

# **Instructor's Guide for YOUR BIBLE**

**by  
Mark D. Flattery**

*Editor: Doris Repko  
Developed in Cooperation with  
the Global University Staff*



Center for  
Evangelism and Discipleship  
Global University  
1211 South Glenstone Avenue  
Springfield, Missouri 65804  
USA

First Edition 1991

**TO BE USED WITH:**

*Your Bible: An Independent-Study Textbook*, Adapted by Judy Bartel from the book *Your Bible* by L. Jeter Walker (Fourth Edition)  
*The Holy Bible*

---

© 1991 ICI University, a division of Global University

L2120E-40-1ed

All Rights Reserved

ISBN 1-56390-037-8

## TABLE OF CONTENTS

	<b>Page</b>
Introduction .....	3
Session 1 .....	8
Session 2 .....	14
Session 3 .....	20
Session 4 .....	24
Session 5 .....	30
Session 6 .....	36
Exercise Sheets .....	42
Visual Aids .....	57
Evaluation Forms .....	76
Listing of Courses .....	78

## INTRODUCTION

This Instructor's Guide is for you!

It provides you with the material you need to lead a class or group study of the ICI study guide *Your Bible*. The lesson plan for each class session will help you integrate the text, available teaching aids, and group discussion into an informative and inspirational learning experience.

The Instructor's Guide will suggest ideas and materials to conduct sessions in a classroom or small group setting. This "Introduction" will answer questions about what you will do and what you will need for the sessions. It will also show you some group study approaches to use with the ICI study guide *Your Bible*.

---

### HOW TO GET THE MOST FROM YOUR INSTRUCTOR'S GUIDE

---

1. **VERY IMPORTANT!** Resist the temptation to begin developing lesson materials until you have carefully read this introductory section. The information here will help you to develop an effective instructional program for the ICI Christian Life course *Your Bible*.
2. After you have read the introductory material, take time to acquaint yourself with the entire course by reading the study guide through quickly at one sitting. This will help you understand the overall plan and organization of the course. Do not answer the study questions or complete the self-tests at this time. You will do this as part of your preparation prior to each group study session.

3. Be sure you understand how to adapt lesson materials to your own needs using the suggestions given for each session. This will be your key to developing interesting and stimulating lessons.
4. Address any inquiries concerning your use of this course or the enrollment of your students in the ICI certificate programs to the local ICI office whose address is stamped below:

In case no address is shown and you do not know the address of the ICI office in your area, then please write to the following address:

Global University  
1211 South Glenstone Avenue  
Springfield, Missouri 65804 USA

---

### OVERVIEW OF YOUR BIBLE (CL2120)

---

*Your Bible* is the second course of Unit I in the ICI Christian Life Series. Many years ago, King David of Israel expressed his feelings about God's Word. He said, "Your word is a lamp to my feet and a light for my path" (Psalm 119:105). The Bible is God's message to mankind. This course on the Bible will help students understand how the Bible was written and how to find what they want in the Bible. It will familiarize them with the two major parts of the Bible and explain how we can know that the Bible is the Word of God.

Most importantly, this study should motivate students to begin to rely on the Bible as a daily guide for their lives. They, too, can have the same assurance that King David had regarding the Word of God.

---

### "WHAT SHOULD I KNOW?"

---

#### About the Christian Life Program

ICI's Christian Life Program is a series of 18 courses designed to help new converts grow and mature spiritually. Written on a level most people can understand, these learning tools will help new believers begin their life in Christ and build a sturdy foundation on the Word of God. A course listing is included in the back of this manual.

ICI study guides, such as *Your Bible*, are appropriate for use in guided independent study, new converts classes, cell groups, home Bible study, youth groups,

Bible clubs, one-on-one discipleship programs, and many other uses.

### About Different Study Options

ICI courses can be studied with different purposes in mind.

**For Recognition.** The ICI National Director awards certificates on successful completion of the course for students who have officially enrolled with ICI and submitted all Unit Student Reports for grading. Unit Student Reports are graded by the ICI Director, or if the course is being offered by an ICI Learning Center, by the Learning Center Supervisor, or if the course is being studied in a group setting, by the Group Leader. It is the responsibility of the Instructor or Group Leader to submit the Unit Student Reports to the ICI office.

**For Personal Enrichment.** Some students prefer to obtain the textbook and follow the course of study without formal enrollment. To do this, students simply purchase and use the study guide for their own instruction and inspiration. No student evaluation materials are used, no tuition is charged, and no certificate is received. Christian Life courses can be studied for personal enrichment individually or in a classroom or group setting.

---

### “WHAT SHOULD I HAVE?”

---

#### For the Teacher

The ICI Study Guide *Your Bible* (CL2120)  
Instructor’s Guide *Your Bible*  
*The Holy Bible* New International Version (NIV),  
1978 edition.  
Quotations in the study guide are from *Good News Bible, Today’s English Version*.

#### For the Student

The ICI Study Guide *Your Bible* (CL2120)  
*The Holy Bible* New International Version (NIV),  
1978 edition.

#### Optional Teaching Aids

Audio cassette tapes and player  
Copy machine  
Overhead projector  
Chalkboard or other writing surface

---

### “WHAT SHOULD I DO?”

---

#### Three to Six Months in Advance

1. Set the date.
2. Announce the class.
3. Order the materials.
4. Begin to pray for God’s guidance and blessing on the sessions.

#### One to Two Months in Advance

1. Promote the class.
2. Personally enlist individuals to join the class.
3. Arrange for equipment if it is to be borrowed or rented.

#### Before the First Session Meets

1. Read the entire study guide *Your Bible*.
2. Do all the written work for the first lesson just as all students will do.
3. Preview the audio materials to be used.
4. Review the first session mentally, rehearsing everything you will do and all that you need. Be certain everything is ready and in working order. Make a checklist of things to do and use it to double check the readiness of the classroom and equipment. Such a checklist might include the following:
  - a. Be sure all audio equipment to be used is in operating order and that you know how to use it. Do a “practice run,” using the audio materials for the first session. Do the same with the overhead projector.
  - b. See that chalkboard, chalk, eraser, or other materials for writing on a board are available.
  - c. Prepare all materials to be handed out for the first session.
  - d. Try to anticipate how many will be attending the sessions and provide adequate seating.

---

### “WHAT TEACHING METHODS SHOULD I USE?”

---

A variety of methods is probably the best teaching method! No technique, however good, should be used exclusively or constantly. Successful teachers use many methods, overlapping one with another and weaving all together to make learning a rewarding and pleasant experience.

Jesus used many teaching methods. For example, He gave lectures, asked questions, led discussions, told stories, and taught object lessons. He taught mass crowds, small groups, and individuals. He was the Master Teacher in the message He taught and in the methods He used. You, too, can use a variety of methods, including some that may be new to you. You will probably feel more comfortable and confident with certain methods; however, you can broaden your experience by trying new ways of teaching from time to time as you improve the ones with which you feel most comfortable.

All ICI materials are specifically designed for independent study. For this reason, you should use

teaching methods that take advantage of the study the students have done. Some of these methods are briefly explained below. The discussion and question and answer methods will be especially helpful as you encourage the students to participate actively in classroom learning experiences.

Use your students' research; let them raise issues, ask questions, give answers, provide illustrations, draw conclusions, and make applications. Individual participation will add interest, information, and excitement to the classroom or group. You may have teachers or future teachers in your class. Since we tend to teach the way we were taught, this is an opportunity for you to teach by example how to use a variety of teaching techniques.

**Group Study Method.** There are different ways to approach the study of the materials in the study guide. The lesson plans we have developed work best if your students study the lesson before coming to class. However, some students may find that their busy lives prevent them from preparing lessons outside of class. If this is so, then try the approach below as a way to study the lesson materials. It will work best if you have several hours for your study session each week.

Each member of the group has a study guide. The group divides into twos, threes, or fours and works together through as much of the lesson as possible in 45-60 minutes. The leader serves as a resource person for the small groups. At the end of the group study period, follow the lesson plan for the session provided in the Instructor's Guide to stimulate discussion and further analysis of the lesson. A variation of the above would be for the leader to set the pace of study by guiding the group section by section through the lesson. In either case, the leader must be thoroughly prepared by studying the lesson in advance.

**Lecture Method.** Many teachers use the lecture method. It is both the most popular and most criticized method of teaching. One of its major disadvantages is that it focuses on the teacher and not on the students. However, it has the advantage of making an efficient use of the time and keeping the teaching session on course. There will be times when you will use the lecture method in teaching this course; however, other methods may be more appropriate to use most of the time because of the nature of the material and the class or group structure.

**Discussion Method.** Leading a group discussion is very different from lecturing to a class. In a small group study the leader acts as a moderator of the discussion while others do most of the talking. The use of this method is encouraged for ICI courses. The

following guidelines will help ensure a successful small group discussion.

- *Keep the discussion on the main topic or theme of the lesson.* If the discussion seems to wander, bring it back on course by asking a question or saying something like this, "That's an interesting point, but let's focus our discussion on the main idea here."
- *Encourage everyone to participate.* Ask questions, seek opinions, draw out applications and conclusions from the group. Encourage the shy members to contribute. Be sensitive; don't embarrass those who are less inclined to participate.
- *Periodically, restate and summarize the points being discussed.* Seek to isolate the most important concerns of the group members and focus discussion on applications of the lesson to these needs. You may find it helpful to summarize the main points of the discussion on the board or in writing to help students remember the lesson.
- *Be free with compliments.* Encourage participation by expressing appreciation for the contributions made.
- *Handle wrong statements with caution.* When a person makes an incorrect statement, tactfully lead the discussion to show a better, preferable, or more correct position. Don't embarrass the one who erred. If the matter can't be dealt with in class without embarrassment, talk to the individual personally outside of class.
- *Encourage group members to go beyond cliches and stock theological phrases.* Ask for explanations of theological terminology. Seek to state the cliché in another way to ensure that the student understands what is being said.
- *Ask for interpretations, conclusions, and applications of the lessons that will make them meaningful to the individuals.* Where possible, help the students to practice what they learn.
- *Encourage the students to prepare the lessons in their study guide prior to group meetings.* In this way the discussions will be most profitable for everyone.

In planning the group discussion sessions, try to select activities and questions from the Instructor's Guide that are most relevant to the needs of your group, and most likely to stimulate discussion. You may want to make a list of questions that relate to the specific needs and interests of your class.

The physical arrangement of the classroom is important, too. You will probably want to avoid the more formal classroom arrangement that is usually

associated with the lecture method: a lectern at the front with rows of chairs facing it. A better arrangement for a small group using the methods suggested here would be a semicircle of chairs facing the discussion leader's chair. This arrangement tends to create a feeling of openness and freedom that will encourage participation. A writing board and overhead projector (if used) should be just behind the group leader's chair so that they are readily available. The writing board and projection screen should be easy for everyone to see.

**Question And Answer Method.** Jesus used the "Question and Answer Method" most effectively to gain attention, stir thinking, clarify or illustrate truth, advance arguments, and apply the lessons He taught. "Ask good questions and you will get good answers" is a bit of good advice on the matter. Good questions are not open-ended or pointless; they are purposeful and practical. Questions should point back to basic truths for answers. Avoid questions that have "yes" or "no" answers. To maintain interest, ask the question first, then call on someone to answer. Questions should be clear and to the point. "Who?" "What?" "Where?" "When?" are questions that tend to get factual answers; "How?" and "Why?" are more thought-provoking because they stimulate reasoning and assessment. Learn to answer some questions with a question to provoke the inquirer to think through some things. Ask good questions; make students think!

The question and answer method will be very effective in these studies when combined with discussion of material in the group setting. Good questions will keep the discussion on track and lead the group to proper conclusions and applications of the material.

**Mixing Teaching Methods.** There are many teaching methods. You probably know about and have used several of them. It is important that you employ a variety of methods as you teach in order to set a good example of teaching and communicating your message.

For additional help with teaching methods, consult the *ICI Pastor's Manual: A Guide for Evangelism and Church Ministries*. You may obtain a copy from your local ICI Director or from the International Office of ICI in Irving, Texas.

---

**"HOW CAN I ADAPT THE COURSE SCHEDULE?"**

---

**Adapt the Schedule to Your Situation.** The Instructor's Guide is designed to supplement the study guide when it is used in a classroom setting or

group study. It can be used whether students are studying for recognition or personal enrichment. It is structured to give help in using the materials available, including the study guide, audio cassettes, and other teacher aids. The Instructor's Guide contains more material and suggestions for instruction than time will allow in any class session. This provides the instructor with several options for using the material.

The study guide for *Your Bible* contains six lessons. The course can be completed in six weeks by covering one lesson each week. Other study formats are possible.

**Some Possible Formats for Class Sessions and Seminars**

Six Sessions (6 Class Hours):

6 weeks, 1 hour each week

Three-Day Seminar (6 Class Hours):

Three 2-hour sessions, any three consecutive days

Week-End Seminar (6 Class Hours):

Friday: 2 hours; Saturday: 4 hours

**Adapt the Lesson Plans to Your Needs.** The lesson plans given in the Instructor's Guide are intended to be used in a flexible manner according to the needs and circumstances of each teaching situation. In many cases, alternative activities are given and together with the discussion questions there is more material than can normally be handled in a 50-60 minute study session.

You will need to select those activities and questions that are most appropriate for your students. The time limits shown are approximations for each activity and can be used to help you in your planning. But bear in mind that for a particular group of students an activity may take more or less time than is suggested. You should be sensitive to the pace of your student. Don't let the activity drag on too long or curtail it before most students have completed it. These kinds of adjustments will become easier for you as you gain experience with the lesson plans.

---

**"WHAT TEACHING AIDS ARE AVAILABLE?"**

---

**Exercise Sheets and Visual Aids.** Exercise sheets and/or visual aids are provided for some sessions. They can be found at the back of the Instructor's Guide. Since the exercise sheets are to be completed during the session, it is necessary to photocopy them in advance. They can also be used to make transpar-

encies for an overhead projector. If these machines are not available, you can copy the questions from the exercise sheets onto a board or put them on newsprint for display. Students can then write their answers on blank sheets of paper. If possible, make transparencies of the visual aids to display on an overhead projector.

**Audio.** ICI is developing audio programs to accompany the Christian Life courses. When available, these may be rented or purchased from your ICI Director for use in independent study or in a classroom or group setting. There are fifteen-minute audio discussions for each lesson. Consult your ICI Director regarding their availability. The lesson plans have been developed to provide for this possibility.

**The Mixed-Media Method.** Two basic preparations must be made to use audio teaching aids with the printed text in the classroom setting. First, just as the textbook must be studied, so audio must be previewed. This is necessary in order to decide what part of each lesson is to be presented at what place and time in the classroom session. Notes of segments to be used from each must be made. You can pinpoint locations of segments by observing the tape counter on the machine. Be sure to log length of segments in minutes and seconds. All this information becomes an integral part of the lesson plan in the same way you plan and prepare printed materials for presentation. This is time-consuming and tedious, but it is rewarding in the classroom.

Second, you must set up and test the audio player just prior to the teaching session. Thorough preparation of materials, proper operation of the machine, and smooth transitions from one medium to another will result in an efficient presentation and an effective learning experience.

**Additional Study Resources.** For instructors and group leaders who wish to do additional study on the subject of Christian living prior to conducting the sessions, the following sources may be helpful:

Aharoni, Yohanan and Avi-Yonah, Michael. *Bible Atlas*. New York, New York: MacMillan, 1977.

Schultz, Samuel J. *The Old Testament Speaks*. San Francisco, California: Harper & Row, 1980.

Strong, James. *Strong's Exhaustive Concordance of the Bible*. Nashville, Tennessee: Abingdon, 1980.

Tenney, Merrill C. *New Testament Survey*. Grand Rapids, Michigan: Eerdmans, 1961.

Walton, John H. *Chronological Charts of the Old Testament*. Grand Rapids, Michigan: Zondervan, 1978.

---

## EVALUATING THE STUDY SESSIONS

---

Whether you teach in a classroom setting or direct a small group discussion, it is a good practice to collect evaluation information on the study sessions. You can use this information to improve the course as you conduct it and to assist in planning for future courses. You will find two questionnaires for this purpose at the back of the Instructor's Guide. The first form asks for your own observations on how things seem to be going. Use it once following the first two sessions and on one other occasion during the course.

The second is a brief questionnaire for the students to complete. Duplicate this form and use it at the end of a group session on two occasions during the course. It will provide you with valuable feedback on how students feel about the sessions. Be sure to have them complete the form anonymously.

SESSION

# 1

## BENEFITS OF BIBLE STUDY

### SESSION PURPOSE

This session will describe the privilege we have of studying the Bible and the benefits of doing so on a regular basis.

### STEPS IN PREPARATION

#### Personal Preparation

1. Pray for the Lord's guidance as you prepare to teach this lesson. Ask the Holy Spirit to develop in you an even greater love and hunger for God's Word. Do not allow your preparation to teach this lesson take the place of personal Bible study and prayer. Your daily devotions will undergird all else that you do to prepare to teach your students.
2. Pray for the students that you will have in your class. Ask God to prepare their hearts and minds to be led into regular Bible study.

#### Lesson Preparation

1. The study guide assignment is Lesson 1 (pp. 10-21). Work through the lesson in the study guide as a student would, including answering the questions in each "For You to Do" section. Make a note to encourage your students to work through each lesson before coming to class.
2. Pay special attention to the lesson outline and objectives on page 11 and the objectives under the headings throughout the lesson. The lesson has been written specifically to help the student meet these objectives. They are the main points which you should emphasize during the class session.
3. As you read the lesson, write down any questions you feel might arise during the class time. As the Holy Spirit gives you ideas and insights regarding this material, record them so that you will not forget them. Consider how these ideas can be applied to the lives of your students.
4. Look up and meditate on each verse used in the study guide and this Instructor's Guide. Be able to explain their meaning. You may consult some of the Bible study aids referred to in the Introduction to this manual. Memorize the Scripture verses referred to in the lesson plan below under "Applying the Lesson." Your students will be memorizing these verses.
5. Review the lesson plan below and select those learning activities that best fit your goals and available time. Plan how much time to devote to each part of the lesson.
6. Materials you will need for this session include Exercise Sheet 1 and Exercise Sheet 2 for Lesson 1. Make photocopies of them to hand out to your students. Optional methods would be to make transparencies of these sheets to display on



an overhead projector or to write them on a chalkboard for the students to read. You will need Visual Aids YB 1-1 and YB 1-2. If possible, bring a potted plant to class to use instead of YB 1-2. Find an invitation, such as to a wedding or dinner, to use as an object lesson. Have a set of 3 x 5 in. (7.5 x 12.5 cm) cards for Scripture memorization. Assign students to bring their own cards in the future. Make sure each student has a Bible and a study guide.

## THE LESSON PLAN

- a. **Ask** the students if they have any questions about completing the sections titled “For You to Do” (5 minutes).

This can serve as a review of the material they have completed.

- b. **Read Deuteronomy 11:18-28.**

The children of Israel were led out of Egypt to the Promised Land. They needed a guide to give them direction, teach them how to live and interact with each other and with God. The Lord provided this guide in the form of Scripture. Moses stressed the importance of learning and keeping the Word of God. The students, like the children of Israel, need a guide to teach them how to interact with others and with God. You the teacher will equip them with the Word of God, the Bible (refer to verse 22).

### OPTIONAL ACTIVITIES

#### Introduction (pp. 10-11)

1. Have each student share how they came to know Jesus Christ as Lord and Savior.
2. Comment that many of us came to know the Lord because someone cared enough to tell us of the saving love of Christ. We benefited from someone else’s encounter with Jesus. We also benefit from studying the Bible because of the work of other persons. The authors of each book of the Bible were obedient to the Lord and recorded the Word as directed by the Holy Spirit. As we grow in knowledge and faith in God, we can help others benefit by sharing our faith with them and leading them to the Word of God.

#### APPROACHING THE LESSON (5 minutes)

#### WHY STUDY THE BIBLE? (pp. 12-16)

##### A Privilege (pp. 12-13)

Objective 1. *Identify reasons why studying the Bible is a privilege.* (p. 12)

1. Group discussion: Divide the students into groups of 4 or 5 persons and hand out copies of Exercise Sheet 1 for Lesson 1. Each person in the group is to answer each question orally. This will give you insight as to the students’ depth of understanding.
2. Show the class an invitation you received to some event. We frequently receive and send out invitations for various events. However, there is a prize invitation. It is the invitation given in the Bible to communicate with God. God invites us into His presence through Jesus Christ to walk and talk with Him. Stress that the Bible is God’s personal invitation to each of us!

#### EXPLORING THE LESSON (50 minutes)

3. Display Visual Aid YB 1-1 which depicts a family and read Psalm 148 and John 3:16 in class. Comment that the Creator of the heavens and the universe desires to know each one of us individually. What a privilege! He wants us to come eat at His table, to belong to His family. He will be our Father and we will be His children. As our Father, He will protect us, guide us, bless us, and lead us into spiritual maturity. As His children, we will become like Him in character and actions. This great mystery of understanding God and drawing closer to Him has been revealed in the Bible. As we read it, we learn of the depth of His character, the quality of His love, and the passion He has for every person to know Him as Lord and Savior.

### **A Way to Grow (pp. 14-15)**

Objective 2. *Select statements showing how the Bible helps a believer to grow.* (p. 14)

1. Display either Visual Aid YB 1-2 or an actual potted plant. Ask the students, “What elements are necessary to make the plant grow?” Answer: proper amount of sunlight and water, fertile soil, shelter from extreme weather such as strong winds and flooding. Then ask, “What elements are necessary to allow a baby to grow?” Answer: food, shelter, clothing, love. Comment that without the proper elements, the plant’s growth could be stunted, the child’s life put in jeopardy.
2. Explain that the Bible is our spiritual food. Just as the plant and the baby are nourished by daily food, a Christian matures in the faith by daily partaking from the Word of God. The person who wants a plant to grow will daily attend to the plant. The baby needs even greater daily attention and care. So do Christians. We must daily talk with the Lord and learn about Him. We must read the Word, meditate on it, and apply its meaning to our hearts. The result will be that we will know Jesus better. As our experience in Christ grows, we will begin to grow into mature Christians.

### **A Method of Learning God’s Plan for Us (pp. 15-16)**

Objective 3. *Explain the importance of learning God’s plan for us.* (p. 15)

1. Read aloud the following verses which show God’s plan for us. Discuss the meaning of each verse with the class:
  - a. Jeremiah 31:3~God’s love is an unchanging powerful force that draws us to Himself.
  - b. Romans 5:8~God loves us in spite of our sin.
  - c. 1 John 4:9-10~In His love for us He paid the penalty for our sins~death on the cross~so that we might live.
  - d. 2 Peter 3:9~Out of love for us He withholds judgment for our sin so that we will repent and come to know Him as Lord and Savior.
2. Draw on the chalkboard several large question marks and relate the idea of moving into a new community to becoming a citizen of heaven (Philippians 3:20).
  - a. Ask, “What are some questions that will need to be answered if you move into a new community?” Write students’ responses on the chalkboard, such as: Where will I live? Where will I work? Where will I find food? Who will be my friends? Where will I attend church?
  - b. Ask, “What are some questions that we need answered when we become citizens of heaven?” Write students’ responses on the chalkboard, such as: How

can I know more about God? How should I treat others? What is the meaning of life? Where can I find love? Who is the Holy Spirit?

- c. Comment that just as we seek answers to our questions when we move to a new community, we must seek answers to our questions about our relationship to God. The answers to the latter are in the Bible! The Bible tells us how to live our lives, for God has a plan for us.
3. Recall some promises you have made recently. We like to think that we can do what we have promised. However, there are times when we are unable to keep our promises. Share an example. The Bible reveals God's promises to us. Unlike us, God is always faithful and true to keep His promises. Read Joshua 1:5. God's promise to Joshua is a promise to every believer to hold to throughout life's journey. Revelation 21:4-5 reveals God's plan for our future in the form of a promise.

### WHAT ARE SOME BENEFITS? (pp. 16-19)

Objective 4. *List eight benefits of sincere Bible study.* (p. 16)

1. Review the benefits described in the study guide. Since Scripture is vital to the growth of the believer, note the following verses relating to the benefits: bread for the soul (Matthew 4:4); enjoyment (Psalm 119:111); nearness of God (Psalm 119:11); encouragement (1 Peter 5:7), foundation (Luke 6:47-48); inspiration (2 Peter 1:21); truth (John 8:32); security (Ephesians 6:17).
2. Exercise sheet: Hand out Exercise Sheet 2 for Lesson 1 for students to complete. Note that this exercise is similar to #7 on page 19 but with the inclusion of Scripture verses. Answers: Bread 4b, Enjoyment 8f, Nearness 6h, Encouragement 1c, Foundation 7a, Inspiration 2e, Truth 5g, Security 3d.
3. Share a personal testimony of experiencing one of these benefits. For example, you might have needed encouragement and found it in a certain Scripture passage. Have students share testimonies of receiving these or other benefits from their Bible reading.

### Conclusion

1. Explain that Scripture memorization is vital to the growth of every believer. Weekly throughout the course students will be assigned Scripture verses to memorize. They are to bring a set of 3 x 5 in. cards to class for the purpose of writing each verse reference on one side of a card and the verse on the other side of the card. They are to memorize the verse and the reference. (We study what the reference means in Lesson 3.) When given the reference, the student should be able to recite the verse. When given the verse, the student should be able to recite the reference. Assign these verses for this week: Psalm 119:11; Matthew 4:4; John 3:16; John 8:32; Romans 5:8.
2. Remind students that we study the Bible because it is God's invitation to us. We benefit by drawing closer to God and learning how to live a Christian life each day.

**APPLYING THE  
LESSON  
(5 minutes)**

### **Assignment for Next Session**

1. Assign Lesson 2, “The Book God Has Given Us,” asking students to consider how many authors wrote the books of the Bible and how God gave us the Bible.
2. Instruct students to become familiar with the Table of Contents in their Bible by noting the two major divisions of the Bible and the names of each book.

# NOTES

SESSION

# 2

## THE BOOK GOD HAS GIVEN US

### SESSION PURPOSE

This session will give the student an overview of the Bible's origin, structure, and relationship of Old and New Testaments.

### STEPS IN PREPARATION

#### Personal Preparation

1. Pray for the Lord's guidance as you prepare to teach this lesson. Remember that you are not just passing on facts and information about the Bible for the sake of an intellectual exercise. You are equipping your students with the living and active Word of God so that they can study the Word on their own.
2. Pray for your students that they will grow in knowledge and faith in Jesus Christ. You should begin to know each one by name and something about them so you can pray specifically on their behalf. Pray that God will enlighten their hearts, give them a burden for the lost, and equip them for ministry as they learn to spend time in His Word.

#### Lesson Preparation

1. Work through Lesson 2 in the study guide (pp. 22-39). Pay attention to the lesson outline and objectives.
2. Meditate on each verse in the lesson. Memorize the verses assigned in the lesson plan under "Applying the Lesson."
3. Review the lesson plan below and select the activities that best fit your goals and available time.
4. Materials you will need include Visual Aids YB 2-1, YB 2-2, YB 2-3, YB 2-4 (for which you may make transparencies), copies of Exercise Sheet 1, Exercise Sheet 2, Exercise Sheet 3, and Exercise Sheet 4 for Lesson 2, and copies of the Student Questionnaire in the back of this manual. Remind students to bring 3 x 5 in. cards to class for Scripture memorization.

#### Optional Preparation

1. Review the memory work assigned in the last session.
2. Complete the Instructor Questionnaire located in the back of this manual. This will give you insight into areas of strength and weakness in your presentation of these lessons. Plan to complete the questionnaire again as the course progresses. Evaluating one's own teaching is a valuable part of teaching which is too often left undone.

# THE LESSON PLAN

## OPTIONAL ACTIVITIES

- a. **Review of the last session (5 minutes).**
- b. **Review of five memory verses from Lesson 1 (5 minutes).**  
Give the verse reference and have a student recite the verse from memory.
- c. **Student Questionnaire (5 minutes).**  
At the end of the session, have students complete the questionnaire anonymously. Study the results to see where you might strengthen certain areas of instruction.

### Introduction (pp. 22-23)

1. Relate this illustration to your students: Imagine yourself entering a large outdoor market filled with every type of food known to man. You are intensely hungry. The question is which of all the available foods would be most beneficial to you. Should you choose all fish, or meat, or vegetables, or a combination of different foods? In the same manner people stand in front of a large spiritual market that offers religions from all over the world. These include Islam, Hinduism, Buddhism, Shinto, Confucianism, and Christianity, along with splinter groups that we call cults. As the people walk through this market they ask themselves which religion will satisfy their needs. Which one will lead them to the true God?
2. Display a Bible and describe the *uniqueness* of this book. It stands out among the vast numbers of books written in the history of mankind. More people have purchased, discussed, and written about the Bible than any other book. In spite of its numerous authors writing over a lengthy period of time, it has one unified theme—God’s plan for the salvation of man through Jesus Christ. Because of the Bible’s anointing, other “religions” have copied portions of it to validate their “spirituality.”

### APPROACHING THE LESSON (5 minutes)

### ITS ORIGIN (pp. 24-27)

#### Definition and Divisions (p. 24)

Objective 1. *Define what is meant by Holy Bible and tell how many books it contains.* (p. 24)

1. Ask, “Why is the Bible called *holy*?” Answer: It belongs to God who is holy. Read Hebrews 4:12 and stress that the Bible is God’s Word to man. It is anointed by God and carries God’s power to change men’s lives as they heed its commands. No other religious book can compare to the Bible for the Bible is truth.
2. Have students turn to the Table of Contents in their Bible. First, have them note the two major divisions of the Old Testament and the New Testament. If the divisions are not labeled, point out where Old Testament books end and New Testament books begin. Have students count the books in each division. Answer: Old Testament~39 and New Testament~27 for a total of 66 books. Next, have your students repeat the name of each book after you say it.

### EXPLORING THE LESSON (50 minutes)

## Authors and Inspiration (pp. 25-27)

Objective 2. *Recall how many biblical authors there were and how they wrote the books of the Bible.* (p. 25)

1. Display Visual Aid YB 2-1 and have the students jointly or individually construct a profile of what the ideal author for a book of the Bible would be like. Note that there are no right or wrong answers. For each category of information, have students tell why they picked the answer they did. If students work individually, have them share their results.
2. Display Visual Aid YB 2-2 depicting men of differing backgrounds and have students refer to the Table of Contents in their Bible. Note that many of the books are named after the person who wrote the book, such as Luke. The people chosen by God to author the books included kings, fishermen, workingmen, politicians, military and spiritual leaders, peasants, merchants, and poets. Matthew was a tax collector, while Solomon was the king of the mightiest nation on earth in his day. Haggai was an older man who wrote at the end of his life, while David was called by God as a young shepherd boy. What qualified these people was not what they did but who they were. They were servants of God who were obedient and allowed God to direct their lives.
3. Display Visual Aid YB 2-3 depicting the boys in the tree and relate the following:

Boy A, Boy B, and Boy C are taking turns climbing a ladder to get into a large tree. Boy A climbs up first. As Boy B is nearing the top of the ladder, it slips and he begins to fall. Boy A as well as Boy C who is standing near the ladder try to help Boy B. But the ladder falls and Boy B lands on the grass unharmed. While this is happening, Boy D is walking along the path observing the whole event. A teacher comes over to ensure that everyone is safe. He asks the boys what happened. Boy D says that Boy C shook the ladder. Boy C says that Boy A reached out and pushed Boy B. Boy A says that Boy B slipped causing the ladder to fall. Each boy witnessed the same event; yet each one saw the accident from a different point of view. This led to their contradictory explanations of what caused the accident.

Apply the illustration above to the writing of the Bible. With 40 authors writing over a period of centuries, one would think that the Bible would have contradictions. It does not. The reason is twofold: (1) the Holy Spirit provided each author with the thoughts and words of God; (2) God is the principal author because the message is His message, not the opinions of man. Read Jeremiah 1:2; Ezekiel 1:3; Zechariah 1:1; Malachi 1:1.

## ITS GENERAL STRUCTURE (pp. 27-29)

Objective 3. *Recognize at least three differences between the Old Testament and the New Testament.* (p. 27)

1. Display Visual Aid YB 2-4 depicting differences between the Old and New Testaments. Review the differences described in the study guide between the two audiences~the Jews and the world. Read Genesis 17:7, God's covenant with the Jews, and Romans 10:13, God's covenant with the world. The Jews looked *forward* to the coming of Christ and His ministry (read Isaiah 53:12) while the world looks *back* at the life of Christ and *forward* to His Second Coming (read Hebrews 9:28).



2. Reassure the students that the Old Testament has not been discarded. It is the foundation on which the New Testament is built. Jesus, when asked what is the greatest commandment, did not create a new commandment but quoted Deuteronomy 6:5, “Love the Lord your God with all your heart and with all your soul and with all your mind,” and Leviticus 19:18, “Love your neighbor as yourself” (see Matthew 22:34-40).

## **THE RELATIONSHIP OF THE TESTAMENTS (pp. 30-32)**

Objective 4. *Give an example of how the New Testament fulfills the Old Testament.*  
(p. 30)

1. Have students turn to Matthew 5:17. Ask, “What was Jesus’ view of the Old Testament (the Law and the Prophets)?” To illustrate the importance of the Old Testament to the early church, have your students turn to Acts 2:14-41, Peter’s sermon on the Day of Pentecost. Have them identify as many Old Testament references as they can. Ask, “Why did Peter use so many passages from the Old Testament?” Answer: He was showing God’s faithfulness in fulfilling His Word given through the prophets over many centuries.
2. Group discussion: Divide the class into three groups and assign a group leader in each one. Give the first group Exercise Sheet 1, the second group Exercise Sheet 2, and the third group Exercise Sheet 3 for Lesson 2. Explain that the groups will be examining portions of the Sermon on the Mount in Matthew 5-7 to see how the New Testament fulfills the Old Testament. After the groups complete their discussions, reassemble the class and have the group leaders share their conclusions. Refer to the answers at the end of this lesson plan as necessary to supplement their answers.

## **ITS DIFFERENT TRANSLATIONS (pp. 33-37)**

### **Different Languages (pp. 33-34)**

Objective 5. *State one reason why we need the Bible in more than one language.*  
(p. 33)

1. Choose five students to take part in an object lesson. Seat them next to each other in a row facing the rest of the class. Tell them that you will whisper a sentence to the first student at the end of the row so that no one else can hear. After hearing the sentence, that student will turn to the student next to him and whisper the same sentence. This student will then whisper the sentence to the next student and so on until all students have heard the sentence. The last student will recite the sentence he has heard. You will state the original sentence and compare it with what the last student recited. Add these instructions: (1) Each student must whisper so that the other students cannot hear. (2) The students may give the sentence only once. (3) The students must pass on a sentence—even if they have to make something up. Here is a suggested sentence to use: “Jesus Christ, who is the same yesterday, today, and forever, died for our sins so that we might live in eternity with our heavenly Father.” What usually occurs is that the original sentence will be distorted.

Apply this object lesson to our need to have the Bible in our own language. When we pass on information, as was done in the object lesson, the meaning can become twisted or even lost. As persons share what the Bible means to them, they do so based on their background and according to their depth of knowledge. Thus, each person must have

the opportunity to read the Word of God in his own language so the Lord can speak to his heart.

2. Consider Isaiah 55:11. God's Word is powerful and will minister to whoever reads it. Only God can know what goes on in a man's heart. His Word can penetrate any barrier and can be used to heal, instruct, bring joy, and convict of sin. Therefore, when the Bible is in the language of the people, they can read it. Their lives can be touched by God.
3. Write on the chalkboard or any writing surface the verse from 2 Peter 3:9 and underline the three parts as indicated below: "The Lord is not slow in keeping his promise, as some understand slowness. He is patient with you, not wanting anyone to perish, but everyone to come to repentance." Comment that when the Bible is in my language I can read the Word, meditate on it, and apply the message to my heart. At times new ideas stand out when I read a familiar passage. The first time I read 2 Peter 3:9 I might focus on the promise God has made in His Word which He will keep according to His time. The next time I read it I might sense God's patience with me never giving up on me even when I fail to keep the promises I have made to Him. The third time I read the verse I might meditate on God's great love for the sinner in not wanting anyone to die and feel prompted to share my testimony

### **Different Versions (pp. 34-36)**

Objective 6. *Define what is meant by version and state one reason why there are different versions.* (p. 34)

1. Object lesson: Write this sentence on the chalkboard: *Jesus Christ died for our sins.* Demonstrate the meaning of the word *version* by having students suggest ways to rewrite the sentence without changing its meaning. For example, (1) The Son of God sacrificed His life for our transgressions. (2) Our Lord gave His life for our disobedience. (3) Immanuel paid the price for our guilt.
2. Comment that no one version is to be considered more sacred than another version. There have been numerous versions throughout the centuries, each written with the hope of making the Word easier to understand. The Word of God has the same anointing and power in the King James Version as it does in the New International Version.

### **The Apocrypha (pp. 36-37)**

Objective 7. *Recognize facts concerning the Apocrypha.* (p. 36)

Exercise sheet: Have students complete Exercise Sheet 4 for Lesson 2. Answers: A~1, 4, 7, 8, 10; B~2, 3, 5, 6, 9.

### **Conclusion**

1. Remind students that continued memorization of the Word of God will assist them in spiritual maturity. Encourage them to continue reciting the verses they learned last week as they learn five more this week. Suggest that they get a family member or friend to quiz them regularly.
2. Assign the following verses to be written on 3 x 5 in. cards with the references on the opposite side of the card: Isaiah 55:11; 1 Timothy 2:3-4; 2 Timothy 3:16; 2 Peter 1:21; 2 Peter 3:9.

---

## **APPLYING THE LESSON (5 minutes)**

### **Assignment for Next Session**

1. Assign Lesson 3, “How to Find What You Want in the Bible,” for study and the completion of the “For You to Do” exercises.
2. Encourage students to memorize the books of the Old and New Testaments.

### **ANSWERS FOR EXERCISE SHEET 1**

1. It says not to commit adultery (Exodus 20:17). Adultery is a sin. Why? Because marriage and the family is ordained of God and the act of adultery destroys this sacred union. On the surface the emphasis appears to be on the act.
2. Jesus condemns not only the act of adultery but the attitude from which it comes.
3. The attitude is as sinful in God’s sight as the act itself. Sin is sin, whether buried in our heart or expressed in our actions.
4. In drastic language He tells us to take drastic action in dealing with sin. If the core of a person’s heart is rotten then he will not bear fruit.

### **ANSWERS FOR EXERCISE SHEET 2**

1. See Exodus 20:7; Leviticus 19:12; Numbers 30:2; Deuteronomy 23:21. To break an oath is to misuse God’s name which is a sin. God wants His people to reflect His character by speaking truthfully and carrying out promises faithfully.
2. See Matthew 23:16-22. The scribes had devised a number of escape clauses from binding oaths. They thought that in avoiding the utterance of God’s name that this permitted them to break faith whenever convenient. Jesus condemns this hypocrisy. There is nothing by which we can swear that does not in some way relate to God:
  - a. Heaven is the place of God’s throne.
  - b. Earth is God’s footstool.
  - c. We can’t swear by our heads (meaning, “May I lose my head/life if I am not telling you the truth!”) since our very life is in God’s hands.
3. For the children of the kingdom of God oaths are unnecessary; our words are to be trustworthy and true. Man has no right or power to make an oath for there is no way he can back up his words with action; only God has that power.

### **ANSWERS FOR EXERCISE SHEET 3**

1. Commandments numbers 5-10 (Exodus 20:12-17) deal with relationships with others. The commands, all stated negatively, can be summed up by the command “love your neighbor as yourself” (Leviticus 19:18). “Neighbor” was to be taken in the broadest possible sense of “any other person,” like the “neighbor” in the parable of the Good Samaritan.
2. The famous “eye for eye, tooth for tooth” principle laid down in Exodus 21:24 was not designed to justify retaliation but to restrict it. The point Jesus makes is that Christians are not to harbor thoughts of revenge~for any reason! We are to love our enemies as God loves them, for this is perfect love.
3. There is none.
4. Our reward will be to become sons of our Father in heaven, to be perfect as He is perfect.

SESSION

3

## HOW TO FIND WHAT YOU WANT IN THE BIBLE

### SESSION PURPOSE

This session will instruct the student in the use of Bible references, marginal references, and a concordance.

### STEPS IN PREPARATION

#### Personal Preparation

1. Pray for the Lord's guidance as you teach this lesson. You are presenting the basic tools to equip your students to study God's Word.
2. Pray for your students that the Lord will open their minds to this lesson. Pray for their individual needs and for their families.

#### Lesson Preparation

1. Work through the study guide Lesson 3 (pp. 40-51). Note the outline and objectives.
2. Read and meditate on Psalm 23 which the students will be studying. Memorize it.
3. Review the lesson plan below and select those activities that best fit your goals and available time.
4. Materials you will need include Visual Aid YB 3-1 (make a transparency of it or write it on the chalkboard) and copies of Exercise Sheet 1, Exercise Sheet 2, and Exercise Sheet 3 for Lesson 3. Try to have extra Bibles (with marginal references if possible) and concordances for the class to use. You may need to prepare photocopies of the text of Psalm 23 from a Bible with marginal references for those students who may not have Bibles with marginal references.

#### Optional Preparation

Refresh your memory as to the names and correct order of the books of the Bible.

## THE LESSON PLAN

### OPTIONAL ACTIVITIES

- a. **Review of the last session (5 minutes).**
- b. **Review of the memory verses from Lessons 1 and 2 (5 minutes).**  
Give the references and have students recite the verses.
- c. **Review of the books of the Bible (5 minutes).**

## Introduction (pp. 40-41)

1. Explain that in Old Testament days there were no printing presses to produce Bibles. Neither were there chapter and verse divisions (these were introduced as late as the fourteenth century A.D.). People were taught to memorize Scripture as children. Young boys had to memorize the Pentateuch, which is the first five books of the Old Testament. Read Deuteronomy 6:4-9. Ask, “What was the attitude of the Hebrews toward Scripture?” Answer: They viewed it as a guide for life which must be obeyed and not neglected.
2. Comment that King David treasured the Word of God in his heart and wrote about it in the Psalms. Have students read Psalm 1 and 119:11, 105. Ask, “What is the focus of these verses?” Answer: The one who meditates on and applies the Word of God is virtuous.

## APPROACHING THE LESSON (5 minutes)

## THE BIBLE REFERENCE (pp. 42-46)

### Saying It and Writing It (pp. 42-45)

Objective 1. *Say and write any Bible verse correctly.* (p. 42)

1. Display Visual Aid YB 3-1, a poem. Read the poem to the class and then ask them to find it in their Bible. For many students, if not all, this will be an impossible task. Don't wait too long before reassuring them that there is an easier method of finding this passage. Write the title “Psalm 121” above the psalm and the numbers 1-8 next to the appropriate verses. Then ask the students to find Psalm 121:1-8 in their Bible. Some may need to look at the Table of Contents in the front of their Bible to find the book of Psalms. Read the text aloud in unison.
2. Write in a column on the chalkboard these references:  
John 1:1  
Exodus 23:4  
2 Peter 3:5  
1 Kings 4:12  
Revelation 1:8, 10, 12  
Matthew 1:4; 2:6

Read the first reference to your students as follows: “John chapter one, verse one.” Have the students repeat it after you. Read each reference in the same manner, having students repeat it after you. Then repeat the whole process but omit the words “chapter” and “verse.” Read “John one, one” and so on.

3. Exercise sheet: Have students complete Exercise Sheet 1 for Lesson 3 in class. Note that question 4c reads “Jude 4.” Because Jude has only one chapter, the reference includes only the verse.

## EXPLORING THE LESSON (35 minutes)

## Finding References (pp. 45-46)

Objective 2. *Find any Bible reference.* (p. 45)

1. Have students turn to the Table of Contents in their Bible and list the books of the Old Testament and the New Testament in order on a piece of paper. Then have them write the number of chapters each book contains next to the names of the books on their paper (for example, Genesis 50). This exercise will help students become better acquainted with their Bible.

2. Have students find each reference listed on the chalkboard for activity #2 in the section above. Read the verses aloud.

### **THE STUDY REFERENCE (pp. 47-48)**

Objective 3. *Identify the use of study references.* (p. 47)

1. Comment that study references are valuable tools for the student of the Word. Although not all are called to be preachers or teachers, we are all commanded to study the Bible and to apply its truths to our lives. The study reference offers other portions of Scripture that relate to a specific verse. These other verses or “cross references” provide a more complete meaning to a given verse.
2. Explain that study (marginal) references help provide insight on specific words, persons, or concepts. Have students work through the following examples with you:
  - a. Turn to 2 Corinthians 6:16, “For we are the temple of the living God.” The marginal reference cites 1 Corinthians 3:16 for the word “temple.” Look it up and read it. From there we go to 1 Corinthians 6:19 and from there to John 2:21. Read these references together to gain more insight into the meaning of “temple.”
  - b. Turn to Hebrews 11:8-19, a description of Abraham’s faith. Marginal references are numerous including verses in Genesis chapters 12, 17-18, 21-4, 26; Romans 4; and James 2. Skim some of these passages to gain background knowledge about Abraham.
  - c. Turn to John 15:12, “My command is this: Love each other as I have loved you.” The marginal reference cites John 13:34 which cites Leviticus 19:18; 1 Thessalonians 4:9; 1 Peter 1:22; Ephesians 5:2; 1 John 4:10-11. Read these verses to gain insight into the concept of love.
3. Stress that the references in the margins of a study Bible are not meant to be exhaustive (meaning to include every cross reference in the Bible). They provide an extra verse for the reader to consider. Through the use of cross referencing, we begin to see how the Word is interrelated.

### **THE CONCORDANCE (pp. 48-50)**

Objective 4. *Recognize ways to use a concordance.* (p. 48)

1. Comment that the concordance is a book designed to locate specific verses by using key words found in the verses. The first concordance was based on the Latin Vulgate (1244 A.D.). It was modified and printed in 1479. Since that time the concordance has been written in Hebrew, Greek, and English. In 1879-1884 Robert Young’s *Analytical Concordance to the Bible* based on the Hebrew, Aramaic, and Greek originals appeared. In 1890 *Strong’s Exhaustive Concordance of the Bible* was printed. Since then other concordances have been written based on the original languages as well.
2. Group discussion: Hand out copies of Exercise Sheet 2 for Lesson 3 and have students work in groups of 4 or 5 to complete it. When they are finished, have someone in each group share some of their answers.
3. Explain that there are three rules for using a concordance. The students have already practiced the first rule on Exercise Sheet 2.

- a. *Find the reference in the Bible after locating the verse in the concordance.* For example, if you have located the word “love” in a NIV concordance, you would find the following reference among many others:

1 Jn 4:10 This is *l*: not that we loved God.

You must read the entire verse to uncover the meaning of the verse, which is that our love for God originated in God, not in us. We love God because He loved us first and taught us how to love.

- b. *Use a concordance with the correct version of the Bible.* It is frustrating to be unable to find a reference because the concordance is based on another version. For example, the King James Version states Proverbs 29:18 as, “Without a vision the people perish.” Key words that you would use to find this verse in a concordance would be “vision” and “perish.” But if you are seeking this verse in a NIV concordance you would not find it for the verse is stated differently in this version: “Where there is no revelation, the people cast off restraint.” The key words to locate this verse in the NIV concordance are “revelation” and “restraint.”
- c. *Read the verse in the context of its chapter.* For example, if you were looking for Christ’s teaching on loving others, you would look in your concordance for the word “love.” You would find Luke 10:27 which commands, “Love your neighbor as yourself.” If you read this verse in the context of the chapter, you will discover that the verses which follow it illustrate the command to love our neighbors. They tell the story of the Good Samaritan.

## Conclusion

1. Exercise sheet: Have students complete Exercise Sheet 3 for Lesson 3, which is a study of Psalm 23, using the tools we have covered in this lesson. If any students will not have access to a Bible with marginal references, prepare photocopies or written copies for them of the text of Psalm 23 from a Bible that has marginal references. Try to have extra concordances available for the students to use.
2. Repeat the names of the books of the Bible in unison.
3. Assign students to memorize Psalm 23. Have them write the verses on separate cards as they have been doing.

## Assignment for Next Session

1. Assign Lesson 4, “The Books of the Old Testament,” for study and completion of exercises. Have students write down the names of the authors of each book in the Old Testament as they study this lesson.
2. Have students read these chapters for the next class time to sample each type of writing: Genesis 1-11; Esther 1-10; Job 1-3, 38-42; Isaiah 1-7; Micah 1-7.

**APPLYING THE  
LESSON  
(20 minutes)**

SESSION

4

## THE BOOKS OF THE OLD TESTAMENT

### SESSION PURPOSE

This session will enable the student to identify the major classifications of the Old Testament and one distinguishing factor about each book or author.

### STEPS IN PREPARATION

#### Personal Preparation

1. Pray that God would help you convey to your students the richness of the Old Testament with its exciting stories, challenging lessons, and variety of writing styles. Of course it would be to your advantage to have read the Old Testament before teaching this lesson.
2. Pray for your students that God would continue to open their hearts and minds and stir them to study His Word daily. Hopefully, they will see the relevance of the Old Testament to their lives.

#### Lesson Preparation

1. Work through the study guide Lesson 4 (pp. 52-71). Pay attention to the outline and objectives.
2. Review the lesson plan below. Select the activities that best fit your goals and available time.
3. Materials you will need include Visual Aids YB 4-1, YB 4-2, YB 4-3, YB 4-4, YB 4-5, YB 4-6, and copies of Exercise Sheet for Lesson 4. Make transparencies of the visuals, if possible.

#### Optional Preparation

You might find it worthwhile to leaf through the books of the Old Testament to refresh your memory of key stories.

## THE LESSON PLAN

### OPTIONAL ACTIVITIES

- a. Review of the last session (5 minutes).
- b. Review of the memory verses from Lessons 1-3 (5 minutes).



## Introduction (pp. 52-53)

1. Ask, “How would you describe the content of the Old Testament in a single phrase?”  
List students’ responses on a writing surface.
2. Comment that the Old Testament is a record of God’s love intervening in the history of mankind, or simply stated, God involving Himself with man. God commissioned some leaders like Moses and Solomon from the time they were born. Some like Gideon accepted leadership reluctantly. Certain ones like Daniel and Deborah took immediate stands for God, while others like Jonah disobeyed God and ran in the opposite direction. Yet God was in control, causing His plans to be fulfilled for His people.
3. Stress that the Old Testament recounts Israel’s history without hiding the truth of man’s sins or overemphasizing man’s obedience. An example of this is seen in the first king of Israel, King Saul. The Bible records his sins and how he hardened his heart toward God and lost God’s anointing. We also read of King David who sinned but repented of his sins and sought God’s mercy. We are to learn from their mistakes as well as benefit from their victories. Have volunteers read Romans 15:4, 1 Corinthians 10:1-13, and Hebrews 4:11.

**APPROACHING  
THE LESSON  
(5 minutes)**

## ORGANIZING THE CLASSIFICATIONS (pp. 54-56)

Objective 1. *List the titles of the major classifications of the Old Testament books and state the number of books in each classification.* (p. 54)

1. Explain that the classifications of the books in the Old Testament represent five major themes; however, a book in one classification may contain passages drawing upon the other themes. For example, the book of Deuteronomy belongs to the books of the Law, but chapter 32 records a song of Moses which is typical of the content of the books of Poetry. Similarly, the books of the Major and Minor Prophets are rich in Law, History, and Poetry.
2. Display Visual Aid YB 4-1, the chronological order of the Old Testament books. Note that the books in each classification as listed on page 55 of the study guide are not written in chronological order. Have students copy the chronological outline of the Old Testament books from the visual aid.
3. Exercise sheet: Have students memorize the five themes of the Old Testament and the books in each one as they appear on page 55 of the study guide. Then have them complete Exercise Sheet for Lesson 4.

**EXPLORING THE  
LESSON  
(50 minutes)**

## EXPLAINING THE CLASSIFICATIONS (pp. 57-69)

### The Law (pp. 57-59)

Objective 2. *Name and identify the five books of the Law.* (p. 57)

1. Write on the chalkboard an outline of Genesis and have students read the creation account:
  - A. The creation account (1:1~2:3)
  - B. Origin and fall of man (2:4~5:32)
  - C. The flood (6:1-9:28)
  - D. Listing of nations and tower of Babel (10:1-11:32)
  - E. The Patriarchs (12:1-50:26) Note: “Patriarchs” is a term used for the founding

fathers of the nation of Israel. They are similar to the founding fathers of our country.

1. Abraham (chs. 12-25)
  2. Isaac (chs. 21-35)
  3. Jacob (chs. 25-49)
  4. Joseph (chs. 37-50)
- a. Ask, “What is the starting point of creation?” Answer: God is the starting point. There is no existence before God nor is there life apart from God (Revelation 1:8). Stress that the starting point for every aspect of our lives is God. When life’s difficulties are overwhelming, we turn to God. When we need guidance or love, we turn to God. He is the great constant in the universe for He never changes. How comforting to know that we need not turn to anyone else for God will supply all of our needs.
  - b. Ask, “What is God’s response to His work in creation?” Answer: He said it was good (1:31). Read Philippians 1:4-6 and stress that similarly God has begun a good work in us. Once we were lost in sin, but now we are changed into believers in Christ and a dwelling place for God’s Holy Spirit. This work will be carried out to completion for what God starts He finishes! What God creates is holy and made exactly as He planned.
2. Have students read the Ten Commandments in Exodus 20:3-17. Discuss one or more of them as follows:
    - a. Ask, “What does Exodus 20:3 mean?” Answer: God alone is to be the center of every aspect of our lives. Ask, “What are examples of ‘other gods’ we place ‘before God’ in our hearts?” Answer: the quest for power, knowledge, selfish goals—anything that we place a higher priority on than God. Have volunteers share testimonies of how God is the center of their lives.
    - b. Ask, “What are ways in which we misuse the name of the Lord as forbidden in Exodus 20:7?” Answer: blaspheming His name through showing irreverence for Him or by claiming the attributes of deity; misrepresenting His name by claiming to be a Christian yet living in a manner displeasing to Him. Have students suggest ways in which we can properly use/represent the name of the Lord.
    - c. Ask, “Why does God prohibit adultery (Exodus 20:14)?” Answer: It breaks a covenant agreement made before God between a man and a woman; it causes the breakdown of families; it is a manifestation of the inner sins of lust and greed. Have students define “spiritual adultery.” Read Hosea 3:1 and Jeremiah 3:6-10 (which are cited under entries for “adultery” in the concordance). Israel had a long history of being unfaithful in her relationship to God.
  3. Display Visual Aid YB 4-2, “The Tribes of Israel.” Note that the Israelites were divided into twelve tribes named for the twelve sons of Jacob (renamed Israel by God, Genesis 32:28) with two exceptions. Levi did not receive a land inheritance because God commissioned his tribe to be the priests (Numbers 18:20-21). Joseph’s sons Ephraim and Manasseh whom Jacob had adopted replaced Levi and Joseph as tribal leaders.

### **History (pp. 59-62)**

Objective 3. *Recognize general facts about the contents of each of the historical books.* (p. 59)

1. Display Visual Aid YB 4-3, “The Promised Land.” Following the death of Moses, God

appointed Joshua to lead the Israelites into the Promised Land. Their task was to rid the land of the Canaanites and possess it. This was accomplished, though the land was not entirely cleared of Canaanites, and the land was divided among the twelve tribes. Note the Canaanites were being banished from the land by God as punishment for their sins (Leviticus 18:28).

2. Display Visual Aid YB 4-4, “Judges of Israel.” The judges were men and women commissioned by God to help establish His people in the land. They were political as well as spiritual leaders. Israel was plagued by constant attacks from the neighboring Philistines. God commissioned one judge Samson from birth to fight the Philistines. Samson had exceptional human strength and when he was obedient to God, he led Israel to victory. But when he became enthralled with his strength and neglected the Lord, he fell captive to the enemy. At the end of his life he remembered God and won one more victory for Israel.
3. Display Visual Aid YB 4-5, “Kings of Israel.” The prophet Samuel was Israel’s last judge. He appointed Israel’s first king, an unassuming man named Saul who became a great warrior when God’s Spirit was upon him. At times Saul was close to God as when he prophesied (1 Samuel 10:9-10), but he began to follow the desires of his heart instead of God. God’s Spirit left him. He was replaced by a shepherd boy named David who won many victories for Israel. Though Israel grew in prominence David proved to be very human and committed such sins as adultery (2 Samuel 11-12) and angering God (2 Samuel 24). What made David a man after God’s heart was his acknowledging his sin and repenting before God. He sought restoration for he believed he could not live outside the love of God. The next king was David’s son Solomon. When God offered him anything he wanted, he asked for wisdom to lead God’s people (2 Chronicles 1:10). Israel expanded her borders and became the wealthiest nation on earth. Solomon built the temple that David had envisioned. Civil war threatened to follow Solomon’s death, but God allowed Israel to be divided into northern and southern kingdoms of Israel and Judah. Many of the kings followed their own evil desires. As punishment for their sins, God allowed Israel to be exiled in 722 B.C. at the hands of the Assyrians. In 586 B.C. Judah was taken into captivity by Babylon. God wanted His people to awaken to the fact that He must reign in their hearts. Though they were slaves in foreign nations, God’s love for them never died. He longed for them to return to Him.

### Poetry (pp. 62-64)

Objective 4. *Recognize a distinguishing characteristic of each of the poetical books.*  
(p. 62)

1. Ask, “How many of you have asked these questions: Why do the righteous suffer? Where is God when the righteous suffer? What is wisdom?” The poetic book of Job addresses these, for they are questions man has asked God throughout the ages. Job a wealthy, godly man was reduced to having only his faith in God. Though Job did complain, he refused to curse God for his sufferings. He learned the answers to the questions all men pose. Read portions of Job 1-3; 28:12-28; 40-41.
2. Comment that there are many classifications for the Psalms. Here are three: (1) thanksgiving: psalms which thank the Lord for who He is and what He has done; (2) individual praise: psalms which express the author’s personal praise to the Lord; (3) individual lament: psalms which express the author’s repentance of sin and desire for God’s forgiveness and restoration. Have students classify Psalms 19, 27, 34, 51, 108, 150. Answers: thanksgiving 19, 150; praise 34, 108; lament 27, 51.

## Major Prophets (pp. 64-67)

Objective 5. *Recognize the general theme of each of the Major Prophets.* (p. 64)

1. Comment that Isaiah ministered during the reigns of Uzziah, Jotham, Ahaz, and Hezekiah of Judah (739-685 B.C.). Have your students read prophecies about the coming Messiah in Isaiah 7:14; 9:1-2, 6-7; 11:1-16; 42:1-7; 50:6; 52:13-14; 53:1-12; 61:1. Have them record what they learn about the Messiah.
2. Comment that Jeremiah, the “weeping prophet,” ministered during the reigns of Josiah, Jehoahaz, Jehoiakim, Jehoiachin, and Zedekiah of Judah (627-580 B.C.). He prophesied Judah’s exile under Nebuchadnezzar of Babylon (ch. 27). But the Lord also gave Jeremiah a message of hope. Have students read Jeremiah 30:1-24 and respond to these questions: (1) Why are the people in exile? (2) Will God allow their punishment to last forever? (3) What will life be like once they have repented of sin and are restored in God’s love? (4) What does this passage say about a Christian who sins?
3. Comment that Ezekiel ministered during the exile in Babylon (593-570 B.C.). His prophecies concerned the nations of his day and events of the future. The former prophecies dealt with men’s sins and God’s discipline of them. The latter prophecies revealed the splendor of God’s grace to His people in the distant future.
4. Comment that Daniel ministered in Babylon during the reigns of Nebuchadnezzar, Belshazzar, and Medo-Persian kings Darius and Cyrus (605-530). The book of Daniel records the great faith Daniel had in the Lord and prophecies of events in the distant future or “end times.”

## Minor Prophets (pp. 67-69)

Objective 6. *Name one distinguishing characteristic of each of the Minor Prophets.* (p. 67)

1. Display Visual Aid YB 4-6, “Ministry of Minor Prophets,” and locate Edom, Assyria, Israel, and Judah on the map.
2. Comment that as we read the Minor Prophets we discover a pattern: the sins of people are listed; God’s judgment is announced; God’s people are restored to enjoy His blessing. An example of this is found in the book of Zephaniah: (1) the people’s sins (1:1~3:4); (2) God’s judgment (3:5-11); (3) God’s people restored (3:12-20).

## Conclusion

### APPLYING THE LESSON (5 minutes)

1. Comment that the Old Testament reveals God’s character and love. Here are some things it reveals:
  - a. God is a God of order and stability. He provides laws to serve as a pathway to our feet to keep us in the right direction to inherit eternal life.
  - b. God is a God who involves Himself in the affairs of man. Just as He did in the past, He gives us wisdom and guides us in the present as we prepare for our future hope.
  - c. God is a God of poetry and music who created us to praise and glorify Him for He alone is worthy of adoration.

- d. God is a God whose heart is broken when we His children disobey. He disciplines us because He loves us and wants to restore us to fellowship with Himself.
2. Stress that there is no better way to learn about God’s character and love than to read about it in His Word and then apply the lessons we learn to our lives. God is faithful to speak to our hearts and teach us about His love as we draw closer to Him.
3. Have students write on cards and memorize Zephaniah 3:17; Romans 15:4; 1 Corinthians 10:6; Philippians 1:4-6.

### **Assignment for Next Session**

1. Assign Lesson 5, “The Books of the New Testament,” for study and completion of exercises. Have students write the names of the authors of each book in the New Testament.
2. Have students read these chapters from each classification of New Testament writing for next class time: Matthew 1-7; Acts 1-2; Romans 6-8; James 1-5; Revelation 20-22.

Those students who enrolled to receive a certificate from the ICI National Director’s Office should complete the Student Report for Lessons 1-4. Keep Answer Sheet 1 to mail along with Answer Sheet 2 at the end of the course to the ICI office for processing.

SESSION

5

# THE BOOKS OF THE NEW TESTAMENT

## SESSION PURPOSE

This session will help the student learn the New Testament authors and what they wrote as well as identify the central message of the New Testament.

## STEPS IN PREPARATION

### Personal Preparation

1. Pray for special sensitivity to the leading of the Holy Spirit as you prepare to teach this lesson. The New Testament reveals the life and ministry of our Lord Jesus Christ and serves as a model for the Christian faith. It will be to your advantage to have read the New Testament before teaching this lesson.
2. Pray for your students that as they study this lesson they will grow in knowledge and insight of the Lord.

### Lesson Preparation

1. Work through the study guide Lesson 5 (pp. 72-87). Note the outline and objectives.
2. Review the lesson plan below and select those activities that best fit your goals and available time.
3. Materials you will need include Visual Aids YB 5-1, YB 5-2, YB 5-3, YB 5-4, copies of Exercise Sheet 1, Exercise Sheet 2, Exercise Sheet 3, and Exercise Sheet 4 for Lesson 5, and copies of the Student Questionnaire.

### Optional Preparation

Complete the Instructor Questionnaire located in the back of this manual. Compare your results with earlier results. Are there areas that need to be strengthened?

## THE LESSON PLAN

### OPTIONAL ACTIVITIES

- a. **Review of the last session (5 minutes).**
- b. **Review of the memory verses from Lessons 1-4 (5 minutes).**
- c. **Student Questionnaire (5 minutes).**  
At the end of the session, have students complete the questionnaire anonymously. Compare the results with earlier results. Note areas of improvement and areas still needing to be strengthened.

## Introduction (pp. 72-73)

1. Explain that when two people are arguing they might seek a mediator to judge who is correct. The mediator would need to have a knowledge of both sides of the argument. As we stand before God, we are unable to relate to Him because of our sin. What we need is a mediator who can sympathize with our humanness while at the same time be a holy representative of God. Only one Person can bridge the divide between sinful man and holy God: Jesus Christ. Jesus represents man before God as the Son of Man. Read Hebrews 4:15 and ask, “What does this verse mean?” Answer: Jesus represents God before man as the Son of God. Read John 10:30. Jesus went beyond His role as mediator. He paid the penalty for our sin so that we would be made holy and righteous before God. The New Testament reveals the life and ministry of Christ and serves as a guide for all believers as they journey life’s road to inherit eternal life.
2. Remind students that central characters in the Old Testament were prophets, priests, and kings. They were God’s messengers who proclaimed the way of the Lord, the truth of His love, and life under His dominion. Their ministry looked forward to the coming of the Messiah. Read John 14:6. In Christ we find the consummation of the Old Testament and the presentation of the promised new covenant.
3. Explain that the Jews awaited the arrival of a Messiah who would return Israel to world prominence as in the days of King David and King Solomon. Christ’s message, however, far exceeded political aspirations. He came to give His life for the sins of all mankind. He came to change hearts by revealing God’s love. The entire New Testament centers upon the Person and ministry of Jesus Christ. As Christians, we seek to pattern our lives after His. The people of the Old Testament looked forward, in faith, to the arrival of the Son of God. We look to the Bible at God’s love and eagerly anticipate His return.

---

## APPROACHING THE LESSON (5 minutes)

## ORGANIZING THE CLASSIFICATIONS (pp. 74-75)

Objective 1. *List the major classifications of the New Testament.* (p. 74)

1. Exercise sheet: Have the students memorize the five classifications of the New Testament and the books in each as they appear in order. Hand out copies of Exercise Sheet 1 for Lesson 5 for them to complete.
2. Display Visual Aid YB 5-1 and have students copy the chronological outline of the New Testament.

---

## EXPLORING THE LESSON (50 minutes)

## EXPLAINING THE CLASSIFICATIONS (pp. 76-85)

### The Gospels (pp. 76-78)

Objective 2. *Recognize the different emphasis each Gospel places on Christ.* (p. 76)

1. Read Matthew 9:9-12 and ask, “Who was Matthew?” Answer: He was a tax collector whom Jesus called to follow Him. Because tax collectors often demanded exorbitant taxes, they were among the most despised men of the nation. Yet, when Christ called, Matthew was changed. He stayed with Jesus throughout His ministry and was present in the Upper Room (Acts 1:13). Comment that Matthew 1-2 introduces the theme of Jesus as King: (a) the genealogy shows He is in the kingly line of the patriarchs and King David (if students skim this they will recognize many Old Testament names from Lesson 4); (b) wise men from the East came to worship Jesus as one worthy to be worshiped as a king.

2. Note that Mark (John Mark) who was related to Barnabas and travelled with Paul on his first missionary journey was not one of the Twelve disciples. Scholars believe he received information and guidance for his Gospel from Peter. Mark disappointed Paul (Acts 13:13; 15:36-41) but later on had a profitable ministry (2 Timothy 4:11). Mark emphasizes the supernatural ministry of Christ as well as His dynamic actions, whereas Matthew focuses on Christ's teachings. Read Mark 1:23-28; 1:29-31, 40-41; 4:35-39; and 5:21-23, 35-42. Ask, "What did Christ have power over?" Answer: He had power over the supernatural, disease, the natural, and death.
3. Comment that Luke, a physician, was the only Greek writer of the New Testament. He begins with a lengthy account of the birth of Christ and then focuses on Christ's title as Son of Man. Luke shows us Christ who though He was God was very much a man concerned with the social issues of His day. His mission was to the social outcasts and needy (Luke 4:18-20). He was a man of prayer as seen in Luke 3:21; 5:16; 6:12; 9:28-30; 11:1, 5-8; 18:1-8; 22:31-34, 41-44. Have various students read these passages.
4. Comment that John was "the beloved disciple." Read John 3:1-21. Ask, "What is the focus of this chapter?" Answer: It is the message of eternal life which Christ delivered. The key verse, John 3:16, highlights the *love* of God and the *love* of Christ, the Son of God. Love is a theme in John's writings. God initiated and modeled love and commanded believers to love Him and to love one another.
5. Exercise sheet: Hand out copies of Exercise Sheet 2 for Lesson 5 and have students complete it. When they finish check their answers: Matthew D-2-a; Mark C-1-d; Luke A-3-b; John B-4-c

### **History (pp. 78-79)**

Objective 3. *State the key message of Acts.* (p. 78)

1. Explain that Luke wrote this book as he did the Gospel of Luke to a man named Theophilus, a man of importance and probably a recent convert. Acts reveals the fulfillment of Christ's promise in John 14:26 and Acts 1:8 as well as the prophecy of Joel 2:28-32. Display Visual Aid YB 5-2, "The Spread of the Gospel."
2. Group discussion: Divide students into small groups of 4 or 5 and hand out copies of Exercise Sheet 3 for Lesson 5. After the students complete the exercise, have them reassemble and share insights they have, such as: (1) when the proclaimed message of Jesus Christ was received, it was followed by the infilling of the Holy Spirit; (2) both Jews and Gentiles received the gift of the Holy Spirit.
3. Read Acts 2:42-47 and have students identify the activities of the new Christians. Answer: They worshiped the Lord in daily meetings and in prayer. They were discipled in the ways of Christ by the disciples. They had fellowship with one another in breaking bread and sharing possessions. They proclaimed the message of Christ in the temple courts and experienced the move of God in wonders and signs. As a result, they enjoyed the favor of the people and the church grew daily.

### **Pauline Epistles (pp. 79-82)**

Objective 4. *Define the meaning of epistle and recognize reasons why the Epistles are important.* (p. 79)

1. Based on Acts 9 describe Paul's transformation from Saul (Jewish name, Philippians 3:4-6) the persecutor of Christians (Acts 8:3; Galatians 1:13) to Paul (Greek name) the



prominent leader of Christ's church. Ask, "What can be learned from Paul's conversion?" Answer: It shows us that God can change any person by touching him with His love and humbling his hardened heart and then use him for His glory. Encourage the students to pray for people in their lives who like Saul are enslaved by sin or are blinded by wrong notions of God.

2. Display Visual Aid YB 5-3 which shows the seven churches that received nine of Paul's letters. All of the epistles contain teachings which draw us closer to Christ. They instruct us in correcting our erroneous ways and inspire us to serve the Lord biblically. Here are some key points:
  - a. Romans 3:21-24 teaches that all have sinned and have not become the persons in Christ God intended for us to be. Salvation is attained by believing in Christ as Lord and Savior. Faith in Christ, not in doctrines or traditions of the church, ensures our righteousness from God.
  - b. 1 Corinthians 3:3-9 addresses the issue of divisions in a church caused by spiritual elitism. Each believer has a task and will be rewarded for his labor. As workers our goal is to bring glory to God, not to receive praises of men. Encourage students to complete the task God has given them to the best of their ability without labeling one person or group as being more spiritual than another.
  - c. Ephesians 6:10-19 describes the armor of God that every believer must wear in order to engage in the spiritual battle we all face. Paul suffered much (2 Corinthians 11:23-29) and knew the necessity of spiritual strength (see also Matthew 10:28).
  - d. 1 Timothy 4:11-16 contains instruction to Timothy. As a learned man in both the Word and life experience, Paul trained younger ministers. Have students list Paul's instructions from this passage.

### **General Epistles (pp. 83-84)**

Objective 5. *State one fact about the main teaching of each author of the general Epistles.* (p. 83)

1. Comment briefly on the authors. (1) James at first rejected Christ as Lord and Savior (John 7:1-5), but overcame his doubt. (2) Peter was a man of action who was willing to obey Christ yet took his eyes off Him, as when he was walking on the water (Matthew 14:22-33). Many can relate to Peter. We desire to serve Christ, yet become afraid when difficulties of life surround us. Jesus did not allow Peter to drown. He used Peter's willingness to serve Him for His glory. We too can have a fruitful ministry for the kingdom of God if we continue to seek Christ and keep our eyes on Him. (3) Due to Jude's humility he did not introduce himself as the brother of Jesus in his epistle. Encourage students that we do not need the praises of men to be effective for Christ. Our Lord sees our work for His glory and will reward us accordingly.
2. Group discussion: Divide students into four groups and hand out copies of Exercise Sheet 4 for Lesson 5. Assign a group leader and one question to each group for discussion. When they are finished, reassemble the class and have each group share what they concluded. Note: you should read each passage ahead of class and make your own observations.

### **Prophecy (pp. 84-85)**

Objective 6. *Recognize some of the contents and values of the book of Revelation.* (p. 84)

1. Comment that though John’s writings all focus on love, John himself did not always display a loving attitude as in Mark 10:35-37 and Luke 9:51-56. Jesus softened John’s heart and changed his character to one of love. Encourage students, especially those young in the Lord, that God will be faithful to develop their character for His glory. This may happen more quickly for some than for others.
2. Display Visual Aid YB 5-4 and comment that Revelation held meaning for the churches in the first century. Go over the summaries of each church.
3. Encourage students that even though Revelation is difficult to comprehend, it contains great promises: (1) Christ is in control (1:17-18); (2) Satan will be defeated (20:7-10); (3) we will reign with Christ (chs. 21-22).

---

**APPLYING THE  
LESSON  
(5 minutes)**

**Conclusion**

1. Stress that the authors of the New Testament were men who were willing to be used of God according to His divine plan. They loved God with all of their being and remained faithful to Him as long as they had breath. The apostle Paul wrote, “I have been crucified with Christ and I no longer live, but Christ lives in me” (Galatians 2:20). This characterized all the authors.
2. Encourage the students that as believers in Jesus Christ we too must make the message of Christ central to our hearts. The New Testament is our guide for Christian living. As we read the Word and apply it to our lives we will grow in our relationship with Christ each day.
3. Have students memorize Acts 1:8 and 2 Timothy 4:5-8. Write each verse on a card with its reference on the opposite side.

**Assignment for Next Session**

1. Assign Lesson 6, “How We Know the Bible Is the Word of God,” for study and completion of the exercises.
2. Have students focus on answering this question: “How can you know that the Bible is the Word of God?”

# NOTES

SESSION

6

# HOW WE KNOW THE BIBLE IS THE WORD OF GOD

## SESSION PURPOSE

This session will enable the student to give reasons why the Bible is the Word of God and to realize that it applies to his own life.

## STEPS IN PREPARATION

### Personal Preparation

1. Pray for God's guidance as you teach this lesson. You will be equipping the students with a logical defense for the authenticity of the Bible. We live in a time when many question the authority of God's Word.
2. Pray for your students that they will take a strong stand for their faith in God's Word. Pray that they will take to heart the evidences of the truth of God's Word which will withstand any challenge.

### Lesson Preparation

1. Work through the study guide Lesson 6 (pp. 88-106). Note the outline and objectives.
2. Review the lesson plan below and select those activities that best fit your goals and available time.
3. Materials that you will need include Visual Aid YB 2-1 from Lesson 2, Visual Aids YB 6-1, YB 6-2, and copies of the Exercise Sheet for Lesson 6.

## THE LESSON PLAN

### OPTIONAL ACTIVITIES

- a. Review of the last session (5 minutes).
- b. Review of memory verses from Lessons 1-5 (5 minutes).
- c. Review of the books of the Bible (5 minutes).

## APPROACHING THE LESSON (5 minutes)

### Introduction (pp. 88-89)

1. Ask, "What happens when we take our eyes off the Lord and become preoccupied with the ways of the world?" Answer: As we allow worldly thoughts to monopolize our minds, doubts about God slowly take root in our hearts. That is why Paul admonished us to think on the truth. Read Philippians 4:8. There is power

in the Word of God. Our Heavenly Father spoke and the world came into being. Jesus Christ spoke and the lame were able to walk and the blind to see. This Word is the same Word we know as the Bible.

2. **Comment** that we may be challenged from time to time by an unbeliever to prove the authenticity of the Bible. This lesson provides nine evidences of the validity of Scripture. The power of God's Word to transform our lives is one of the best evidences that the Bible is true. As we make it our light and guide in the midst of a world lost in darkness and chaos, we will have an impact on the lives of others.

### EFFECTS OF SCRIPTURE (pp. 90-91)

Objective 1. *Recognize that fulfilled promises of the Scripture in transforming lives are an evidence that the Bible is of God.* (p. 90)

1. **Remind** students of the transformation of Paul from a church persecutor to a church planter. Have students **read** Acts 3:1-10 and **contrast** the condition of the man before his healing with his condition afterwards.
2. **Comment** that as believers we may encounter people who doubt our salvation and wish to discredit Christ's work in our lives. John 9:1-41 tells of Jesus healing a man born blind. A group of religious leaders attempted to discredit Christ's ministry by claiming this healing was not valid because Jesus was a sinner. When they sought to sway the man who had been given his sight to doubt Jesus, he said, "Whether he is a sinner or not, I don't know. One thing I do know. I was born blind but now I see" (v. 25). **Encourage** your students that the transformation in their hearts to become followers of Christ is one validation of the power of God.
3. Have students **share** a testimony of how their lives have been transformed in Christ. They might contrast their life before salvation with their present life in Christ or testify to a miraculous healing or an answer to prayer.

### VARIETY AND UNITY OF SCRIPTURE (pp. 91-92)

Objective 2. *Describe how the concepts variety and unity can be applied to Scripture.* (p. 91)

1. **Display** Visual Aid YB 2-1 from Lesson 2 to **remind** students of the varied backgrounds of the men who wrote the Bible.
2. **Comment** that a major theme of the Old Testament is God's love for man. Abraham experienced God's love and became the father of many nations. Moses walked with God and brought the nation of Israel out of Egypt. David was a man after God's heart and understood divine forgiveness. The nations of Israel and Judah learned of God's love for them through His loving discipline. The theme continues in the New Testament as Jesus Christ came to give His life for our sins so that we might have eternal life. Paul experienced God's love at conversion and His comfort during difficult times. John's vision in Revelation records the fulfillment of our hope to be with Christ one day.
3. **Read** Exodus 33:14; Joshua 1:5; Isaiah 43:2; Zechariah 2:10; Matthew 28:20; John 14:26; Hebrews 13:5. **Ask**, "What was God's promise?" Answer: He would be with His people. The promises God made long ago, including never to leave His people, are for us today. The God who loved Abraham, Moses, David, Israel, Paul, and John is the God who loves us. All the themes of the Old and New Testaments apply to us: man's sin, God's forgiveness, man's new life in the family of God.

**EXPLORING THE  
LESSON  
(50 minutes)**

## **INERRANCY OF SCRIPTURE (pp. 93-94)**

Objective 3. *Identify two evidences that show the inerrancy of Scripture.* (p. 93)

1. Stress that the Bible is free of mistakes in its record of history and prophecy. Give this illustration from Daniel 2. When Nebuchadnezzar of Babylon wanted his dreams interpreted, God anointed Daniel with the interpretation (2:31-45). This prophecy was fulfilled in history. The Babylonians were the first kingdom, represented by gold. The silver symbolized the second kingdom, the Medo-Persians, who overthrew the Babylonians. The third kingdom, which is bronze, ruled over the whole earth. Scholars agree this was the Greek empire under Alexander the Great. Following the Greeks came the Roman empire, seen as iron. The kingdom which will endure, however, is the rock, which is the kingdom of God, ruled by Jesus Christ. This illustration shows inerrancy in its (1) historical accuracy, (2) fulfillment of prophecy, and (3) agreement with the Word.
2. Group discussion: Divide the class into groups of 4 or 5 and hand out copies of the Exercise Sheet for Lesson 6. When students have completed their discussion, have them reassemble and share their insights with the class.

## **DISCOVERIES ABOUT SCRIPTURE (pp. 94-96)**

Objective 4. *Identify how students of various sciences are realizing the accuracy of the Bible.* (p. 94)

1. Object lesson: Display Visual Aid YB 6-1. As the years pass there is an increasing number of people born after World War II. They would have no knowledge of the war except for the existence of sources. This war was fought too recently for the world to doubt its existence in the history books. Since the events of the Old Testament occurred thousands of years ago, skeptics doubt the credibility of the biblical account of history. Yet we have extra-biblical documentation of the Bible's accuracy. Here are two examples of archaeological proof:
  - a. In the late 1920's the Nuzi texts were discovered in northern Iraq. They explain many laws and customs during the era of the Patriarchs of Israel's history. This information provides insight for the actions of Abraham and Isaac as recorded in Genesis.
  - b. The ancient city of Jericho mentioned in the book of Joshua has been discovered. Through scientific study and the examination of the layers of soil, its remains are dated to the time of Joshua and the battle of Jericho.
2. Have students consider how their language has changed through the years. Languages add new words and allow meanings of some words to be altered. We can date a document by the language it uses. For example, technological societies today observe the rising importance of the computer. Words which relate to the computer are becoming more and more a part of our language. In the same manner, biblical writings are dated by the words and styles of writing.

## **EXCELLENCE IN SCRIPTURE (pp. 96-97)**

Objective 5. *Identify examples of moral excellence in literary Scripture.* (p. 96)

1. Illustration: Have students consider the Bible's relevance to all intellectual levels as you recount the story of Daniel in the lion's den in Daniel 6:1-28. This is a story that

children love to hear for it tells of a man obedient to God being tossed to vicious lions. The lesson tells of God's saving power. The story is one that also interests adults. Daniel was a man committed to God without reservation. Neither the king's decree nor the threat of a violent death deterred Daniel's love for God. This story has encouraged believers through the ages.

2. Read Matthew 22:34-40. Explain that when asked what the greatest commandment was, Jesus quoted from the Law (Deuteronomy 6:5; Leviticus 19:18). The object of the Law was to draw people closer to God's love. The Law provided no means for one to justify his own actions nor to be legally removed from being committed to God. God's laws are just and have proven to be far superior to man's laws.
3. Comment that the wisdom and moral excellence found in the Bible still exceeds that of the most learned man of today. Read 1 Kings 3:16-22 and ask, "What would the wisdom and logic of our society suggest doing in this dilemma?" King Solomon needed divine wisdom to discern which woman was the child's mother. Read verses 23-28 to see his response. The book of Proverbs records much of the wisdom God gave Solomon to rule his people.

### **NAME OF AUTHOR IN SCRIPTURE (p. 98)**

Objective 6. *Recognize examples of internal evidence that God is the real author of the Bible.* (p. 98)

1. Comment that we learn about a person when we hear him tell a personal experience or we read one of his letters to a friend. Illustration: Share a personal experience or read a letter from a friend. Ask the students to state what they learned about you or your friend. Note that the way in which a person relates a personal experience tells us more about him. He may give just the highlights, tell every detail, exaggerate, or understate. As we read God's letter to man, the Bible, we learn about the Author in Scripture. We note how His character is revealed in every book. His love, faithfulness, compassion, and heart for the lost are just a few of the insights we discover. Read Genesis 18:17-33 and 2 Peter 3:8-9 for insight into God's patience.
2. Have students do exercise 8 on page 98 of the study guide. Emphasize that God is the real author of each book of the Bible.

### **COMPLETION OF PROPHECY IN SCRIPTURE (pp. 99-101)**

Objective 7. *Identify one way prophecies were given and recognize conditions they must meet in order to be judged as from God.* (p. 99)

1. Observe that there are people who are intrigued about the future and are willing to pay any price to catch a glimpse of tomorrow. Unfortunately, there are those who are quite willing to accommodate them. Recently, such a person made it known that he was 75 percent correct in his predictions and that he would predict one's future for money. Stress that God's prophets, however, conveyed His message with complete accuracy for God never makes mistakes. There is nothing which occurs outside the knowledge of God. The prophets were not seeking personal gain, but to be obedient servants of the Lord.
2. Display Visual Aid YB 6-2 and review the calling of a prophet as you read the references given from Isaiah 6.

## ELIMINATION OF ALTERNATIVES IN SCRIPTURE (pp. 101-103)

Objective 8. *Identify reasons for believing the Bible is inspired by God.* (p. 101)

1. Counter the idea that the Bible was written by deluded men:
  - a. Jeremiah 1:4-10. Jeremiah was called to serve God and received his commission. Throughout his life Jeremiah lived as God directed and saw his walk with God validate his calling. The promises God made to Jeremiah were fulfilled. Thus any doubt of Jeremiah being deluded is eliminated.
  - b. Matthew 4:18-20. Jesus personally invited Simon Peter to be His disciple. This call and Peter's experiences with Christ proved that Peter's writings were of God, not the creation of a deluded mind.
2. Counter the idea that the Bible was produced by sinful men:
  - a. Psalm 51:1-4. David is pouring out his heart to God, seeking forgiveness and restoration.
  - b. Romans 7:14-20. Paul understands his sinful nature without God. He knows that he is destined to eternal separation from God if he lives to fulfill that nature.

Note that we can eliminate this alternative, for the authors would not have condemned themselves and so clearly stated their need of God.

3. Counter the idea that man could foresee the future without supernatural inspiration:
  - a. Matthew 16:21; 20:17-19. Christ prophesied His death and resurrection. This was not possible without divine inspiration.
  - b. Matthew 24:3-14. The passage describes the difficulties present in our world today. Matthew recorded the prophecies of Jesus as inspired by God.
4. Counter the idea that Satan inspired the Bible:
  - a. Revelation 20:10. Satan's doom is sealed.
  - b. Mark 3:20-30. Satan cannot oppose himself.

Comment that Satan is out to devour whomever he can. He would not reveal his destiny to mankind for two reasons: (1) he is a created being and cannot prophecy; (2) since his demise is recorded in the Bible he would not want people to see the truth of his future.

## SURVIVAL OF SCRIPTURE (pp. 103-104)

Objective 9. *Identify time factors that confirm the Bible's authenticity.* (p. 103)

1. Consider how the Bible has stood the test of time: (1) Men have outlawed the Bible and attempted to ignore it. They have died, but the Bible has lived on. (2) Men have stated that it has no relevance for today's complex world. Yet the nature of man addressed thousands of years ago is the same nature we see in man today. (3) Men have believed the Bible restricts their freedom. Yet every generation of believers testifies of the freedom one discovers when serving God. (4) Men have declared that the Bible is the same as any other religious book. But no other book testifies of the grace of God, the transformation and restoration of man in God, or the freedom from guilt which God alone provides. (5) The Bible has been copied and translated numerous times; yet the message remains intact. (6) Though the Bible was written years ago, there have been no revisions, no new



revelations, and no new enlightenments to change any portion of the text.

2. Have students look up Deuteronomy 4:2; 12:32; Proverbs 30:6; Galatians 3:15; Revelation 22:18-19. The Word of God cannot be altered as the test of time has shown.

### Conclusion

1. Observe that all a person needs to enter into a personal relationship with Jesus Christ is faith~faith that though they are a sinner, they can believe on the Lord and be saved. The beauty of the Christian life is that though we live by faith, our walk with Christ is in agreement with knowledge and wisdom. The reality of the argument between faith and reason is that man's intellectual pursuits must align themselves with God's Word. The impossible task is not proving that Scripture is valid, but proving that it is invalid.
2. Have students memorize 1 Peter 1:24-25 as a reminder that God's Word remains the same forever.
3. Encourage students to apply this lesson and the entire course by immersing themselves in God's Word. They must daily read Scripture, meditate on it, memorize it, become equipped by it, utilize its authority, and bless others by giving it away. The power of God's Word is in their hands. As they apply the Word to their lives they will agree with King David who wrote, "Your word is a lamp to my feet and a light for my path" (Psalm 119:105).
4. Encourage students to enroll in the next ICI course that is being offered.
5. Dismiss your students with prayer.

Those students who enrolled to receive a certificate from the ICI National Director's Office should complete the Student Report for Lessons 5-6. Mail Answer Sheet 1 and Answer Sheet 2 for each student to the ICI office for processing.

### ANSWERS FOR EXERCISE SHEET

1. The people are grumbling against Moses about having no water.
2. Moses cried out to the Lord for help to know what to do.
3. The Lord instructed Moses to strike a rock with his staff and promised that He would be there by the rock.
4. They should have learned not to test the Lord by their unbelief.
5. The people are grumbling against Moses about having no water.
6. Moses fell facedown in the Tent of Meeting seeking the Lord's help. God instructed him to speak to the rock, but he was so angry with the people he struck it twice.
7. For Moses' disobedience (lack of trust) God prohibited him from entering the Promised Land.
8. God cannot be put to the test.
9. The Lord is exalted in these episodes. Moses is not pictured as being anything but in need of God's guidance. There is no attempt to heighten Moses' importance or abilities in the first episode. In the second, his sin is exposed. The Bible does not attempt to hide the truth or exalt certain men or women.
10. Our Heavenly Father is the key personality, not man.

**APPLYING THE  
LESSON  
(5 minutes)**

## EXERCISE SHEET 1 FOR LESSON 1

This exercise is intended to help you become better acquainted with others in your group and to focus your attention on what it means to be privileged, especially to study the Bible. Each one in your group should respond to the following questions. There is no need to write your answers.

1. Cite a specific incident in which you felt that you were privileged. For example, it may have been meeting a popular leader in your country, or attending an important ceremony.
2. Describe the emotions you felt, such as joy or importance.
3. How long did those feelings last?
4. Finish this sentence: "I feel it is a privilege to study the Bible because . . . ."

## EXERCISE SHEET 2 FOR LESSON 1

Match the description in the center column and the verse in the right column to each benefit of studying the Bible in the left column.

_____ Bread for the soul	1) God's Word lifts our spirits	a) He is like a man building a house, who dug deep and laid the foundation on rock.
_____ Enjoyment	2) The Bible gives beautiful ideas	b) Man does not live on bread alone, but on every word that comes from the mouth of God.
_____ Nearness of God	3) The Bible is our spiritual weapon	c) Cast all your anxiety on him because he cares for you.
_____ Encouragement	4) The Bible gives daily nourishment	d) Take the helmet of salvation and the sword of the Spirit, which is the word of God.
_____ Foundation	5) The Bible sets the standard	e) Men spoke from God as they were carried along by the Holy Spirit.
_____ Inspiration	6) God dwells in our hearts	f) Your statutes are my heritage forever; they are the joy of heart.
_____ Truth	7) We can build on God's Word	g) Then you will know the truth, and the truth will set you free.
_____ Security	8) The good news gives us joy	h) I have hidden your word in my heart that I might not sin against you.

## EXERCISE SHEET 1 FOR LESSON 2

Christ's Sermon on the Mount in Matthew 5-7 demonstrates the fulfillment of the Old Testament by the New Testament. Your group is to read Matthew 5:27-30 and discuss the questions below. You will be asked to share your conclusions with the class.

1. What does the Old Covenant say about adultery? Why?
2. What does Jesus say in response to the Old Covenant?
3. What does Jesus mean when He says that anyone who lusts "has already committed adultery"?
4. What does Jesus mean when He says, "It is better for you to lose one part of your body than for your whole body to go into hell"?

## EXERCISE SHEET 2 FOR LESSON 2

Christ's Sermon on the Mount in Matthew 5-7 demonstrates the fulfillment of the Old Testament by the New Testament. Your group is to read Matthew 5:33-37 and discuss the questions below. You will be asked to share your conclusions with the class.

1. What did the Old Covenant say about breaking an oath? Why?

2. Jesus tells us not to swear at all. Why?

a. Why can we not swear by heaven?

b. Why can we not swear by the earth?

c. Why can we not swear by our heads?

3. What should our response be instead of swearing an oath? Why?



## EXERCISE SHEET 4 FOR LESSON 2

Place an “A” next to each statement which describes the Apocrypha. Place a “B” next to each statement which describes the Bible.

- \_\_\_ 1. It is not always historically accurate.
- \_\_\_ 2. It has evidence of divine inspiration.
- \_\_\_ 3. It has two major divisions: the Old and the New.
- \_\_\_ 4. It was written within a 400-year period.
- \_\_\_ 5. It reveals the knowledge of truth.
- \_\_\_ 6. It was written throughout a period of over 1,000 years.
- \_\_\_ 7. It has very obvious contradictions.
- \_\_\_ 8. It means “hidden things.”
- \_\_\_ 9. It was given for every person to read.
- \_\_\_ 10. It was considered beyond the ability of the average person to understand.

### EXERCISE SHEET 1 FOR LESSON 3

Please complete the following activities pertaining to the use of Scripture references.

1. Find Psalm 23:6 in your Bible. Circle the letter preceding the correct verse:
  - a) “Such is the generation of those who seek him, who seek your face, O God of Jacob.”
  - b) “Surely goodness and mercy will follow me all the days of my life, and I will dwell in the house of the Lord forever.”
  - c) “The Lord is my shepherd, I shall not be in want.”
  
2. Circle the letter preceding the verse that encourages us to pray for the message of the Lord to spread rapidly:
  - a) 1 Thessalonians 1:3.
  - b) 1 Thessalonians 3:1.
  - c) 2 Thessalonians 1:3.
  - d) 2 Thessalonians 3:1.
  
3. Write the following chapter and verse in reference form:
  - a. book: John  
chapter: three  
verse: sixteen \_\_\_\_\_
  - b. book: Proverbs  
chapter: four  
verse: seven \_\_\_\_\_
  - c. book: Romans  
chapter: five  
verse: eight \_\_\_\_\_
  
4. Write the following references in chapter and verse form:
  - a. Obadiah 2:1 \_\_\_\_\_
  - b. Psalm 24:4, 5 \_\_\_\_\_
  - c. Jude 4 \_\_\_\_\_
  - d. Amos 5:5 \_\_\_\_\_
  
5. Write out the following verses: 1 John 2:1, 6, 15.



## EXERCISE SHEET 2 FOR LESSON 3

Complete the following exercises using a concordance. You may have each member of your group contribute one example for each of the parts.

1. Find the word “neighbor” in the concordance. List references from the Old Testament which instruct us on how we are to relate to our neighbors. Write the lesson we learn from each verse. Example: Leviticus 19:13~Do not defraud your neighbor or rob him.
2. For the word “neighbor” find references from the New Testament which instruct us on how we are to relate to our neighbors. Write the lesson we learn from each verse. Example: Ephesians 4:25~Speak truthfully to your neighbor.
3. Find the word “obey” in your concordance and list three Old Testament and two New Testament references which reveal what or whom we are to obey. Write the lesson we learn from each verse. Example: Numbers 15:40~We are to remember to obey all of God’s commands.
4. Find the word “salvation” and list five references from the book of Psalms where this word is found.

### EXERCISE SHEET 3 FOR LESSON 3

For this study of Psalm 23 you will need to use marginal references and a concordance. Work through each part completely but as quickly as possible.

1. Read Psalm 23 and look up each marginal reference listed. Write down a few of the most relevant references (just the reference, not its content) to the focus of this chapter.
2. Choose one key word for each of the six verses in Psalm 23 to look up in the concordance. Write the words you selected and looked up.
3. Write down everything Psalm 23 mentions about what God has done for us and who God is.
4. Write down what we are to do or how we are to respond to divine love.
5. In a few sentences summarize what you have learned from this study of Psalm 23.

## EXERCISE SHEET FOR LESSON 4

Write the books of the Old Testament in the order in which they occur according to their classifications. For example Genesis is the first book under Law. An alphabetical list of the books is provided for you.

Amos	Hosea	Micah
1 Chronicles	Isaiah	Nahum
2 Chronicles	Jeremiah	Nehemiah
Daniel	Job	Numbers
Deuteronomy	Joel	Obadiah
Ecclesiastes	Jonah	Proverbs
Esther	Joshua	Psalms
Exodus	Judges	Ruth
Ezekiel	1 Kings	1 Samuel
Ezra	2 Kings	2 Samuel
Genesis	Lamentations	Song of Solomon
Habakkuk	Leviticus	Zechariah
Haggai	Malachi	Zephaniah

LAW	HISTORY	POETRY	MAJOR PROPHETS	MINOR PROPHETS
Genesis	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
	_____			_____
	_____			_____
	_____			_____
	_____			_____
	_____			_____
	_____			_____
	_____			_____
	_____			_____
	_____			_____

## EXERCISE SHEET 1 FOR LESSON 5

Write the books of the New Testament in the order in which they occur according to their classifications. For example, Matthew is the first book under Gospels. An alphabetical list of the books is provided for you.

Acts	1 John	Philemon
Colossians	2 John	Philippians
1 Corinthians	3 John	Revelation
2 Corinthians	Jude	Romans
Ephesians	Luke	1 Thessalonians
Galatians	Mark	2 Thessalonians
Hebrews	Matthew	1 Timothy
James	1 Peter	2 Timothy
John	2 Peter	Titus

GOSPELS	HISTORY	PAULINE EPISTLES	GENERAL EPISTLES	PROPHECY
Matthew	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

## EXERCISE SHEET 2 FOR LESSON 5

Match the themes, Scripture verses, and audiences to the Gospels.

GOSPELS: Matthew \_\_\_\_\_ Luke \_\_\_\_\_  
Mark \_\_\_\_\_ John \_\_\_\_\_

THEMES	SCRIPTURE VERSES	AUDIENCES
A. Son of Man	1. He got up, rebuked the wind and said to the waves, 'Quiet, be still!'	a. Jews
B. Eternal life	2. Thus there are fourteen generations in all from Abraham to David and fourteen from David to the exile in Babylon and fourteen from the exile to the Christ.	b. Greeks
C. Servant of God	3. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind.	c. Everyone
D. King	4. My command is this: Love each other as I have loved you.	d. Romans

(Note: Scripture references are Matthew 1:17; Mark 4:39; Luke 4:18; John 15:12.)

### EXERCISE SHEET 3 FOR LESSON 5

The following questions are based on passages in Acts which focus on the Holy Spirit. Read each passage and answer the question.

1. Write the description of the Holy Spirit in Acts 2:1-3.
2. What did the believers do (Acts 2:42-47) after they were filled with the Holy Spirit?
3. What was Peter's reaction to being filled with the Holy Spirit (Acts 2:14-40)?
4. What was the result of the message of Jesus Christ being preached (Acts 2:41)?
5. In Acts 10 Peter preached the message of Jesus Christ to the Gentiles. What resulted (10:44-45)?
6. What was the sign of the outpouring of the Holy Spirit upon the Gentile believers (Acts 10:44-48)?

## EXERCISE SHEET 4 FOR LESSON 5

Your group is to discuss one of the questions below as assigned in class. Be sure to give your own ideas before reading the Scripture passage to see what the biblical response should be.

1. Suppose a man comes into your meeting wearing a gold ring and fine clothes, and a poor man in shabby clothes also comes in. How should you treat the first man? How will you treat the second man? Read James 2:1-11 after you discuss how you would respond. What is the biblical response?
2. There are times when we wonder when God will deal with those who scoff at His name. When will the Lord judge them and why is He waiting to do so? Read 2 Peter 3:1-10 after you discuss this. What does the Bible teach?
3. How are members of the church to relate to one another? Can a man say that he loved God first? Where did love originate? Read 1 John 4:7-16 after you discuss these questions. What does the Bible teach?
4. What encouragement would you offer to someone who is having difficulty following Christ? Offer what you would advise. Read Jude 17-23 after you discuss this. What does the Bible say to do?

## EXERCISE SHEET FOR LESSON 6

The Bible is inerrant. Its contents show historical accuracy, the fulfillment of prophecy, and internal agreement. Read the following passages and answer the questions concerning two episodes in the life of Moses which illustrate the inerrancy of Scripture.

Read Exodus 17:1-7.

1. What was the problem facing Moses (vs. 1-3)?
2. How did Moses respond to this problem (v. 4)?
3. How did the Lord respond (vs. 5-7)?
4. What lesson should the Israelites have learned?

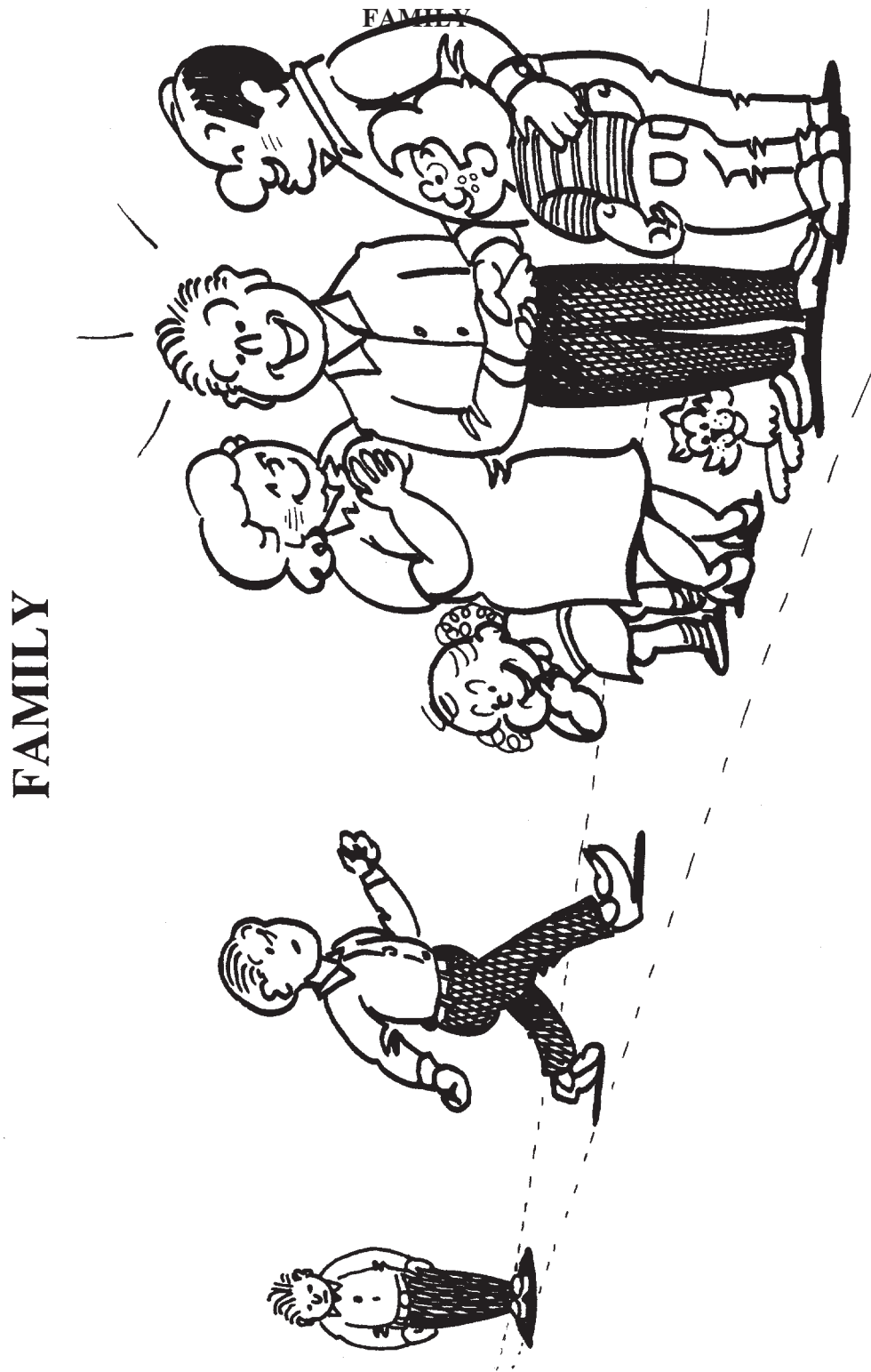
Read Numbers 20:1-13.

5. What was the problem facing Moses (vs. 1-5)?
6. How did Moses respond to this problem (vs. 6-11)?
7. How did the Lord respond (vs. 11-13)?
8. What lesson should the Israelites have learned?

Read Deuteronomy 34:10-12.

9. In light of Moses' exalted place in Israel's history, what makes the two accounts above so remarkable?
10. Who is the key personality throughout the Bible?







**PLANT**

### IDEAL AUTHOR PROFILE

Construct a profile of what you think the ideal author of a book of the Bible would be like. Choose one of the items under each category below as fitting this author and explain why you chose that particular item. There are no right or wrong choices.

Land of Birth

- India
- Egypt
- Israel
- Babylon

Education

- none
- some
- much

Economic Status

- lower class
- middle class
- upper class

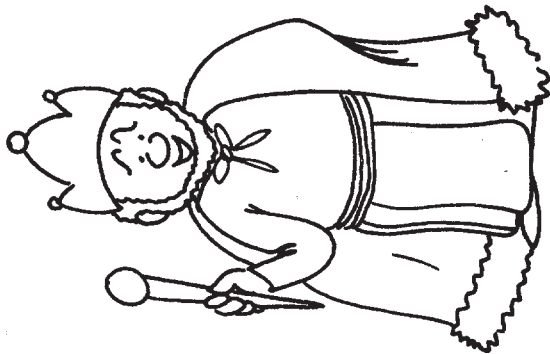
Occupation

- teacher
- shepherd
- soldier
- fisherman
- king
- priest

Age When Called

- unborn
- young child
- teenager
- adult
- elderly

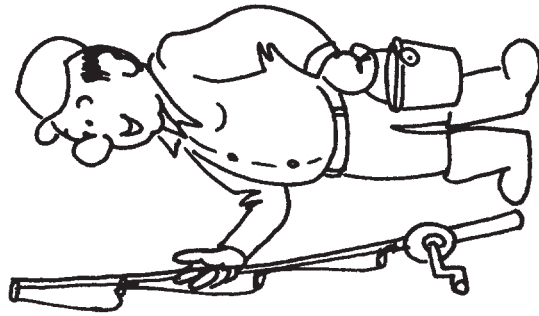
**BIBLE AUTHORS**



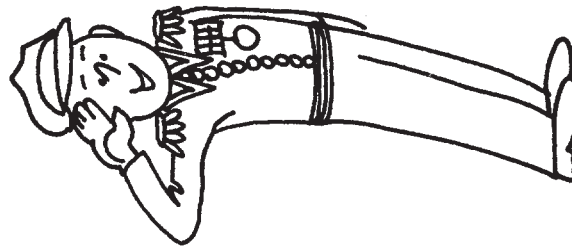
**KINGS**



**SPIRITUAL  
LEADERS**



**FISHERMEN**

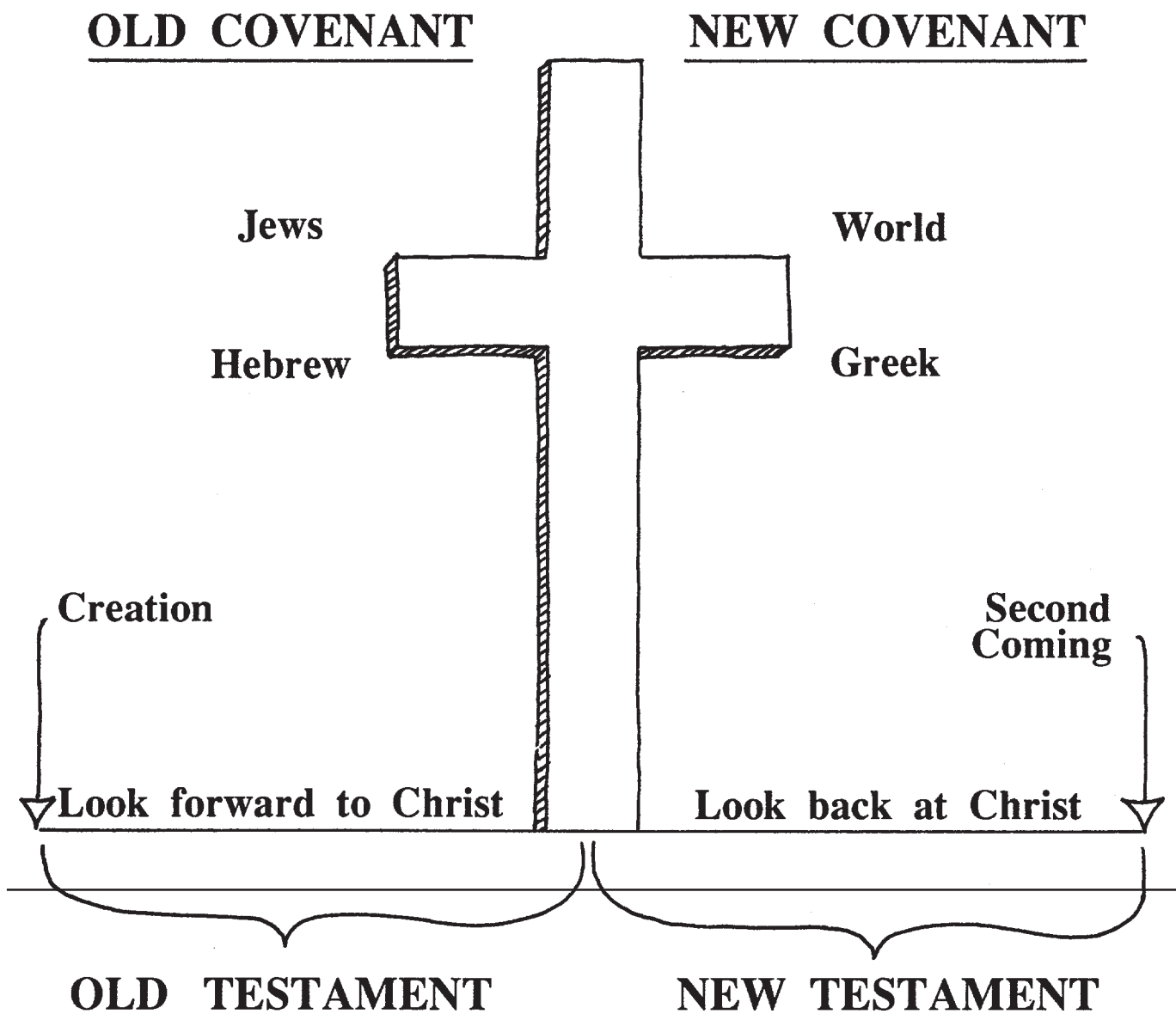


**MILITARY  
LEADERS**

**POINT OF VIEW**



# MAJOR DIVISIONS OF THE BIBLE



I lift up my eyes to the hills~  
where does my help come from?  
My help comes from the Lord,  
the Maker of heaven and earth.

He will not let your foot slip~  
he who watches over you will not slumber;  
indeed, he who watches over Israel  
will neither slumber nor sleep.

The Lord watches over you~  
the Lord is your shade at your right hand;  
the sun will not harm you by day,  
nor the moon by night.

The Lord will keep you from all harm~  
he will watch over your life;  
he Lord will watch over your coming and going  
both now and forevermore.

**BOOKS OF THE OLD TESTAMENT  
IN GENERAL CHRONOLOGICAL ORDER**

<u>OUTLINE</u>	<u>OLD TESTAMENT BOOKS</u>	
A. The Creation Account	Genesis	
B. The Formation of the Nation of Israel	Exodus Leviticus	Numbers Deuteronomy
C. The Nation of Israel in the Promised Land	Joshua Judges Ruth 1, 2 Samuel 1 Kings 1 Chronicles	Job Psalms Proverbs Ecclesiastes Song of Solomon
D. The Nation of Israel Divided	1 Kings 11-12 2 Kings 2 Chronicles Jonah Hosea Amos Joel Isaiah	Micah Nahum Zephaniah Jeremiah Lamentations Habakkuk Obadiah
E. The Nation of Israel in Exile	2 Kings 17:4-8 Psalm 137 Esther	Ezekiel Daniel
F. The Nation of Israel Restored	Ezra Nehemiah Haggai	Zechariah Malachi

(Adapted from *Tents, Temples, and Palaces*, ICI Course CS2220, pp. 26-27)



### THE TRIBES OF ISRAEL

#### JACOB'S SONS

Reuben  
Simeon  
Judah  
Levi  
Issachar  
Zebulun  
Naphtali  
Dan  
Gad  
Asher  
Joseph  
Benjamin

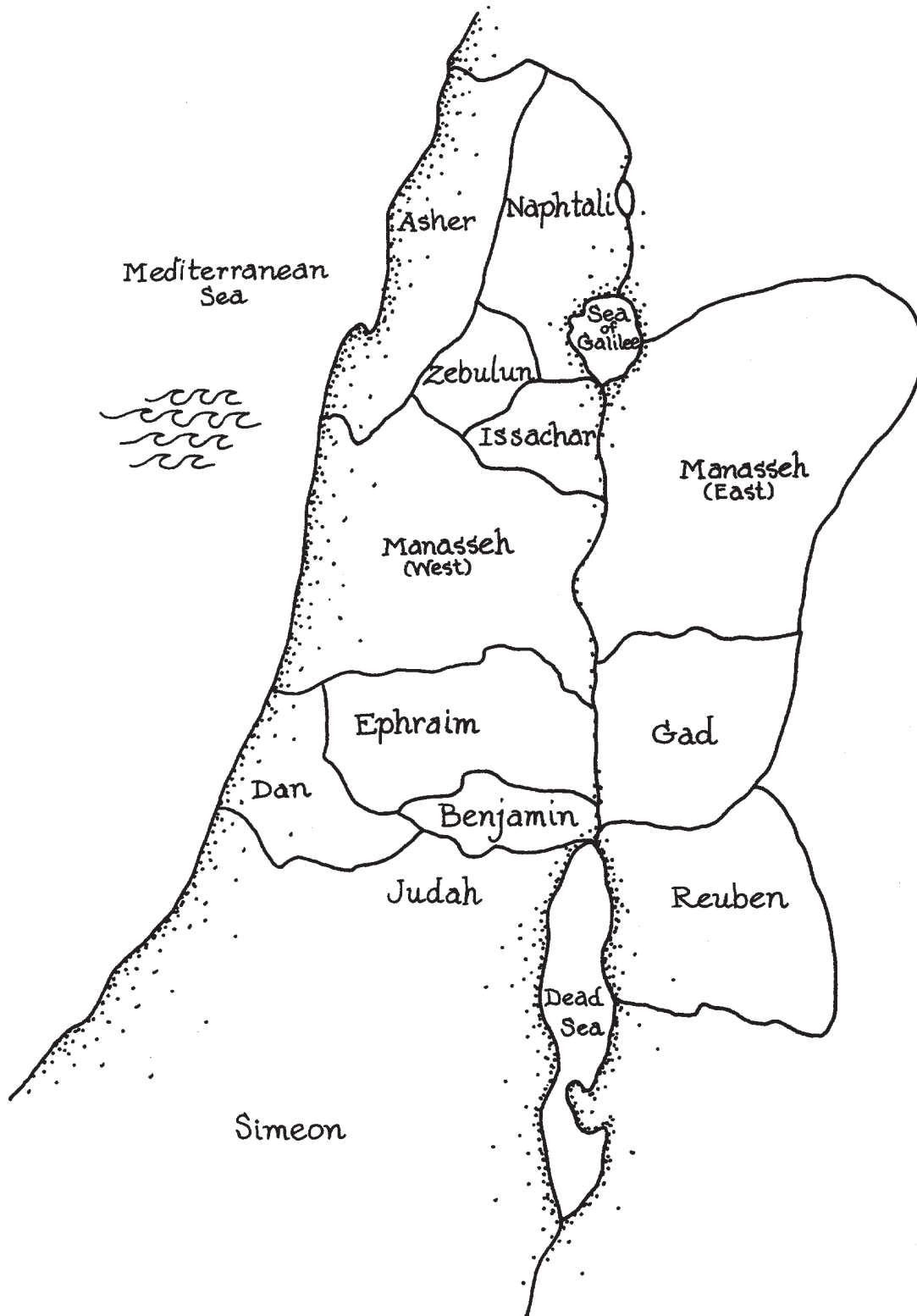
#### THE TWELVE TRIBES

Reuben  
Simeon  
Judah  
Issachar  
Zebulun  
Ephraim  
Manasseh  
Benjamin  
Dan  
Asher  
Gad  
Naphtali

### JUDGES OF ISRAEL

Othniel	Judges 3:5-11
Ehud	Judges 3:12-30
Shamgar	Judges 3:31
Deborah	Judges 4:1~5:31
Gideon	Judges 6:1~8:35
Abimelech	Judges 9:1-57
Tola	Judges 10:1-2
Jair	Judges 10:3-5
Jephthah	Judges 10:6~12:7
Ibzan	Judges 12:8-10
Elon	Judges 12:11
Abdon	Judges 12:13-15
Samson	Judges 13:1~16:30

## THE PROMISED LAND



**KINGS OF ISRAEL**

United Kingdom

Saul 1050-1010

David 1010-970

Solomon 970-931

Judah

Rehoboam	931-913
Abijam	913-911
Asa	911-870
Jehoshaphat	873-848
Jehoram	853-841
Ahaziah	841
Athaliah	841-835
Joash	835-796
Amaziah	796-767
Uzziah	790-740
Jotham	750-731
Ahaz	735-715
Hezekiah	715-686
Manasseh	695-642
Amon	642-640
Josiah	640-609
Jehoahaz	609
Jehoiakim	609-597
Jehoiachin	597
Zedekiah	597-586

Israel

Jeroboam	931-910
Nadab	910-909
Baasha	909-886
Elah	886-885
Zimri	885
Omri	885-874
Ahab	874-853
Ahaziah	853-852
Jehoram	852-841
Jehu	841-814
Jehoahaz	814-798
Jehoash	798-782
Jeroboam II	793-753
Zechariah	753-752
Shallum	752
Menahem	752-742
Pekah	752-732
Pekahiah	742-740
Hoshea	732-722

(Taken from John H. Walton, *Chronological Charts of the Old Testament*, Grand Rapids: Zondervan, 1978, 56-58)

pp.

## MINISTRY OF MINOR PROPHETS

Israel was taken captive by the Assyrians in 722 B. C.

Judah was exiled to Babylon in 586 B. C.

The Minor Prophets ministered to the following nations:

<b>Pre-exile of Israel:</b>	Obadiah (845)	Edom
	Jonah (782)	Assyria
	Amos (760)	Israel
	Hosea (760-720)	Israel
<b>Pre-exile of Judah:</b>	Joel (835)	Judah
	Micah (737-690)	Judah
	Nahum (650)	Assyria
	Zephaniah (640)	Judah
	Habakkuk (609)	Judah
<b>Post-exile:</b>	Haggai (520)	Reunited Israel
	Zechariah (520)	Reunited Israel
	Malachi (433)	Reunited Israel

### Area of Ministry:



**BOOKS OF THE NEW TESTAMENT  
IN GENERAL CHRONOLOGICAL OUTLINE**

<u>OUTLINE</u>	<u>NEW TESTAMENT BOOKS</u>	
A. The Life and Ministry of Jesus Christ	Matthew Mark	Luke John
B. The Formation of the Church	Acts	
C. The Development of the Church	Romans 1 Corinthians 2 Corinthians Galatians Ephesians Philippians Colossians 1 Thessalonians 2 Thessalonians 1 Timothy 2 Timothy	Titus Philemon Hebrews James 1 Peter 2 Peter 1 John 2 John 3 John Jude
D. The Return of Christ and the Future	Revelation	

# THE SPREAD OF THE GOSPEL



# PAULINE EPISTLES

Cities which received letters from Paul



**PROPHECY FROM REVELATION 2-3**

CHURCH	WEAKNESS	INSTRUCTION	REWARD FOR OVERCOMING
Ephesus	Forsook their first love	Repent and do the things you did at first	Right to eat from the tree of life
Smyrna		Be faithful even to the point of death	Crown of life, not hurt by the second death
Pergamum	Worldliness, pagan practices	Repent and listen to the Spirit	Hidden manna and a white stone with a new name on it
Thyatira	Pagan practices, worldliness	Repent; hold on to what you have	Authority over the nations
Sardis	Spiritually dead	Wake up/strengthen what remains and is about to die	Dressed in white and name in book of life
Philadelphia		Hold on to what you have	Pillar in the temple of God and Christ's new name
Laodicea	Lukewarm	Be earnest and repent	Right to sit with Christ on His throne



**SOURCES WHICH PROVE THAT  
WORLD WAR II EXISTED**

HISTORICAL ACCOUNTS FROM BOTH SIDES

EYE WITNESS ACCOUNTS

STORIES TOLD TO FAMILY  
AND FRIENDS OF EYE WITNESSES

PHOTOGRAPHS

ARTIFACTS WHICH SURVIVED THE WAR

**THE CALLING OF A PROPHET  
AS SEEN IN ISAIAH 6**

**CALL**

Isaiah 6:1-5

God chose Isaiah to be His servant.

**CHARACTER**

Isaiah 6:6-7

God cleansed Isaiah from his unrighteousness. The prophet's life should never invalidate the message.

**COMMISSION**

Isaiah 6:8-10

God gave Isaiah a specific task of proclaiming His message.

**CONDUCT**

Isaiah 6:11-13

Isaiah obeyed and became a vessel for God's purposes.





## STUDENT QUESTIONNAIRE

The questions below are intended to provide feedback on your perceptions of our study group sessions. Please indicate your answer for each question by placing a check **X** on the blank preceding the response you choose. Be as honest as you can. You do not need to write your name on the sheet.

Date \_\_\_\_\_ Today's Lesson \_\_\_\_\_

1. In this session I learned  
 a great deal.  
 quite a bit.  
 a little.  
 nothing.
2. What I learned in this session was  
 very important.  
 important.  
 not important.  
 useless.
3. In regard to the amount of group discussion, I feel there was  
 too much discussion.  
 just the right amount.  
 too little discussion.  
 unimportant or unrelated discussion.
4. The learning activities were  
 very enjoyable.  
 enjoyable.  
 irrelevant.  
 boring.
5. In regard to my Christian walk, I find that what I learned was  
 very helpful.  
 helpful.  
 not helpful.  
 a waste.
6. Overall, I would rate the sessions so far as  
 excellent.  
 good.  
 fair.  
 poor.

7. If I could change one thing about the group sessions it would be \_\_\_\_\_

---

---

8. I think the group sessions could be improved by \_\_\_\_\_

---

---

9. Make any other comment you would like about the ICI study guide or group sessions. \_\_\_\_\_

---

---

---

---

---

## CHRISTIAN LIFE SERIES

The 18 courses in the Christian Life Series are arranged in three units with a total of six major subjects of study as follows:

SUBJECT AREA	UNIT I	UNIT II	UNIT III
Spiritual Life	CL1110 Your New Life	CL1210 When You Pray	CL1310 God's Design
The Bible	CL2120 Your Bible	CL2220 How to Study the Bible	CL2320 John's Gospel
Theology	CL3130 Who Jesus Is	CL3230 Your Helpful Friend	CL3330 We Believe
The Church	CL4140 The Church	CL4240 Christian Worship	CL4340 What Churches Do
Service	CL5150 Personal Evangelism	CL5250 Christian Workers	CL5350 The Teaching Ministry
Christian Ethics	CL6160 Bible Ethics	CL6260 Marriage and Home	CL6360 The Christian in His Community

## CHRISTIAN SERVICE SERIES

The 18 courses in the Christian Service Series are arranged in three units with a total of six major subjects of study as follows:

SUBJECT AREA	UNIT I	UNIT II	UNIT III
Spiritual Life	CS1111 Christian Maturity	CS1211 Prayer and Worship	CS1311 The Responsible Christian
The Bible	CS2121 The Kingdom, the Power, and the Glory	CS2221 Tents, Temples, and Palaces	CS2321 Understanding The Bible
Theology	CS3131 Cornerstones of Truth	CS3231 Alive in Christ	CS3331 Counselor, Teacher, and Guide
The Church	CS4141 The Christian Church in Ministry	CS4241 Starting New Churches	CS4341 Helping Christians Grow
Service	CS5151 Spiritual Gifts	CS5251 Preaching and Teaching	CS5351 Sharing the Good News
Christian Ethics	CS6161 Solving Life's Problems	CS6261 People, Tasks, and Goals	CS6361 Abundant Living