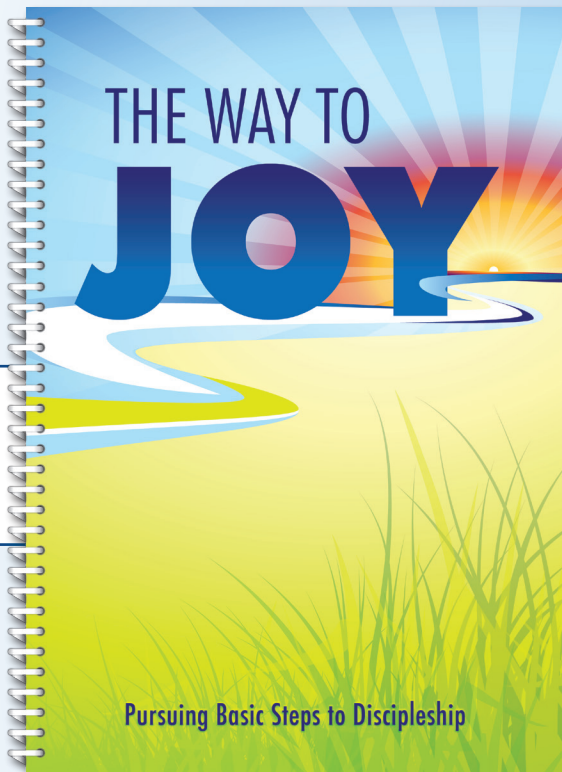


# Class Facilitator's Guide

for *The Way to Joy Basic Discipleship Study*



**Class Facilitator Lesson Plans for 13 Engaging,  
Interactive, and FUN Classroom Sessions**

**Good Soil**   
Evangelism & Discipleship

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## Overview of Sessions

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<b>Session 1: The Joy of Hope—Old Testament</b> <i>Knowing God's Eternal Plan Gives Us Hope</i>	<b>9</b>
<b>Session 2: The Joy of Hope—New Testament</b> <i>Knowing God's Eternal Plan Gives Us Hope</i>	<b>11</b>
<b>Session 3: The Joy of Eternal Life</b> <i>Receiving God's Salvation Gives Us Eternal Life</i>	<b>13</b>
<b>Session 4: The Joy of Confidence</b> <i>Having Salvation Assurance and Security Gives Us Confidence</i>	<b>15</b>
<b>Session 5: The Joy of Guidance</b> <i>Reading and Studying God's Word Gives Us Guidance</i>	<b>18</b>
<b>Session 6: The Joy of Prayer</b> <i>Praying Brings Us into an Intimate Relationship with God</i>	<b>21</b>
<b>Session 7: The Joy of God's Power</b> <i>The Holy Spirit in Us Gives Us Power to Live for God</i>	<b>24</b>
<b>Session 8: The Joy of Purity</b> <i>Obedying God's Word Helps Us Live Pure Lives that Please God</i>	<b>27</b>
<b>Session 9: The Joy of Sharing</b> <i>Sharing the Gospel with Unbelievers Offers Them Hope</i>	<b>31</b>
<b>Session 10: Faith Story Workshop</b> <i>Developing and Polishing Our Faith Stories</i>	<b>34</b>
<b>Session 11: The Joy of Fellowship</b> <i>A Bible-Believing Church Provides Us a Place to Grow and Serve</i>	<b>35</b>
<b>Session 12: The Joy of Service</b> <i>Understanding God's Plan for Us Gives Us a Sense of Purpose</i>	<b>38</b>
<b>Session 13: It's Your Turn</b> <i>Learning to Disciple Others Using The Way to Joy</i>	<b>41</b>

## General Information

### Class Sessions

There are thirteen class sessions in this series. Each class session will require approximately 45-50 minutes of teaching time.



### Teaching-Learning Style

We strongly believe that people (adults included) learn best when they are having fun. So the lesson plans for this class are designed to create a learning environment where students are engaged directly in learning, are responding interactively with the facilitator and other students, and are enjoying what they are doing from the beginning of the class until the very end.

Toward those ends, we have created learning activities that are generally group-centered, for table groups (5 or 6 per table group) who work together around the tables. But to revive the energy in the classroom, students will also be getting up and going to their flip charts or participating in a variety of other activities that move them to other spaces in the room.

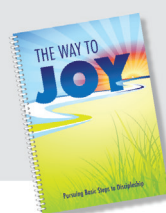
You may need to adapt some of the activities and time allotments for your situation, but we strongly recommend that you retain the creative interactivity in the instructional methods.

### The Instructor's Resource Center (IRC)

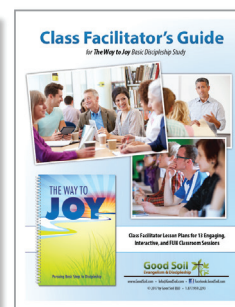
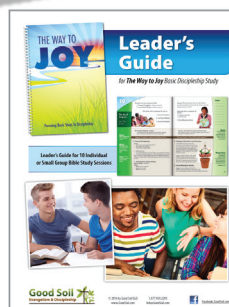
Each session will incorporate a variety of creative methods, some of which require Good Soil Evangelism and Discipleship resources that can be purchased from [www.GoodSoil.com/resources](http://www.GoodSoil.com/resources). But many of the learning activities require the use of FREE documents that are available for you to download from an online source that we call the **Instructor's Resource Center (IRC)**—specifically the IRC for teaching *The Way to Joy*.

**To access this IRC:**

**[www.GoodSoil.com/twtj-class](http://www.GoodSoil.com/twtj-class)**



### The Way to Joy CLASS RESOURCES



## Essential Teaching-Learning Resources

### The Way to Joy

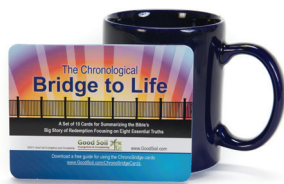
These lesson plans are based upon the assumption that every student in your class has his/her own copy of **The Way to Joy**.

#### The workbook edition:

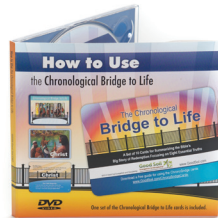
- 64 pages
- Plastic spiral binding
- Plus, Bible memory verse cards for all Bible memory assignments



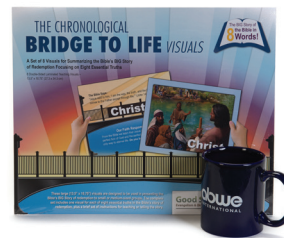
Available from [www.GoodSoil.com/Resources](http://www.GoodSoil.com/Resources)



ChronoBridge Cards



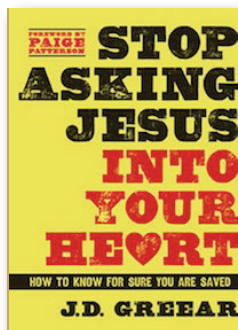
ChronoBridge DVD



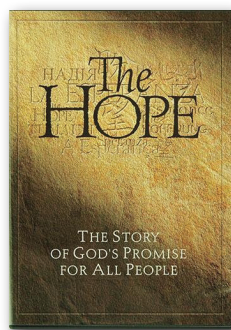
ChronoBridge Teaching Visuals



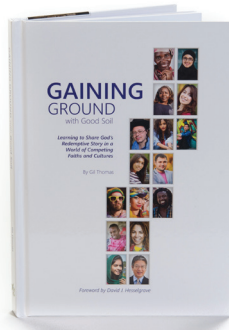
The Bible's Big Story PowerPoints



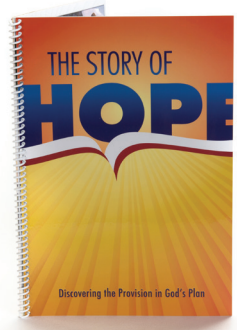
Stop Asking Jesus into Your Heart Book



The HOPE DVD



Gaining Ground with Good Soil Book



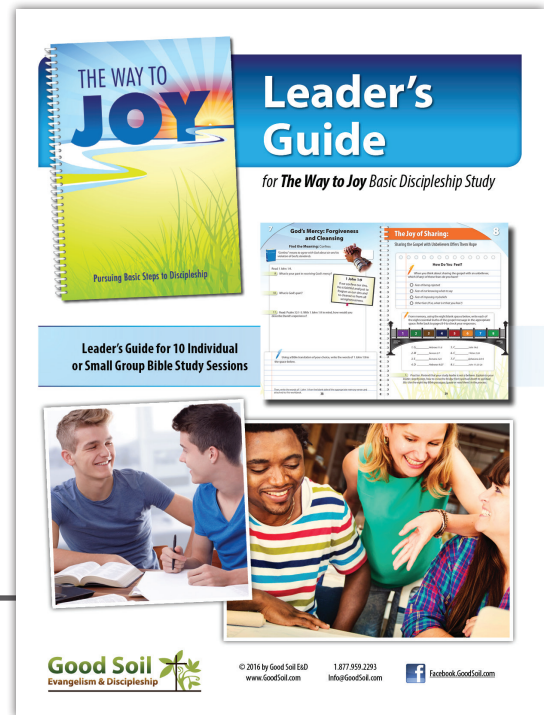
The Story of Hope

# The Difference—Leader's Guide & Class Facilitator's Guide

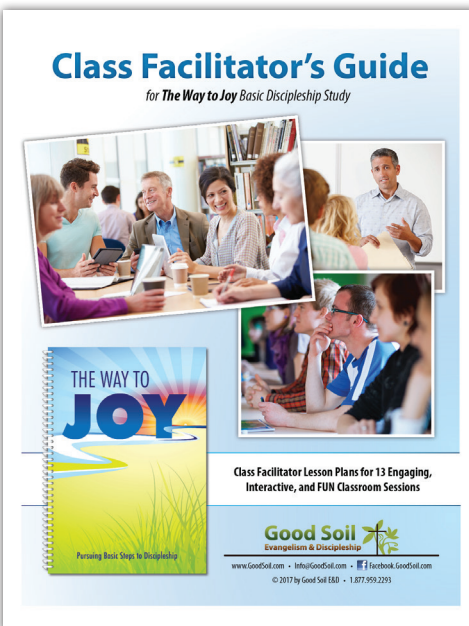
## The Way to Joy Leader's Guide

There is another guide (*The Way to Joy Leader's Guide*) that provides helpful instructions for using **The Way to Joy** in one-on-one or very small group settings. It is available as a free download from [www.GoodSoil.com/free](http://www.GoodSoil.com/free).

Before preparing to teach or facilitate any of the sessions in this series, read the instructions and other helpful materials in *The Way to Joy Leader's Guide*. You will find answers to the questions contained in **The Way to Joy** in that document, as well as other types of supporting content, that is not duplicated in this Class Facilitator's Guide.



## Understand the difference between the Leader's Guide and the Class Facilitator's Guide:



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

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

**Both resources are available for FREE from [www.GoodSoil.com/free](http://www.GoodSoil.com/free).**

## Tips for Facilitating The Way to Joy Sessions

1. Although not required, you will be much better prepared to facilitate this class if you have participated in a complete Good Soil Basic Seminar and Trainer Certification Workshop. [www.GoodSoil.com/training](http://www.GoodSoil.com/training)
2. Browse through this entire Class Facilitator's Guide, prior to beginning the class, to understand the content, methodology, instructional resources, and general teaching-learning style recommended for facilitating this class.
3. Make note of recommended instructional resources that need to be ordered or prepared ahead of time for upcoming class sessions.
4. Resist the tendency to resort to a primary-lecture mode of instruction, even if it is a "stretch" away from your most comfortable teaching style. Take advantage of the participatory methods suggested in this guide.
5. Get to know all the students on a first-name basis and address them by first name throughout the class. And if students are not familiar with each other, create name tags for them to use until every student knows all the other students in the class. This is important in order to create an openly interactive learning environment in the class.
6. Provide each student with his/her own workbook (and related instructional materials). Often husbands and wives will volunteer to share a set of instructional materials, but when that happens the tendency is that only one of them will be fully active and engaged in the learning process. Some of the activities in this guide assume that each student has a workbook and is independently active in learning.
7. If possible, develop a teaching team for facilitating this class. Assign "chunks" of each lesson plan to members of the team. Meet, as a team, to discuss how the various teaching-chunks will be coordinated to assure a smooth-flowing, unified class session. Discuss how each instructor will transition (specifically) to the instructor and teaching-chunk following his/ hers.
8. Use instrumental "activity music" that is appropriate for the desired tempo of each activity to help restore and maintain a good energy level in the class.
9. Occasionally, remix the table groups to break up cliques and expose students to a broader variety of table group co-learners.
10. Use the "Recommended Classroom Arrangement" example on the following page to optimize your teaching-learning space as much as possible for the teaching-learning activities suggested in this guide.

**Plan to participate in a  
Moving Beyond Lecture workshop  
at ABWE.**

[www.GoodSoil.com/training](http://www.GoodSoil.com/training)

## Frequently Used Teaching Tools



Highlighters



Post-It Notes  
(at least 4"x6"  
or larger)



Flip Chart Markers  
(regular and  
Sharpie)



Flip Chart(s)  
(See room setup.)

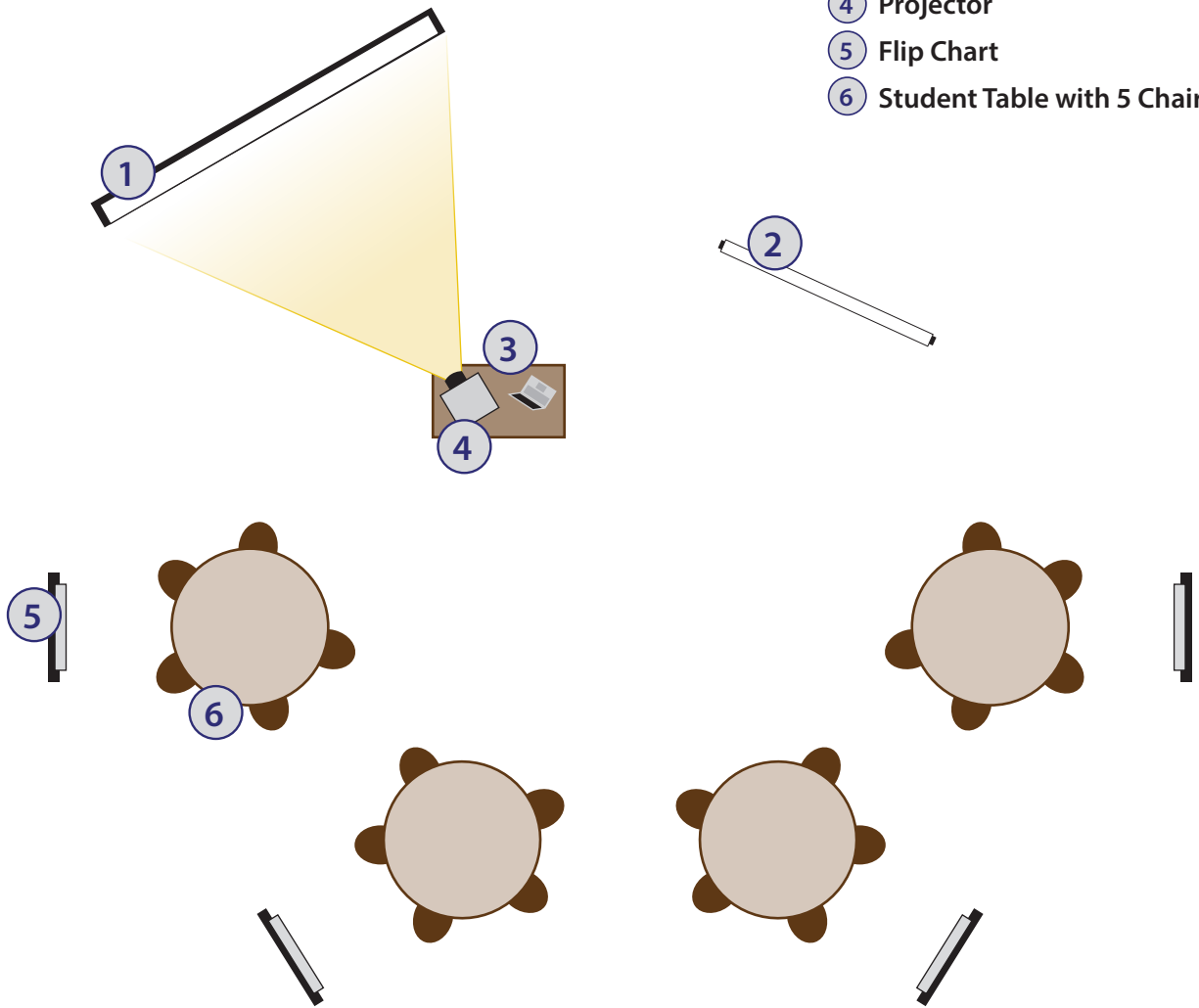


Index Cards  
(3"x5" and 5"x8"  
or larger)

## Recommended Classroom Arrangement

### FRONT OF CLASSROOM

- ① Projector Screen
- ② Whiteboard/Marking Board
- ③ Instructor's Table with Laptop
- ④ Projector
- ⑤ Flip Chart
- ⑥ Student Table with 5 Chairs



### ACTIVITY AREA

## Engaging – Interactive – Fun Learning



# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

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

1-A

#### *The Old Testament, Part 1 of the Bible's BIG Story*

This session covers pages 6-9 (and top half of page 12) in *The Way to Joy*.

#### RESOURCES NEEDED

- ❑ *The Way to Joy* (64-page edition) for each student
- ❑ *The Way to Joy Leader's Guide*
- ❑ Download the "Your Thoughts" PowerPoint from the IRC.
- ❑ Optional: *The Story of Hope* and the Leader's Guide for *The Story of Hope*
- ❑ Optional: *The HOPE DVD*
- ❑ Optional: *The Bible's BIG Story PowerPoint* (20, 40, or 100 events version) or *The Bible's BIG Story Teaching Visuals*
- ❑ Optional: *Reflections The Audio Experience* flash drive or *Reflections: The AudioVisual Experience* mobile app

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

As the class facilitator, you will want to decide whether or not you want to use the "Our Bible Study Covenant" on page 4, including the Bible memory work **as required** or **as suggested** for members of this class. This Class Facilitator's Guide will assume that the Bible memory activities are a regular part of the course, as you are leading it.

#### TEACHING

##### Page 6

Read "The events of the Bible..." statement at the top of page 6 and elaborate on it briefly. You may want to tell them some of the countries that are in these locations today.

#### Focus Activity

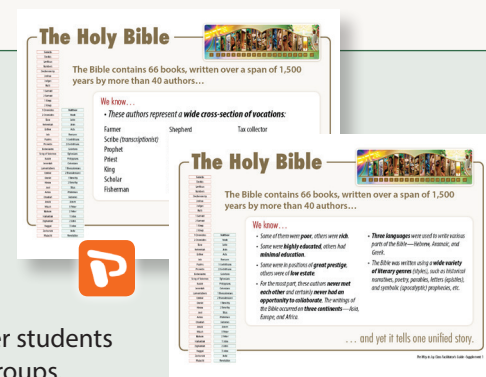
##### Page 7

1. Download the "Your Thoughts" PowerPoint file from the IRC.
2. Display and read both slides in the presentation, without additional comments.
3. Ask students to record their thoughts on the bottom of page 7 in *The Way to Joy*.
4. Then instruct them to stand up and get together with two other students (total of three), preferably students who are not in their table groups.

**Note:** These activity groups are called "standing triads."

5. Ask them to share and discuss their thoughts with others in their triads.
6. Lead an all-group discussion to conclude this activity.

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



## Pages 8-9

## INSTRUCTION OPTIONS:

**ONE:** Develop your own content and ideas for teaching this brief overview of these Old Testament redemptive story events.

**TWO:** Purchase *The Bible's BIG Story PowerPoint* (the 20, 40, or 100 events version) or *The Bible's BIG Story Teaching Visuals* and teach through these 20 Old Testament events.

1. Present each event-image slide (or printed visual) and read (or ask a student to volunteer to read) the Bible passage associated with the event.
2. You could use some selected questions from *The Story of Hope* to engage students in some key discussions.
3. You can also find some additional "grouting" information in the free (downloadable) Leader's Guide for *The Story of Hope*.

## DEFINITION

## GROUTING

Filling in information gaps, adding additional information that students may not be aware of, supplemental facts or content

**THREE:** Purchase *The HOPE DVD* and play through the Old Testament events. This may take more time than you may have allocated for the class session (Approximately 38 minutes).

**FOUR:** Purchase the *Reflections: The Audio Experience* and play some or all of the audio narratives for these ten Old Testament events.

## Page 12

## SEE HOW WELL YOU KNOW THE BIBLE'S BIG STORY

## "COVER UP" ACTIVITY

1. Explain the instructions in the paragraph at the top of page 12.
2. Ask students to pair up with another student and work on this together. One student tells the story through the first five Old Testament events and the other student tells the story through the last five Old Testament events.
3. Conclude by leading an all-class discussion over the "What parts of the Story in the Old Testament..." question.

## BIBLE MEMORY VERSE &amp; BIBLE READING PLAN

## JOHN 3:16

1. Explain the instructions on the bottom of page 12 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to accept these Bible memory challenges and be prepared to recite this verse at the beginning of the next class session. The goal, by memorizing and reviewing these verses regularly, is to be able to quote all of the verses in the course from memory.
4. Ask students to look at page 51 in *The Way to Joy*. Explain the Bible reading plan for the course. Encourage them to participate in this plan, as a class.
5. There are ten lessons in *The Way to Joy*, but there will be two class sessions for the first lesson. So the first reading assignment (page 52) will be spread over a two-week period. Recommend that students read these important early chapters in Genesis twice—read and make comments in the journal the first week, then repeat the same procedure the following week.

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

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

1-B

***The New Testament, Part 2 of the Bible's BIG Story***

**This session covers pages 10-11 (& the middle of page 12) in *The Way to Joy*.**

#### RESOURCES NEEDED

- ❑ ***The Way to Joy*** (64-page edition) for each student
- ❑ *The Way to Joy Leader's Guide*
- ❑ Download the "Ten OT Event Summaries" PowerPoint from the IRC.
- ❑ **Optional: *The Story of Hope*** and the Leader's Guide for ***The Story of Hope***
- ❑ **Optional: *The HOPE DVD***
- ❑ **Optional: *The Bible's BIG Story PowerPoint*** (20, 40, or 100 events version) or ***The Bible's BIG Story Teaching Visuals***
- ❑ **Optional: *Reflections - The Audio Experience*** flash drive or ***Reflections: The AudioVisual Experience*** mobile app

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and quote the memory verse (John 3:16) to each other.
- Ask for some volunteers to share with the class one of the things they learned from their Bible reading or a question they recorded in their journals.

#### TEACHING

##### Focus Activity

##### Recommended Option:

1. From ***The Bible's BIG Story Teaching Visuals***, remove the ten event-image visuals for the events on pages 8-9 in ***The Way to Joy***—the events covered in the previous session.
2. Place these ten visuals in random order on an empty space on the floor, with students standing around them.
3. Ask the class to organize the visuals into their proper chronological order.
4. Lead a discussion through these ten Old Testament event-image visuals. Engage students in this process as much as possible.

##### Another Option:

5. In lieu of purchasing the teaching visuals, download the "Ten OT Events Summaries" file from the IRC and print one set of the ten summary sheets.
6. Follow the same procedure as described in the Recommended Option.



**IRC: Ten OT Events Summaries**

**Pages 10-11**

Choose to continue with one of the instructional options from the leader's guide for Session 1. You might want to use the same method with the New Testament events, or for variety's sake, use one of the other methods.

The New Testament section of *The HOPE DVD* is approximately 45 minutes.

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**Page 12****SEE HOW WELL YOU KNOW THE BIBLE'S BIG STORY****"COVER UP" ACTIVITY**

1. Explain the instructions in the paragraph at the top of page 12.
2. Ask students to pair up with another student and work on this together. One student tells the story through the first five New Testament events and the other student tells the story through the last five New Testament events.
3. Conclude by leading an all-class discussion over the "What parts of the Story in the New Testament..." question.

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**BIBLE MEMORY VERSE & BIBLE READING PLAN****JOHN 3:16**

1. Remind students to review John 3:16 as a memory verse.
2. Remind students to repeat the Lesson 1 (page 52) Bible readings this week and make additional comments or record additional questions in the journal.

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

2

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

This session will cover Lesson 2 (pages 13-18) in *The Way to Joy*.

#### RESOURCES NEEDED

- ☐ *The Way to Joy* (64-page edition) for each student
- ☐ *The Way to Joy Leader's Guide*
- ☐ Download the "Saving Faith" file from the IRC and print one set of the four pages.
- ☐ Optional: **How to Use the ChronoBridge to Life DVD**
- ☐ Optional: **The Chronological Bridge to Life Teaching Visuals**

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and quote the memory verse (John 3:16) to each other.
- Ask for some volunteers to share with the class one of the things they learned from their Bible reading or a question they recorded in their journals.

#### TEACHING

##### Focus Activity

Before you conduct this activity, ask students to turn to page 13 in *The Way to Joy* and write a response to the "What must I do to be certain..." question at the bottom-left of the page.

1. Download the "Saving Faith" file from the IRC and print one set of these four pages:
  - There is one true God.
  - Jesus is God's Son.
  - God's Son, Jesus, died to pay for my sins.
  - God's Son, Jesus, died to pay for my sins, and I am trusting only in Him and what He has done for me in order to have eternal life.
2. Place these facedown in four spread-out locations on the floor, ten feet or so apart.
3. Instruct students to go to each page, quietly pick it up and read it, and move on to the others until all four have been read—without any discussion with other students.
4. Tell them to look for the "BEST" answer to the question: **"What must a person believe in order to be saved."**
5. When they have read all four pages, they should return to their seats and not share their thoughts with others until they are asked to do so.
6. Once all students have returned to their seats, ask them to identify the best of the four answers. Lead a brief discussion regarding their choices.
7. Move this entire activity along quickly and do not allow it to take too much class time.
8. Summarize by saying that people can be right in what they believe, and yet not be truly saved. Explain that it is crucial that we understand what the word "believe" in John 3:16 (and many other places in the New Testament) fully means and that we must personally apply that meaning to our lives.



IRC: Saving Faith

**Page 13**

1. Give a brief overview of the ChronoBridge visual and content on the top of page 13, but avoid going into details. Save the details for pages 14-17.
2. In their table groups, ask students to discuss the “Why do you think this bridge...is called the Chronological Bridge to Life” question. Explain that it is the “chronological” part of the question that you are primarily focusing on with the question.
3. Lead a brief discussion and be sure they understand in what sense it is chronological.

**Page 14**

1. Play the How to Use the ChronoBridge to Life video (10 minutes) for the class. It is available on DVD from [www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or online on the [www.GoodSoil.com/about](http://www.GoodSoil.com/about) page.
2. Lead the class through an overview of the ChronoBridge concepts on pages 14-17.
3. Read the key Bible passage (such as Hebrews 11:6, etc.) and ask the questions for each of the eight concepts.
4. Lead a brief discussion on each concept, as much as is necessary to be sure that students understand the theological concept.
5. The questions are simple and the answers are generally obvious, so this discussion can move fairly quickly (especially if you choose to use the optional activity).

**Optional Activity:**

1. Organize students into eight groups (if you have enough students to form groups).
2. Purchase a set of ***The Chronological Bridge to Life Teaching Visuals*** and give each group (or individual if you don't have enough students for groups) one of the visuals.
3. Using the information on the back of the visuals, allow them time to prepare to give a one-minute presentation to the group using the teaching visual.
4. Ask students to stand up (perhaps come to the front of the class) and present their one-minute presentations. Provide additional grouting or clarification, as needed.

**Page 18**

1. Read the instructions at the top of page 18 and give students a brief time to complete the activity.
2. Ask the “Are there any of these truths...” question and answer questions that students might have regarding God, Man, Sin, Death, Christ, Cross, Faith, or Life.
3. Read the “This coming week...” assignment and challenge students to take it seriously. Ask them to write down one or more names, or at least get them in their minds.

**BIBLE MEMORY VERSE & BIBLE READING PLAN****JOHN 5:24**

1. Refer students to the instructions on the bottom of page 18 of ***The Way to Joy***.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing John 5:24 prior to the next session.
4. Encourage students to continue with the Bible reading plan (page 53, for Lesson 2).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

3

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

This session will cover Lesson 3 (pages 19-22) in *The Way to Joy*.

#### RESOURCES NEEDED

Tools for this lesson:



- ❑ **The Way to Joy** (64-page edition) for each student
- ❑ *The Way to Joy Leader's Guide*
- ❑ Download the "Yes and No" file from the IRC and print one set.
- ❑ Download the "Train Illustration" file from the IRC and print a set for each group.
- ❑ Flip charts and flip chart marker pens
- ❑ *Optional: **Stop Asking Jesus into Your Heart*** by J. D. Greear is an excellent resource for you as you prepare to lead this session, as well as for students who struggle with doubts.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review- quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Focus Activity

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

##### Page 19



**IRC: Yes and No**

1. Instruct students to respond to the two Yes/No questions at the top of the page.
2. Designate four areas of the room: Yes-Yes; Yes-No; No-Yes; No-No
3. Print from the "Yes and No" file and place the label sheets in the appropriate location on the floor.
4. Instruct students to go to the floor spot that reflects their responses to the questions at the top of page 19. Example: If they answered "Yes" for question 1 and "No" for question 2, they would go to the Yes-No spot.
5. Tell them to share their responses with each other in these groups.
6. Ask them to also discuss the "doubts are good or bad" material in the middle of the page and the "How do we know..." question at the bottom of the page.
7. Lead a brief total group discussion based on their responses. Be prepared to give YOUR answer and input.



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

## Page 20

1. Read the "witness" definition at the top of the page and the "God has given..." statement.
2. Divide the class into four groups, one for each of the "four witnesses" that we will study here.
3. Assign one of these witness-sections to each of the groups. Instruct them to read and study the Bible passage assigned to them, answer the questions, and prepare to explain the concepts to the entire class.

**Note:** You may want to provide a copy of the pages in *The Way to Joy Leader's Guide* that correspond with these witness-section questions. There your students will find simple, but helpful, commentary material related to each of these four sections.

4. Give groups opportunities to read their assigned Bible passages aloud and then present their answers to the questions. It is important for students in this study to begin the practice of carrying their Bibles to class, following along in their Bibles as Bible passages are read, and perhaps even marking or highlighting key passages or words in their Bibles.
5. At the end of each group's presentation, lead a brief discussion to elaborate on what was shared. Do not hesitate to gently correct or clarify ideas that may be off-target or incorrect. Be sure that each concept is understood clearly by all members of the class before moving ahead.
6. Allow students who want to do so to share with the entire class how these witnesses have been a reality in their own lives—how one or more of them have helped them to be assured of salvation.

## Page 21

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

## YOU ARE SECURE IN THE HANDS OF JESUS AND GOD THE FATHER.

1. Instruct students to do the "Underline all of the words..." activity as given in the book. Then discuss their underlining choices.
2. Object lesson: Bring to the front of the class three students: one (#1) with the largest and strongest hands of anyone in the class, a person (#2) who is smaller and probably has a lot less hand strength, and any other third person.
  - a. Ask the third (#3) person to write his/her name on a small slip of paper.
  - b. Ask the person (#1) with the larger and stronger hands to place that slip of paper in one hand and grip it securely and then use his/her other hand to secure the hand (fist) that contains the slip of paper.
  - c. Ask the other person (#2) (smaller and weaker) to use his/her hands (no fingernails please!) to attempt to pry the slip of paper out of the hands of the person holding it securely.
  - d. Relate this object lesson to the John 10 passage.

## TEACHING CONTINUED

### Page 21 Continued

#### **SAFE AND SECURE FROM ALL OF OUR ACCUSERS.**

*and*

#### **SEALED AND SECURED BY THE HOLY SPIRIT.**

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

1. Assign Romans 8:31-39 and the question associated with it to one-half of the students in the class.
2. Assign Ephesians 1:13-14 and 4:30 and the questions associated with the Ephesians passages to the other half of students in the class. Ask each group to work together on this activity. If these half-of-the-class groups consist of more than seven people, break them down into subgroups for this activity.
3. Instruct the groups to read and discuss, as a group, their assigned Bible passage and associated question.
4. Then, ask them to create a simple visual drawing to illustrate the central truths in their passages.
5. Ask each group to read its passage aloud to the entire class and present their visual, using the visual to teach the security-of-salvation concepts in the passage.

### Page 22

#### **INSTRUCT STUDENTS NOT TO TURN TO PAGE 22 YET!**

1. Print one set of the three sheets from the "Train Illustration" (file found in the IRC) for each group in the class.
2. Instruct groups to put the three words in their proper sequence.
3. Then, instruct them to turn to page 22 and discuss these three concepts and prepare themselves to present the train illustration to the entire class.
4. Tell them that you will choose three students to present the illustration to the class.
5. After they have had time to prepare, choose three students (one from each of three groups) to come to the front of the class and present the illustration. Give one of the Faith, Fact, or Feelings sheets randomly to each of the three students for them to hold as the presentation is given, standing in the proper Facts-Faith-Feelings sequence.
6. Lead a brief discussion concerning this illustration.



**IRC: Train Illustration**

## BIBLE MEMORY VERSE & BIBLE READING PLAN

### **JOHN 10:28**

1. Refer students to the instructions on the bottom of page 22 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing John 10:28 prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 54, for Lesson 3).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

4

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

This session will cover Lesson 4 (pages 23-26) in *The Way to Joy*.

#### RESOURCES NEEDED

##### Tools for this lesson:



- ☐ **The Way to Joy** (64-page edition) for each student
- ☐ *The Way to Joy Leader's Guide*
- ☐ Three blank index cards for each student
- ☐ Download the "Five Translations" file from the IRC and print one set of pages for each student.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review- quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Focus Activity

##### Page 23

1. Instruct students to complete the "What do you think about the Bible?" exercise on this page.
2. Then give each student three blank index cards.
3. Ask students to write one thought, opinion, or question about the Bible on each of the three cards given to them. Tell them not to put their names on the cards and to make their comments or questions "real" from their own minds and hearts. Explain that they can be any combination of thoughts and/or opinions and/or questions—not necessarily one of each.
4. Ask students to give you the cards.
5. Read a few of the comments to the class, especially cards that reflect a variety of ideas.
6. Then read the statement at the bottom of the page as a transition into the content of pages 23-25.

##### Page 24

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

#### Learning the Meaning

1. Read and explain the meaning of the word "inspired" as it relates to the inspiration of the Bible.
2. Contrast this meaning with such common usages as artistic or creative inspiration:
  - "That artist was certainly inspired to paint that masterpiece!"
  - "Just watching the way you work inspires me to want to excel."
  - "Her music is so inspiring!"

## Page 24 Continued

## Observations Mining Activity

## 2 Peter 1:20-21

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

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

## 2 Timothy 3:16-17

1. Repeat the “observations mining” process for these verses.
2. Tell the students to look for the answers to the three questions (in this section) and record their answers to these questions as this activity is progressing.

## Page 25

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

## Bible Versions Activity

1. Download the “Five Translations” file from the IRC and print a set of pages for each student.
2. As you lead the class through a discussion of the texts and questions located on page 25, encourage students to reference the various translations.
3. Be sure that each passage is adequately explained and its corresponding question is sufficiently answered.
4. Focus on the grand finale verse for this section—Psalm 119:105. Ask each group of students to grapple with (discuss) the two questions related to Psalm 119:105 and share their thoughts with the entire class.



**IRC: Five Translations**

**Note:** A collateral purpose for using the five translations is to make students aware that several major Bible translations are available in most Christian bookstores. Also, this activity provides you an opportunity to talk to the class about the wide range of major translation styles and the advantages and disadvantages of the different types of translations. Lead a brief discussion regarding the different styles of translations. Explain that the more freely (loosely) expressed versions are called paraphrases. When creating a paraphrased version of the Bible, the paraphraser does not focus on translating individual words from the original language as much as focusing on the general ideas that the original writer was attempting to convey. Paraphrases serve a useful function, but they reflect the paraphrasers’ opinions and interpretive biases more so than good translations.

## TEACHING CONTINUED

### Page 26

### Developing a Daily Bible Study Plan

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

#### First: Pray...

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

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

1. Talk to the group about various Bible reading plans and the advantages and disadvantages of each. The plan on pages 51-61 is a simple starter plan.
2. Emphasize the value of having a Bible reading plan that is realistic and is well suited for them.

#### Third: Mark...

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

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

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

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

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

#### Sixth: Share...

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

## BIBLE MEMORY VERSE & BIBLE READING PLAN

### 1 PETER 2:2-3

1. Refer students to the instructions on the bottom of page 26 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing 1 Peter 2:2-3 prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 55, for Lesson 4).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

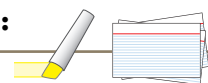
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### The Joy of Prayer: Praying Brings Us into an Intimate Relationship with God

This session will cover Lesson 5 (pages 27-30) in *The Way to Joy*.

#### RESOURCES NEEDED

##### Tools for this lesson:



- ☐ **The Way to Joy** (64-page edition) for each student
- ☐ *The Way to Joy Leader's Guide*
- ☐ Download the "Psalm 145" file from the IRC and print one copy for each student.
- ☐ Download the "Elements of Prayer" file from the IRC and print one set for each group.
- ☐ Two colors of highlighter pens and one 5"x8" index card for each student.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review- quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Focus Activity

##### Page 27

1. Ask students to stand at their seats for this activity.
2. Pose this question to the class: Why do you think praying to God is important to you?
3. Encourage them to come up with as many reasons as they can think of. Have someone write their responses on a flip chart or marking board as they are given.
4. Lead them in discussing some of their key responses.
5. Next, explain to the class that you are going to give them a statement to which you want them to react, but ask them not to respond immediately. Then read the following react statement: "God does not need our prayers."
6. Instruct everyone...
  - Who agrees with that statement to move to the right side of the room.
  - Who disagrees with that statement to move to the left side of the room.
  - Who partially agrees and partially disagrees with the statement to move somewhere in the middle of the room.
7. As they remain standing in those locations, ask them to share their responses and reasons with the entire class. See the Leader's Guide for *The Way to Joy* to see some responses that would be accurate.

**Note:** Be sure to leave them with a theologically valid response, which might be something like this: The word "need" probably does not accurately describe God's relationship to our prayers. God can exist without them. But, the Bible is clear in its teaching that God desires our prayers, for a variety of reasons that we will see in today's lesson.

## Page 27

**WHAT IS PRAYER?**

1. Read the definition of prayer (two-thirds down page 27) to the class.
2. Ask and discuss the “How does this definition compare...” question.
3. Ask a follow-up question to the one above: “What would we need to do in order to experience this kind of prayer time?”
4. Write their responses on a marking board or flip chart and explain that this lesson will end up with more information and ideas to help make our prayer times more meaningful.

## Pages 28-29

**WE PRAY...**

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

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

**FOUR ELEMENTS OF PRAYER**

1. Give each group six sheets of paper with each of these six words typed in large letters on one of the sheets—confession, adoration, praise, thanksgiving, supplication, and intercession.
2. Ask someone in each group to hold up each sheet, one at a time, as a “flash card.”
3. Instruct them, as a group (without looking at pages 28-29 in *The Way to Joy*), to develop a quick definition of each of the six prayer-concept words. Be sure the focus of the definition is on the use of the word as a prayer-concept.
4. The previous activity should provide a good introduction into a study of the Biblical examples and definitions of these prayer concepts.

» **Confession**

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

» **Adoration and Praise**

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



**IRC: Psalm 145**

» **Thanksgiving**

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

## TEACHING CONTINUED

### FOUR ELEMENTS OF PRAYER CONTINUED

#### » *Supplication and Intercession*

- Read 1 Timothy 2:1-3. Point out that both of these words (“supplication” and “intercession”) appear in verse 1.
- Ask the class to discuss what the distinction was between these two words, in this context.
- Read Philippians 4:6 and discuss possible answers to the “In Philippians 4:6...” question.

### Now It's Your Turn!

Ask students to choose one of these four kinds of prayer and write a brief prayer to God using one of them.

## Page 30

### Developing a Daily Prayer Plan

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

#### First: Create a list...

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

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

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

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

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

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

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

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

Read and comment briefly on this statement.

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

## BIBLE MEMORY VERSE & BIBLE READING PLAN

### 1 PETER 2:2-3

1. Refer students to the instructions on the bottom of page 30 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing Philippians 4:6 prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 56, for Lesson 5).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

6

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

This session will cover Lesson 6 (pages 31-34) in *The Way to Joy*.

#### RESOURCES NEEDED

- ❑ *The Way to Joy* (64-page edition) for each student
- ❑ *The Way to Joy Leader's Guide*
- ❑ Download the "1-10 Scale" file from the IRC and print one copy.
- ❑ Download the "1 Corinthians 2" file from the IRC and print a copy for each group.
- ❑ Download the "Spiritual Gifts Passages" file from the IRC and print a copy for each student.
- ❑ Download the "Fruit of the Spirit" file from the IRC and print one set of these "flash sheets."

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review- quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Focus Activity

##### Page 31

1. Ask students to place a check mark ("tick" in some parts of the world) under the number in the 1-10 scale at the top of the page to indicate their responses to the question.
2. Download the "1-10 Scale" file from the IRC and print one set of pages.
3. Spread these 10 papers, in their proper numerical order, on an open place on the floor.
4. Once the students have responded to the question on the top of page 31, ask them to go to the floor scale (the spread of 1-10 numbers) and stand behind the number that represents their response to the question.
5. Most (hopefully) will position themselves behind the number 10, but it is the discussion that follows that is most important.
6. Lead a brief "explain your response" discussion before they return to their seats.
7. To make the transition to the next part of the lesson, say something like this: "God knew that we could never live the Christian life without help, so He has given us the Holy Spirit to be our Helper."



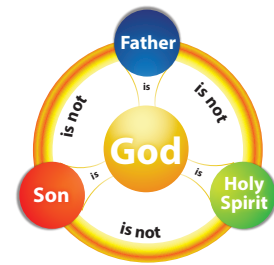
**IRC: 1-10 Scale**

## TEACHING CONTINUED

### Page 31 Continued

#### Explain the Diagram Dyad Activity

1. Ask students to each find a learning partner (for dyads, sets of two co-learners).
2. Instruct them to read (in their dyads) the content around the diagram at the bottom of page 31.
3. Tell them to then role-play a situation in which a Christian who has been a believer for several years uses this diagram to explain the truth of the Trinity to a new believer—the truth that God is one, but that there are three distinct persons in the one Godhead. One student acts as the more mature Christian and the other student plays the role of a new Christian.
4. Lead a follow-up discussion to clarify the concept of the Trinity and clear up misconceptions.



### Page 32

#### THE HOLY SPIRIT: God Living in Us—What Jesus Promised

1. Instruct each group to work together to determine the five most important facts to be learned from John 14:16-17. If flip charts are available, make this a flip chart activity.
2. Compare the facts-lists of the groups. There is no single “right” list, since there is some subjectivity involved in choosing which of the facts in this passage are the five most important.
3. Debrief their lists and provide additional grouting and corrections, as needed.

#### THE HOLY SPIRIT: God Living in Us—What Paul Knew Later

1. Research the word “Corinthianize” (moral use, not architectural use) and the immoral culture of Corinth and explain it to the class. Example, this one paragraph from [www.biblica.com](http://www.biblica.com):  
*Like any large commercial city, Corinth was a center for open and unbridled immorality. The worship of Aphrodite fostered prostitution in the name of religion. At one time 1,000 sacred (priestess) prostitutes served her temple. So widely known did the immorality of Corinth become that the Greek verb “to Corinthianize” came to mean “to practice sexual immorality.” In a setting like this it is no wonder that the Corinthian church was plagued with numerous problems.*
2. In light of this “Corinthianized culture” of Corinth, instruct the groups to read 1 Corinthians 6:9-20 (not just verses 19 and 20, but the extended passage beginning in verse nine).
3. Then instruct them to answer and discuss the question on the bottom of the page: In that kind of environment, why is it important to remember that God the Holy Spirit lives within us?

### Page 33

#### THE HOLY SPIRIT: God Helping Us—He helps us understand the Bible

Explain and emphasize the importance of understanding the title for the Holy Spirit in the broader sense as “Helper,” not just “Advocate” or “Comforter,” etc. It is a broad term that encompasses many ways in which the Holy Spirit helps us, much more than being an advocate or only a comforter.

1. Download the “1 Corinthians 2” file from the IRC and print a copy for each group.
2. Allow groups several minutes to read aloud and discuss (in their groups) the general meaning of this passage. Instruct them to use the “1 Corinthians 2” documents as needed.
3. Lead the class in a summary total group discussion.
4. In this process, also address the “Why is it important...the Holy Spirit inspired human authors...” question that appears in the book.



**IRC: 1 Corinthians 2**

#### THE HOLY SPIRIT: God Helping Us—He equips us to minister

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

## TEACHING CONTINUED

## Page 33 Continued



## IRC: Spiritual Gifts Passages

1. Download the “*Spiritual Gifts Passages*” file from the IRC and print a copy for each student.
2. Instruct students to “read around their groups” (one verse per student) until they have completed reading the three “spiritual gifts” Bible passages—1 Corinthians 12:1, 4-31; Romans 12:1-8 and Ephesians 4:11-12.
3. In order to answer the “Do you think that you may be gifted...” question, you may want to provide a spiritual gifts inventory (analysis/“test”) for them. The Team Ministry Spiritual Gifts Analysis (for example) is available for purchase from [www.churchgrowth.org](http://www.churchgrowth.org).
4. If you do not have sufficient time in class for this self-analysis, you might want to distribute the inventories a week or so prior to this class session and ask students to complete the inventory and bring their results to this class session.
5. Explain to the class that these inventories may provide some general help in identifying a person’s giftedness, but they are not a substitute for learning one’s giftedness through ministry involvement.
6. Here are some ideas to give the class regarding learning their spiritual gifts through ministry involvement:
  - Study the Bible passages and read some books (as recommended by the facilitator of this class or by your pastor or other spiritual mentor) that deal with spiritual gifts.
  - Participate in a variety of ministries that utilize some of the gifts.
  - Evaluate your own degree of satisfaction and success in exercising each of these gifts.
  - Ask trusted friends to give you honest and candid feedback regarding the way they perceive your giftedness.

## Page 34

**THE HOLY SPIRIT: God Controlling Us—The Holy Spirit Can Control Our Life**

1. Read Ephesians 5:18 and briefly explain that the issue in Ephesians 5:18 is not filling in the sense of filling a container, but filling as in the sense of “control”—compared to a person being filled with wine.
2. Draw the **WINE > CONTROL < HOLY SPIRIT** visual on the marking board.
3. Ask the class to think of as many ways as they possibly can that these two are different, and also the one way in which these two are similar.

**THE HOLY SPIRIT: God Controlling Us—The Holy Spirit Gives Us Fruit**

1. In their small groups, ask students to locate in Galatians 5:16-26, the four results (listed on the lower-middle of page 34) that will occur in the life of a believer who is controlled by the Holy Spirit.
2. Briefly discuss these four (Galatians 5:16-26) results of Holy Spirit control with the class.
3. Download the “*Fruit of the Spirit*” file from the IRC and print one set of “flash sheets.”
4. Using “flash sheets” (nine sheets of paper, each with a different “fruit of the Spirit” typed on it), show the class (one at a time) the names of each of the “fruit of the Spirit” traits—love, joy, peace, long-suffering, kindness, goodness, faithfulness, gentleness, and self-control.
5. Ask them to (1) define each one as it is displayed and (2) describe what it would “look like” if genuinely displayed in the life of a Christian.



## IRC: Fruit of the Spirit

## BIBLE MEMORY VERSE &amp; BIBLE READING PLAN

**1 CORINTHIANS 6:19**

1. Refer students to the instructions on the bottom of page 34 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing 1 Corinthians 6:19 prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 57, for Lesson 6).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

# 7

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

This session will cover Lesson 7 (pages 35-38) in *The Way to Joy*.

### RESOURCES NEEDED

Tools for this lesson:



- ☐ *The Way to Joy* (64-page edition) for each student
- ☐ *The Way to Joy Leader's Guide*
- ☐ Download the "David-Uriah-Bathsheba" PowerPoint file from the IRC.
- ☐ Download the "Psalm 51" file from the IRC and print one copy for each student.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review-quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

### TEACHING

#### Focus Activity



#### Page 35

1. Create as many sets of the following index cards as are needed for each student to have one card. Write one of the following words (or multiple words in the case of the second point on the list) on each card:
  - Good
  - Nothing (no feelings, good or bad)
  - Guilty
2. Organize students into triads (groups of three students). Give each triad a set of three cards, facedown. A set of cards consists of one each of the three different cards.
3. Instruct each student in each triad to choose one of the three cards.
4. Each student, one after the other, reads his/her card and explains what kind of person might feel that way (good or no feelings or guilty) if he or she did something that was knowingly wrong (morally or ethically, for example—lying, stealing, falsely accusing, etc.). Also, he/she explains what about that person would cause or allow him/her to experience that kind of internal response.
5. Lead the class in a brief total group discussion regarding these three types of responses to personal wrongdoing.

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

## Page 35

**A MAN WHO LOST HIS PURITY AND JOY****Highlighting Activity**

1. Download the “*David-Uriah-Bathsheba*” PowerPoint file from the IRC and project it. Ask for four volunteers to read aloud the (4) slides (one slide per reader) as they are displayed on the screen.  **IRC: David-Uriah-Bathsheba**
2. Read “The Old Testament’s King David...” paragraph on page 35.
3. Download the “*Psalm 51*” file from the IRC and print one copy for each student.  **IRC: Psalm 51**
4. Give each student two colors of highlighters, perhaps yellow and pink.
5. Instruct students to highlight in one color (yellow, for example) the text that indicates how David felt after he sinned.
6. Instruct them to highlight in another color (pink, for example) the text that indicates what David desired after he sinned.
7. Instruct them to read the passage (Psalm 51:1-17) and highlight words indicating David’s feelings and his desires.
8. Table group discussion: Assign a table group leader for each table and ask him/her to lead a discussion regarding how David felt after he sinned, according to Psalm 51, and what David desired.
9. Lead a brief total group discussion and transition to page 36.

## Page 36

**GOD’S STANDARDS: HOLINESS AND RIGHTEOUSNESS**

1. Discuss, explain, and clarify the definitions for “holiness” and “righteousness.”
2. Give each student two index cards of different colors (example: one card yellow, one card blue).
3. Ask them to read 1 Peter 1:14-16 silently and carefully (on their own) and write at least three responses on one card (example: yellow card) to the question on the middle of page 36: What are the practical implications of 1 Peter 1:14-16 for your daily life? Encourage them to be specific and practical in their responses.
4. Ask them to do the same thing for Psalm 15:1-2. Read the passage silently and carefully and write at least three responses on the other card (example: blue card) to the question on the middle of page 36: What are the practical implications of Psalm 15:1-2 for your daily life? Encourage them to be specific and practical in their responses.
5. With no sense of pressure, ask if some of them would like to share some of their responses in their gender-specific small groups.
6. Encourage them to keep their cards, perhaps in their Bibles, as a reminder to apply these principles.

## Page 37

**YOUR RESPONSE: OBEDIENCE OR DISOBEDIENCE****Temptations to Be Resisted**

1. Instruct them, as table groups, to read 1 John 2:15-17 and identify the three categories of temptations.
2. Then, instruct them to read the related passages (Galatians 5:16-18; Job 31:1 and Proverbs 16:18) and discuss how each relates to the three types of temptations.
3. Ask each group to create their own paraphrase of Galatians 5:16-18 (which will be a good test of whether or not they understand its meaning).
4. Ask each group to read its Galatians 5:16-18 paraphrase to the entire class.

**Resisting Temptations**

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

**Promised Help in Resisting Temptations**

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

## Page 38

**GOD’S MERCY: FORGIVENESS AND CLEANSING**

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

## TEACHING CONTINUED

### Page 38 Continued

#### Closing Discussion: What do you plan to do when tempted to sin?

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

## BIBLE MEMORY VERSE & BIBLE READING PLAN

### 1 JOHN 1:9

1. Refer students to the instructions on the bottom of page 38 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing 1 John 1:9 prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 58, for Lesson 7).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

8

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

This session will cover Lesson 8 (pages 39-42) in *The Way to Joy*.

#### RESOURCES NEEDED

##### Tools for this lesson:



- ☐ **The Way to Joy** (64-page edition) for each student
- ☐ *The Way to Joy Leader's Guide*
- ☐ **Chronological Bridge to Life Cards**, one set for each student
- ☐ Download the "Four Fears" file from the IRC and print one set.
- ☐ Download the "Faith Story Form" file from the IRC and print one copy for each student.
- ☐ Download the "Basic Faith Story Example" and "Optional Pattern Faith Story Example" files from the IRC and print a few copies to use as examples, as needed.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review- quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Focus Activity

##### Page 39

1. Download the "Four Fears" file from the IRC and print one set.
2. Place one of the following "fear signs" in each of the four corners of the room (or any other four separate locations).
  - Fear of rejection
  - Fear of not knowing what to say
  - Fear of imposing my beliefs
  - Other fear
3. Instruct students to read the "When you think about sharing the gospel..." question and check (tick) their choice on the list of options on the top of page 39.
4. Then, ask students to go stand near the sign that most accurately describes their major fear in sharing the gospel with other people.
5. Allow them to share, with the entire group, some of their specific thoughts about fears of sharing the gospel. Lead a brief discussion while they are standing in these areas.
6. Explain that the training in this lesson will help alleviate some of these fears.



IRC: Four Fears

## TEACHING CONTINUED

### Page 39 Continued

#### Chronological Bridge to Life (ChronoBridge)

1. Instruct students to complete the activity at the bottom of page 39.
2. Then, give each student a set of ChronoBridge cards and ask them to work with another student to practice using the ChronoBridge, basically as indicated in the instructions at the very bottom of page 39.
3. Give each student time to present (briefly) the ChronoBridge to his/her learning partner.

### Page 40

#### PREPARING YOUR PERSONAL FAITH STORY

1. Read the paragraph at the top of page 40.
2. The key to this lesson being a success is that you tell your faith story and be sure that it is done well—in no more than four minutes. If you can model a faith story effectively, there is a good chance your students will take this seriously.
3. Share your own faith story, without notes and within four minutes.
4. Teach through the “Crafting Your Faith Story” section in the middle of page 40.
  - Use parts of your own faith story to illustrate and clarify these instructions.
  - Answer questions as much as necessary to be sure the students understand these concepts.
5. Explain the Basic and Optional patterns illustrated at the bottom of page 40.
6. Download the “*Basic Faith Story Example*” and “*Optional Pattern Faith Story Example*” files from the IRC and print a few copies for students who would like to read them to see what the content on page 40 looks like when fleshed out in faith stories.



**IRC: Basic Faith Story Example**

**IRC: Optional Pattern Faith Story Example**

### Page 41

#### TIPS CHECKLIST FOR CRAFTING YOUR PERSONAL FAITH STORY

1. Instruct students to read the checklist on page 41 (including the “Don’t Use” and “Use” points at the bottom of the page) and follow the instruction that appears at the top of the list.
2. Before they begin, tell them to be thinking of at least one helpful question they can ask about some point on the checklist.
3. Tell them to stand and remain standing when they finish these tasks, waiting until all other students are standing.
4. Invite them to ask their questions. Lead a discussion based on their questions until they seem to have clarity on all of the main checklist items.

#### Faith Story Development

1. Download the “*Faith Story Form*” file from the IRC and print two copies for each student.
2. Instruct students to begin developing their faith stories by jotting down some ideas and rough notes in each section on one copy of their form sheets. In this stage of the process, it is important for you to be available to answer their questions and give desired feedback on their ideas.
3. When they think they have enough ideas to begin composing their faith stories, and if time permits, encourage them to start writing on the other form you gave them.
4. There will not be enough time to complete a fully written faith story in this session, but it will be good if they can get started.
5. Instruct them to finish writing their faith stories prior to the next session, which will be completely devoted to polishing and practicing sharing their faith stories.



**IRC: Faith Story Form**

## TEACHING CONTINUED

### Page 42

### GETTING STARTED SHARING THE GOSPEL

**Note:** There is an error in the 2016 edition of *The Way to Joy*. The title for page 38 appears at the top of page 42 in that edition, instead of the correct title—Getting Started Sharing the Gospel.

1. Ask students to write, in the appropriate space at the top of page 42, the names of three people they know who, to their knowledge are not true believers in Jesus Christ—not saved.
2. Then, instruct them to write an answer to the “How and when could you begin to share the gospel with one of these people” question.
3. Ask for volunteers to share the first name of the person (if that does not create some kind of a problem for them) with the entire class or within their table groups.
4. Read the “Pray regularly...” list from the middle-right of the page.
5. Give table groups time to pray for the people on their individual lists.

### TWO SPECIAL ASSIGNMENTS

#### Faith Story

1. Instruct students to write out their faith stories, prior to the next session. Ask them to self-check them using the list on page 41. Explain that the entire next session will focus on polishing and learning to tell their faith stories.

#### Share the Gospel

2. Ask students to try to share the gospel, using the ChronoBridge cards or a rough version of their faith stories, with an unbeliever prior to the next session.

## BIBLE MEMORY VERSE & BIBLE READING PLAN

### JOHN 1:41-42

**Note:** “And he brought him to Jesus” (or something similar in various translations) is the “a” part of verse 42.

1. Refer students to the instructions on the bottom of page 42 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing John 1:41-42a prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 59, for Lesson 8).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

### Faith Story Workshop Developing and Polishing Our Faith Stories

8-B

**This session will continue the work on students' faith stories.**

#### RESOURCES NEEDED

- ❑ *The Way to Joy* (64-page edition) for each student
- ❑ Students need to bring their faith story drafts to this session. You may want to contact them prior to this session in order to remind them and answer any of their questions.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review-quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Part One - Reviewing Your Faith Story Content

1. Instruct students to pair up with another student with whom they feel comfortable giving and receiving feedback on their faith stories.
2. Tell them to move, with their dyad partners, to an area of the room where they can be relatively free from disturbing others or being disturbed.
3. Instruct them to work together in order to polish their faith stories.
  - Using their notes or written faith story, tell their stories to each other.
  - In relation to the tips checklist or other helpful criteria, ask them to give each other constructive feedback (graciously).
4. The focus of this part of the session is on the content, not the presentation.

##### Part Two - Practicing Your Faith Story Presentation

1. After students have critiqued and polished the content of their faith stories, turn the focus to polishing the presentations.
2. With a minimal amount of looking at their notes, ask students to share their faith stories with each other in their dyads, as if they were sharing it with an unbeliever.
3. Encourage them to continue to give and receive constructive feedback on the content of their faith stories, but also now with their presentations.
4. Ask for volunteers who might be willing to present their faith stories to the entire group.

#### BIBLE MEMORY VERSE & BIBLE READING PLAN

1. Encourage students to review all of their previous memory verses prior to the next session.
2. Since this session is a follow-up to the previous session (Lesson 8 in *The Way to Joy*), there is no section in the Bible reading plan to accompany this session. You may want to encourage students to do their readings in the first five chapters of John.

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

9

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

This session will cover Lesson 9 (pages 43-46) in *The Way to Joy*.

#### RESOURCES NEEDED

##### Tools for this lesson:



- ☐ *The Way to Joy* (64-page edition) for each student
- ☐ *The Way to Joy Leader's Guide*
- ☐ Download the "Church Views" file from the IRC and print one copy per three students in your class.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review-quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Focus Activity

##### Page 43

- Download the "Church Views" file from the IRC and print one copy per three students in your class. Cut the sheet into three sections, to create three separate response forms. Make enough of these so that each student will receive a response form.
- Ask every student to mark the items on the list that describe their perceptions of churches before they were saved (before coming true, from the heart, Christ followers).
- Then ask them to get up and mingle around the room and compare their responses to those of some other people in the class.
- Also ask them to discuss with each other: "How has your view changed" since you became a true believer in Christ?
- If they were saved as children, they can respond the way they think most unbelievers think with regard to churches.



IRC: Church Views

#### Description of What a Good Bible-Believing Church Is and Does

- Read the introductory question near the top of page 43.
- Ask students, in their table groups, to read the description of a Biblical local church that appears on the bottom half of the page and highlight or list all of the functions that a Biblically sound church would be involved in trying to do.
- Give each table group a set of blank index cards. Instruct them to write each of the functions of a church (from the page 43 description) on a separate index card. These will be used in an activity later in the lesson.

## TEACHING CONTINUED

### Page 44

#### BAPTISM FOR BELIEVERS

##### What Baptism Means

1. Assign this activity to table groups.
2. In their groups, students will read Romans 6:4 and find the three phrases in Romans 6:4 that are illustrated in the drawings on page 44.
3. Debrief their responses with the entire class.
4. If baptismal regeneration (the view that baptism is essential for salvation) is or might be an issue with any students in the class, prepare ahead of time and address it with Biblical support.

##### What Is Required for Baptism

1. Also assign this "What is required..." question and Acts 16:30-33 passage study to the table groups.
2. Then, lead a discussion on this issue (belief in Christ required for baptism) with the entire class.
3. Write these words on the marking board: "Believer's Baptism" (underline the word "Believer's")
4. Ask, "What is the significance of the emphasis on the word 'Believer's'?" Discuss this concept as is necessary for your class.
5. Explain that there is no Scriptural warrant for infant baptism. If someone was baptized as an infant and has been saved since that time, he/she needs to be baptized as a "believer."

### Page 45

#### THE LORD'S SUPPER

**Recommended Option:** Ask the pastor to lead a Lord's Supper (communion) service for your class. As he does, ask him to include the 1 Corinthians 10:16-17 and 1 Corinthians 11:23-28 passages (including answers to the questions in this section) in the process of facilitating the service. Encourage him to explain in some detail how a Lord's Supper service is conducted and the reason for each part of the service.

1. If the pastor is not available for the "Recommended Option" activity, as the instructor you (or someone other than the pastor that you choose) can do something very similar. Perhaps the pastor can coach you in preparing for this activity.
2. Show the class the various pieces used in a Lord's Supper service (cups and holder for the cups, plate and wafers, and communion juice).
3. You may want to read the Matthew 26:26-29 passage and explain the historical setting for the establishment of this ordinance of the church.
4. Read and explain the two 1 Corinthians passages referenced in this section of the lesson.
5. Do some research, if necessary, and be prepared to explain the three major views regarding the Lord's Supper:
  - Transubstantiation—the Roman Catholic view
  - Consubstantiation—the Lutheran view
  - Symbolic—the general evangelical view

##### Alternate Option:

1. Assign half of the class to study the 1 Corinthians 11:23-28 passage and discuss the questions on the top half of the page.
2. Assign the other half of the class to study the 1 Corinthians 10:16-17 passage and discuss the questions at the bottom half of the page.
3. Ask representatives from each group to share their discoveries with the other group and lead brief discussions based on their findings.

## TEACHING CONTINUED

Page 46

### THE MINISTRY OF A LOCAL CHURCH

#### Becoming a Member of a Local Church

1. Read Acts 2:41.
2. Then ask the “What two things...” question. Explain that “gladly received his word” was a response of their faith; it was by their faith in Jesus as Savior that they embraced the words of the apostle Peter.

#### Meeting Together in the Local Church

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

#### Purposes of a Bible-Teaching Local Church

1. Read the worship (John 4:23-24) and service (Ephesians 4:11-12) and evangelism (Mark 16:15) Bible passages.
2. Then, instruct groups to take their (functions of local church ministry) index cards from the earlier activity and sort these cards into three categories—worship functions, service functions, and evangelism functions. These are three major functions, but there are some other Biblical functions that may not fit into one of these three categories, so be prepared to explain that fact.
3. Ask and lead a discussion on this question: “Why is it important for a local church to focus on all three of these types of functions in a balanced manner?”

## BIBLE MEMORY VERSE & BIBLE READING PLAN

### HEBREWS 10:25

1. Refer students to the instructions on the bottom of page 46 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing Hebrews 10:25 prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 60, for Lesson 9).

# Class Facilitator'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

This session will cover Lesson 10 (pages 47-50) in *The Way to Joy*.

#### RESOURCES NEEDED

##### Tools for this lesson:



- ☐ **The Way to Joy** (64-page edition) for each student
- ☐ *The Way to Joy Leader's Guide*
- ☐ Download the "Great Commission Passages" file from the IRC and print one copy for each student.
- ☐ Optional: Purchase the large **Chronological Bridge to Life Visuals**.
- ☐ Download the "Matthew 28" PowerPoint file from the IRC.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review- quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Focus Activity

##### Page 47

##### Flip Chart Activity:

1. Ask students to read the question near the top of page 47 and choose what they think is the best answer.
2. Then, ask how many of them chose the third choice—"Because He has a purpose for us to accomplish here on Earth."
3. Send table groups to flip charts and instruct them to brainstorm as many responses to this question as they can think of in 60 seconds: "What are some specific purposes for which God has left us here on Earth?"
4. After the 60 seconds have expired, ask them to share their responses with the entire class.
5. Debrief their responses and transition to studying the Great Commission.

##### The Great Commission

1. Download the "Great Commission Passages" file from the IRC and print one copy for each student.
2. Explain that there is one "Great Commission" but Jesus proclaimed it at various times and places, so that there are five accounts of the Great Commission that appear in the New Testament.
3. Ask them, in their table groups, to read the five accounts and look for similarities and differences. Encourage them to jot down some notes on their copies.



**IRC: Great Commission Passages**

## Page 47 Continued

### The Great Commission Continued

4. After reading the Matthew 28:19-20 passage, tell them to answer the question at the bottom-right of page 47.
5. Debrief the similarities and differences they find in the passages and focus on their answers to the Matthew 28 question.

## Page 48

### GOD HAS GIVEN YOU A PURPOSE IN...

#### Personal Evangelism

1. Instruct students to write their own definitions of “evangelism” in the space under question 3 near the top of page 48.
2. Briefly allow them to share some of their definitions with the entire class and add any needed clarity that you think is necessary.
3. Then, ask them to respond to the Yes/No question on the top half of the page.
4. Ask for “Yes”-response volunteers to share their experiences using the ChronoBridge.
5. Optional activity: Give one of the eight **Chronological Bridge to Life Visuals** to eight students and ask them to arrange themselves (with their assigned visuals) in front of the class. Ask them, as a group, to give a brief presentation of the ChronoBridge—each of the eight students sharing his/her assigned “bridge truth.”
6. Option: Ask for a volunteer who will share his/her faith story with the entire class (in no more than four minutes).

#### Ministry in Your Local Church

Just as the Personal Evangelism section on the top of page 48 was a follow-up to Lesson 8, this section is a follow-up to Lesson 9.

1. Ask students (individually) to respond in writing to the three questions at the bottom of page 48.
2. Then, ask for volunteers to share with the class, the ways in which they have been able to serve in the local church.
3. Lead an informal discussion based on their experiences.

## Page 49

#### Personal Discipleship

1. Ask someone to read aloud the definition of discipleship at the top of page 49.
2. Read 2 Timothy 2:2 to the class and ask how this verse relates to personal discipleship.
3. Then, ask students (individually) to respond in writing to the five questions on this page.
4. State and briefly explain that in the next class session, they (the students) will learn to use, and practice using, **The Way to Joy** with another person.

## Page 48

### AS YOU GROW, GOD MAY WANT TO USE YOU FOR TWO OTHER PURPOSES:

#### Help Start a New Church

1. At this point, students should be familiar with Matthew 28:19-20.
2. Download the “Matthew 28” PowerPoint file from the IRC.
3. Display the Matthew 28:19-20 slide.
4. Read the statement and question (#13) near the top of page 50.
5. Lead a brief discussion.



**IRC: Matthew 28**

**Page 50 Continued****Future Missionary Service**

1. **Recommended option:** If possible, invite a missionary to the class to give a brief presentation on what can be done to begin learning what it is like to be a missionary. If there is enough interest, you might want to plan a full session for this or, perhaps, an informal fellowship time in someone's home where a missionary can spend more time, allowing for questions and answers.
2. **Alternate option:** Choose a few inspiring missionary biographies and tell students about them, encouraging/challenging them to read one or more.
3. **Ask the rhetorical question:** "Are you willing to ask God..." at the bottom of this section. If you are comfortable doing so, take volunteer responses and lead a discussion related to the question.

**Pages 62-64****Next Steps with Good Soil Evangelism and Discipleship**

1. You may want to have these resources available to show the class, explaining the specific value of each resource.
2. Recommended: Show the 4½ minute video that explains *The Roots of Faith Bible* courses.  
[www.GoodSoil.com/roots](http://www.GoodSoil.com/roots)

**BIBLE MEMORY VERSE & BIBLE READING PLAN****EPHESIANS 2:10**

1. Refer students to the instructions on the bottom of page 50 of *The Way to Joy*.
2. Provide time for students to complete this activity before the class session ends.
3. Encourage students to work on memorizing Hebrews Ephesians 2:10 prior to the next session and review all of the other memory verses.
4. Encourage students to continue with the Bible reading plan (page 61, for Lesson 10).

# Class Facilitator's Guide for *The Way to Joy*

## *Pursuing Basic Steps to Discipleship*

### It's Your Turn! Learning to Disciple Others using *The Way to Joy*

This session will engage students in leading Lessons 1-10 in *The Way to Joy*.

#### RESOURCES NEEDED

- ☐ ***The Way to Joy*** (64-page edition) for each student
- ☐ Order one copy of ***The Way to Joy*** for all students, in addition to the ones they have been using.
- ☐ Download *The Way to Joy Leader's Guide* file and print a full copy for each student.
- ☐ Optional: Order a copy of ***Gaining Ground with Good Soil*** as a graduation gift for each student.

Any of the for-sale resources can be purchased from:  
[www.GoodSoil.com/resources](http://www.GoodSoil.com/resources) or 877.959.2293 or [Publish@abwe.org](mailto:Publish@abwe.org).

#### GETTING STARTED

- Beginning pre-session, encourage students to get together in small informal groups of two or three and review-quote the memory verses assigned previously.
- Instruct students to also share, among themselves, some of the comments or questions they recorded in their Bible reading journals.

#### TEACHING

##### Setting Up the Activity

1. Give each student a complete copy of the Leader's Guide for ***The Way to Joy***. Download the file from the IRC and print copies for all students.
2. Instruct students to line up, facing you, in an empty part of the room in the order of their birthdays (not years, just month and day).
3. Go down the line, counting them 1, 2 (then pause briefly) and 1, 2 (pause briefly) and etc.
4. Inform them that they will be working in these "1, 2" dyads.
5. Assign each student one of the 10 lessons in ***The Way to Joy***, using the order in which they are lined up (earliest birthday person gets Lesson 1, etc.).
6. Explain that you will give them 10 minutes to prepare to lead their lesson with their assigned learning partner.
7. Tell them that they will have only 10 minutes to lead their lessons (less, if your class time does not permit that much time). Explain that they will not be able to complete an entire lesson in this amount of time, so they can choose which part or parts of the lesson they want to lead.
8. Give them 10 minutes to get alone and prepare.

##### Practice Teaching

1. Clarify the activity—one person leads and the other person is a willing and easy-to-lead participant.
2. The earlier birthday partner begins.
3. At the end of the first 10 minutes, stop the class and have them reverse their roles.

##### Debriefing

1. At the end of the second 10 minutes, lead a debriefing session.
2. Obviously, they would want and need more time to prepare. Explain that the purpose of this activity is just to introduce them to the Leader's Guide and to give them a quick sense of what it's like to prepare and lead a discipleship study using ***The Way to Joy***.



## THE COMMENCEMENT ACTIVITY

1. Encourage students to continue their Bible reading plans, perhaps suggesting that they continue with John 6-21 and then move into the book of Acts and the remainder of the New Testament.
2. Encourage them to continue to review their memory verses, perhaps setting up occasional times for them to get together to review with each other. Or, ask them to choose an accountable partner for future reviewing.
3. Give each student a new copy of ***The Way to Joy*** and challenge every student to find someone to lead in a discipleship study using ***The Way to Joy***.

**Note:** There is also a ***The Way to Joy—Kids*** and a Leader's Guide for ***The Way to Joy—Kids***, if they want to lead a child (ages 7 through 12) in a discipleship study.

4. As a commencement gift, present each student with a copy of ***Gaining Ground with Good Soil***. You may want to write a personalized and signed note inside the cover of each copy.