believers in Jesus. But these are people for whom you are burdened to see trust Jesus for salvation.

1. *Ask the student to write the names of three people she wants to put on her list (top half of page). Or, if she prefers, she could write those names in a more private place.*
2. *Ask and discuss the following question.*

How and when could you begin to share the gospel with one of these people?

It is important to get her started, as soon as possible, in the process of sharing the gospel. Ask her to set a tentative date for beginning, preferably prior to the next lesson.

3. *Discuss the “Pray regularly...” points to the right of the question.*
4. *Pray with the student that God will give her the courage and opportunities to share the gospel with these people and that they will respond positively.*
5. *Ask her to keep you informed regarding how her efforts are going. When she does have opportunities to share Christ with them, debrief with her as to how things went. Provide further instruction as is appropriate.*

MEMORY VERSES & ASSIGNMENTS

1. *Ask the student to write or print neatly the text of John 1:41-42a in the space at the bottom of page 42, using the Bible translation of choice.*
2. *Then ask her to do the same thing on the blank side of the John 1:41-42a memory verse card.*
3. *Instruct the student to memorize the verse prior to the next lesson, as well as review the other memory verses assigned previously.*

Bible Reading and Prayer Journal Assignment for the Week

1. *Remind the student of this week’s Lesson 8 Bible reading and prayer journal.*
2. *Remind her that you will begin Lesson 9 with a sharing time based on this journal.*

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of Fellowship: A Bible-Believing Church Provides Us a Place to Grow & Serve

9

GETTING STARTED

Bible Memory Review: Review the assigned memory verses, John 1:41-42a, as well as the other memory verses.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals. Continue to work on Bible marking.

Ask About Gospel-Sharing Experiences: Ask about any opportunities the student had to present the gospel in the past week.

Faith Story Enhancements: Continue the process of reviewing and tweaking his personal faith story.

TEACHING

Page 43

1. Read and comment on the statement and the question at the top of the page.

There are so many churches! How will I know which churches are closest to the teachings of the Bible?

New believers are vulnerable to becoming associated with churches that will not help them grow in their Christian faith and may even lead them astray. This lesson will help a new believer understand what to look for in choosing or avoiding a church.

2. Read the "Read the following description..." paragraph near the top-left of the page.
3. Ask the student to read through the four paragraphs on the bottom half of the page and underline or highlight specific things to look for in choosing a church to become involved in.
4. Follow up on the student's responses. Provide additional information regarding characteristics of a good Bible-believing church.

Page 43

BAPTISM FOR BELIEVERS

» What Baptism Means

1. Read Romans 6:4 and ask the student to look for the three phrases and write them in the spaces below the baptismal scene.

Find the three phrases in Romans 6:4 that are illustrated by the drawings below. Write each phrase below the appropriate drawing, then discuss each of them.

- "Therefore we were buried with Him through baptism unto death..."
- "That just as Christ was raised from the dead by the glory of the Father,..."
- "Even so we also should walk in newness of life."

Page 44 Continued

»What is Required for Baptism

2. Read Acts 16:30-33 and ask the student to answer the “What is required...” question.

What is required of a person prior to baptism? See verses 30-31

Answer: “Believe on the Lord Jesus Christ, and...be saved...”

Also, state and discuss: Baptism does not save you, it only symbolizes what Christ has done for you.

According to Ephesians 2:8-9, salvation is a gift that is “not of works.” Baptism is a good “work” (an act of obedience on a believer’s part) that we do in order to declare our previous decision to identify with Christ in His death, burial, and resurrection. You may want to again reference the believing thief who died on the cross beside Jesus, from Lesson 1. Jesus promised him that he would be with Him in paradise, although the man was obviously not going to have an opportunity to be baptized.

Page 45

THE LORD’S SUPPER

» The Purposes of the Lord’s Supper

1. Read 1 Corinthians 11:23-32.
2. Read, ask, and discuss the “For true believers” question.

The Lord’s Supper helps believers to remember Christ’s death. Why is it important to remember Christ’s death regularly? (vs. 26, 28)

For one thing, it is an important act of worship for us to focus our thoughts upon the act of Jesus Christ that provided us salvation. It also has a humbling effect that is vital to us. Peter tells us what the negative effects are in the lives of a believer who has forgotten that he has been purged from his old sins (2 Peter 1:8-10). Thus, the Lord’s Supper should be an occasion for self-examination and confession of personal (or perhaps corporate) sins (See 1 Corinthians 11:28-32.)

3. Read and explain the “**For unbelievers**” statement and following paragraph.

When properly administered, the Lord’s Supper (“Communion”) can be a powerful audio-visual message about the meaning and power of the death of Jesus Christ. Only believers are allowed to participate, because unbelievers have not yet identified themselves with Christ, in His death and resurrection. The breaking of the bread and the communion juice are vivid symbols of Christ’s death—His broken body and the blood He shed. The same gospel impact can and should be true of baptismal services.

» The Purposes of the Lord’s Supper

4. Read 1 Corinthians 10:16-17 and the paragraph that follows its reference on this page.
5. Then, read and discuss the three questions at the bottom of the page.

How should participation in the Lord’s Supper be unifying to a local body of believers?

The word “communion” implies fellowship and unity. Communion is intended to be a time when a local body of believers unite themselves in memorializing the death of our Savior. That emphasis is expressed clearly in verse 17. Ideally, it should be a time when any church schisms, small or great, should be healed, or, at the very least, set aside temporarily.

Page 45 Continued**What do you not understand about baptism or the Lord's Supper?**

Use this question as an opportunity to review concepts that were discussed but were not clear to the student, or to discuss local church issues that were not covered in this lesson.

Have you been baptized since you trusted Jesus Christ as your personal Savior? If not, what is keeping you from this step of obedience to Jesus?

By this point in the student's Christian life, it is hard to imagine a legitimate reason why he has not been baptized and established regular fellowship in a good local church, if a good local church exists in a location relatively convenient for him. If either (or both) of those acts of obedience have not yet occurred, it is important that you lovingly and firmly press upon him the Biblical obligation of obedience to Christ in those areas.

Page 46**THE MINISTRY OF A LOCAL CHURCH****» Becoming a Member of a Local Church**

1. Read Acts 2:41 and read and discuss the **"On the day..."** statement and **"What two things..."** question.

On the day that is mentioned in this verse, 3,000 people were added to the church! What two things did they do in order to be qualified to be a member of the church?

Christians hold various views regarding the relationship between baptism and the local church. For example, did Christ intend for baptism to only be performed by official representatives of local churches (as compared to any believer who chooses to baptize another believer)? Did Christ intend for people to automatically become identified with (that is, members of) the local church that administered the baptism? Without going into an extensive discussion in this follow-up lesson, suffice it to say that:

- Baptism, in the New Testament, appears to be an ordinance that was given to local churches and not to individuals who were acting independently of a local church. For example, Phillip, Peter, and Paul were all representatives of local churches. Thus, when they baptized new believers (in the book of Acts) they were probably acting under the authority of the local churches to which they belonged.
- In the majority of New Testament examples, it would appear that baptism probably did initiate a new believer's identification with the church whose representative performed the act of baptism.

» Meeting Together in the Local Church

2. Read Hebrews 10:24-25 and ask and discuss the **"Why does God want us..."** question.

Why does God want us to go to church regularly?

Just from this text, we see that the regular assembly of believers (church meetings) is where believers "stir up love and good works" by "exhorting one another." Obviously, there are other reasons not found in this text: to participate in corporate worship, to learn the Word of God, to present our financial gifts to God, to pool our resources in order to strengthen and extend our witness and outreach to a spiritually needy world, etc.

At this point, emphasize very strongly the need for the student to be actively and regularly involved in a local church fellowship—one that matches the definition stated on the bottom of page 43. You may need to provide guidance in finding such a local church.

Page 46 Continued

» Purposes of a Bible-Teaching Local Church

3. Use the **Purposes of a Bible-Believing Local Church** visual to teach the student three of the major purposes of a church.
4. Read and explain each Bible passage associated with this visual.

Worship - John 4:23-24: The Old Testament has much to say about the corporate worship of Israel, as associated with the temple. Not a lot is said about corporate worship in the New Testament, except for occasional references to singing, prayer, and praise that occurred as believers met. There are enough of these references, however, for us to assume that corporate worship was an integral function in the New Testament church, even though those meetings were generally convened in houses, most of the gatherings were of necessity small, and the services were probably somewhat informal.

Jesus spoke of a time future to His meeting with the Samaritan woman when true worshippers (genuine believers) would “worship the Father in spirit and truth” and that worship would not be centered in Jerusalem (see verses 21-22). He was probably speaking of the time when local churches would multiply far and wide and worship would be done in such a way as to recognize the reality that He is spirit and that our worship of Him should be in harmony with His truth. Truly Biblical local churches would be sensitive to these two emphases of worship.

Service - Ephesians 4:11-12: Here Paul tells us that God has given some gifted people to the church (apostles, prophets, evangelists, and pastors and teachers—or possibly pastor-teachers). Their primary role is to equip believers (“saints”) to do the work of ministry, so that the body of Christ will be edified (solidified spiritually). Thus, one of the primary functions of a local church and its leadership is to teach and train all attendees in such a way as to prepare them to carry out the ministries of the church, rather than to leave those responsibilities to the aforementioned church leaders. This is a good place to emphasize to the student in this study that he needs to become involved, as soon as possible, in some facet or facets of local church ministry.

Evangelism - Mark 16:15: Sometimes the question is asked, “To whom was the Great Commission given—local churches or to believers as individuals?” The best way to answer that is to study the book of Acts to see how it was carried out in the early years of the Church. Although in Acts you see individuals sharing the gospel, they were generally (if not always) associated with local churches who were equipping them and mobilizing them to do so.

MEMORY VERSES & ASSIGNMENTS

1. Ask the student to write or print neatly the text of Hebrews 10:25 in the space at the bottom of page 46, using the Bible translation of choice.
2. Then ask him to do the same thing on the blank side of the Hebrews 10:25 memory verse card.
3. Instruct the student to memorize the verse prior to the next lesson, as well as review the other memory verses assigned previously.

Bible Reading and Prayer Journal Assignment for the Week

1. Remind the student of this week’s Lesson 9 Bible reading and prayer journal.
2. Remind him that you will begin Lesson 10 with a sharing time based on this journal.

A Leader's Guide for *The Way to Joy*

Pursuing Basic Steps to Discipleship

The Joy of Service: Understanding God's Plan for Us Gives Us a Sense of Purpose

10

GETTING STARTED

Bible Memory Review: Review the assigned memory verse, Hebrews 10:25, as well as the other memory verses.

Bible Reading and Prayer Journal Sharing: Share, with each other, some key items that you recorded in your journals. Continue to work on Bible marking

Ask About Gospel-Sharing Experiences: Ask about any opportunities the student had to present the gospel in the past week.

Faith Story Enhancements: Continue the process of reviewing and tweaking her personal faith story.

TEACHING

Page 47

1. Ask the student to read the "**Why doesn't God...**" question and select what she thinks is the best answer.

Why doesn't God take us immediately to Heaven when we are saved? Choose the best answer.

Answer: Because He has a purpose for us to accomplish here on Earth.

It has been said, "We are here and not in hell because of the grace of God and we are here and not in heaven because of the Great Commission." Explain that God has left us here on earth for a purpose—God has a plan for us and that plan is related to His Great Commission.

2. Read the "**Just before Jesus left Earth...**" statement.
3. Then, read Matthew 28:19-20 and ask the student to respond to the question.

The Great Commission gives every Christ-follower several purposes for living. What are the purposes you see in Matthew 28:19-20?

As followers of Jesus Christ, we have been commissioned to:

- Make disciples of all nations
- Baptize them in the name of the Father, Son, and Holy Spirit
- Teach them to observe all things that Jesus commanded

And this assumes that we have to "go" (near and far) to obey the Great Commission.

Page 48

GOD HAS GIVEN YOU A PURPOSE IN...

» Personal Evangelism

1. Read the two questions in this section and discuss them with the student.

Page 48 Continued**Do you know what “evangelism” is? See if you can define it in your own words.**

Evangelism literally is sharing the “good news” of the salvation that Jesus has provided for us through His perfect life, death, and resurrection. We can do that in many different ways, simply communicating the gospel in words or by using evangelism resources, such as leading unbelievers through The Story of Hope or the Chronological Bridge to Life in one of its several different formats.

Have you been able to explain the Chronological Bridge to Life to someone since you learned it?

If the student has used the ChronoBridge or shared her faith story with an unbeliever, debrief her experiences with her if you have not done that previously.

If the student has not yet shared the ChronoBridge and/or her faith story with an unbeliever, help her plan to do that soon.

» Ministry in Your Local Church

2. *Read the three questions in this section and discuss them with the student.*

Have you been attending your church regularly?

If the answer is “No,” then you need to probe this to learn why and encourage her to become a regular attendee in her church or another good church.

What are some things that you could do to be a helper in your church?

Explain that even small ways of serving in a church are important and can be stepping stones to other, more influential ministry opportunities.

If you cannot think of something you can do, whom could you ask?

Discuss this matter with the student and help her, if necessary, to find a service of some appropriate way to serve in her local church.

Page 49**GOD HAS GIVEN YOU A PURPOSE IN...****» Personal Discipleship**

1. *Read the definition on the top of page 49.*
2. *Read the five questions in this section and discuss them with the student.*

Who needs to be “discipled”?

Explain that all new believers or other believers who have not matured in their Christian faith need to be discipled, until they reach the place in their Christian life where they have matured and are equipped to lead others through a discipleship process.

Who can be a “disciple maker”?

Explain that any relatively mature (perfection not essential!) believer, who has been equipped in the spiritual disciplines presented in the previous lessons of this study can and should be involved in discipling others.

Who could you disciple?

Encourage the student to think of someone who needs to be discipled whom she could begin to mentor in a discipleship process. This might be someone that she has led to faith in Christ, or any other believer who has not matured in Christian faith and life.

Page 49 Continued**How would you do it?**

*Suggest to the student that she can now take someone through **The Way to Joy**, just as she has been taken through it. Explain that you will be available to help her with this, or you will be available as a resource person that she can come to for advice and encouragement in this process.*

When can you start?

The objective of this question is to get the student thinking about specific plans, rather than to just think about doing it “some time” in the future.

Page 50**OTHER POSSIBLE MINISTRIES TO PRAY ABOUT & CONSIDER****» Help Start a New Church**

1. Read “**The Matthew 28 account...**” paragraph and the question that immediately follows it.

How does Matthew 28:19-20 relate to church planting?

Explain that “church planting” is the process of starting a new local church.

Even though the term “church planting” does not appear in the Matthew 28 passage (nor any other place in the Bible), the activities in these two verses describe what we have come to know as “church planting.” We have been commissioned to “make disciples of all nations, baptizing them...and teaching them...” These are functions of local churches. As we read through the book of Acts, we see that these activities were generally done in the context of or as an extension of local church ministries. Experiences throughout church history have repeatedly reinforced the value of the church in a believer’s life. We have learned that believers thrive best in their Christian lives when they are actively fellowshipping in a Bible-believing, gospel-preaching, missions-oriented local church.

The term “church-planting evangelism” (or “church-planting discipleship” or “church-planting instruction”) defines an approach to evangelism (or discipleship or Biblical instruction) whereby new converts are intentionally and strategically directed into “Biblical local churches” as defined in Lesson 9. If no such church exists in the community, new converts are incorporated into a church-planting effort. As defined in Lesson 9, a “Biblical local church” is a church that seeks to replicate itself, at home and/or abroad. “Church-planting evangelism” is juxtaposed to “parachurch evangelism” that sometimes does not emphasize strongly (if at all) the role of a local church in the life of a believer.

A key aspect of “church-planting evangelism” is to instruct new believers, from the time of their salvation and on, about their role in personal evangelism, discipleship, and church involvement (if there is a good existing church available to them) or church planting (if there is no Biblical local church in their community).

We often think of church planting as something that only cross-cultural missionaries do in countries foreign to their home countries. However, planting new churches is something that all believers should sense an obligation to do in any community where a Biblical local church does not exist closely enough to impact that community.

There is an old Jewish saying that there are three things that a man should do in order for his life to influence the future:

- Parent a child.
- Plant a tree.
- Write a book.

Page 50 Continued

As Christians, we might add three things a person can do to influence the future, even into eternity:

- *Win someone to faith in Jesus Christ.*
- *Disciple an immature believer.*
- *Assist in planting a new church.*

» Future Missionary Service

2. *Read and discuss with the student the “What can I do now...” question.*
3. *Then, read the final question and ask the student to share her response with you.*

Are you willing to ask God if He wants you to be a missionary, at some point in your life, to make disciples in another of the many nations of the world?

The idea here is just to ask the “willingness” question and nothing more unless the student indicates a desire to discuss the matter of missionary service further.

MEMORY VERSES & ASSIGNMENTS

1. *Ask the student to write or print neatly the text of Ephesians 2:10 in the space at the bottom of page 50, using the Bible translation of choice.*
2. *Then ask her to do the same thing on the blank side of the Ephesians 2:10 memory verse card.*
3. *Instruct the student to memorize the verse this coming week, as well as review the other memory verses assigned previously.*

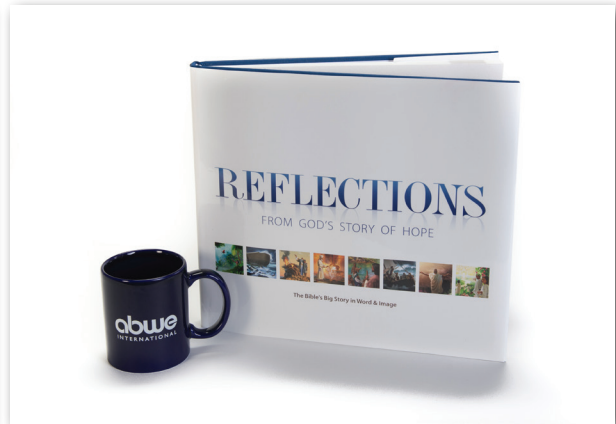
Bible Reading and Prayer Journal Assignment for the Week

1. *Remind the student of this week’s Lesson 10 Bible reading and prayer journal.*
2. *Set up at least one more final follow-up session to review the student’s assignments for this study and to discuss the possibility of future studies.*

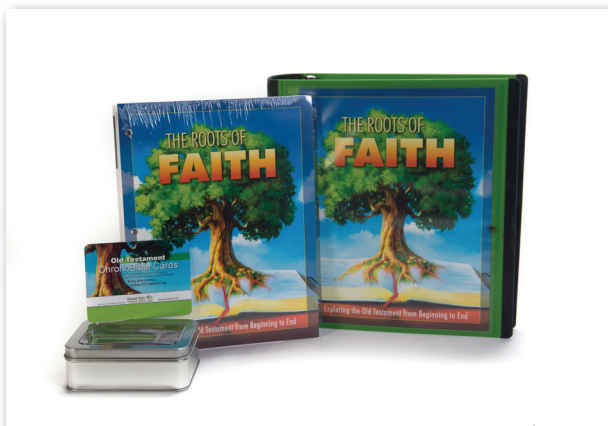
Next Steps with Good Soil Evangelism and Discipleship



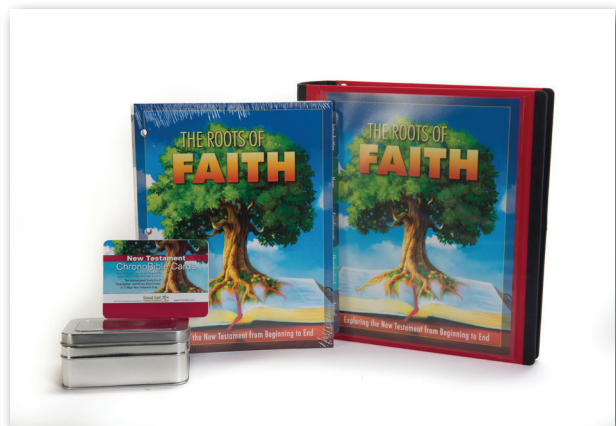
Reflections - The Audio Experience



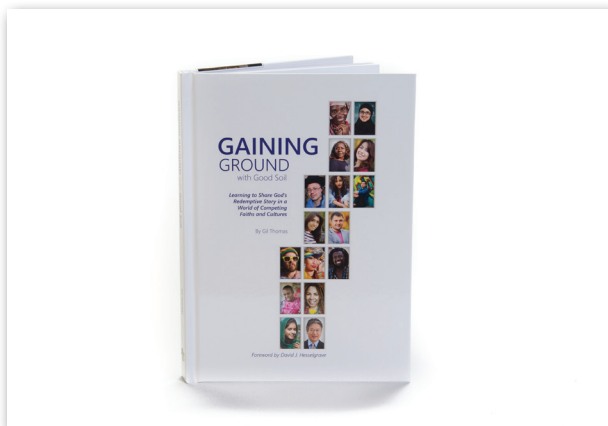
Reflections



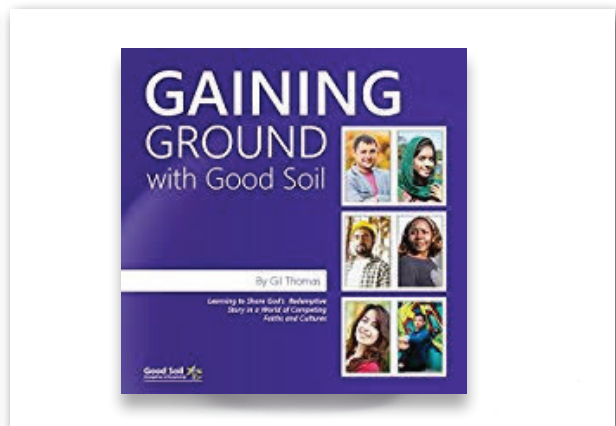
The Roots of Faith - Old Testament



The Roots of Faith - New Testament



Gaining Ground



Gaining Ground with Good Soil

Available from www.GoodSoil.com/resources