

Class Facilitator's Guide for

Walk Worthy



BECOMING WORTHY OF YOUR CALLING

"...walk in a manner worthy of the calling to which you have been called..."

— Ephesians 4:1b (ESV)

Book 1 of The Walk Series

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 the same curriculum in a different format to teach in larger groups such as Sunday School classes or Bible Study groups. The curriculum is made up of 13 sessions.

Session 1: What is a Disciple-Maker?

Session 2: Who is God and Who am I?

Session 3: What is Inductive Bible Study?

Session 4: What Are Spiritual Disciplines?

Session 5: Transformed! Part 1

Session 6: Transformed! Part 2

Session 7: Transformed! Part 3

Session 8: Transformed! Part 4

Session 9: Transformed! Part 5

Session 10: Transformed! Part 6

Session 11: Transformed! Part 7

Session 12: Transformed! Part 8

Session 13: Transformed! Part 9

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 be sure to 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 because the ones who won’t share in a large group will share their insights in the smaller group.
3. When you ask small groups to 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. Simply 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 PowerPoint presentation to accompany each lesson. Be sure to download the PowerPoint 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 move 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

¹⁰ "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 part 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 has time and desires to develop E&D skills, go back to the one-on-one curriculum and develop what is given there into a skill-developing session for your group.

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

Additional Discipleship Tools and Walk Series

(35 minutes)

Materials: Various Discipleship tools

Objectives:

- To share Good Soil resources developed for in-depth discipleship-making.
- To introduce participants to Walk Series and familiarize them with the topics covered in each—Walk Worthy, Walk in Love, Walk in Light, Walk as Wise.

Have **Slide 1** up as students come in. Greet as many as you can personally. If available, have copies of *The Story of Hope* and *The Way to Joy* on hand for participants to see.

Click to **Slide 2** for prayer time led by someone else, if possible. (The music stops on **Slide 2**.) (Asterisks * indicate a 'click' within the same slide to reveal more content on that slide. Practice with the PowerPoint before class!)

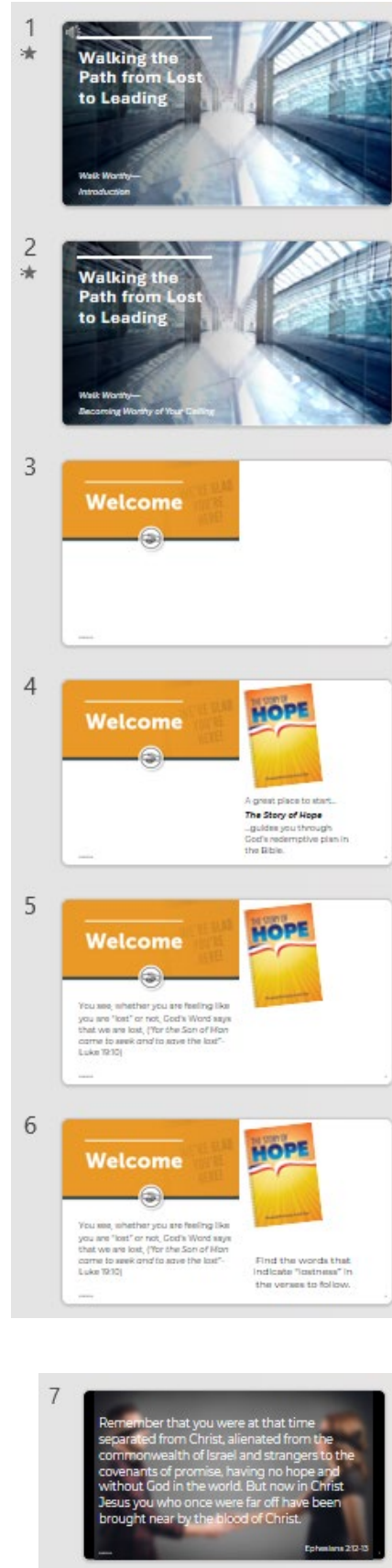
After prayer time, put up **Slide 3** and say, "Welcome to Walk Worthy—the first book of the Walk Series.

Slide 4. "Of course, a great place to start is with **The Story of Hope**, which guides one through God's redemptive plan in the Bible—Because"

Slide 5. ". . . whether you are feeling like you are 'lost' or not, god's Word says that we are lost, ('for the Son of Man came to seek and to save the lost' – Luke 19:10)."

Slide 6. "Find the words that indicate 'lostness' in the verses to follow."

Show **Slide 7** and allow participants to call out words that indicate lostness in *Ephesians 2:12-13* (separated, alienated, strangers, no hope, without God, far off). Be sure you know the proper words and encourage people as they share them.



Then, move to **Slide 8** to reveal the key words indicating lostness. Allow several seconds to affirm participants once again, then move to . . .

Slide 9. “Now, find the words that indicate Jesus did something about our lostness in the verses to follow.”

Click to **Slide 10** and again, allow opportunity for the participants to call out words they see that indicate Jesus did something about our lostness in Ephesians 2:14-16 (our peace, made us both one, broken down . . . wall of hostility, abolishing the law of commandments, one new man, making peace, reconcile us to God, killing the hostility). Encourage answers as they are called out. Then move to . . .

Slide 11 to reveal the words, allowing several seconds for the class to observe the bolded words.

Move to **Slide 12.** “Let’s do this once more. Find the words that indicate ‘hope’ in the following verses.

Show **Slide 13**, giving an opportunity once again for the class to call out verses to indicate hope in Ephesians 2:17-20 (preached peace, have access, no longer strangers . . . aliens, fellow citizens, built on the foundation).

Click to **Slide 14** so they class can be encouraged with what Christ has done, but also that they ‘found the answers.’

8

Remember that you were at that time **separated** from Christ, **alienated** from the commonwealth of Israel and **strangers** to the covenants of promise, having **no hope** and **without God** in the world. But now in Christ Jesus you who once were **far off** have been brought near by the blood of Christ.

Ephesians 2:12-13

9

Welcome

Find the words that indicate Jesus did something about our lostness in the verses to follow.

10

For he himself is our peace, who has made us both one and has broken down in his flesh the dividing wall of hostility by abolishing the law of commandments expressed in ordinances, that he might create in himself one new man in place of the two, so making peace, and might reconcile us both to God in one body through the cross, thereby killing the hostility.

Ephesians 2:14-16

11

For he himself is our peace, who has made us both one and has broken down in his flesh the dividing wall of hostility by abolishing the law of commandments expressed in ordinances, that he might create in himself one new man in place of the two, so making peace, and might reconcile us both to God in one body through the cross, thereby killing the hostility.

Ephesians 2:14-16

12

Welcome

Find the words that indicate “hope” in the verses to follow.

13

And he came and preached peace to you who were far off and peace to those who were near. For through him we both have access in one Spirit to the Father. So then you are no longer strangers and aliens, but you are fellow citizens with the saints and members of the household of God, built on the foundation of the apostles and prophets, Christ Jesus himself being the cornerstone.

Ephesians 2:17-20

14

And he came and **preached peace** to you who were far off and peace to those who were near. For through him we both **have access** in one Spirit to the Father. So then you are **no longer strangers and aliens**, but you are **fellow citizens** with the saints and members of the household of God, **built on the foundation** of the apostles and prophets, Christ Jesus himself being the cornerstone.

Ephesians 2:17-20

Slide 15. “After someone come to Christ, the next step on their journey could very well be The Way to Joy, which is a ‘first steps’ discipleship tool.

4. Use PowerPoint Slides X to Y in a short lecture to show a transition from TSOH and TWTJ to the Walk Series.
5. In table groups compare and Contrast the Tables of Contents of Walk Worthy, Walk in Love, Walk in Light, Walk as Wise.
6. In triads, look at pages 11-12 and pick two or three things you think this tool will do well in the discipleship process.

Session 1—What Is a Disciple-Maker?

Materials needed: PowerPoint and Worksheet for Session 1

Objectives:

- To learn from Paul's example what a disciple-maker is and does.
- To challenge participants to be disciple-makers.
- To be aware of tools to help in disciple-making.

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

After prayer time, put up **Slide 2** and say, "Let's begin answering that question (What is a Disciple-Maker?) by looking at how one of Jesus' greatest disciple-makers described himself in Titus 1:1." *Each word/phrase in the verse has a descriptor (name, status, etc.). Walk through them, phrase by phrase, using the reveal method.*

Then, clicking to **Slide 3**, "If we put our own name in the blank, take out the big words, and use modern language, we have this: '_____, God's servants, sent by Jesus Christ to proclaim faith to God's chosen and teach them to know the truth that shows them how to live godly lives.'" (You, the teacher, should put your picture on the slide and put your name in the blank.)

Go to **Slide 4** and have the table groups answer the questions to each other. Give several minutes for this if they are participating well. Listen for when the level of talking lowers and move on.

Use **Slide 5** to review the introductory session if used. "Equippers, at the top of the scale, are pastors and missionaries today. Look at Ephesians 4:11-16 with me." *Have the passage read out loud. Comment briefly on how apostles, evangelists, and pastor-teachers—men provided by God—were given to the church to equip people for the work of the ministry.*

Move to **Slide 6**, "Now look at Titus 1:5. Why did Paul leave Titus in Crete? What was he (Titus) supposed to do there?" Have someone read the verse out loud. (Slide 7 has several clicks. They will be shown in the text by *) Study the book of Titus well so you can

1 ★

01

What is a Disciple-Maker?

2 ★

Let's begin answering that question by looking at how one of Jesus' greatest disciple-makers described himself in Titus 1:1

	Name	Status	Profession	Existing to	Make them disciples (D)	The ultimate objective: godly lives
Paul,						
is a servant of God and						
an apostle of Jesus Christ,						
for the sake of						
the faith of God's elect and						
their knowledge of the truth,						
which accords with godliness,						

3 ★

If we put our own name in the blank, take out the big words and use modern language, we have this:

Gil & Denise

God's slaves
Sent by Jesus Christ
to proclaim faith to God's chosen and
teach them to know the truth that
shows them how to live godly lives.

4

Can you put your name in the blank?
Can you describe yourself in that way?
Why or why not?
Would you like to be a disciple-maker like Paul?

God's slaves
Sent by Jesus Christ
to proclaim faith to God's chosen and
teach them to know the truth that
shows them how to live godly lives.

5 ★

The Disciple's Upward Walk

6 ★

Now look at Titus 1:5
Why did Paul leave Titus in Crete?
What was he supposed to do?

This is why I left you in Crete, so that you might put what remained into order, and appoint elders in every town as I directed you.

Titus 1:5

explain **slide 7** well. “Since Titus was left by Paul on Crete to choose * elders and put things in order, it’s pretty cool that, after Paul gave him that assignment, he gave him what he needed to get the job done. The next verses * (1:6-16) give Titus the qualifications and instructions for elders. Then, * in 2:1-5, Paul gives him instructions for older men and women—leaders in the church. From there, * in 2:6-10, Titus receives instructions for disciple-makers. Then, in * 2:11-3:3, Paul touches on discipleship topics—things Titus would need to know (and deal with) as he trained up disciples. * **The Way to Joy** deals with many of these. Finally, in * 3:4-7, Paul gives a glorious account of how God draws people to Himself and saves them—he tells how people are ‘made alive!’” (Move to **slide 8** and read powerfully Titus 3:4-7.) “So, you see, starting with his assignment—to appoint elders or equippers in Crete—Paul then works backwards from elders down to leaders, disciple-makers, topics for disciples, and then salvation. We see” (now ‘walk up’ **slide 9** as you deal with this.) “how God * saves people, * what they need to learn as they grow in Christ, * how to become disciple-makers, * then leaders, and finally * elders or equippers.”

“This **Slide (10)** shows how * **The Story of Hope** and other tools are used to bring people to Christ, * **The Way to Joy** is for ‘first steps’ discipleship, * **Walk Worthy** and **Walk in Love** are for developing disciple-makers, and finally, * **Walk in Light** and **Walk as Wise** continue in the Leadership Development area.”

Show **slide 11**. “In this class we are *not developing Elders/Equippers—that comes later. We are * not even developing high level leaders. But we are interested in * developing disciple-makers.”

Click to **slide 12**. “So . . . what are disciple-makers? * Someone read Titus 2:7, please. And now, * Titus 3:1-2. What do these passages say a disciple-maker is/does?” * * (Click to show the text on the slide after you have gotten answers from the participants.)

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8
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10
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11
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12
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Slide 13 displays the character traits which a disciple-maker teaches disciples to participate in. Have someone read Titus 2:6-10 and then talk through the traits found there as you click through them on this slide. Ask for feedback as you talk about the traits.


Show **slide 14** and ask, “Which of these character traits of a disciple have you worked on or discussed as you were discipled or discipling someone? Which of these do you feel you need to work on more and/or need more insight?” Allow time for responses in small groups and then, if desired, have one or two share with the larger group.

Slides 15 to 19 show the lyrics to the chorus of a song, which is based heavily on Titus 3:5-7. Teach the song and encourage the learning—not only of the song—but of the Bible verses. The song can help students do just that!

13
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Those good works which a disciple-maker teaches his/her disciples to participate in are found in Titus 2—character traits of a disciple:


- Living self-controlled, upright, godly lives/renouncing ungodliness & worldly passions
- Living in anticipation of Jesus' return
- Submissive
- Obedient
- Ready for good works
- Courteous/speaking kindly
- Living in unity (avoid controversy and divisions)



14
★

Which of these character traits of a disciple have you worked on or discussed as you were discipled or discipling someone? Which of these do you feel you need to work on more and/or need more insight?

- Living self-controlled, upright, godly lives/renouncing ungodliness & worldly passions
- Living in anticipation of Jesus' return
- Submissive
- Obedient
- Ready for good works
- Courteous/speaking kindly
- Living in unity (avoid controversy and divisions)



15
★

Confession and Assurance

16

Not by works of righteousness
Which we have done
But according to His mercy, He saved us,
By the washing of regeneration
And renewing of the Holy Spirit,

17

Which was shed abroad on us
abundantly
Through Jesus Christ our Savior
That being justified by His grace
We should be made heirs
According to the hope of eternal life!

18

Not by works of righteousness
Which we have done
But according to His mercy, He saved us,
By the washing of regeneration
And renewing of the Holy Spirit,

19

Which was shed abroad on us
abundantly
Through Jesus Christ our Savior
That being justified by His grace
We should be made heirs
According to the hope of eternal life!

Lesson 2—Who is God and Who am I?

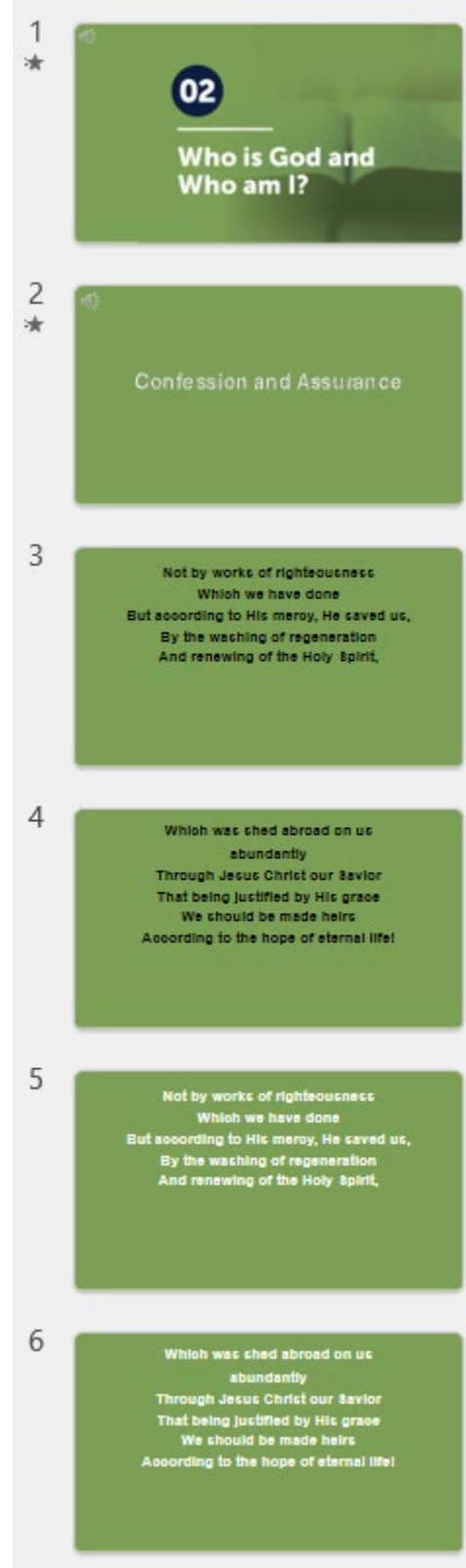
Materials needed: PowerPoint, E&D Cards, Session 2 worksheet

Objectives:

- To learn (or review) who God really is.
- To review gospel concepts.
- To respond to what we learn about God by seeking to depend upon Him as we make disciples.
- To commit to pray for God to use us to reach people for Him and to disciple them.

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

After prayer time, lead the class in singing the chorus of “Confession and Assurance” twice (Titus 3:5-7). The song is on **Slides 2 – 6**.



Put up **Slide 7** and challenge the class to listen to the “In the Beginning God” story with pen in hand, jotting down things about God which they learn or are reminded of from the story. (The story can be told by you, the teacher, or played from [Reflections The Audio Experience](#).)

As you finish the story, click once so that **Slide 8** comes up showing the “Elohim—In the beginning God . . .” image.

Click again (for **Slide 9**). “What did you learn about God in this story?” Give about 4 minutes but listen for when the “noise” get quieter. That is an indicator that most groups are finished.

Click to **Slide 10**. “What do you know about these concepts? With your group, produce at least one Scripture verse for each.” Allow the groups to work on this for about 8 minutes, but if done early, debrief and move on.


Click (to **Slide 11**). “Based on what you reviewed about God and about yourself (as part of humankind), how should you respond to God today as you move past this study? Talk with your group and write it on your paper.” Debrief.

Click again (to **Slide 12**). “How should these truths change the way you relate to people?” Give two minutes in the groups and then ask them to report.


7

Listen for what you might learn or are reminded about God from this narrative based on . . .

Genesis 1:1-2; Exodus 3; Psalm 50; 146:6; Job 41:11; John 1; Acts 17; Romans 11:35-36; 2 Corinthians 13:14.

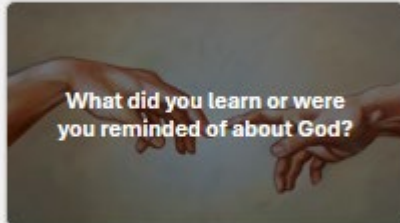


8
★




In the beginning God...

9
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What did you learn or were you reminded of about God?


10

What do you know/remember about these concepts?
Produce at least one Scripture verse for each:


11

Based on what you reviewed about God and about yourself (as part of humankind) how should you/we respond to God today as you/we move past this study?


12
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How should these truths change the way you relate to people?

Click to **Slide 13**. “Realizing that it is God who moves people along in this process (to salvation and discipleship—going up the Scale) and remembering all we reviewed about God, what should we do as we begin to be disciple-makers?”

Allow time for responses (in small groups and then reporting to the big group, before you click to **Slide 14** where there are five possible answers. * Depend upon Him. * Pray for Him to work. * Be an example. * Don’t push. Let the Spirit work. * Be available.

Make “**E & D**” cards from *Good Soil* available, click to **slide 15**.

“Using the E&D card provided, ask God who He would have you pray about reaching for Him (E side) and who He might have you consider discipling (D side).” **Make it clear that they are asking God to use them to reach this (these) neighbor(s), friend(s), family member(s).**

“Only put people on the (prayer) list that you are willing to ask God to use you, open up opportunities to share with them, etc. When you have at least one name on each side, please stand.” *Once 90% of the group is standing, tell them to pair up with someone and pray.* “Share **one name** and a **little** about that person. Then pray for each other.”

Good Soil Evangelism

E-List

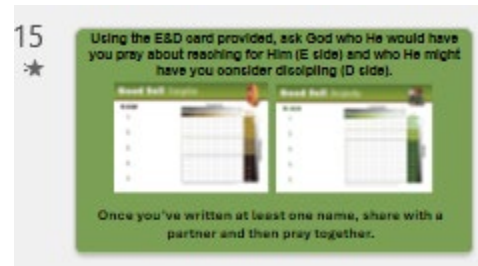
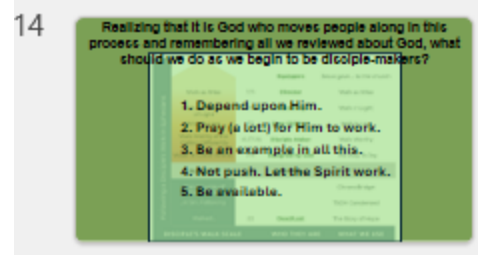
Receptivity	1	2	3	4	5
1					
2					
3					
4					
5					

Good Soil Discipleship

D-List

Involvement	1	2	3	4	5
1					
2					
3					
4					
5					

Close this time in prayer and let them know that the memory verse for this week is *Ephesians 4:1-2* using **slide 16**.



Lesson 3—What is Inductive Bible Study?

Materials needed: PowerPoint, Session 3 worksheet, Parable of the Soils Midrash

Objectives:

- To learn how to do inductive Bible study through observation, interpretation, and application.
- To practice inductive Bible study with a small group.
- To understand that our goals in evangelism and discipleship are that people clearly understand, firmly embrace, and hold fast to the gospel.

This session could easily be broken into two; consider doing that.

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

After prayer time, lead the class in reviewing Ephesians 4:1-2. The verse is on **Slide 2**.

Click to **Slide 3** and say, “Take two minutes at your table and come up with a definition for ‘Inductive Bible Study.’” After two minutes, take some definitions from one or two tables. (If you have flip chart paper, have them write the definitions on flip charts for all to see.)

Click to **Slide 4** and say, “Let’s see how we did. Here is a definition from ‘GotQuestions.org’.”

Click to **Slide 5** and say, “In inductive Bible study, there are 3 basic steps: Observation, Interpretation, and Application.

Using **Slide 6**, explain:

OBSERVATION asks: What does the text we’re studying say?

INTERPRETATION asks: What does the text we’re studying mean?

APPLICATION asks: How should I respond to God or
How should I change the way I relate to people
based on this text?

1★

03

What is Inductive Bible Study?

2★

Review Ephesians 4:1-2



I therefore, a prisoner for the Lord, urge you to walk in a manner worthy of the calling to which you have been called,² with all humility and gentleness, with patience, bearing with one another in love,

3

in•duc•tive



4

in•duc•tive

"Inductive Bible study is an approach to God's Word focusing on three basic steps that move from a focus on specific details to a more general, universal principle."
www.GotQuestions.org



5★

in•duc•tive

The three basic steps are
Observation,
Interpretation, and
Application.



6★

The Questions

OBSERVATION asks: What does the text we're studying say?

INTERPRETATION asks: What does the text we're studying mean?

APPLICATION asks: How should I respond to God or how should I change the way I relate to people based on this text?

Using **Slide 7**, explain that reporter questions (who, what, when, where, why, and how) are the type of questions we use in observation. No interpretation here—*“Just the facts, Ma’am, just the facts.”* (From Joe Friday on Dragnet)

Using **Slide 8**, explain that during the interpretation phase, we are trying to determine what the story or text meant to its original audience. We try to put ourselves in their place.

Using **Slide 9**, emphasize trying to “get into their skin.” Have each table try an example. Print the specific thoughts and questions here on a card for each table.

Table 1—What do you think Abraham felt/thought when he was told to sacrifice his son? (Genesis 22:1-19)

Table 2—What must young Samuel have been thinking first of all when he *knew* he was hearing someone call but Eli said he wasn’t calling? And then, after Eli told him that it must be God calling and that he should answer, “Speak, LORD, for your servant is listening”?

Table 3—What must Mary have been thinking when the angel said she was going to have a baby—with the Holy Spirit?

Explain, “Asking if there is anything the passage is telling us about God, man, sin, death, Christ, cross, faith, and life can help us build our theology.” (**Slide 10**).

Clicking to Slide 11, “Moving on to ‘Application!’” Use **Slide 11 and 12** to show the importance of responding to God


—what does He want us to do? —How should we respond?

And the importance of responding to people around us.

—Should we act differently? —Should we be loving people?


—What should I be doing differently based on this passage?

7
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Before we look at a Bible text today, let's just fill out those steps a little.
During the **OBSERVATION** step,
we should answer basic reporter questions: who, what, when, where, why, and how. Also, look for words that seem to be repeated or seem particularly significant.


who,
what,
when,
where,
why, how

8
★


Before we look at a Bible text today, let's just fill out those steps a little.
During the **INTERPRETATION** step,
we are trying to determine what the Bible story or text meant to its original audience.
Try to put yourself in their place.


9
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Interpretation
What might they be thinking? Feeling? Experiencing at that time?
Try it!
Table 1 – Abraham
Table 2 – Samuel
Table 3 – Mary



determine what the Bible story or text meant to its original audience.

10
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Interpretation
Then, ask, what does this passage tell us about ...
God, man, sin, death, Christ, cross, faith, and life?
This can help us build our theology.



determine what the Bible story or text meant to its original audience.

11
★

Before we look at a Bible text today, let's just fill out those steps a little.
During the **APPLICATION** step,
Try to determine how we should respond based on the meaning we discovered in steps one and two. Certainly, people will have different responses, but our different applications should come from a singular, contrived meaning.


How we should respond

12
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Application
We want our application to have a response to **the God Who gave us His word** and a response to **the people around us**.
A text may demand a response to both—or not—but we want to ask ourselves the questions to be sure.


How we should respond

Moving to **Slide 13**, assign a passage to read to each table, have them use the principles we just talked about (observation, interpretation, and application), and have the groups read their passages and ask the 5 questions (which are listed on **Slide 14**) about their passage.

IF they have flipcharts, have them record their answers on the charts. If not, assign a scribe to take notes so they can report when they're done. About 8 or 9 minutes should be enough but listen to the noise they're making. When it drops, ask them to report. Otherwise, the noise will rise again, but they'll be talking about 'the game' or 'lunch' or something else!

Click to **Slide 15** and ask the class to listen as you tell the midrash (script at the end of this document). A midrash [mee-drash] is an ancient commentary usually given in story form, on part of the Hebrew scriptures attached to the biblical text. If you can learn it and tell it without reading, it will be more effective. But if not, practice it so you can read it with feeling.

After telling the midrash, put up **Slide 16** and ask, "If the midrash gives any insights, what do you think the main point of the parable might be?"

Take several answers before showing **Slide 17** with a possible answer. Have someone read that possible answer and get people to give feedback.

Click to **Slide 18** and ask, "What does the 'Good Soil' person do in each passage?" Read the hint on the slide.

13

Now, read your assigned passage and apply your observation, interpretation, and application skills to the passage by asking the five questions.

Matthew 13:3-8

Mark 8:1-20

Luke 8:4-15

14

What does it say?	STUDY
What did it mean to its original audience?	CONTEXT
What does it tell us about God, Man, Sin, Death, Christ, Cross, Faith, Life?	THEOLOGY
How should I respond to God?	OBEY
How should I change the way I relate to people?	SHARE

15

Listen to the midrash for more insights on the parable.



16

If the midrash gives any insights, what do you think the main point of the parable might be?



17

If the midrash gives any insights, what do you think the main point of the parable might be?

It could very well be that Jesus wants us to realize that the soil of the heart needs to be prepared—tilled—to be able to produce fruit.



18

What does the "Good Soil" person do in each passage? (Hint: it's stated a little differently in each.)



After people have responded, show **Slide 19** with the answers: “The Good Soil person understands the gospel (we see this in Matthew), he/she embraces the gospel (from Mark), and he/she retains or hold firmly to the gospel (from Luke).

Wrap up this part with **Slide 20** which gives an overall understanding of the passage—that we want to help unbelievers to clearly understand, sincerely embrace, and firmly hold on to the gospel.


Prepare and put up **Slide 21**, encouraging the class that these principles and so much more will be shared at the Good Soil Evangelism & Discipleship Seminar taught in Harrisburg every May and October or at your church on a date you may have planned. You can use www.GoodSoil.com to help you prepare this slide with pictures and dates for the training in Harrisburg, or with pictures and dates you plan to have a seminar taught at your church. Also, there are promo video clips on the web site which you can use.

Show **Slide 22**, encouraging the class to memorize Colossians 3:1-2 for next week.

19


What does the 'Good Soil' person do in each passage?
(Hint: it's stated a little differently in each.)

The good soil person understands the gospel, embraces it, and hangs on to it.



20


We want to present the gospel in ways that people can clearly understand it and sincerely embrace it. If that happens, they will hold fast to it and not allow it to be taken away. Disciple-makers must also teach new believers God's Word to help them hold fast and grow.




21

Good Soil Evangelism & Discipleship Seminar:
at Calvary Baptist, Simpsonville

August 16-17, 2024





22

Memorize Colossians 3:1-2

If then you have been raised with Christ, seek the things that are above, where Christ is, seated at the right hand of God. ² Set your minds on things that are above, not on things that are on earth.

Midrash for the Parable of the Soils

Her daughter was tugging on her sleeve, but Susanna was lost in thought. Her eyes followed the Master as he got out of the boat and huddled with the twelve, but her mind was still on the story he had just told the crowd.

The tugging continued.

“Mama, Mama!” Joanna got her mother’s attention.

“Yes, Joana, what is it, dear One?”

“Why did he throw seed in the bad places?”

“What, Honey?”

“Why did the Farmer throw seed on the pathway, and in the rocks, and in the thorns? Seeds don’t grow there. Didn’t the farmer know that?”

“Well yes, I suppose he did. But I’m not sure that the farmer *meant* to throw seed in the pathway, or the rocks, or even in the thorns. You see, the farmer had come out some time before and tilled his farmland.”

“Tilled?”

“Yes, Sweetie, “tilled” means the farmer *prepared* the soil. He went out to his farmland—probably something like this rectangle of land right there—and he dug it up, turned it over,

picked up the stones that were in the field and threw them off to the side. He got his land all ready to receive the seed.”

As Susanna spoke, it hit her. Could this be the lesson—at least part of it—that the Master was trying to teach with this story of the Sower and the Soils? She glanced back to the shore, pensively. The Master and the Twelve were finishing their meeting.

“Mama!”

Startled, Susanna turned back to her daughter. “I’m sorry, dear. The farmer prepared his field at least the day before. Then, he came out to his prepared field there (gesturing to the rectangle) and started to sow the seed. He threw it onto the field and as he went along—wanting to be sure to get seed in every corner of his field—he overthrew some of the seed. It landed in the rocks he piled up at the edge of his field. Some of it landed in the thorns just outside his beautifully prepared field. And some landed in the pathway, just like this one that people use to walk by farmland.”

Joanna tugged again on her mother’s sleeve. She turned to her smiling. She saw her daughter wide-eyed looking just above her. Joanna pointed.

Susanna turned to see the Master right behind her, listening. She stood quickly, blushing. “I’m sorry, Master.”

He simply gave her an affirming nod, smiled warmly, and led his disciples to their next appointment.

The mother and daughter watched Him walk down the road, talking with His followers. When they were out of sight around the bend in the road, Susanna commented, half to her daughter, half to herself, “The Master’s stories are always so fascinating, but I don’t always understand. Your question helped me understand what I think is the point to this one: ***Just as the soil needs to be prepared for seed to grow, so our hearts need to be prepared to receive the word of God so it will produce fruit in our lives.***”

Come on, I’ll race you home!”

Lesson 4—What Are Spiritual Disciplines?

Materials needed: PowerPoint, Session 4 worksheet

Objectives:

- To learn what the spiritual disciplines are.
- To sense the need and accept the challenge to begin exercising the spiritual disciplines.
- To understand that our goals in evangelism and discipleship are that people clearly understand, firmly embrace, and hold fast to the gospel.

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

After prayer time, lead the class in reviewing Colossians 3:1-2. The verse is on **Slide 2**.


Click to **Slide 3** and challenge the groups to come up with a list of what they think could be called ‘spiritual disciplines.’ Give them one minute. If possible, have them make the lists on flip charts. *While they are working, at the 30-second mark, stop the clock, “Forgive me for interrupting.”*

*Then, click once (to **Slide 4**) to add the icons of spiritual disciplines. “Maybe these icons will help you come up with some spiritual disciplines. Continue!” After the final 30 seconds, have them report, each group sharing one “discipline which the others haven’t shared.”*

Then go to **Slide 5** for the definition and some examples of spiritual disciplines.

Move on to **Slide 6** which gives some more detail about spiritual disciplines, and then to . . .


- 1 ★



04

What Are Spiritual Disciplines?
- 2 ★

Review Colossians 3:1-2



If then you have been raised with Christ, seek the things that are above, where Christ is, seated at the right hand of God. ² Set your minds on things that are above, not on things that are on earth.
- 3

spiritual disciplines











Come up with a list of what you think could be called 'spiritual disciplines.'

You have one minute.
- 4

spiritual disciplines











Come up with a list of what you think could be called 'spiritual disciplines.'

You have one minute.











- 5

spiritual disciplines











"The spiritual disciplines are those practices found in Scripture that promote spiritual growth among believers in the gospel of Jesus Christ. They are habits of devotion, habits of experiential Christianity that have been practiced by God's people since biblical times."

Don Whitney
- 6 ★

Spiritual Disciplines . . .

...are actions modeled in the Bible in which believers engage both personally and corporately to promote godliness.

Slide 7. Have someone read 1 Timothy 4:7. Take comments and/or comment on how this verse encourages us to be involved in spiritual disciplines to ‘train ourselves in godliness.’

Go to **Slide 8** and explain, “Although there are many spiritual disciplines which could be named and on which we could work, * we will only mention six which we would encourage each other to develop in our spiritual lives. The first four disciplines have to do with God’s Word: * Reading, * Studying, * Meditating, * and Memorizing.”

Go to **Slide 9**, read the statement (and expound if necessary). * Then ask the big group to talk about * the differences they see in these four disciplines: * reading, * studying, * meditating, and * memorizing. Allow 2 minutes (or less if they are done early).

“Share with each other at your table groups using the discussion questions on **Slide 10**. * (Which are you already practicing? * Which might you find difficult? * What can you do to begin practicing these four disciplines?” *Debriefing is not necessary since these questions are more personal in nature and people may not want to share about them in the big group.*


Move to **Slide 11** and explain, “The next discipline, prayer, could be divided into several unique disciplines as well: * Thanksgiving, * Adoration, * Confession, * Supplication, and * Petition.”

Using **Slide 12**, “Work together as groups to make a graphic representation on your flip charts of the differences of these 5 types of prayer using only pictures (and the 5 words, if desired, but no other words).”

7
★

Read 1 Timothy 4:7.

Have nothing to do with irreverent, silly myths. Rather train yourself for godliness.




8
★

Down through the years many spiritual disciplines have been practiced.

For our purposes we will only mention six. The first four all have to do with God's Word:

Reading
Studying
Meditating on
Memorizing




9
★

Spiritual Disciplines of the Word

If a disciple-maker is not **getting into the Word** and **getting the Word into him/her**, there can be little growth.

Talk about the differences you see in these four disciplines:

Reading, Studying, Meditating, Memorizing




10
★

Discuss in your group:

Which are you already practicing?

Which might you find difficult?

What can you do to begin practicing these four disciplines?




11
★

Prayer

We could divide prayer up into several unique disciplines as well:


Thanksgiving
Adoration
Confession
Supplication
Petition



12
★

Make a chart demonstrating the difference with only these 5 words and pictures.

Thanksgiving
Adoration
Confession
Supplication
Petition



Using **Slide 13**, close the discussion on prayer, “Our Bible reading, study, and memorization is God * speaking to us . . . and prayer * is one of our major responses to Him.” Allow for feedback and/or discussion.

Use **Slide 14** to introduce the spiritual discipline of * fasting. “Get into triads (groups of three) and spread around the room.” Ask any who have practiced spiritual fasting if they would like to share with their triad about their experience. Allow a couple of minutes and have them sit back at their tables.

Have two different people read the verses on **Slides 15 . . .**

and 16. Allow a short time for comments if desired.

Then move to **Slide 17**, have 2 Peter 1:3-15 read, and allow for observations.

See slides **18 and 19** to explain the meaning of “things” (“qualities” in verses 8-12). “What can we deduce from this passage?” Allow responses. Thank each person for any input—all answers should be good. We eventually hope to get to the answer on **Slide 19**: * “That God has **given** us what we need to grow, but we must **appropriate** what He has given us and work at it using spiritual disciplines.”

13
★

Prayer
Bible reading, study, and memorization is God speaking to us
Prayer is one of our major responses to Him.

14
★

Fasting
While types of fasting (i.e., intermittent fasting) are popular today to lose weight or cleanse the body of toxins, the purpose of spiritual fasting is to abstain from food for a period with the purpose of concentrating on prayer and Bible study, hearing from God. Instead of answering our hunger with physical food, we are choosing to hunger after God.

15

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied. (Matthew 5:6)

16

But seek first the kingdom of God and his righteousness, and all these things will be added to you. (Matthew 6:33)

17

Read 2 Peter 1:3-15 and make observations.

18

Read 2 Peter 1:3-15 and make observations.
The word translated “things” in verse 3 is the same Greek word translated “qualities” in verses 8, 9, 10, and 12. So what can we deduce from this passage?

19

Read 2 Peter 1:3-15 and make observations.
The word translated “things” in verse 3 is the same Greek word translated “qualities” in verses 8, 9, 10, and 12. So what can we deduce from this passage?
That God has given us what we need to grow, but we must appropriate what He has given us and work at it using spiritual disciplines.

Use **Slide 20** to illustrate, “God has given us all **“things”** . . . * this is the same Greek word as **“qualities”** which shows up later in the passage. Paul lists these qualities or things which God has given to us . . . * faith, * virtue, * knowledge, * self-control, * steadfastness, * godliness, * brotherly affection, * and love. These all pertain to life and godliness—they help us live a godly life . . . but we have to develop them.”

Click to **Slide 21**, “What appears to be at least one of the responsibilities of a disciple-maker according to verse 12?” *Take answers and then go to*

Slide 22—

“Disciple-makers are to ‘remind’ disciples to continue developing the qualities that pertain to life and godliness.”

“Moving on to the ‘Evangelism Awareness’ part of the class,” (*go to Slide 23*) “how does one assess a non-Christian’s worldview?” *Let the question hang in the air without an answer. Then, ** “How clearly and completely does someone understand the gospel of Jesus Christ?”

If you are able to provide a Good Soil training event at your church or if you’d like to encourage your people to go to a Good Soil event, substitute a slide for **Slide 24**. “This ‘Scale’ helps us to answer both of those questions. At the Good Soil Evangelism & Discipleship training on August 16-17 right here at Calvary, [*or in Harrisburg or at your church if you have scheduled one*] you’ll be able to learn about the Scale and how to assess worldviews. Save the date! Plan on attending!”

Show **slide 25** and challenge the class to memorize 2 Peter 1:3 this week.



What appears to be at least one of the responsibilities of a disciple-maker according to verse 12?

21



Memorize 2 Peter 1:3

His divine power has granted to us all things that pertain to life and godliness, through the knowledge of him who called us to his own glory and excellence.

25

Session 5—Transformed! (Part 1)

Materials needed: PowerPoint, Session 5 worksheet, Fruit of the Spirit and Works of the Flesh Cards

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.
- To learn how to “move an unbeliever **across** the Scale.”

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

After prayer time, lead the class in reviewing the memory verse 2 Peter 1:3 on **Slide 2**.

*Read through **Slide 3** and comment, if necessary. These thoughts (which are somewhat review up to this point in the teaching) should lead us into the reading of Galatians 5:17-26; they set us up for that reading, so think about how you will do that.*

“According to Ephesians 4:1 we should be **walking worthy** of our calling. * Ephesians 4:17 indicates that we should be **transformed**, no longer walking in the futility of our minds/as gentiles. * That’s not what we learned in Christ! We should be renewed in the spirit of our minds.”

Slide 4 gives us the task of reading Galatians 5:17-26, reminding us that we are looking to * “renew ourselves in the spirit of our minds . . .” After the reading, “Work as table groups to ‘Match the Opposites’” (**slide 5**) – “We are matching the **works** of the flesh with the **fruit** of the Spirit. Here is a good time to notice the difference between ‘works’ of the flesh—something we **do**, and the ‘fruit’ of the Spirit—something that God **does or grows** within us. * When exercised, which part of the fruit of the Spirit extinguishes which work of the flesh listed on the next slide? Some pieces of the Fruit of the Spirit extinguish more than one work of the flesh. * You will be matching the “fruit of the Spirit” cards that naturally extinguish or work against particular “works of the flesh” cards.


1
★

05

Transformed!
Part 1

2
★

Review 2 Peter 1:3



His divine power has granted to us all things that pertain to life and godliness, through the knowledge of him who called us to his own glory and excellence.

3
★


According to Ephesians 4:1 we should be **walking worthy** of our calling.

Ephesians 4:17 indicates that we should be **transformed**, no longer walking in the futility of our minds/as gentiles.

That's not what we learned in Christ! We should be renewed in the spirit of our minds.

4
★

Read Galatians 5:17-26



This passage will help us renew ourselves in the spirit of our minds . . .

5
★

Match the Opposites . . .

. . . of the works of the flesh and the fruit of the Spirit.

In other words, when exercised, which part of the fruit of the Spirit extinguishes which work of the flesh listed on the next slide? Some pieces of the Fruit of the Spirit extinguish more than one work of the flesh.

After all the tables are done with the matching exercise, have them “check their work” by showing **Slide 6**. Show “idolatry, sorcery” and ask, which did you choose?” Then show

6 ★

Match the Opposites . . . (the answers)	
Idolatry, Sorcery	Faithfulness
Strife, Enmity	Peace
Fits of Anger	Patience
Rivalries	Kindness
Dissensions	Gentleness
Divisions	Love
Envy, Jealousy	Joy
Drunkenness	Self-control
Orgies, Sexual Immorality, etc.	Goodness

“Faithfulness” as the answer we chose. Then show each work of the flesh, asking which Fruit of the Spirit “extinguishes” that particular work of the flesh. Walk down through the answers quickly. “If your answers are not the same—that’s okay! The point of the exercise was to get us thinking about the concepts.” Then use **Slide 7** to pose the questions, “Which one(s) do I see as a weakness in my life?” * “Would you like to share with your group?” and * “Take time to pray for each other.” Ask the first question and have the class write their answer on a 3x5 card. Allow 1 to 2 minutes. Then show the next two questions/statements and give the opportunity at the tables for this. (5-8 minutes) With **Slide 8**, “Someone read Ephesians 4:15-32 out loud and let’s answer the questions.” * * * * How can you be more loving? Have the class work together to find the answers, then debrief the answers as a whole class. Encourage the class to work on these things this week. Move to **Slide 9** and the Evangelism & Discipleship Awareness section of the class. “What will help an unbeliever move across the Scale to be more open to the gospel.” If someone wants to answer, fine. But don’t wait too long. Explain that this is part of the training where they can learn the answer to the question. * * * * Move to **Slide 10** and have them flip the 3x5 card they had to the other side and answer the three questions quietly by writing on the card. * * *

Go to **Slide 11** [which you have prepared] “These answers and more will be given at the Good Soil Evangelism & Discipleship seminar at _____ on _____. (Substitute an appropriate slide.) If you aren’t able to have a seminar at your church, encourage people to take the training in Harrisburg by registering [here at Good Soil E&D](#).

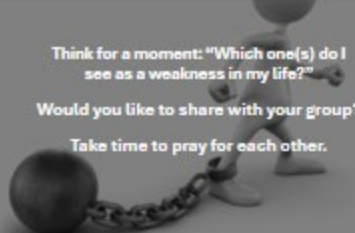
Show **slide 12** and encourage everyone to memorize Galatians 5:16 this week. Read it together. Dismiss in prayer.

7 ★

Think for a moment: “Which one(s) do I see as a weakness in my life?”

Would you like to share with your group?

Take time to pray for each other.



8 ★

Read Ephesians 4:15-32. Then answer the questions.

Who loves? Why?


Who is hostile? Why?

What makes the difference?

How can you be more loving?


9 ★

What will help an unbeliever move across the Scale to being more open to the gospel?



10 ★

Think of one or more unbelieving friends. Where would you place them on the Scale?



1. Given where your friend is on the Scale, what do you need to do first to start to reach him/her?
2. Does he/she need to move across (be more receptive to the gospel)? If so, what will you do?
3. Does he/she need to move up? If so, what will you do?

11

Good Soil Evangelism & Discipleship Seminar:
at Calvary Baptist, Simpsonville

August 16-17, 2024



12

Memorize Galatians 5:16

But I say, walk by the Spirit, and you will not gratify the desires of the flesh.

Lesson 6—Transformed! (Part 2)

Materials needed: PowerPoint, Session 6—Transformed! (Part 2) worksheet

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.
- To learn about Initial Contact and Relational Evangelism.

*Have **Slide 1** up as students come in. Greet all personally. Pause the music during prayer time led by someone else, if possible.*

*After prayer time, lead the class in reviewing Galatians 5:16 on **Slide 2**.*

*Read through **Slide 3** and comment, if necessary. “We have been learning to walk worthy of our calling and transformed—not walking as we once did. * Last week we learned that God has granted us all things (qualities) we need to live godly lives. Well, let’s apply some of those qualities!” This leads us into the Bible passage for today.*

*Show **Slide 4** and have the Acts 16:11-40 passage read out loud by someone who is comfortable reading in public and who will read with feeling. You might ask someone during the week so that they will be ready to read the best they can.*

*Use **Slide 5** to pose the questions, “Who is joyful? Why?” “Who is envious in the passage? Why?” “What makes the difference?” “How can you be more joyful in difficult circumstances?” (If the class seems comfortable enough to answer these in the big group, you might try that. These are not probing questions. But, if you want, they could be answered in small groups.) Use **Slides 6 and 7** to transition from the fact that we need to be joyous (instead of envious) and we need to love*


1★

06

Transformed!
Part 2

2★

Hebrew Galatians 5:16



But I say, walk by the Spirit, and you will not gratify the desires of the flesh.


3★

We have been learning to walk worthy of our calling (4:1) and transformed—not walking as we once did (4:17).

Last week we learned that God has granted us all things (qualities) we need to live godly lives. Well, let's apply some of those qualities!

4

Read Acts 16:11-40



5


Read Acts 16:11-40

Who is joyful? Why?

Who is envious? Why?

What makes the difference?

How can you be more joyful in difficult circumstances?



6

But how can you have joy instead of being envious (the work of the flesh which is the opposite of joy)?

Or how can you love instead of being hostile (the work of the flesh which is the opposite of love)?

7

We can talk about it, and we can try to muster it up in our lives, but the key is in verse 16. The full meaning of the term “by” in the phrase “walk by the Spirit” is this: “to walk by means of” the Spirit.

(instead of being hostile). The key to being able to be joyful and be loving is walking “by means of the Spirit.”

“Well, what does that mean? I’m glad you asked!” Go to **slide 8**.

“Walking ‘by’ the Spirit literally means, ‘by means of’—depending upon wholly. Picture a growing baby * who is beginning to walk. By hanging on to mommy or daddy’s fingers, the youngster can walk all over! * But as soon as those fingers are no longer available, baby plops down.

Go to **Slide 9**. “Or picture baby * hands leaning on the couch—then the table next to the couch—then the chair—baby is walking all over the room **by means of the** furniture. But without, he goes down, not desiring to continue. But after they do that for a while with you, they learn how to walk. That’s what we need to do—depend on the Spirit. Don’t try to walk on your own; depend on the Spirit to walk, and you will not carry out the desires of the flesh, but produce the fruit of the Spirit!”

Slide 10. “Let’s apply this to our lives. If we walk **by means of** the Spirit, **depending** on Him, we can love, have joy, etc. If we try to do it on our own, we’ll fall.

Click to **slide 11**. “But what does walking by means of the Spirit mean?” Have them discuss the practical part of this at tables for t-3 minutes and then report. After hearing several answers, move to **Slide 12** to wrap of the discussion.

“Walking **by means of** the Spirit is an utter dependence on Him. It means acknowledging our inability, praying, and asking for help constantly. Walking **by means of** the Spirit (this dependence on Him that we are describing) will produce the fruit of the Spirit.”

Transition to the Evangelism & Discipleship Awareness part of the lesson with **Slide 13**. Ask, “Which is better? Initial Contact

Evangelism or Relational Evangelism? ‘Initial Contact’ means sharing the whole gospel at once when we meet someone while ‘Relational Evangelism’ is sharing our lives and faith over time with someone as we develop a relationship with them.” Allow some time for discussion.

8

Picture a growing baby . . .

... who is beginning to walk. By hanging on to mommy or daddy's fingers, the youngster can walk all over!

But as soon as those fingers are no longer available, baby plops down.

9

Or picture baby . . .

... hands leaning on the couch—then the table next to the couch—then the chair—baby is walking all over the room **by means of** the furniture. But without it, he goes down.

10

Let's apply this to our lives.

If we walk **by means of** the Spirit, **depending** on Him, we can love, have joy, etc. If we try to do it on our own, we'll fall.

11

But what does "walking by means of" the Spirit mean?

Discuss at your table and report.

12

Walking "by means of" the Spirit is an utter dependence on Him. It means acknowledging our inability, praying, and asking for help constantly. Walking **by means of** the Spirit (this dependence on Him that we are describing) will produce the fruit of the Spirit.

13

Initial Contact Evangelism?

or

Relational Evangelism?

Depending on the time you have, you may let this go for a few minutes and let them “duke it out” a bit. Then move to **Slide 14**, letting them see a bit of what each of them means. * With time, ask them to choose which step might be the hardest for them.

If you have very little time, fly through **Slides 13 and 14** and move quickly to **Slide 15**. “You’ll learn about both of these types of evangelism and when it is most appropriate to use each one at the training event here at _____ on (dates). Be sure to sign up and attend. You will be glad you did.” Or encourage your students to register here for training in Harrisburg, PA: [Gospel & Discipleship Training Seminar | Good Soil | Good Soil](#)

Put up **Slide 16** and challenge the class to memorize Galatians 5:17 this week. Read through the verse together.

Dismiss in prayer.

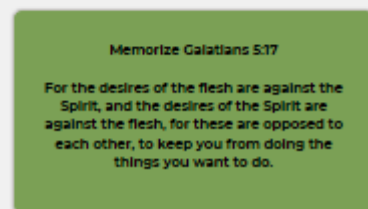
14
★



15



16



Lesson 7—Transformed! (Part 3)

Materials needed: PowerPoint

Session 7—Transformed! (Part 3) worksheet

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.
- To learn about Worldview Noise (Gospel Static).

Have **Slide 1** up as students come in. Greet all personally. Pause the music during prayer time led by someone else.

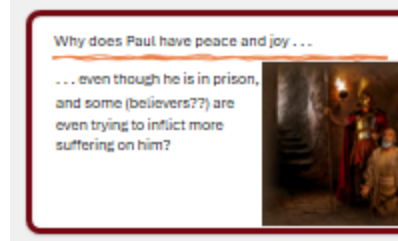
After prayer time, lead in reviewing Galatians 5:17 on **Slide 2**.

Slide 3. “We have been learning to walk worthy of our calling and transformed—not walking as we once did. * As we learned that the fruit of the Spirit should be evident in our lives instead of the works of the flesh, we contrasted love with hostility and joy with envy. Today we will contrast **peace** with **enmity** and **strife**. (Comment as necessary.) This is leading us into the Bible study of the day. If you have something relevant—an illustration from this week that applies, use it here. Use **Slide 4** to introduce the Bible passage (Acts 18:1-8). After it is read by someone who reads well and likes to read in public, ask, * “What impresses you from this story?” Take a comment or two, thank them, comment as needed, and move to the next slide. **Slide 5.** Four more passages are to be read. Encourage participants to jot down on the back of their worksheet anything they notice from the passage that raises a question in their minds or that they think is significant. Then, after the reading, they can bring it up to the group. Have the passages read by different people with a pause in between for significant observations. Then ask them to * “Contrast the strife you see in the church at Corinth with the peace you see Paul says they should have in Philippians 4.”

Use **Slide 6** to point out that Paul was in prison, yet he had peace and joy!

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Use **Slide 7** to ask, “Why does Paul have peace and joy even though he is in prison, and some (believers??) are even trying to inflict more suffering on him?” (*Discussion.*)



Go to **Slide 8** and ask, “How can **you** gain peace in difficult circumstances?” Take the class to *Philippians 4:6-9* for the answer. After it is read, ask, “So, what’s the answer? How can you gain peace in difficult situations?” Allow time for some answers. Transition to the *Evangelism & Discipleship Awareness* section with **Slide 9**. Read just the first part: “Imagine a phone call with a lot of static (“noise”) on the line—so much that you are only understanding part of what you hear.” Ask for people to share what that is/was like. Then go on: * “That’s what the gospel of Jesus Christ can sound like to people whose worldviews are strongly influenced by non-biblical belief systems. For example, if you say ‘For God so love the world . . .’ to a Hindu. What would he/she say? ‘**Wow! Which** God (of the millions we believe in) is it that loves me?’”

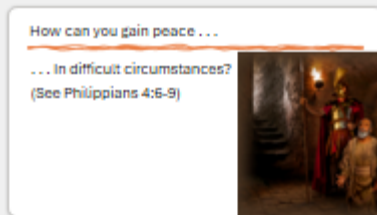
Give a brief overview of this problem with **Slide 10**, then encourage the class to sign up for the *Good Soil Evangelism & Discipleship* training hosted by your church or another in the area, or in Harrisburg, PA, through Good Soil’s website:

<https://www.goodsoil.com/training/good-soil-basic/>

If there is time, have them share at their tables any answers to the questions on **slide 12** and pray for each other. Who are some unbelievers God has brought into your life recently? * What unbelieving friend are you building a relationship with? How? * Think of one or two of your unbelieving friends. How does worldview noise affect your friends’ interest in the Bible?

Encourage the class to keep memorizing the verse of the week with **Slide 13**.

8



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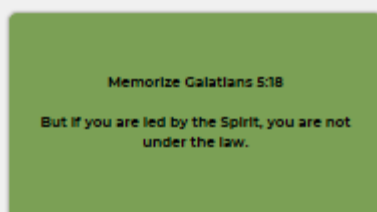
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12



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Lesson 8—Transformed! (Part 4)

Materials needed: Walk Worthy PowerPoint
Session 8—Transformed! (Part 4) worksheet

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.
- To observe examples of Worldview Noise in the Bible.

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

Slide 2. Quote the memory verse and ask if anyone else would like to try to quote it. * Then show the verse and say it together with everyone.

Use **Slides 3 through 5** to introduce the topic of the day—

contrasting **patience**, a piece of the fruit of the Spirit,

with a work of the flesh—**outbursts of anger**.

“Many times, our outbursts of anger towards people have their roots in dissatisfaction or anger towards God. Observe how the people in today’s stories responded toward God—in **patient acceptance** and **bitter anger**. Much of the work will be done by looking at two different situations in the Bible: Ruth and Naomi’s story and Job’s story.”

Slide 6. Have Ruth 1:1-5 read at the tables, * then have people respond to the question around their tables. Debrief before you send them to the next assignment.

1★

08

Transformed!

Part 4

2★

Review Galatians 5:18



But if you are led by the Spirit, you are not under the law.

3

Remember: we are to be walking worthy of our calling (Eph. 4:1) and transformed, not walking as we once did (Eph. 4:17).

As we continue learning about the fruit of the Spirit, today we contrast **patience** with **outbursts of anger**.



4

Remember: we are to be walking worthy of our calling (Eph. 4:1) and transformed, not walking as we once did (Eph. 4:17).

As we continue learning about the fruit of the Spirit, today we contrast **patience** with **outbursts of anger**. Many times, our outbursts of anger towards people have their roots in dissatisfaction or anger towards God.



5

Remember: we are to be walking worthy of our calling (Eph. 4:1) and transformed, not walking as we once did (Eph. 4:17).

As we continue learning about the fruit of the Spirit, today we contrast **patience** with **outbursts of anger**. Many times, our outbursts of anger towards people have their roots in dissatisfaction or anger towards God. Observe how the people in today's stories responded toward God—in **patient acceptance** and **bitter anger**.



6★

Read Ruth 1:1-5



How difficult would this be for you?



Use **Slide 7** to have the table groups read Ruth 1:6-21 and respond to the questions by writing on their flipcharts. (The questions are listed on the next slide and on the students' worksheets.)

After you assign the reading of the passage, click to **Slide 8** so they can refer to the questions on the screen, if desired.

Slide 9.

After debriefing their answers, ask students to turn to Job 1:9-10 to contrast Naomi and Ruth's attitudes with Job's. * "Why do you think they were so different? * What can you do to cultivate the calm, patience, and acceptance of Naomi?" These questions can be answered either by the larger group or in small groups again and debriefed.

Show **Slide 10**, touching on the "Gospel Static" problem mentioned last week and dealt with in detail in the Good Soil Evangelism & Discipleship training.

Show **Slide 11** and ask students if they know the story/events shown there. (In the lower right hand corner, we have Peter preaching on Pentecost—Acts 2, in the upper right, Barnabas and Paul in Lystra—Acts 14, and on the left, Paul at Mars Hill—Acts 17.)

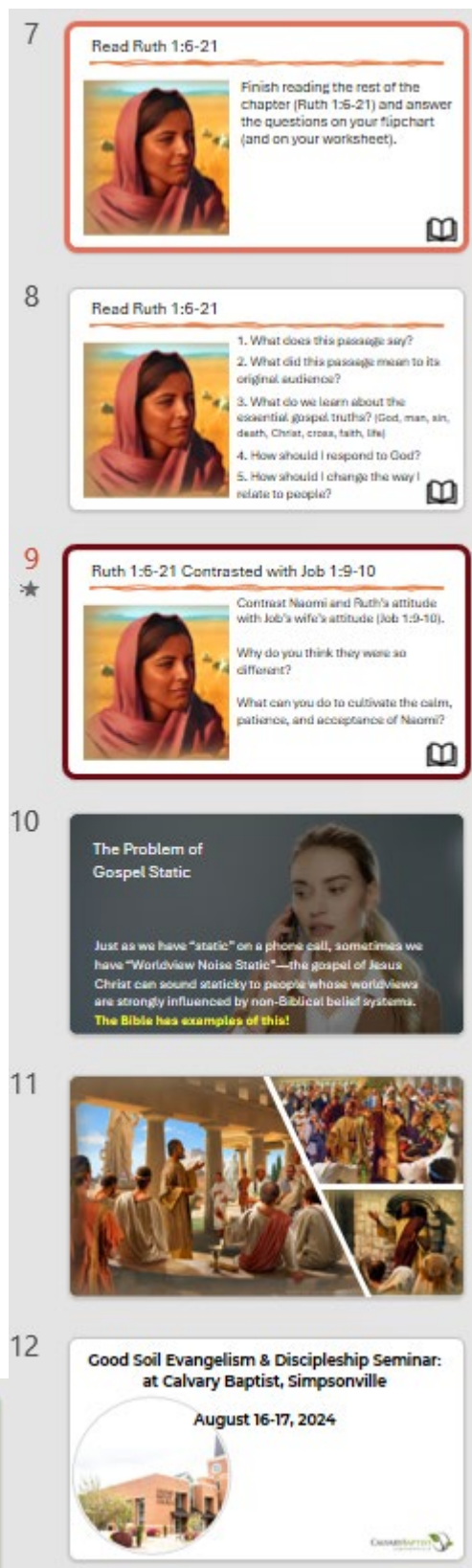
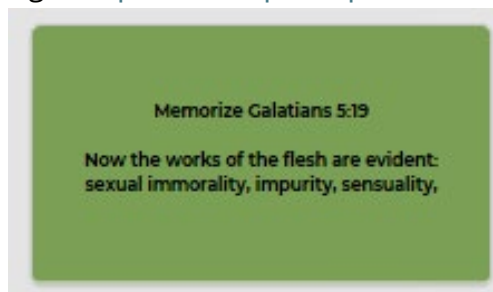
If you have time, discuss the "worldview noise" that the evangelists encountered in these places. This is dealt with at length in Good Soil training.

Slide 12.

Once again, challenge your class to consider taking training offered in your area or in Harrisburg. [Gospel & Discipleship Training Seminar | Good Soil | Good Soil](#)

Slide 13.

Close by challenging the class to memorize Galatians 5:19.



Session 9—Transformed! (Part 5)

Materials needed: Walk Worthy PowerPoint,
Session 9—Transformed! (Part 5) worksheet, 3x5 cards for each

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.
- To know that we live in “worldview noisy” neighborhoods and try to determine how that affects our friends’ understanding of the gospel.

Have **Slide 1** up as students come in. Greet everyone personally.
Pause the music during prayer time led by someone else.

Slide 2. After prayer time, lead in reviewing Galatians 6:19.

Read through **Slide 3** and comment, if necessary. The lesson today contrasts the fruit of the Spirit, **kindness**, with the work of the flesh, **selfish ambition**.

Slide 4 gives us the task of reading 1 Samuel 25:1-2. After reading the passage as a class, click * to show where this took place.

Use **Slide 5** to encourage the groups to read 1 Samuel 25:3-42 and then * contrast Nabal’s attitude with Abigail’s. Have them answer all the questions in the green box on the worksheet.

Then move through **Slides 6 and 7** as you debrief the work done at the tables.

1★

09

Transformed!
Part 5

2★

Review Galatians 6:19



Now the works of the flesh are evident:
sexual immorality, impurity, sensuality,

3

As we walk worthy of our calling (Eph. 4:1) and transformed, not walking as we once did (Eph. 4:17), we continue learning about the fruit of the Spirit.

Today we contrast **kindness** with selfish ambition. Observe how the people in today's event responded toward God—with **kindness** or selfish ambition.



4★

Read 1 Samuel 25:1-2



5★

Read 1 Samuel 25:3-42



Contrast Nabal's attitude with Abigail's attitude.
Why do you think they were so different?

6★

Read 1 Samuel 25:3-42



Where was David on the kindness/selfishness pendulum before Abigail met him?

Notice that the questions on **Slide 7** are more personal, leading participants to apply the passage to their own lives as it relates to the way they may be showing or selfish ambition in their relationships to others. Don't skip or rush this part. Be patient and let participants think about what they need to change and how they might go about it.

Then move to **Slide 8** . . .

. . . **and 9**. This is just introducing the worldview noise concept. Hopefully, you will be able to dig deeper into this in a Good Soil seminar or even accompany some of your students to a seminar in Harrisburg or somewhere else. "In the North America 'Leave it to Beaver' world of the 1950's, it was just assumed that all neighbors were church-going folks who took their kids to Sunday School where they were taught Bible stories and memorized the ten commandments and the Golden Rule. * While that was an unrealistic portrayal of American family life even for that time, today we might feel fortunate just to have one other Bible-believing Christian in our neighborhood."


"This is part of the Good Soil training where you can learn how to deal with worldview noise around you." *Have participants quietly write answers to the questions * * * on Slide 10 on 3x5 cards.*

Again, you can go to **Slide 11** and encourage them that these answers and more will be given at the Good Soil Evangelism & Discipleship seminar at _____ on (date). (Substitute an appropriate slide for number 11.) If you aren't able to have a seminar at your church, encourage people to take the training in Harrisburg by registering through Good Soil:

[Gospel & Discipleship Training Seminar | Good Soil | Good Soil](#)


Show **Slide 12** and encourage everyone to memorize Galatians 5:20 this week. Read it together. Dismiss in prayer.

7
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Read Ephesians 4:25-32


What help do you find in this passage to grow kindness in your life?

What will you do this week to develop kindness toward others?

8



Worldview "Noisy" Neighborhoods

9
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Worldview "Noisy" Neighborhoods

In the North America "Leave it to Beaver" world of the 1950s, it was just assumed that all the neighbors were church-going folks who took their kids to Sunday school where they were taught Bible stories and memorized the ten commandments and the Golden Rule.

While that was an unrealistic portrayal of American family life even for that time, today we might feel fortunate just to have one other Bible-believing Christian in our neighborhood.

10
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Worldview "Noisy" Neighborhoods

What is the dominant worldview in the area where you are living?

Thinking of your "neighbors" who are part of that worldview, how well do you think they know and understand the Bible?


Which of the essential gospel concepts do they understand and how clearly do they understand them?

God Man Sin Death Christ Cross Faith Life

11

Good Soil Evangelism & Discipleship Seminar:
at Calvary Baptist, Simpsonville

August 16-17, 2024



12

Memorize Galatians 5:20

idolatry, sorcery, enmity, strife, jealousy, fits of anger, rivalries, dissensions, divisions,

Lesson 10—Transformed! (Part 6)

Materials needed: Walk Worthy PowerPoint,
Session 10—Transformed! (Part 6) worksheet

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.
- To expose participants to the “Peeling the Worldview Onion” Model and encourage them to learn more through Good Soil training.

Have **Slide 1** up as students come in. Greet everyone personally. Pause the music during prayer time led by someone else.

After prayer time, lead the class in reviewing memory verse, Galatians 5:20, on **Slide 2**. Encourage participants to be putting the verses together and be able to quote the whole passage. Model that for them. 😊 Read through **Slide 3** and comment, if necessary. Today, we’ll be contrasting **goodness** (part of the fruit of Spirit) with **indecent behavior** (a work of the flesh).

Show **Slide 4** to introduce the Greek word *agathosune* and its meaning. “Be looking for people who show goodness or generosity and those who demonstrate indecent behavior.”

Using **Slide 5**, read or have someone read 1 Samuel 1:1-3 for the entire class as they follow in their Bibles. * Show where Elkanah would have lived (the hill country of Ephraim) and how he would have traveled to Jerusalem yearly. Then, if appropriate, have each table read the rest of Chapter 1 and respond to the questions on the worksheet. Use **Slide 6** to debrief their responses. **

Then, have them go on to read Chapter 2 and respond to those questions.


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10

Transformed!
Part 6

2
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Review Galatians 5:20




idolatry, sorcery, enmity, strife, jealousy, fits of anger, rivalries, dissensions, divisions,

3


Are you walking worthy of your calling (Eph. 4:1)?
And are you being transformed, not walking as you once did (Eph. 4:17)?

As we continue learning about the fruit of the Spirit, today we contrast **goodness** with indecent behavior.




4
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The Greek word ἀγαθωσύνη carries with it the idea of “goodness, virtue, beneficence, or generosity.”
Observe how the people in today’s story demonstrated either **generosity** or indecent behavior.




5
★

Read 1 Samuel 1:1-3



6
★

Read 1 Samuel 1:4-28



Who demonstrated generosity in Chapter one?

Who ~~was~~ demonstrated generosity could ~~goodness~~ be opposite of generosity?

Use **Slides 7...**

... **& 8** to debrief their answers to those questions. * *

Since application of God's Word to our lives is such an important part of Bible study, show **Slide 9** and ask participants, "Will you pray silently right now, asking God to help you to demonstrate generosity to people around you? Let's all ask God to help us demonstrate generosity like Hannah did.

After a couple of minutes, pray aloud to close this time of prayer. Then have participants answer the two questions on **Slide 9** * * in the appropriate spot on their worksheet—no talking—just considering and writing silently. Then ask if anyone would like to share what they wrote. Allow this to be a time of encouraging one other in this endeavor.

Use **Slides 10 & 11** to introduce "Peeling Worldview Onions" and to participate in an upcoming training you are trying to bring to your church OR to attend the next seminar in Harrisburg. "Shrek said, 'Ogres are like onions . . . They have layers.' * We all have layers, too, and if you want to share the gospel effectively, it helps to peel back the layers of a person's 'worldview onion.'"

As before, if you are not having a seminar in your town, do not use **Slide 12** or substitute another slide that tells about your seminar.

Use **Slide 13** to challenge the class to memorize Galatians 5:21.

7
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Read 1 Samuel 2

What about in Chapter two?
Who demonstrated generosity?
Indecent behavior?

8

Read 1 Samuel 2

The sons of Eli were called "worthless" men.
How are their actions (considered worthless or indecent) the opposite of generosity?

9
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Read Galatians 5:22

Ask God to help you demonstrate generosity to people around you.
What can you do to demonstrate generosity?
Name at least one action or attitude you might change this week to be more generous

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"I'm an onion."
"Ogres are like onions."
Shrek said, "Ogres are like onions . . . They have layers."
We all have layers, too, and if you want to share the gospel effectively, it helps to peel back the layers of a person's "worldview onion."

11

The Worldview Onion

Learn about worldview onions and how to peel them at . . .

12

Good Soil Evangelism & Discipleship Seminar:
at Calvary Baptist, Simpsonville

August 16-17, 2024

Today is the last day to register!

13

Memorize Galatians 5:21

envy, drunkenness, orgies, and things like these. I warn you, as I warned you before, that those who do such things will not inherit the kingdom of God.

Lesson 11—Transformed! (Part 7)

Materials needed: Walk Worthy PowerPoint,
Session 11—Transformed! (Part 7) worksheet

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.
- To experiment with some “Onion Peeling” questions.

Have **Slide 1** up as students come in. Greet everyone personally.
Pause the music during prayer time led by someone else.

Slide 2. After prayer time, lead in reviewing Galatians 5:21.

Read through **Slide 3** and comment, if necessary. We’re contrasting **faithfulness** and **idolatry** today.

The passage for study today is Exodus 32. **Slide 4** introduces that, but then we will use **Slides 5-7** to cover some of the historic background—things that our classmates should know, but that we don’t want to assume. So, as you go through these slides, move slowly and allow for questions and/or interaction.

The student worksheet has images that “tell the stories” we are reviewing. You might ask students to tell you what is happening in each picture.

“We’re remembering that Elohim (powerful, self-existent, self-sufficient God) created the universe, that He created humankind and desires a relationship with them, but humankind turned away from God.

“As part of that turning away, people began to create their own gods (Genesis 11). The Hebrew people descended from Eber (Genesis 11:14) who was the father of the Hebrews.”

1★

11

Transformed!

Part 7

2★

Review Galatians 5:21



envy, drunkenness, orgies, and things like these. I warn you, as I warned you before, that those who do such things will not inherit the kingdom of God.

3★

The fruit of the Spirit should be helping you to walk worthy of your calling (Ephesians 4:1) and should be transforming you so you do not walk as we once did (Ephesians 4:17).

As we continue learning about the fruit of the Spirit, today we contrast **faithfulness** with **idolatry** (one of the works of the flesh listed in Galatians 5:20). Observe how the people in today's story were either **faithful** or **idolatrous** in their behavior.



4

Before we read the story of Exodus 32, let's remember a few key points of historic background:



5★



- Elohim (powerful self-existent, self-sufficient God) created the universe. (Gen 1)
- He also created humankind and cultivated a relationship with them. (Gen 2)
- Humankind progressively turned away from God. (Genesis 3-9)

6



- People began to create their own gods. (Genesis 11).
- History tells us that the purpose of **ziggurats** like the one built in Babel was to allow the **gods** (plural) to come down to the temple at the base of the tower.

“But God initiated a relationship with a man, Abram, a Hebrew, whose family had become moon worshipers. This early father of the Hebrew nation had lived in two major hubs of moon worship before God called him to leave that behind and follow Him.

(Genesis 11-12) The Hebrew people, descendants of Abram later called Abraham, spent 400 years in bondage in Egypt where they were exposed to, and may have participated in, polytheism.”

*Go to **Slide 8** and ask someone to read Exodus 32:1-10. If in a large group, have table groups respond to the two questions on Slide 8 * * and prepare a response to share with the larger group. If the class is small, just answer the questions together.*


***Slide 9**, have Exodus 32:11-29 read, and have people respond to the questions. They should realize that Moses was much more angry when he actually saw how disobedient the people had become and how terrible it was. Of course, God knew all along.*

*Read **Slide 10** * and allow for comments and/responses. “When we realize how terrible idolatry is, (offering worship which should be reserved for the almighty, holy God to things formed by human hands), we should shun such a practice. Ezekiel 23:49 says, ‘...they shall return your lewdness upon you, and you shall bear the penalty for your sinful idolatry, and you shall know that I am the Lord GOD.’ 1 Corinthians 10:14 adds, ‘Therefore, my beloved, flee from idolatry.’”*

*Use **Slide 11** to ask the question, “What does idolatry look like in your part of the world?” Allow for answers. Then ask someone to read Ephesians 5:1-5 * and show the pictures on the slide for more insight into that question. * * * **

*Close this portion of the session with **Slide 12** and silent or corporate prayer for God’s help to avoid idolatry in our lives.*

7
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The father of the Hebrew nation had lived in two major hubs of moon worship before God called him to leave that behind and to follow Him. (Genesis 11-12)
The Hebrew people (descendants of Abraham) spent 400 years in bondage in Egypt where they were exposed to (and may have participated in) polytheism.

8
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Read Exodus 32:1-10


Why was God so upset with the people?
Do you think He was justified in His anger? Why?



9
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Read Exodus 32:11-29

Notice the difference between Moses' response in verses 11-13 and his response in verses 19-20 and 25-27. What made the difference? Why did Moses change his mind?



10
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This sin of idolatry was serious. Many people died.




Remember that idolatry is one of the works of the flesh (Galatians 5:18-20).


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What does idolatry look like in your part of the world?

Read Ephesians 5:1-6, also, as you answer this question.



12



Ask God to help you remain faithful; cultivating the fruit of the Spirit, and not allowing idolatry to sidetrack you in any way.

Use Slides 13 *

14 *

15 *

16 * *

17 * to introduce “Worldview Onion Peeling” questions and get input from class members. Show each question and ask what people think. Can they think of other questions that would be similar and that they would work in a similar setting?

Encourage the class to sign up for the Good Soil Evangelism & Discipleship training at hosted by your church or another in the area, in Harrisburg through Good Soil’s website:

<https://www.goodsoil.com/training/good-soil-basic/>

Slide 18. Encourage the class to keep memorizing the verse of the week. Model this for the class by volunteering to quote the verse(s).

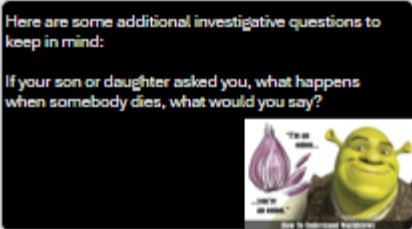
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Entry Point from the other person:
“What a beautiful sunset!”

Investigative Question from you: “Do you ever look at a beautiful scene in nature and wonder how this all got here?”

14



Here are some additional investigative questions to keep in mind:

If your son or daughter asked you, what happens when somebody dies, what would you say?

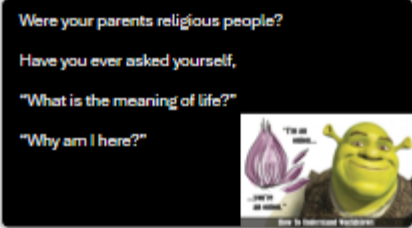
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Have you ever read much of the Bible? What do you think about it?

Did you ever wonder, “How did this world got into such a mess?”

16



Were your parents religious people?

Have you ever asked yourself,

“What is the meaning of life?”

“Why am I here?”

17



If someone asked you,

“Do think there is a God?,” what would you say?

What do you think about “faith”?

18



Memorize Galatians 5:22

But the fruit of the Spirit is love, joy, peace, longsuffering, gentleness, goodness, faith, meekness, temperance;

Lesson 12—Transformed! (Part 8)

Materials needed: Walk Worthy PowerPoint,
Session 12—Transformed! (Part 8) worksheet

Objectives:

- To gain an understanding of the fruit of the Spirit and how it transforms us from walking in the futility of our minds.
- To sense the need to allow the fruit of the Spirit to extinguish works of the flesh in our lives.

Have **Slide 1** up as students come in. Greet as many as you can personally. Pause the music during prayer time led by someone else, if possible. Quote the memory verse (on **Slide 2**) and ask if anyone else would like to try to quote it. Then show the verse and say it together with everyone.

Use **Slide 3** to review where we are and * to introduce the topic of the day—contrasting **gentleness**, a piece of the fruit of the Spirit, with a work of the flesh—**dissensions/divisions**. We'll also contrast **self-control** with **drunkenness**.

Use **Slide 4** to get the class into the passages: Acts 18:5, 18:6-11, and * 1 Corinthians 1:10-17.

Use **Slide 5** to show where this event fits into the Paul's missionary journey.

After reading through the passages, use **Slide 6** (several pictures * * * * * will reveal themselves one at a time as you click through them) to review what happened in the text by showing each picture and asking the participants, “What is happening in this picture?” or, in other words, “What part of the story does this picture tell?”

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Use **Slide 7** to have the participants read a related passage * and answer the questions. You could have table groups do this on their own—even writing answers on flipcharts—and then debrief the answers.

Slide 8 introduces Proverbs 15:1 * into the mix. Have participants answer the question after having read Proverbs 15:1 together.

Show **Slide 9** and have group read the other verses to draw out other results of displaying gentleness in our lives.



Show **Slide 10** to introduce the last contrast—between **self-control** and **drunkenness**. Have groups read the passages listed and respond. Debrief.

Use **Slide 11** to bring home these points through application questions. It may be best to have these questions * * answered in the smaller groups. This allows people to open up without doing so in a large group where they may be embarrassed or shy about sharing intimate details about their lives.

Slide 12. Close by challenging the class to memorize Galatians 5:24.

7
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Read 1 Corinthians 1:10-17
What does this passage say? Summarize what was happening and what could be the lesson here.

8
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According to Proverbs 15:1, if gentleness were cultivated and displayed in a situation like 1 Corinthians 1, what would happen?

A soft answer turns away wrath, but a harsh word stirs up anger. Proverbs 15:1



9

What else can gentleness do if displayed in our lives? (Gal. 6:1; Eph. 4:1-2)

10

The final part of the fruit of the Spirit is self-control. Galatians 5:21 lists drunkenness as one of the works of the flesh. It is certainly the opposite of self-control. 1 Corinthians 11:17-22 & Ephesians 5:15-21 may give us more insight. Read these two passages and respond.

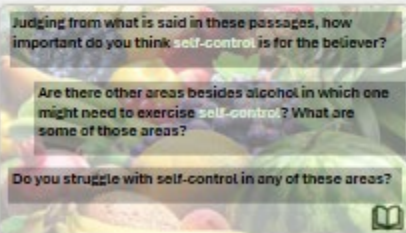




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Judging from what is said in these passages, how important do you think self-control is for the believer?

Are there other areas besides alcohol in which one might need to exercise self-control? What are some of those areas?

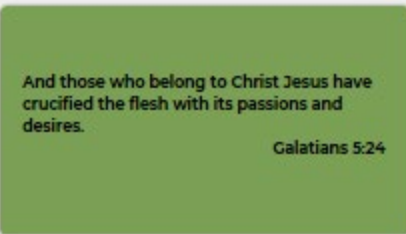
Do you struggle with self-control in any of these areas?

12

And those who belong to Christ Jesus have crucified the flesh with its passions and desires.

Galatians 5:24



Lesson 13—Transformed! (Part 9)

Materials needed: Walk Worthy PowerPoint,
Session 13—Transformed! (Part 9) worksheet

Objectives:

- To examine the positive and negative models in Ephesians, Philippians, and Colossians similar to the positive and negative models we looked at in Galatians (the works of the flesh contrasted with the fruit of the Spirit).
- To sense the need to “put off” and “put on” certain characteristics in our lives.
- To choose some to “put off” and “put on” today.

Have **Slide 1** up as students come in. Greet everyone personally. Pause the music during prayer time led by someone else.

Quote the memory verse and ask the group if anyone else would like to quote it.

Use **Slide 3** to review the fact that you have contrasting the works of the flesh with the fruit of the Spirit. “When we walk ‘by means of the Spirit’ (depending on Him—Galatians 5:16), we should not be producing the works of the flesh. Instead, we should be producing the fruit of the Spirit and thus, we should be walking worthy.”

Use **Slides 4 through 6** to assign passages and tasks to different groups. (**Group 1:** Philippians 2:1-16, contrasting what our lives should look like as opposed to what they should not look like; **Group 2,** glance through the book of Ephesians and list some of the contrasting ways of walking; **Group 3** Colossians 2 & 3, looking for what we are to “put off and put on.”)

If you have more than three groups, assign the same task to different groups. This is best accomplished by assigning the same task to groups that are separated so they will not overhear each other’s work.

Have the groups use flipcharts to record their work. During the debrief time, ask for only one answer or a small portion of the work from one of the groups working on that passage. Then ask for more from another group. This allows for more participation.

1★

13

Transformed!
Part 9


2★

Review Galatians 6:24



And those who belong to Christ Jesus have crucified the flesh with its passions and desires.

3



This is our final Walk Worthy session. When we looked at the Fruit of the Spirit, we contrasted it to the works of the flesh. By walking by means of the Spirit, depending on Him, we can manifest the Fruit of the Spirit and not produce the works of the flesh and thus, walk worthy.

4



Ephesians, Philippians, and Colossians have similar positive and negative models.

Group One:
Look at Philippians 2:1-16 and contrast what our lives should look like as opposed to what they should not look like.

5



Group Two: In Ephesians we have already been talking about how we should walk as opposed to how we should not walk. Glance over the book of Ephesians and list some of the contrasting ways of walking.

6



Group Three: look at Colossians 2 & 3. List what the Colossians were to put to death (εκπόω) or render useless—take off—and what they were to put on (ἐνδύω) as if they were putting on clothing.

Use **Slides 7 through 10** to walk through the debriefing/reports from the table groups. Only after you have people share their work should you show the answers you have on the slides. This is more of a confirmation of their work than checking their work.

Slide 7 for *Philippians 2*. * “Don’t live like this:” * “Live like this:”

* * * *

Slides 8 * “Don’t Walk:”

* *

and 9 for the “Walk and “Don’t Walk” of *Ephesians*.

* “Walk”

* *

Slide 10 for the “Put on” and “Put off” of *Colossians*.

* “Put Off:”

*

* “Put On:”

* *

Use **Slides 11 and 12** to wrap and apply what you have been learning. Depending on how large the group is and how you think your students are relating to each other, you may choose to have participants respond to the questions altogether in the big group or in their smaller groups first and then debrief. “What’s the main reason to put off the earthly and put on the heavenly?” * “Because we have been raised with Christ. Name practical ways you can ‘put off’ and ‘put on.’”

Slide 13. Challenge the class to memorize

Galatians 5:25-26. If you

are moving on to **Walk in Light**, let the class know and challenge them to keep working on memory verses as you move through the **Walk Series**.

13

If we live by the Spirit, let us also keep in step with the Spirit. Let us not become conceited, provoking one another, envying one another.

Galatians 5:25-26

7

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Philippians 2:1-16

Don't Live Like This:

Live Like This:

Selfish Ambition

Conceit

Look only after your own interests

Grumbling, disputing

Be of the same mind

Humility

Other-mindedness (2:5-8)

Hold fast to the Word

8

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Ephesians

Don't Walk:

Like Gentiles/futility of mind

Darkened understanding

Alienated from God/ignorant

Hard of heart/calloused

Given to sensuality/greedy

Corrupt through deceitful desires.

Falsehood

Anger

Stealing

Corrupt talk

Bitterness

Wrath/anger/clamor

Malice

Sexual immorality/impurity

Covetousness, etc.

9

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Ephesians

Walk:

Worthy

As children of light

Carefully/wisely

Humbly/Forgive

With gentleness

With patience/Submit

Labor (instead of stealing)

Kindness/tenderhearted

Bearing w/one another in love

Maintaining unity in the bond of peace

Renewed in spirit of our mind

W/ new self, created after

likeness of God in true

righteousness & holiness

Speaking truth in love

10

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Put Off:

Colossians

Put On:

Sexual immorality

Impurity/Passion

Evil Desire

Covetousness (idolatry)

Anger/Wrath/Malice

Slander

Obscene talk

Lying

Compassionate hearts

Kindness

Humility

Meekness

Patience

Bear w/one another

Forgive one another

Love above all (overcoat)

Let Peace rule in hearts

Let word of Christ dwell

Teaching

Singing

11

★

Because we have been raised with Christ!



What's the main reason to put off the earthly & put on the heavenly?

12



Name practical ways you can "put off" and "put on".