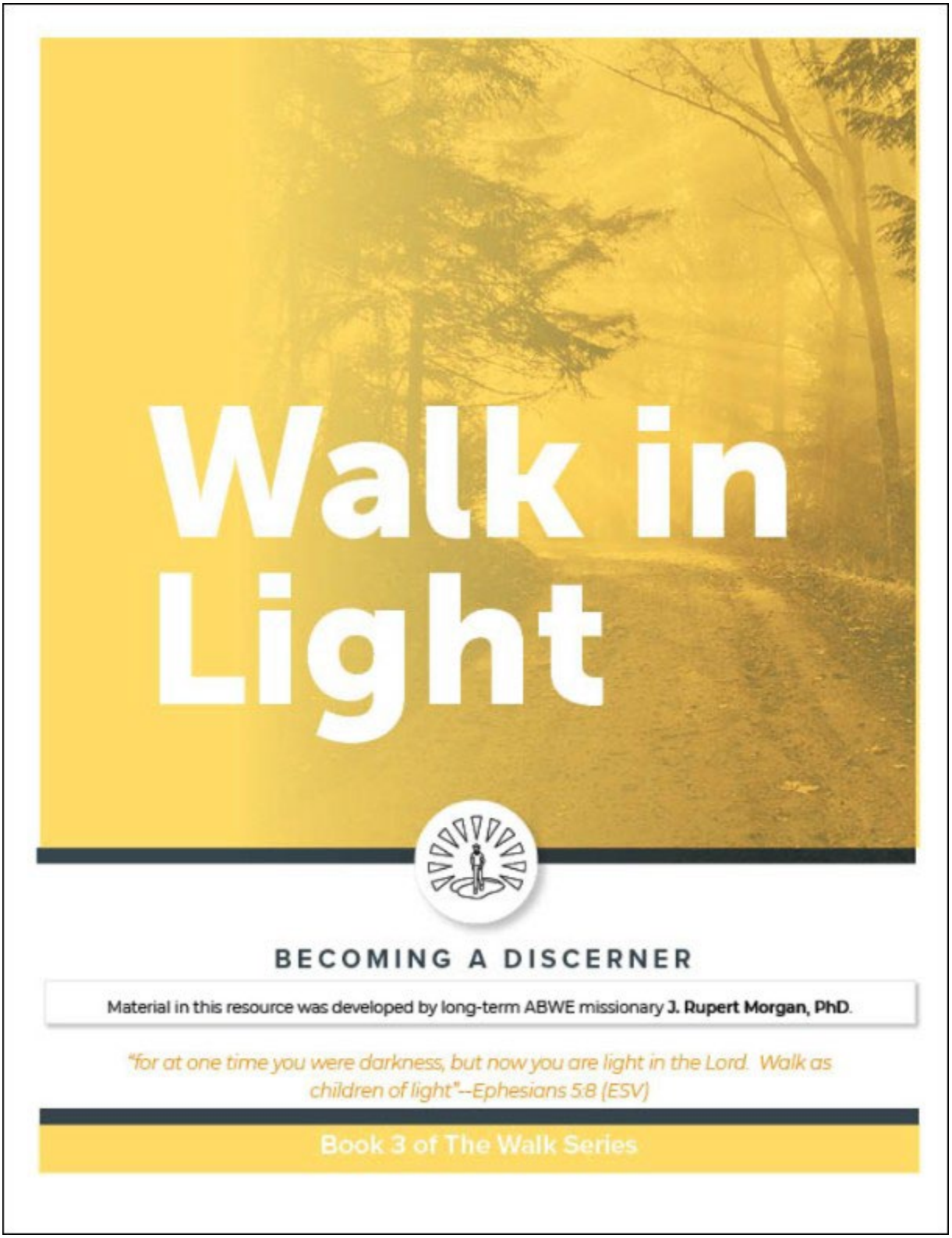
Class Facilitator's Guide for



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Introduction

Walking the Path from Lost to Leading

Hi! Welcome to the interactive "Walk from Lost to Leading" discipleship studies from Good Soil Evangelism & Discipleship. The Walk Series, available at www.GoodSoil.com, is for one-on-one or small group disciple-making. What you are working with is part of the same curriculum in a different format to teach in larger groups such as Sunday School classes or Bible Study groups. This ***Walk in Light*** curriculum is made up of six/seven sessions:

Spiritual Warfare!

Session 1: Battle for Your Heart, Soul, and Mind – Part 1

Session 2: Battle for Your Heart, Soul, and Mind – Part 2

Session 3: Building a Biblical Theology of Spiritual Warfare in the Old Testament – Part 1

Session 4: Building a Biblical Theology of Spiritual Warfare in the New Testament – Part 2

Session 5: The Armor of God – Part 1

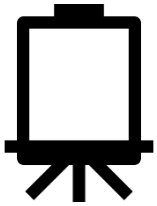
The Armor of God – Part 2

Session 6: A Model for Spiritual Warfare

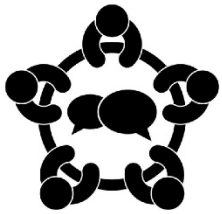
As you prepare to teach each session, read through the Guide, and run through the Power Point slides to get an overview of what you will be covering. When a slide has several "revelations," you will need to click to show each one. Clicks within a slide are shown by this symbol: *. Then, go back and ***study*** each of the Bible passages and individual verses that are covered in this session. Do this so that *you know the passages well and allow them to affect your life before you attempt to teach them to others*.

Some sessions have matching activities or a *midrash* to learn and share. In those cases, be sure you work with the extra materials ahead of time and have them on hand for the class.

When doing any kind of an activity in which the participants are making a list or 'mining' something from the Bible passage, think through how you want them to actually do the activity.



1. Flip charts are so helpful for those types of activities. Consider having them on hand along with thick, dark-colored markers.

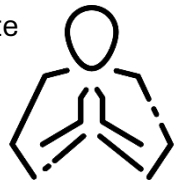


2. Many people are shy to share in a large group but are more comfortable sharing in groups of 4-7 people. Having participants share thoughts, opinions, and/or feelings in small groups first is much more effective. People are more likely to share, but you will also get more and *better* answers. Why? Because the ones who *won't* share in a large group *will* share their insights in the smaller group—and many times those answers are insightful—answers that wouldn't have been shared if not shared first in a small group!

3. When small groups report to the larger group, do not have them share all their answers/thoughts at once. Say, "Give me one of your answers, Table One," and then move to another table and do the same. This gives all an opportunity to give new answers, is encouraging, and less boring.

4. Keep track of the time, and do not let an activity go too long. When you bring the small groups back, be sure to get their attention before you begin to say anything significant. Otherwise, they will miss what you are saying. Also, if you send the groups to do an activity and forget something or want to add anything—do not 'talk over their work.' People won't hear you and will either be frustrated or just not pay any attention. Say, "Excuse me. Forgive me for interrupting." Then stop until they are listening. Then share what you wanted to say and send them back to work.

5. In each lesson, the instructions for what you as the teacher might say at any given time in the class will be in quotes. Extra instructions for you, the teacher, will be given in italics.
6. Begin to look through the material and do your Bible study early in the week and be sure to visit the material several times throughout the week. This allows the Scripture and the concepts to become part of you, and you will be able to share it more effectively.
7. We've provided a Power Point presentation to accompany each lesson. Be sure to download the Power Point for each lesson early in your preparation. Practicing with it is vital for a good, smooth-running lesson. Follow this Class Facilitator's Guide and click through the slides several times. You will see that some clicks will relate more directly to the next slide while others will reveal more material—sometimes several times—on the same slide. When there are several clicks on one slide we have tried to indicate each one with *. You will want to be very familiar with what is there and what will be coming up next as you teach.



8. Be sure to pray before, during, and after your study and prep time. You want God to be speaking through you to the class. God has promised that . . .

"For as the rain and the snow come down from heaven and do not return there but water the earth, making it bring forth and sprout, giving seed to the sower and bread to the eater, [11] so shall my word be that goes out from my mouth; it shall not return to me empty, but it shall accomplish that which I purpose, and shall succeed in the thing for which I sent it. Isaiah 55:10-11

In the Walk Series (one-on-one disciple-making curriculum), time is spent on three areas:

1. Accountability
2. Bible Study
3. Evangelism & Discipleship Skills

In this group curriculum, the accountability section might be considered 'accountability lite' since it is much more difficult to practice good accountability in a large group setting. Also, in this particular curriculum, we are making the E&D part an 'Evangelism & Discipleship Awareness section,' principally because of a lack of time in a regular Sunday School time frame. If your group needs to develop their evangelism skills, we would be glad to talk with you and share about our Good Soil Evangelism & Discipleship training. Or go online at www.GoodSoil.com/training to learn more about attending a training event in Harrisburg, PA, or hosting an event in your church or town.

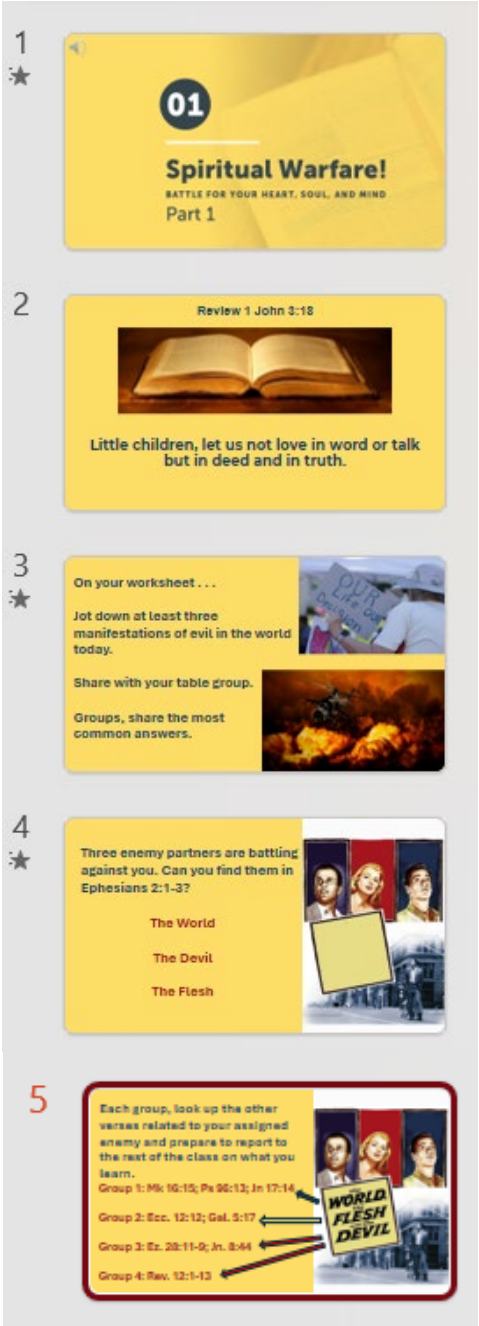
We are praying for God to allow you to influence your disciples as you walk through this material. May God use you uniquely, and may He multiply disciples through your ministry.

Lesson 1—Battle for Heart, Mind, and Soul

Materials needed: Walk in Light Power Point,
Lesson 1—Battle for Heart, Mind, and Soul - Part 1 Worksheet

Objectives:

- To know the three manifestations of evil in the world and how to respond to them.
- To be aware of the five downward steps to sin found in Genesis 3 which also defeat us.
- To understand the desire to meet physical needs, glory, and pleasure which tempt us and begin to take steps to resist them (the next lesson will give more help in resisting).



Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

Slide 2. "Who would like to start of the group by quoting today's memory verse, 1 John 3:18?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

Slide 3. "We're starting a series on Spiritual Warfare. A battle truly is waging for your heart, soul, and mind. Jot down on your worksheet at least three manifestations of evil in the world today." *After a minute,* "Share your thoughts with your table group. Groups, be prepared to share your most common answers with the bigger group."

Slide 4. "Three enemy partners are battling against you. An old Hollywood movie acknowledged this in its title. Read Ephesians 2:1-3 and see if you can find the enemy partners." *Allow the groups to read and report. As they report, reveal the movie title * and the enemy partners * also written to the left of the poster.*

Slide 5. "Now, each group should look up the verses related to your assigned enemy and prepare to report to the rest of the class what you learned about that enemy. *Assign "World" to group 1, "Flesh" to group 2, and "Devil" to groups 3 and 4 to look up the verses listed on the slide for those groups. If you don't have four tables, simply divide the class evenly to four groups. Allow five minutes for them to look up, read the verses, and discuss. Then give 5 minutes to debrief.*

Slide 6. "Have a volunteer read Genesis 3:1-6 at your table and answer the three questions. * What does this passage tell us? * How should I respond to God? * How should I change the way I relate to people?" *Allow five minutes for this if they are participating well. Listen for when the level of talking lowers and then debrief.*

Slide 7. "Now see if you can find the five downward steps in this story. As a group, put your ideas on a flip chart for us to see and compare. Then, we will agree on descriptor words that we can all put on our worksheets. Understood? Go ahead and take 4 minutes to get this task done together." *Hear from the groups, looking at their flip charts. Then reveal the descriptor words and answer the questions at the bottom of the slide with the class* * * * * * *

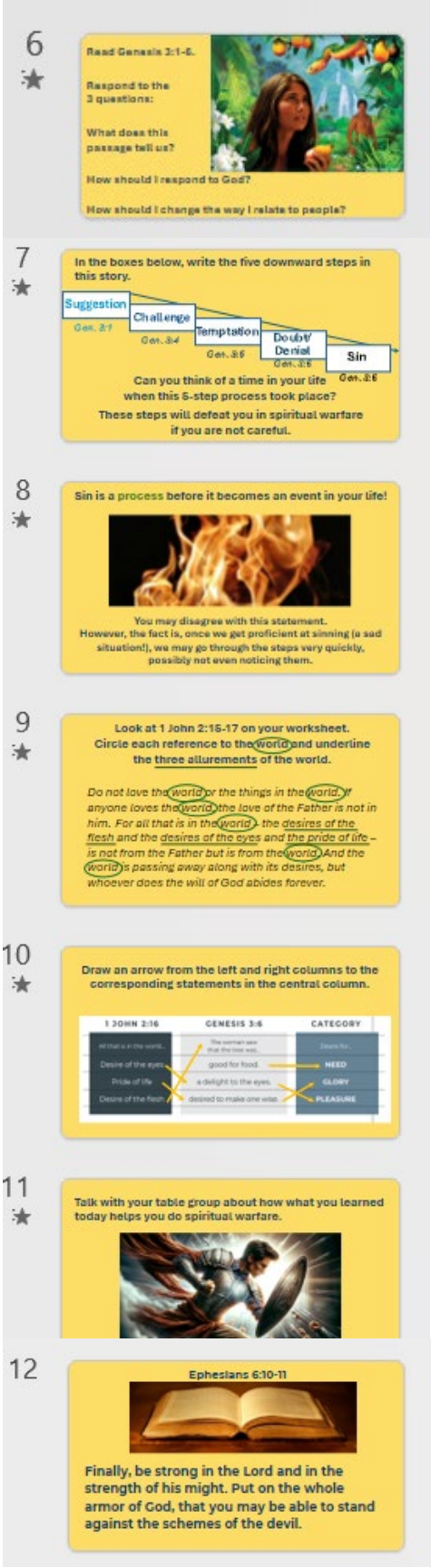
Slide 8. "Does this sentence make sense to you? Why or why not?" *Allow time for thought and open responses.* * "You may disagree with this statement. * However, the fact is, once we get proficient at sinning (a sad situation!), we may go through steps (the process) very quickly, possibly not even noticing the downward steps. *Some may want to comment again. Allow for that. Review slide 7 if needed.*

Slide 9. "Look at 1 John 2:15-27 written on the bottom of your worksheet. Circle each reference to the world * and underline * the three allurements of the world." *Allow a minute or two for students to do this quietly at their tables. Then read through the passage slowly on the screen advancing with each appropriate circle or underline.* * * * * * * * * * "What do we learn from this passage that will help us in spiritual warfare?" *Give an opportunity for answers.*

Slide 10. "Find someone from another table and look at the chart on the back of the worksheet. Work together to decide which phrase of the verse and which category relates to each other. Draw an arrow from the left and right columns to the corresponding statements in the central column." *Give a couple of minutes for people to find their partners and work on this assignment. Use the slide to reveal the correct answers.* * * * * * *

Slide 11. "Talk with your table group about how what you learned today helps you to do spiritual warfare." *Give time for discussion and reporting.* "Next week we will get more help on this crucial topic.

Slide 12. *Challenge the class to memorize Ephesians 6:10-11.*



Lesson 2—Battle for Heart, Mind, and Soul

Materials needed: Walk in Light Power Point, 3”x 5” cards
Lesson 2—Battle for Heart, Mind, and Soul - Part 2 Worksheet

Objectives:

- To review the three manifestations of evil in the world and see how Jesus responded to them as compared to “the woman.”
- To know that Jesus was tempted just as we are, yet without sin.
- To understand the desire to meet physical needs, glory, and pleasure which tempt us and begin to take steps to resist them (the next lesson will give more help in resisting).

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

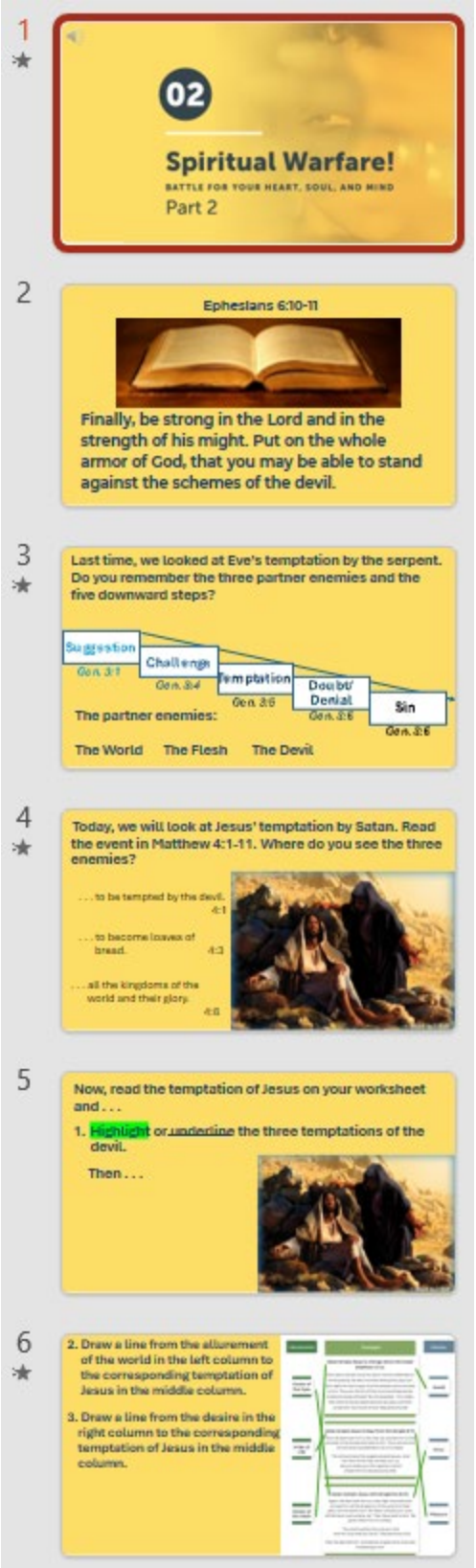
Slide 2. “Someone please start us out by quoting Ephesians 6:10-11. Who will do that?” *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

Slide 3. “Last time we met, we looked at Eve’s temptation by the serpent. Do you remember the three partner enemies and the five downward steps we studied?” *Allow for people to respond and encourage each answer and attempt. When they are finished, reveal the three partner enemies on the slide * * and then the five downward steps * * * * *. Allow for any interaction about this content people may desire before moving on.*

Slide 4. “Today, we will look at Jesus’ temptation by Satan. Read the event in Matthew 4:1-11 and respond in your groups to this question: ‘Where do you see the three enemies?’” *Allow the groups to read and report. Listen to the reports and, if they match the order given on the slide, reveal them as they share. If not, affirm the answers, and then show the answers on the slide.* * * *

Slide 5. “Now, read the temptation of Jesus on the back of the worksheet and highlight or underline the three temptations of the devil. Then . . .

Slide 6. “Draw a line from the allurement of the world in the left column to the corresponding temptation of Jesus in the middle



column. *Allow time to do so. Reveal the answers * * *.* "Draw a line from the desire . . ." *Allow time to do so. Ask for their responses in the big group and reveal the answers * * *.*

Slide 7. "What are the similarities and differences between the temptation of Eve and Jesus?" *Allow time for the groups to answer the question, writing the answers on their worksheets, and then report to the larger group. Encourage people for their thoughts. Then . . . *** "Considering the similarities and differences between Eve and Jesus, how can you have the victory that Jesus experienced when you are tempted by sin?" *Listen to answers and encourage interaction.*

Slide 8. *Before class, you the instructor, will want to prepare your faith story, practice it, and be prepared to share. If you have never done this, or even if you have, please go to this article and the next to help you prepare a clear, well-developed faith story—a pattern your class members can imitate as they prepare their faith stories. Then, without telling the class what you are doing, simply say,* "Listen to this story . . ." *and launch into your faith story. Then, say,* "I just told you my faith story—the story of how I came to trust in Christ as my Savior. * What elements did you hear in my faith story?" *Allow time for responses. Then, whether they gave the following answers or not, share* * " Some key elements in a faith story should be 'The Before'—my life before Jesus changed it, * 'The How'—How I came to faith in Jesus Christ, and * 'The After'—my life after I was saved. Other important ingredients in a faith story are main points of the gospel. Did you hear those?"

Slides 9-12. "One person wrote this:" *For Slides 9-12, get to know the content well. You will basically want to read the material on the slides, pausing for any questions or interaction that may happen as the material is shared. Much of this material is on the extra worksheet pages included in this lesson. It is crucial that participants understand well what goes into a faith story and why these elements are so important. A person's faith story is a fantastic way to share the gospel if it is done well. A clear, concise, moving faith story should be able to be shared in three to five minutes.*

Slides 13-14. *Use Slides 13-14 (also included in the extra worksheets in this lesson) to "evaluate your faith story." Read each item and ask,* "How did I do?" or "Did I accomplish this?" or " Did I do this?" or "Did I get this one right?" *This is a great way to reinforce this methodology of developing your faith story. If the students can see that you did these*

things, it will help them to do them, also. This is one reason why you will want to work on your faith story during the week keeping each of these tips in mind. 😊

Slides 15-17. *Again, share the "getting into and out of your faith story" material on slides 15-17 either by reading it or having someone who reads well and doesn't mind reading in class read through it and allow for interaction.* "Why did we learn about sharing faith stories today? What does sharing your faith story have to do with spiritual warfare?" *It should be fairly easy for your class to make the connection between sharing one's faith and articulating well their faith story with spiritual warfare. Encourage students to take the worksheets home with them and work on their faith stories this week. Ask one of the students that . . .*

1. You know well,

2. You are confident is a believer,

3. Is articulate . . .

to work on their faith story this week (according to the pattern you used and taught) and share it in class next week.

Slide 18. *Have 3" x 5" cards and pens available on the tables.* "Think back through the class time and write down one thing you learned today that will help you do spiritual warfare." *Allow a couple of minutes of silence as they write.* "Share around your table what that one thing is that you learned and hope to put into practice this week."

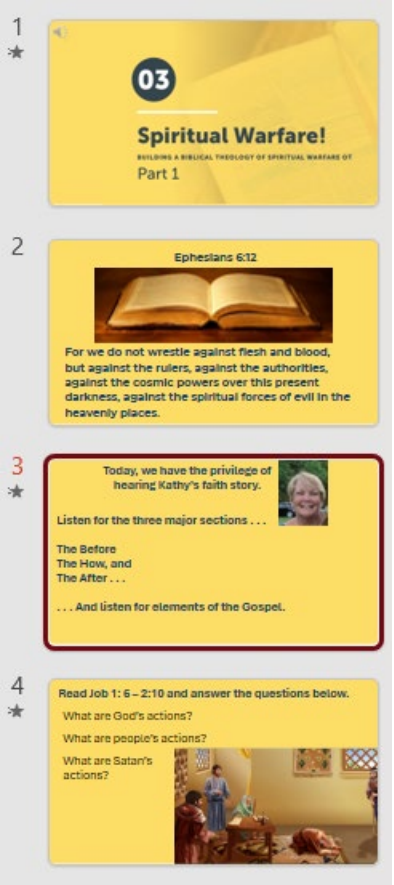
Slide 19. *Challenge the class to memorize Ephesians 6:12. Close in prayer.*

Lesson 3—Building a Biblical Theology of Spiritual Warfare in the Old Testament—Part 1

Materials needed: Walk in Light Power Point, Job 1-2 Reader's Theater sheet, Lesson 3—Part 1 worksheet, E&D List cards from Good Soil E & D Cards (pack of 25) | Good Soil, rubber band, a ring (wedding band), 3" x 5" cards (1/student).

Objectives:

- To hear the faith story of a classmate, thus rejoicing with them in God's salvation and also reviewing the faith story development process.
- To begin to build a biblical theology of spiritual warfare by studying what happened in Job's life as it relates to God and Satan.
- To develop an E-List and a D-List so we will be more faithful in praying for unbelievers and possible new disciples around us.



Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

Slide 2. "Someone start us out by quoting Ephesians 6:12. Who will do that?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

Slide 3. "Today we have the privilege of hearing _____'s faith story. * Listen for the three major sections of a well-crafted faith story: * The Before * The How, and * The After. * Also, be listening for the elements of the Gospel woven in his/her story. (Add name of person sharing & picture to slide if available.)

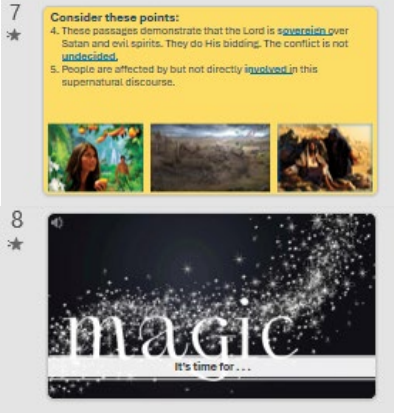
Slide 4. *Before class, make copies of 'Reader's Theater of Job 1:6 to 2:10.' Be prepared to read the Narrator part, and assign readers for God, Satan, Messengers1, 2, 3, and 4, Job, and Mrs. Job.* "Let's listen as Job 1:6-2:10 is read by our classmates in a reader's theater format. Be alert for the answers to the following questions, and jot answers on your worksheet if you can. * What are God's actions? * What are people's actions? * What are Satan's actions?" *As the passage is read, be ready to click, adding the pictures when appropriate. * The Sabeans and Chaldeans attacking and taking cattle * Sons and daughters killed in eldest son's house collapse * Job shaving his head and worshiping.*

After the reading is finished, ask for answers to the questions.

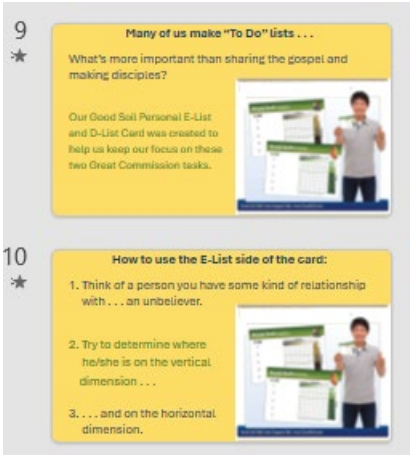
Slide 5. "Work with your table group to create key points you would put into your theology based on these passages." *Allow several minutes, debrief, and then go to* ***Slides 6 *** and 7****. *Share points to consider and allow for feedback and interaction on them.*

Encourage participants to fill in the blanks on their worksheet as these points are discussed.

Slide 8*. Before class, break a rubber band (preferably a darker colored one). Then practice this trick. Place your wedding ring on the rubber band and hold one end of the rubber band between your thumb and forefinger of one hand and the other end in your other hand. Raise that hand about three or four inches higher than the other so that the ring is resting on the rubber band and leaning against your thumb of the lower hand. The band should be at about a 45-degree angle.* "It's time for magic! Well, you know it's not really magic, but an illusion. I've got a 'magic' ring here. You know what gravity does to things, right? What does it do?" *(Pulls things down toward the earth.)* "Right! Well, I'm going to make this ring go up. But I need your help. Chant with me, 'Rise!' That's it, again, 'Rise!'" *Get the crowd saying 'Rise' several times and as they do, loosen your grip of your finger and thumb securing the rubber band in your lower hand. As you do, the rubber band will ease out of that hand, moving the ring upwards with it. Allow it to go a good way up so people can see it move upwardly, defying gravity!* "Why did I do that trick? Do you remember the Good Soil E&D Scale? We want people to move upward on the Scale. We want them to learn more about God, Man, Sin, Death, Christ, Cross, Faith, and Life from God's Word. As they learn more, they move up the scale just like the ring moved up the rubber band."

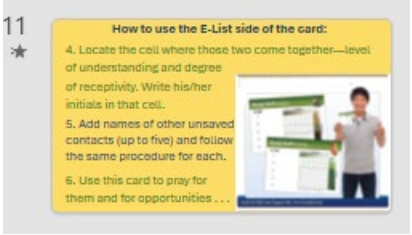


Slide 9. "Many of us make 'To Do' lists. I've got a question for you: * 'What is more important than sharing the gospel and making disciples?'" *The class should say, 'Nothing.'* "Well, * Our Good Soil Personal E-List and D-List Card was created to help us keep our focus on these two Great Commission tasks." *Distribute cards so that each participant has one.*



Slide 10. "Here's how it's used: * First, think of a person you have some kind of relationship with . . . an unbeliever. * Then, try to determine where he/she is on the vertical dimension . . . * and on the horizontal dimension."

Slide 11. "Then, locate the cell where those two come together—level of understanding and degree of receptivity. Write his/her initials in that cell. * Add names of other unsaved contacts and follow the same procedure for each. * Use this card to pray for them and for opportunities to share the gospel with them." *The back of the worksheet explains the E & D List process as well.*

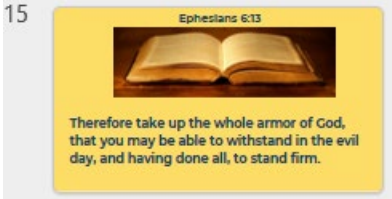


Slide 12. *Use this slide to explain how to use the D side of the card* "Follow a similar procedure for your D-List (other side of the card) – names of people you know who are, to your knowledge, true Christians but need to be discipled." * The "Vertical" dimension here is spiritual maturity. And the "Horizontal" dimension is involvement in church and ministry."

Slide 13. *Use this slide to encourage them to pray for people and opportunities and let them know how people can order more cards, if they like.* * "We hope these cards will help you to make evangelism and discipleship a higher priority in your life."

Slide 14. *Before the students come into the room, you should have enough cards at each table so each participant can have one. At this point, have them think back over today's lesson and quietly write one thing they learned that will help them do spiritual warfare. After they have had time to think and write, have them share with the people at their table.*

Slide 15. *Encourage participants to memorize Ephesians 6:13 during the week. Close or have someone close in prayer.*



Lesson 4—Building a Biblical Theology of Spiritual Warfare in the New Testament—Part 2

Materials needed: Walk in Light Power Point, 3" x 5" cards—1/student, Lesson 4—Building a Biblical Theology, NT—Part 2 worksheet, E&D List cards from Good Soil E & D Cards (pack of 25) | Good Soil, Magic Die printed on both sides of cardstock, laminated if desired.

Objectives:

- To hear the faith story of a classmate, thus rejoicing with them in God's salvation and also reviewing the faith story development process.
- To continue to build a biblical theology of spiritual warfare by studying how Jesus dealt with evil spirits in the New Testament.
- To clarify how one is saved and simplify our language related to sharing the good news of Jesus Christ if necessary.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

Slide 2. "Someone start us out by quoting Ephesians 6:13. Who will do that?" *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

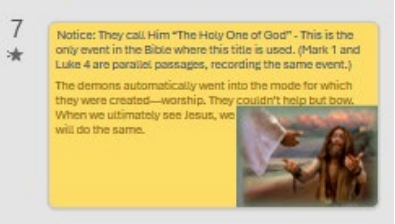
Slide 3. *Add name and picture of the one sharing their faith story.* "Today, we have the privilege of hearing _____'s faith story. * Listen for the three major sections of a well-crafted faith story: * The Before * The How, and * The After. * Also, be listening for the elements of the Gospel woven in his/her story."

Slide 4. *Before class, experiment with the links on this slide. If you can use them for the Bible reading, do so. If you have difficulties, have someone read, take turns reading, or do another reader's theater. The important thing is to have the Scripture read out loud one way or another.* "Listen to these Bible events and answer the questions below as a table group using your worksheets."

Slide 5. *Use this slide to debrief the class's answers to this question: "What* is the relationship of the unclean spirits to Jesus?"

Slide 6. "What do the evil spirits recognize about Jesus?"

Slide 7. *Use this slide to share these insights*. "Notice: They call Him 'The Holy One of God' – This is the only event in the Bible where this title is used." (Mark 1 and Luke 4 are parallel passages, recording the same event.) *Allow for reactions/feedback*. * "The demons automatically went into the mode for which they were created – worship. They couldn't help but bow. When we ultimately see Jesus, we will do the same."



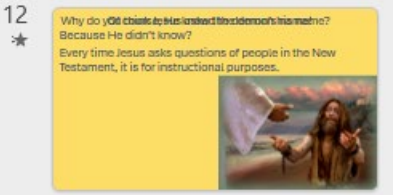
Slide 8. "In the Mark passage, how do the people respond?" *Use this slide to debrief answers to the question*.

Slide 9. " In the Luke passage, what do the disciples say, and what role do they have in this event?"

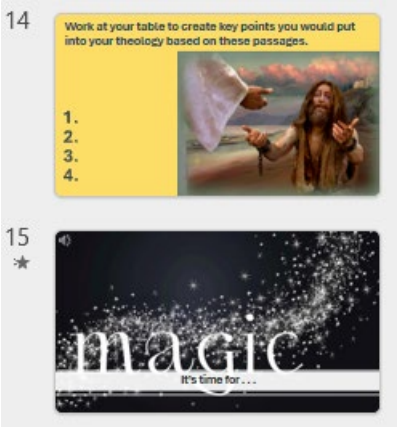
Slide 10 *This slide adds insight*. "Notice: The disciples don't say anything and don't seem to have any role in this event. The point here is that they were observing and learning from the Master." *Allow for feedback*.

Slide 11. *Use this slide to answer the last 'blue box' question on the worksheet*. "What do we learn about Jesus and demons in these two passages?" *Allow time for answers*.

Slide 12. *Practice with these slides ahead of time to learn how the revelation technique works with the question and answer*. "Why do you think Jesus asked the demon's name? Because He didn't know?" *Allow time for an answer*. * "Of course, he knew! * Every time Jesus asks someone's name in the New Testament, it is for instructional purposes."



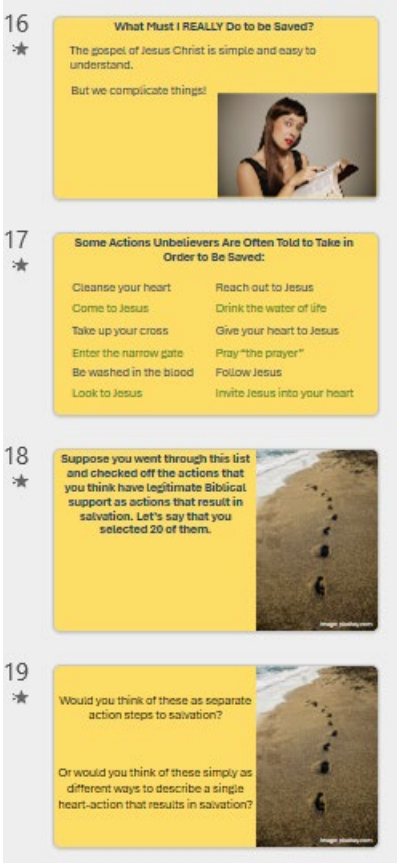
Slide 13. "Who is Jesus instructing here? * (His disciples.) * This was a very unusual case. And Jesus was using it to help His disciples learn from this experience." *Share the insights here with the class and allow time for questions and comments*.



Slide 14. "Work with your table group to create key points you would put into theology of spiritual warfare based on these passages." *Allow several minutes and then debrief their work*.

Slide 15. "It's time for magic again! An illusion, if you will." *Before class, print the 'magic die' printing slide 1 on one side of the cardstock and slide 2 on the other side. Practice turning the die over and over while sharing the following monologue. People will be confused and amazed. After you are done, sharing how you did the trick helps with the point you are making.* "My family likes to play games. Well, one day, my son and I were on a bus trip, and we got delayed at the bus station for three hours! So, we decided to play a game. We put a dot in the middle of a piece of paper. *(At this point, you hold the card up—the two dots facing the audience with your hand over the dot in the upper right-hand corner.)* "Then we turned the paper over and put two dots on the other side." *(Flip the card over, being careful to cover the dot in one corner allowing only two dots to show as on a normal die.)* "Then we turned it over and put three dots on the other side." *(As you flip the card, cover the corner where the third dot of a three-dot side of a die would be even though it is not there. As you say, 'three dots,' drag your hand across your hand securing the die and down over the other dots. It makes it appear that your hand is covering the third dot.)* "Then we put four dots on the other side." *(This time, when you turn the card, you are covering the empty corner where there should be a dot but there isn't, and you wave your hand in a circle around the 'four' dots included the one that is supposedly under your hand.)* "So, we had one dot," *(Turn the card and hold it as you originally did—showing one dot.)* "two dots," *(Go to your second position, covering one and showing a 'two-dot' side.)* "three dots," *(Again, show the third position and drag your hand over your hand 'covering the dot' as well as the other two.)* "and four dots;" *(Once more, show the fourth position and wave your hand around in a circle showing the 'four dots,')* "but it just wouldn't roll very well!" *Explain how you did the trick, then add,* "When I covered dots, you believed me when I said there was only one dot on the page or two, etc. And when I covered a space where there should be a dot, your mind 'put those extra dots in there. You know, people do that with the gospel as well. In our "Christianese," we have so many different ways to describe what happens when someone trusts Christ—some of them from Scripture, some of them not—that we are 'putting in' extra concepts or at least, people interpret our speech that way. Let's talk about that."

***(NOTE: Slides 16-17** in the Power Point and pages 2 and 3 of the worksheet for this lesson are taken from this article on the Good Soil website: [What Must I REALLY Do to Be Saved? | Good Soil](). Read the article during the week and practice going through these slides to clear up misconceptions in people's minds.)*



Slide 16. "The Philippian jailer asked, 'What must I do to be saved?' * Well, the gospel of Jesus Christ is simple and easy to understand. * But we complicate things.

Slide 17. "Here are some actions unbelievers are often told to take in order to be saved:" *Click through the phrases and allow for reactions from people.* * "Cleanse your heart; *Come to Jesus; *Take up your cross; * Enter the narrow gate; *Be washed in the blood; *Look to Jesus; *Reach out to Jesus; *Drink the water of life; * Give your heart to Jesus; * Pray 'the prayer'; * Follow Jesus; and *Invite Jesus into your heart.

"Look through the other phrases on the back of your worksheet. Do you see some that you hear a lot? Could any of them confuse unbelievers?" *Allow for some reactions. An especially difficult one is 'Be washed in the blood.'*

Slide 18. "Suppose you went through this list and checked off the actions that you think have legitimate biblical support as actions that result in salvation. Let's say you selected 20 of them."

Slide 19. "Would you think of these as separate action steps to salvation? * Or would you think of these simply as different ways to describe a simple heart-action that results in salvation?"

Slide 20. "Wouldn't you agree that the simple 'believes in Him' truth of John 3:16-18 is sufficient, even though this heart-action might be expressed in the New Testament using a variety of metaphors and synonyms? Look at John 3:16-18."

Slide 21. "For God so loved the world that He gave His only begotten Son, that whoever **believes in Him** should not perish but have everlasting life. For God did not send His Son into the world to condemn the world, but that the world through Him might be saved. **He who believes** in Him is not condemned; but he who does not believe is condemned already, because he has not believed in the name of the only begotten Son of God."

Slide 22. "But why is this issue important? Well, * 'faith' (believing or trusting) is the heart-action step that results in the salvation of a sinner. * More specifically, it is faith that is focused on God's provision for man's spiritual needs—the death and resurrection of God's Son, Jesus Christ.

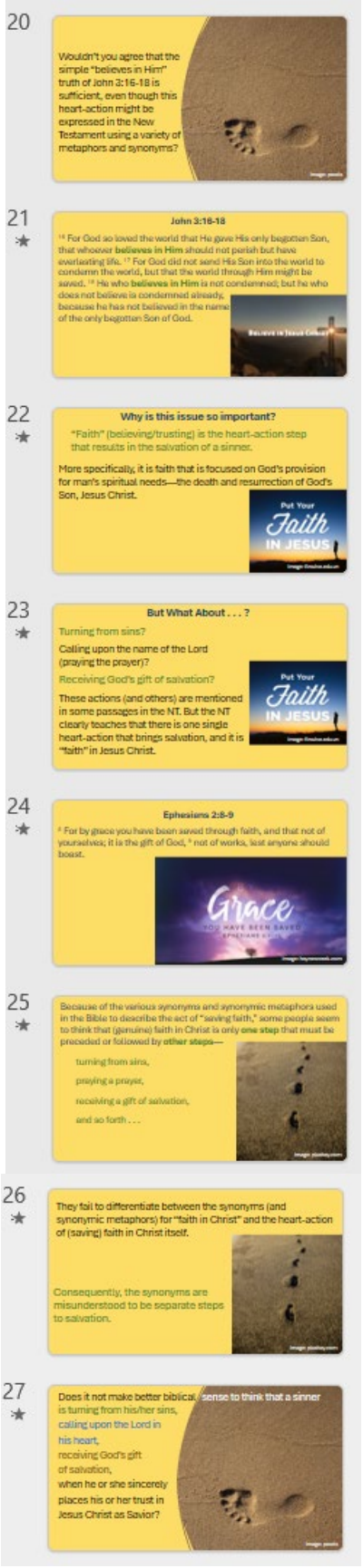
Slide 23. "But what about . . . * Turning from sins? * Calling upon the name of the Lord (praying the prayer)? * Receiving Christ's gift of salvation? Aren't these necessary to be saved? * These actions (and others) are mentioned in some passages in the New Testament. But the New Testament clearly teaches that there is one **single** heart-action that brings salvation, and it is "faith" in Jesus Christ."

Slide 24. "Look at Ephesians 2: 'For by grace you have been saved through faith, and that not of yourselves; it is the gift of God, not of works, lest anyone should boast.'"

Slide 25. "Because of the various synonyms and synonymic metaphors used in the Bible to describe the act of "saving faith," some people seem to think that (genuine) faith in Christ is only **one step** that must be preceded or followed by **other steps** (like adding the dots on the die!)— * turning from sins, * praying a prayer, * receiving a gift of salvation, * and so forth

Slide 26. "They fail to differentiate between the synonyms (and synonymic metaphors) for 'faith in Christ' and the heart-action of (saving) faith in Christ itself. * Consequently, the synonyms are misunderstood to be separate steps to salvation.

Slide 27. Does it not make better biblical sense to think that a sinner * is turning from his/her sins, * calling upon the Lord in his heart,



* receiving God's gift of salvation, * when he or she sincerely places his or her trust in Jesus Christ as Savior?"

Slide 28. "Think of . . . * placing your trust in Jesus and * repentance (turning from sin) * as two sides of a coin— * when you place you trust in Jesus, you are * turning from your sin and what you were placing your trust in before." *We believe that the concepts shared on these slides are clear. Going through them slowly sharing these thoughts should communicate well. However, it is mostly one-sided. Give participants opportunity to ask questions and share comments as you go through these slides.*

Slide 29. *Again, have the 3" x 5" cards ready on the tables.* "Think back through our time together today. What is one thought or concept that you think will help you in your spiritual warfare? What do you want to use/apply to your life this week? Write it on a 3" x 5" card, then share with your table group.

Slide 30. *Encourage class members to memorize Ephesians 6:14-15 this week. Close in prayer.*

Lesson 5—Spiritual Warfare! The Armor of God Part 1

Materials needed: Walk in Light Power Point Lesson 5—The Armor of God—Part 1 and worksheet, flipcharts and markers (a set for each table), 3” x 5” cards (1 per student)

Objectives:

- To learn about the Armor of God in general (purpose of each piece).
- To trace the concept of the Armor of God, its imagery, and its use through the Old Testament and into the New.
- To learn specifically about the practical application of the Belt of Truth and the Breastplate of Righteousness and a prayer for putting them on.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

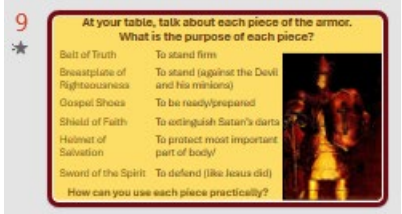
Slide 2. “We’ve been learning about the armor of God. Everyone, get up and go to flipchart together and draw the armor of God without looking at Ephesians 6:10-18. Work together now to make it the best piece of art you can.” *Allow 5 minutes for the drawing. Do something to ensure that everyone gets to see all the artwork. This ensures that good work done by each table group is observed and the work done by a group who remembered more and illustrated better is educative. After all work is observed, send the participants back to their tables.*

Slide 3. “Someone, please start us off by quoting Ephesians 6:14-15. Anyone?” *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

Slide 4. “We’ve been studying spiritual warfare. It seems fitting we look at the armor of God. Let’s read Ephesians 6:10-18 where we learn this. After reading the passage, we’ll work as table groups to answer the questions in the blue boxes on our worksheets.”

Slides 5-8. *Use slides to debrief the students’ work.* ***Slide 5:*** “Against whom are we fighting (using this armor)?” Always a*llow for answers and then show the answer at the bottom of the slide. * (The Devil, rulers, cosmic powers of darkness, etc.)* ***Slide 6.*** “How does God expect you to use the armor?” * *(Prayerfully.)* ***Slide 7.*** “Is any one piece or instruction key to all of it?” * *(Take up the whole* ***armor*** *of God.)* ***Slide 8.*** “Compare the armor in Eph. 6 w/OT passages.” *(Read and respond in large group.)*

Slide 9. "As a table group, look back at the passage and talk about each piece of the armor. What is the purpose of each piece?" *After four of five minutes or when the conversations have died down, do a debrief by clicking through pieces of armor and their purposes: * Belt of Truth * To stand firm * Breastplate of Righteousness * To stand (against the Devil . . .) * Gospel Shoes *To be ready/prepared * Shield of Faith *To extinguish Satan's darts * Helmet of Salvation * Symbolism—to protect most important part of the body = salvation * Sword of the Spirit * To defend (as Jesus did).* "How can you put on each piece practically?"

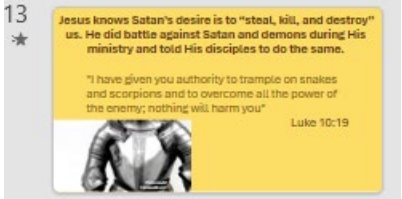


Slide 10. "Paul reiterates in the New Testament what people had an inkling about in the Old Testament. * When they were moving into the land, Moses told the people, "Do not be afraid of them, the Lord your God himself will fight for you." *(Deuteronomy 3:22)*

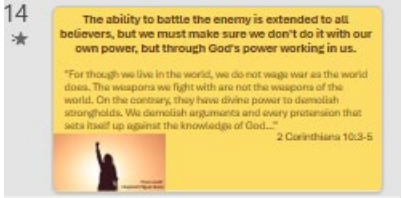
Slide 11. "Someone, please read this passage from 2 Kings 6:15-18 for us. * It continues to the next slide."

Slide 12. "Thank you, _____. Gehazi didn't realize that there were angels—hosts of them—all around! They were there to fight for them! We need to remember that the spirit world is real—good and bad are all around us."

Slide 13. "Not only do we see this in the Old Testament, but Jesus did battle against Satan and demons during His ministry and told His disciples to do the same. * Would someone please read Luke 10:19 for us?"

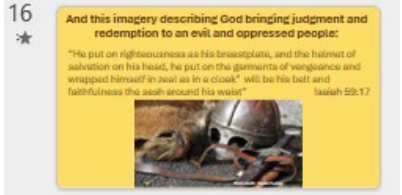


Slide 14. "Interestingly enough, the ability to battle the enemy is extended to all believers, but we must make sure we don't do it with our own power, but through God's power working in us as we see in 2 Corinthians 10:3-5. * Who will read these verses for us? . . . Wow! Here again we see that it is God's divine power—available to us—that demolishes strongholds."

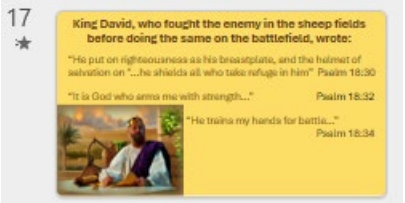


Slide 15. "Paul's imagery of the armor of God came from Isaiah who used the same imagery describing the Messiah who fights for His people! * 'Righteousness will be his belt and faithfulness the sash around his waist' * And listen to this imagery: * 'How beautiful on the mountains are the feet of those who bring good news...'"

Slide 16. "And this imagery describing God bringing judgment and redemption to an evil and oppressed people . . . Who will read Isaiah 59:17 for us?" . . . "Thank you, _____."



Slide 17. "Look how King David, who fought the enemy in the sheep fields before doing the same on the battlefield, described the One who fought for him. He wrote: * 'He put on righteousness as his breastplate, and the helmet of salvation on…he shields all who take refuge in him.' (Psalm 18:30) * And 'It is God who arms me with strength' (Psalm 18:32) and also, * 'He trains my hands for battle.' (Psalm 18:34)"

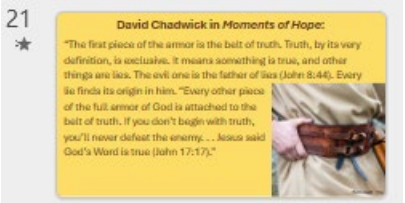


Slide 18. "So, whose armor is it anyway and whose fight is it?" *Allow time for feedback*. * "Yes, the armor is God's armor, and it is God's fight. * But that doesn't mean we are to be passive. * God wants us to participate in the fight, or He wouldn't have clothed us for the fight."

Slide 19. "Let's look a little deeper at each piece of the armor. Today, we will look at the Belt of Truth and the Breastplate of Righteousness. Next time, we will look at the rest of the armor. * Here we go: The Belt of Truth. * What is one of Satan's favorite weapons?" *Allow time for answers*. "Right, lies! Many times, he distorts the truth, making it difficult to distinguish fact from falsehood, truth from untruth, reality from dishonesty. * But isn't it comforting to know that, when we ask, God will give us discernment and wisdom to know His truth above all the other noise and lies Satan spreads."

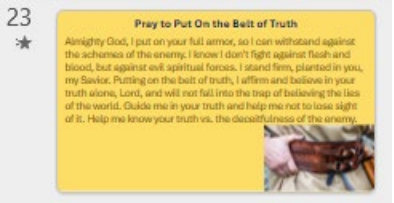
Slide 20. "Some translations use this language: 'having girded your loins,' * That's not exactly something we say every day, is it? * But the Greek term includes the lower back and groin area of the body. Soldiers didn't wear pants like we do today; they were robes and tunics. So, when they had to run at the enemy and fight, they would 'gird their loins,' They would reach down, grab the bottom of their tunic or robe front and back, pull it up, and tuck it into their belt. * That was 'girding their loins' They made a quick pair of pants! The robe wouldn't be flopping around and getting into the way. * Paul knew we needed our center of gravity—our identity—wrapped in truth . . . and realize this: all other pieces are attached to the belt in one way or another."

Slide 21. "Someone read this insight for us from David Chadwick which he wrote in ***Moments of Hope***. * Thank you, _____. That's a good word for us to remember."

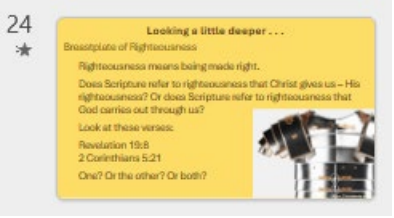


Slide 22. "So, what are some practical applications for us in relation to the Belt of Truth?" *Either read through these with the entire class or have the table groups read and discuss them*. * Pursue the truth, study God's Word, work at it. *Pray the Bible back to God. Use the Word as a pattern

to guide you as you pray. *Memorize the verses from the Bible—that way you will have it at hand when needed. *Put the truth (God's Word) on Post-it notes, screen savers, pillows, décor—anything that will help you remember God's Word in the spiritual battle in which you are engaged." *Don't skip this crucial part of the lesson; application in Bible teaching is key.*



Slide 23. "Here's a question for you: How many pieces of armor are there?" *Allow time for looking at the passage and counting and/or discussion*. "Are there six or seven? Some have suggested that prayer is one of the pieces of armor to protect us. Others say that prayer is not so much a piece of armor, but that we are to pray as we put on each piece. I tend to line up with this second idea. Prayer doesn't seem to be described as a piece of armor, but after talking about each piece of armor, Paul says, 'praying at all times in the Spirit . . .' Some Bible scholars have crafted prayers we might pray as we consciously put on each piece. Let's pray this prayer together thinking about putting on the Belt of Truth."
* 'Almighty God, I put on your full armor, so I can withstand against the schemes of the enemy. I know I don't fight against flesh and blood, but against evil spiritual forces. I stand firm, planted in you, my Savior. Putting on the belt of truth, I affirm and believe in your truth alone, Lord, and will not fall into the trap of believing the lies of the world. Guide me in your truth and help me not to lose sight of it. Help me know your truth vs. the deceitfulness of the enemy.'"

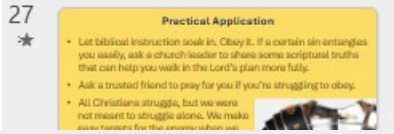


Slide 24. "Now let's dig a little deeper into the Breastplate of Righteousness. * Righteousness means being made right. * Does Scripture refer to righteousness that Christ gives us – His righteousness? Or does Scripture refer to righteousness that God carries out through us?
* Let's look at these verses to find out. Someone look up and read for us
* Revelation 19:8. Who will do that? . . . okay, thank you. And someone look up
* 2 Corinthians 5:21 and that verse for us." *Listen to the verses and thank the readers*.
* "So, what do you think? Does Scripture refer to His righteousness given to us? Or does Scripture refer to righteousness that God carries out through us?" *Allow people to respond. The answer is both*.

Slide 25. "Consider this statement: 'In daily spiritual battles, both varieties of righteousness protect the heart. We need the ***complete righteousness*** of Christ but also the ***continuing righteousness*** that comes as a response to God's gift.'"

Slide 26. "You see, the enemy tempts us with all kinds of sinful entanglements, but God's **righteousness** protects our hearts. * God's instructions may be viewed as killjoys or burdens. * But obedience to God protects your heart from being wounded by sin."

Slide 27. *Use this slide to walk through * * * these suggested applications and allow for discussion related to the applications. Encourage students to pick one to put into practice this week.*

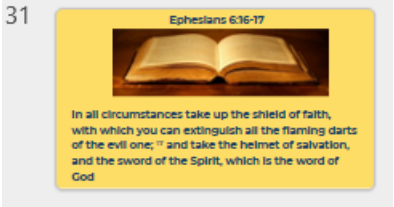


Slide 28. "As we did for the Belt of Truth, let's pray to put on the Breastplate of Righteousness. 'Lord, knowing that I have been forgiven and freed from death because of Jesus, I put on the breastplate of righteousness. I live in Christ as a new creation and pursue righteousness instead of the sinful desires of my flesh. Help me walk in your love, humility, and kindness, so I will live a life of righteousness that is pleasing to You and draws others to want to know You.'"

Slide 29. "We'll look at the other pieces of armor in more detail next week! Don't miss it as we look at the Readiness Shoes, the Shield of Faith, the Helmet of Salvation, and the Sword of the Spirit."

Slide 30. "Take a couple minutes now and think back through the lesson. What one thing do you want to remember to do this week? It may be one of the applications you looked at earlier.

Slide 31. *Encourage students to memorize Ephesians 6:16-17.*



Lesson 5—Spiritual Warfare! The Armor of God Part 2

Materials needed: Walk in Light Power Point Lesson 5—The Armor of God—Part 2 and worksheet, Lesson 5—Part 2 Learning Stations printed on 11” x 14” sheets, 3” x 5” cards (1 per student)

Objectives:

- To review what we learned last week about the Belt of Truth and Breastplate of Righteousness.
- To dig deeper into our understanding of the Readiness Shoes (Gospel Shoes), the Shield of Faith, the Helmet of Salvation, and the Sword of the Spirit.
- To learn specifically about the practical application of the above pieces of armor and a prayer for putting them on.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

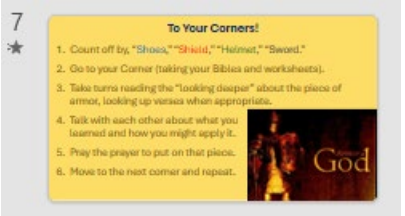
Slide 2. “Someone, please start us off by quoting Ephesians 6:16-17. *Be ready yourself to quote it. Encourage all to work at memorizing the verses.*

Slide 3. “Birds of a feather . . .” *Allow people to finish the well-known phrase (flock together).* “I’m not sure why that phrase is so well-known, but we’re going to ‘flock together’ now. * Find someone in the room who likes the same junk food as you do. * Then, ask, ‘What do you remember about putting on . . . * the Belt of Truth * and the Breastplate of Righteousness?’ Both of you share something you learned.”

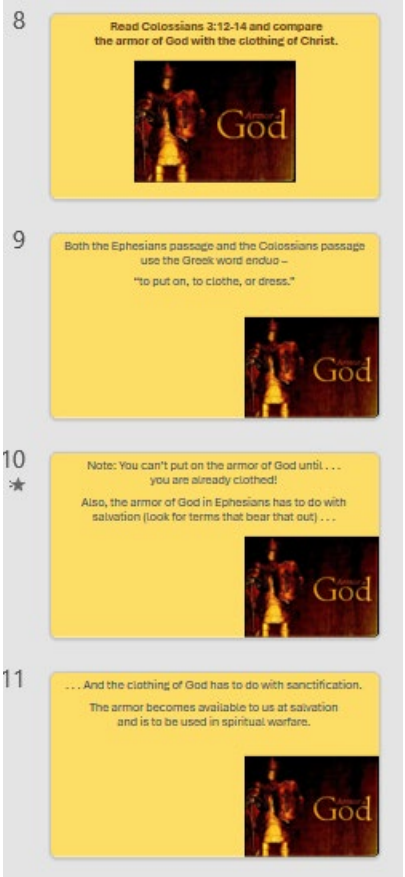
Slide 4. “Now find someone wearing the same color shoes you are * and ask, ‘What do you remember about putting on . . . * the Belt of Truth * and the Breastplate of Righteousness?’ Both of you share with your new partner something you learned.” *Allow a few minutes for people to share and then ask them to return to their seats.*

Slide 5. “Let’s read Ephesians 6:10-18 again. Would someone like to volunteer to read?”

Slide 6. "We asked this last week, but I’m going to ask again—‘Whose armor is it anyway and whose fight is it?’” *Allow for responses and then say,* *“Yes, the armor is God’s armor, and it is God’s fight. But that doesn’t mean we are to be passive. God wants us to participate in the fight, or He wouldn’t have clothed us for the fight.



Slide 7. *Before class starts, you will have printed out the 'Learning Station' sheets on 8.5" x 14" sheets preferably. Then, you'll have set up learning stations in each corner of the room with the sheets on a table and the indicator of 'Shoes,' 'Shield,' 'Helmet,' Sword' labeling each corner where the people will start. You might have a couple of chairs at each station for people who might not want to stand the entire time.* "To your corners! When do we normally hear that command?" *(During a boxing match.)* "Well, we're not having a boxing match here today, but we are going to send everyone to their corner. Here's how we're going to do it: * First, count off by, 'Shoes,' 'Shield,' 'Helmet,' 'Sword.'" *Moving around the room helping people count off by pointing to each one as they say, 'Shoes,' 'Shield,' 'Helmet,' and 'Sword.'* * "Next, go to your corner, taking your Bibles, worksheets, and pens along with you. * Number 3—take turns reading the 'looking deeper' sheet about the piece of armor, looking up verses when appropriate. As you take turns reading, * talk with each other about what you are learning and how you might apply it. * Then, pray the prayer in unison to put that piece on. Finally, * when I give you the signal, move to the next corner and repeat. *The groups should be able to get through their work and discussion in 5 or 6 minutes. Keep track of the time but also listen and watch to see if they are getting done sooner. Give the command, "Move to the next station" when the time is up or you feel like they are done with that station. It is better to call time earlier than later! You don't want to have people done standing there, not knowing what to do, and getting bored.*



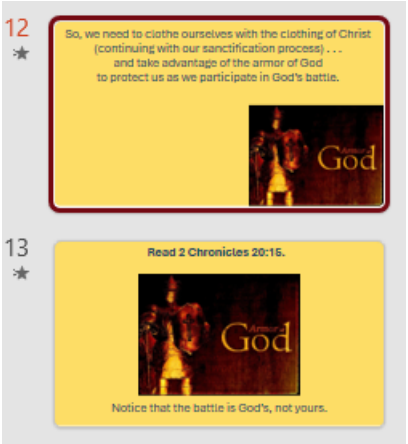
Slide 8. "Read Colossians 3:12-14 and compare the armor of God with the clothing of Christ." *Allow two minutes or less for them to discuss either in table groups or in the larger group.*

Slide 9. "Both the Ephesians passage and the Colossians passage use the Greek word enduo, which means 'to put on, to clothe, or dress.'

Slide 10. "Notice something: You can't put on the armor of God until . . . you are already clothed! Right? That would be quite uncomfortable!
* Also, the armor of God in Ephesians has to do with salvation. Can you see terms that bear that out?" *(righteousness, gospel, salvation, faith)*

Slide 11. "And the clothing of God has to do with **sanctification**. The armor becomes available to us at **salvation** and is to be used in spiritual warfare."

Slide 12. "So, we need to clothe ourselves with the clothing of Christ (continuing with our sanctification process—growing in Christ with clothing that shows a difference in your life) . . . * and take advantage of the armor of God to protect us as we participate in God's battle. Does that make sense? Is that something you can do?"



Slide 13. "Let me read 2 Chronicles 20:15 for us: 'And he said, "Listen, all Judah and inhabitants of Jerusalem and King Jehoshaphat: Thus says the Lord to you, 'Do not be afraid and do not be dismayed at this great horde, for the battle is not yours but God's.'"' * We need to remember this admonition as well—the battle is God's not ours. We don't have to worry about it or if we're going to win. It's God's battle. He is in control. But He wants us to participate. To be active in the battle. And how great is it that He gives us armor to use?"

Slide 14. "Go ahead and grab a 3" x 5" card. Write down one thing you want to remember and put into practice this week. Then share with your table group.

Slide 15. *Encourage the class to finish memorizing the Ephesians 6:10-18 passage. Close in prayer.*

Lesson 6—Spiritual Warfare! A Model

Materials needed: Walk in Light Power Point Lesson 6—Spiritual Warfare! A Model for Spiritual Warfare and worksheet, 3” x 5” cards (1 per student)

Objectives:

- To review the fact that spiritual warfare includes fighting against three enemies—the world, the flesh, and the devil.
- To realize that the enemy of the flesh is a very real enemy against which we must consciously fight.
- To be assured that, with God’s help, we can win the fight!
- To know (and apply) that our part is to submit to God, repent, confess our sins, and to continue to allow God to work on our character.

Slide 1. *Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible.*

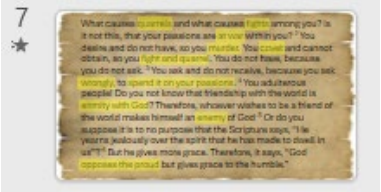
Slide 2. “Let’s talk about models. When I was a kid, I used to make car models. Like the one in this picture, sometimes they looked ***very*** realistic. BUT they were just models. They didn’t function like a real car. Look at the engine in this thing. It looks quite authentic. But it’s just a few pieces of plastic glued together. It doesn’t run. * Sometimes people get carried away with theory models as well.”

Slide 3. “We’re going to ‘build’ a model for spiritual warfare and the concepts come from God’s Word. But it is still just a model. Don’t get too wrapped up in it. We’ll take the concepts from God’s Word, learn from them, and try to apply them to our lives and hopefully it will make sense and can help us in our struggle. Ready?”

Slide 4. “But first, who would like to start us off by quoting Ephesians 6:19 & 20b? Would anyone like to quote the passage—verses 10-18?” *What an encouragement you could be to your class if you quoted all ten verses!*

Slide 5. “Think back to when we started this series. What were the three enemies? * *Pause for answers.* * The World * The Flesh * The Devil. * The Armor of God helps us especially when dealing with the Devil. But today, we are going to see that James gives us some help when dealing with the other two enemies.”

Slide 6. “Have someone at your table read James 4:1-6 while the rest of you underline or highlight all the words that deal with fighting.” *Give time for all tables to read and underline.*



Slide 7. *Show the slide as the people begin to read. When they are finished, debrief their work.* "Let's hear from you. What words did you underline or highlight that deal with fighting?" *As people share, click to reveal the words highlighted in the text on the slide. If they miss one, don't punish them. If one comes up that was not mentioned, just say,* "Oh, here's another one. Do we agree with this? Does this word deal with fighting, too? How?" *Then go back to having them share words until the slide is finished. * quarrels * fights * at war * murder * covet * fight and quarrel * (ask) wrongly * spend it on your passions * enmity with God * enemy * opposes the proud*

Slide 8. "Wow! That's a lot of fighting! Answer these questions at your table and fill in the answers on your worksheet: * What causes the fighting? * Who can help? * How does He help? * To whom does He give help?" *It should only take one or two minutes for them to find the answers. Listen for when they are done and ask them for the answers. As they give the answers, reveal them on the screen and comment and/allow for others to respond.* * Our passions, desires; coveting * God * He gives more grace . . . * the humble.

Slide 9. "Now, let's move on to verses 7 to 10. We're going to do a 'Read and Stop! Activity.' I'll read slowly. Whenever you see and hear a ***command*** in the passage, you yell, 'Stop!' Ready?" *As you read slowly and people tell you to stop, stop right then and ask them,* "What was the command you heard?" *After each command is shared, click to reveal it on the screen. If it doesn't match exactly, give opportunity for response; chat about it to make sure everyone understands that it is a command and the answer given verbally and on the screen do match. (Or if they don't, make sure all are on the same page before moving on.) * Submit * Resist * Draw Near. After these first three are given ask,* "These three commands have to do with your relationship to whom?" * *God* "Good. Moving on." *Continue reading from where you stopped. * Cleanse * Purify * Be Afflicted * Mourn * Weep * Turn * Humble.* "Now let's answer the questions on the worksheet: 'Commands 4 & 5 have to do with what?" *Allow for people to give answers. The basic concept is repentance from sins. If someone says that—great! Reveal the arrows and the word 'Repentance.' If those words are not given, but it has the same idea, you can say something like,* "That sounds like 'Repentance.' Would you agree?" *Then you can reveal the arrows and the word on the screen. Continue in this way with any commentary you wish to give and allow for interaction as you continue.* "The next four commands have to do with what? * "Confession" "Command 10 has to do with what?" * "Character"

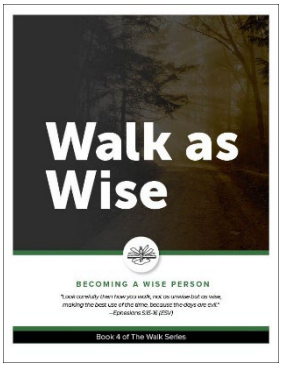
Slide 10. "With which command do you struggle the most? How can you pray for each other. Chat about this at your tables."

Slide 11. "So, wrapping up, here is our model for spiritual warfare in a nutshell: We need to clothe ourselves (Colossians 3—continuing with our sanctification process) . . . Let's be asking God to draw us closer to Him and be more like Jesus every day. * We also need to put on the armor of God (Ephesians 6—to protect us as we participate in God's battle) . . . Let's make a conscious effort to put on the armor daily, praying as we put it on. * And we need to follow these commands especially to help us in fighting the flesh: * Submit to God, Resist the Devil, Draw near to God. We also need to * cleanse and purify ourselves, or in other words repent of our sins daily. We need to * be afflicted, mourn, weep, turn our laughter to mourning and our joy to gloom—confessing our sins. The term 'confession' means literally to 'say the same thing as.' When we afflict ourselves, mourn, weep, etc. over our sins, we're 'saying the same thing as' God says about them. Lastly, we need * to humble ourselves before the Lord; continue to seek to be like Jesus, and He will lift us up.

Slide 12. "This is our last session in ***Walk in Light***! Next time, we'll be moving into ***Walk as Wise***. I'm excited about what we'll learn together what it is to be a wise person. But for now, grab a 3" x 5" card, write down one thing you want to remember, and put it into practice this week. When you're done, get in groups of twos and threes, share what that one thing is you want to remember and put into practice, and pray for each other."

Slide 13. "Just before you go, let's see if we can memorize Ephesians 6:19-20 this week. We can be like Paul—asking others to pray for us 'words may be given [us] in opening [our] mouths boldly to proclaim the mystery of the gospel . . . that [we] may declare it boldly as [we] should."

Book 4 of the Walk Series – Walk as Wise includes the following topics:



- Suffering!
- Persecution!
- Looking for Leaders!
- Mentalizing Saints!
- Mobilizing Servants!
- Minimizing Self!
- Maximizing Service!
- It's a Process!

Download the curriculum for free here: [The Walk Series: Book 4 - Walk as Wise | Good Soil]