

CORE

Created — Redeemed — Eternal

Welcome Facilitators & Creators of the Core Curriculum!

Consider this a **mere outline** of what the CORE Curriculum can become by this time next year with your help.

The goal of the CORE Curriculum is to **unite all of College Church—children to adults**—in a study of the same 12 crucial themes of the Christian Faith:

Topics	Date
1. Worldview	Sept '25
2. God	Oct '25
3. Bible	Nov '25
4. Story	Dec '25
5. Identity	Jan '26
6. Purpose	Feb '26
7. Law & Sin	Mar '26
8. Salvation	April '26
9. Kingdom	Sept '26
10. Ethics/Morality	Oct '26
11. Home	Nov '26
12. Hope	Dec '26



While every class will need to contextualize the message for the audience, the goal remains the same—to help everyone at College Church to **know, act, and teach** the Christian Faith.

Unlike some curriculum that is filled with content, this curriculum **assumes an audience that is already informed about the basics of the Christian Faith** prior to class time—either because of exposure to the content in the Sunday morning sermon or through past instruction in the faith—therefore, only a brief amount of time is spend in teaching new information.



The goal of this study is to move beyond mere knowledge **to apply** the message of the Biblical Faith **to individuals, families, small groups, Bible classes, and entire congregations**, so that they might, in turn, share the live out and share the faith with those outside the walls of the church building.

Each class is different, and therefore may require a different degree of time spent on information, discussion, and application; however, **all three aspects of instruction**, especially application, are crucial for the transformation sought in this approach to teaching.

Finally, the real success of this curriculum is in its constant reimagination and growth. We are asking that **every class champion and/or teacher to share your class outline** with the rest of the Bible class leaders following your monthly study of the theme to help us improve this curriculum for the third iteration in the coming years. The sooner the better. If you are able to share your outline a week ahead, other teachers may be inspired by some of your illustrations, exegesis, resources, discussions questions, or application ideas for their own classroom instruction. Use the “College Church of Christ” Subsplash app to share!



Please enjoy the work that has already been completed by those who supplied their ideas in the first iteration, and help us make this second iteration of the CORE curriculum **even better**.

Sincerely,
Jordan Guy, on behalf of the Adult Education Committee

NEW Lesson 1 (2025 edition) Guide: A Biblical/Christian Worldview

Welcome & Prayer

- Review/accountability from goals made individually or as a class/family last week or month.

Focus Scripture & Discussion Question—Option 1:

- Read Acts 7:1-52: Have everyone speed-read Stephen's speech to notice that he has a set of beliefs regarding the Christian faith. Have everyone name 3-4 of the items.
- Consider the core beliefs of College Church - <https://www.collegechurchofchrist.org/what-we-believe>
- Discuss:
 - What difference does it make if we believe all or just some of these beliefs?
 - Which one(s) matter the most to you?
 - Which ones might others disagree with & why (i.e. those with a secular, pagan, or non-Christian worldview?)
 - What kind of statement of beliefs might Disney or another company come up with?
 - What type of statement of faith do you have in your home, personal life?

Focus Scripture & Discussion Question—Option 2:

- Read: the 10 Commandments (Ex 20:1-17) or a portion of the Sermon on the Mount (Mt. 5-7)
- Have the class list the laws/instructions as you write the essentials on the board.
- Discuss:
 - What does this passage say about God?
 - What does this say passage about people?
 - What would it look like if we put these into practice?

Application/Challenge for the Week:

- Belief: Meditate on a statement of faith (College Church's, another Church's, the Apostles' Creed, the 12 topics chosen for CORE, another religion's doctrines/beliefs, the type of Values important in the world).
- Action: Write out your own statement of faith—12 tenants that you consider to be most important and why (along with scripture). Connect it to your values, actions, and sources for living daily.
- Teach: Share your statement of faith with someone else and let them share theirs with you.

Weekly/Monthly Spiritual Discipline Challenge:

- Option 1: Memorize a set of scriptures
- Option 2: Fast from food, social media, gossip, or something else for a select period of time
- Option 3: Biblical Living for 30 days-follow a specific biblical law for a month without violating it.
- Option 4: Come up with own spiritual discipline as a class or individual and then keep it.

See Page 5 to write down what you actually taught in class & take a picture of that page to share with us on the Subsplash App.

Lesson 1 (2023 Edition): A Biblical/Christian Worldview
A Facilitator’s Guide for Bible Class

I. Welcome & Prayer (5 mins)

II. Information & Ice-Breaker Question (5-10 mins)

- Today is the launch of the CORE Curriculum—a congregational study of 12 tenets of the Christian Faith.
- Making no assumptions, the goal of this study is for our entire congregation—from children to adults—to discuss our views on each of these subjects over 12 months in light of the secular & biblical perspectives in order to better align our beliefs, actions, & teachings with the Christian Faith.
- To that end, we will begin the discussion each month at the congregation level in worship and then it will funnel down through the Bible classes, small groups, family devotionals, & individual studies. The conversation will then funnel back up through the family, small groups, and Bible classes to the entire church as we share what we are learning. The results will transform College Church in this generation & the next.
- Consequently, this is not a pre-written curriculum, but a guided study to help facilitate the building of a CORE lifestyle that will enrich us, our families, small groups, Bible classes, congregation, community, and world. Therefore, following our discussions in class and later as families and small groups, please share what you are learning and how you are learning it with your Bible class and the larger community of College Church. There are several ways to do this, such as: during class time, online in the “College Church Chatroom” (on Subsplash), a class email or text thread, etc. Please use own classroom “hub” on the College Church Subsplash app.
- **Ice Breaker Questions (1 mix max per question):**
 - What are some unique benefits of a church-built, congregation-wide, Bible class curriculum?
 - Which of the biblical worldview topics are you most excited to discuss?
 - Is there really a need for a no-assumptions, transformation-centered, inside-out approach to teaching and living the Christian faith today?

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III. Your Worldview—Prompts for Discussion (5-7 mins per question)

1. What were **the values** in your home growing up (e.g. responsibility, fairness, loyalty, compassion, fun, honesty) and what were **the rules, practices, and slogans** that guided these values (e.g. the thou shalt/shalt nots, things celebrated/frowned upon, habits, expectations, rewards/punishments, catchy slogans—“a penny saved is a penny earned”)
2. What are some of **the values** in your life and/or family today (e.g. balance, authenticity, health, happiness) and what are **the rules, practices, and slogans** that guide you toward these values? (e.g. say “I’m sorry,” let’s control our tongues, spiritual disciplines, “never go to sleep angry”)?
3. What/who do you credit most for **influencing your decision(s)** to adopt these values, rules, and practices? (e.g. books, scripture, mentors, friends, parents, trial/error, podcasts, blogs, classes, phone apps, role models)

IV. Worldview in Action (5 mins)

Believe: Take 3 mins to sketch out your worldview. Follow the three-rings of the target—begin by identifying your core values, then determine which practices you follow (or try to follow) to achieve these values, and, finally, list scriptures that inform these values and practices. Share your worldview with someone beside you.

[For Homework...]

Act: Choose 1 value or practice informed by scripture that you would like to focus on developing this month. Evaluate your progression (not perfection!) toward that value or practice each week this month.

Teach: Find someone else who has written out their worldview and take turns sharing your values, practices, and sources to encourage one another. Incorporate any of their wisdom you into your written worldview.

Share: Take 5 minutes to share some of your values, practices, and resources with the rest of our class next week and in the College Church Chatroom/HUB this week (opening Sept 5th).

Lesson Outline for Children's Classes

Believe: Show pictures of things that we should value (e.g. family, friends, God) vs. should not value (bullying, lying, stealing). Have the children identify which are good vs. bad values. Share scriptures that teach the importance of the good vs. the bad.

Act: Talk about and practice some good rules and habits in class and have the kids decide on 1 rule or habit to do after class at home. Share scripture on these habits. Have them report back next week on how they did.

Teach: Take turns having each child recall 1 thing they should value/not value, and the scripture behind it. See if they recall the rules/habits by performing them for the class. Bonus points if they tell their parents a value, rule, or habit when they are picked up, and which of these they want to do during the week at home.

Lesson Outline for Small Groups & Families

Believe: Collaborate together to write out a family and/or small group worldview based on your shared values, practices, and resources. About what can you all agree are the core beliefs, actions, and sources for living out the Christian life? Discuss unique perspectives. Integrate valuable wisdom into your worldview.

Act: Post your family/small group worldview in a prominent place. Reflect on it regularly. Chose a value, practice, or resource to emphasize for the month. Evaluate how you progress toward that goal each week.

Teach: Connect with another family/group that has written down their worldview and take turns sharing some of your values, practices, and resources to help one another have a more biblical worldview.

Lesson Outline for Individual Study

Believe: Consider which values, practices, and sources in your life need to be refined in light of scripture (virtues to hold, vices to avoid, spiritual practices to start). Adjust your worldview in light of your study.

Act: Decide on 1 value or practice (a rule or habit) that you would like to emphasize for the month to deepen your biblical worldview and spiritual life. Evaluate your progress to your goals each week this month.

Teach: Share how this spiritual exercise is impacting your faith and life with someone you care about.

WHAT YOU ACTUALLY DID IN CLASS

Lesson 1: Christian/Biblical Worldview

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

Take a Picture of this page and upload it to the College Church Bible Class Champions page on our *Subsplash App* after teaching the class.

Lesson 2: “**The GOD I Know**”

*Includes: Lesson Guides for Bible Classes, Small Groups, Families, and Individuals

Lesson Outline for Bible Classes (Upper-Elementary to Adult Classes)

I. The Secular Worldview (Discussion Question, 10 mins): WHAT is the world teaching us to believe or not believe about the existence and nature of God (or any higher power)? HOW is the world teaching us this? And WHAT DIFFERENCE does it make in our life if we listen to and believe in the world’s view of God?

II. The Biblical Worldview (Discussion Question, 10 mins): How has reason, nature, experience, scripture, and tradition helped you come to know God? What do you know to be true about the nature and character of God? What difference does it make if you believe or do not believe in the One Triune God of the Bible?

III. Your Worldview (Application Questions/Exercises, 10 mins):

Believe: Take a few moments to write down 5 reasons you believe in God and 5 character traits about God that you value most. Everyone in class can share their top reason or character trait. Fill up the board.

[For Homework...]

Act: Try to imitate 1 character traits of God from your list each week this month. For example, do something loving in week 1, something merciful in week 2, something unexpected in week 3, etc.

Teach: Make your faith in God public by sharing your list of 5 reasons and 5 character traits with a friend, family member, or acquaintance. Help a new person on their faith journey each week this month.

Share: Take 1 minute at the beginning of class next week to tell your neighbor and/or the entire class how it felt sharing your faith and what kinds of reactions you received. Please also share your experience along with 1 resource that helps you believe in God—a song, show, nature scene, book/article, scripture, spiritual practice, trip/experience—on [College Church Chat](#) or other inter-congregational space (in the hallways with a church member, with the visitor sitting beside you, with an acquaintance seated across the auditorium).

Lesson Outline for Bible Class (Children’s Classes)

Believe: Show objects from creation (Nature), Talk about the good things in life that point to God’s existence (Reason), Sing and pray to God (Experience), Read verses about God (Scripture), Show pictures of other believing children, maybe from our mission points at College Church (Tradition). Talk about the character & nature of God (good, loving, etc.).

Act: Have each child do something during class time that imitates 1 characteristic of God (serve, help, speak kindly, encourage, befriend, etc.). Talk about how it makes us, God, & others feel when good is done.

Teach: Take turns having each child recall 1 reason to believe in God or 1 characteristic about God. Then see if any child can name all the reasons given. Bonus points if they tell their parents the reasons after class.

Lesson Outline for Small Groups & Families

Believe: Write out a family/small group statement of faith where everyone provides their #1 reason for belief in God and #1 favorite character trait about God. Draw inspiration from reason, nature, experience, tradition, and scripture. (See “**Additional Scriptures & Discussion Questions**” below for Week 2-4.)

Act: Decide on 1 trait of God from your family/group list that you wish to imitate together during the month. Talk about what you will do, what you hope will happen, and how you will share the experience next week.

Teach: Connect with another family/group that has made a list of beliefs and traits and take turns having each member of the families share their top reasons to believe and draw comfort from the character of God.

Lesson Outline for Individual Study

Believe: Find a new reason to believe in God and identify a lesser-known character trait of God by studying scripture, reason, experience, tradition, nature, or on Google!

Act: Write *A Letter to God* that explains what you already know to be true about him *or* what you want to know about him, and what a difference it makes *or* will make in your life to know him this way. Then read it to God as a prayer and meditate all week on it to see how you grow through searching.

Teach: Share how God has personally made a difference in your life with someone you think it will uplift.

Additional Scriptures & Discussion Questions for Weeks 2-4 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. Which of the arguments for God's existence from reason is most convincing to you and why (e.g. the unmoved mover, pascal's wager, Lewis's trilemma, the moral argument, the ordered universe, trying to disprove God, archaeology, confirmed evidence in the Bible, etc.)?
2. What is 1 experience you have had that has affirmed God's presence in your life?
3. How could you use something in nature to teach someone about God?
4. Take turns looking at a scripture of your choosing and explain your faith in God from that scripture.
5. What spiritual tradition in your family or church helps you connect most with God?
6. Is there another source of divine revelation besides reason, experience, nature, scripture, & tradition?
7. How can life be better, worse, or the same whether you believe in a higher power (God) or not?

Specific Scriptures & Prompts

Week 2: They Are Without Excuse - Read Romans 1:18-32: What does Paul mean that "they are without excuse"? What can cause someone not to see God so clearly? How can the same evidences of reason, nature, experience, scripture, and tradition cause someone to turn away from God rather than turn to him? How can we help those whose experience of God has led them to doubt, resist, or even actively rebel against God? What specific actions can we take this week to help a specific person in our life come to see God as a source of blessing in our lives in hopes of inspiring them to see God as a possible source of blessing in their lives?

Week 3: The Trinity – Read 1 Peter 1:2; 2 Cor 13:14; Mt. 28:19; Mt. 3:16-17; Jn 14:16-17; Eph. 1:17; 2:18; 4:4-6: In what way(s) is God one? In what way(s) is God three? Why is it important for our faith and life actions to believe in a single deity? Why is it important for our faith and life actions to believe in three distinct persons (rather than, say, just 2 persons or 1 person) within a single deity? How can we live this week in the same unity as a small group/family that God lives within the Trinity? How can we live this week in the same diversity as a small group/family that the Father, Son, and Holy Spirit live within the Trinity? What will we do this week as a group and as individuals to imitate the one-ness and three-ness of God?

Week 4: The Justice & Grace of God: Choose your favorite stories from the Old Testament and New Testament that display the justice of God (e.g. Noah's flood, David vs. Goliath, the Parable of the Unjust Stewards, Ananias & Sapphira) and the mercy of God (e.g. Adam & Eve, David forgiven, healing of lame man, Saul/Paul's conversion, heaven in Revelation). Read the favorite passages of justice and grace and discuss how the same God can show BOTH justice and mercy and still be considered consistent and always loving. Discuss how we as humans can show both justice and mercy today. Talk about what 1 specific thing you can do this week as individuals and as a group to better balance acts of BOTH justice and mercy in imitation of God.

WHAT YOU ACTUALLY DID IN CLASS

Lesson 2: The God I Know

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

Take a Picture of this page and upload it to the College Church Bible Class Champions page on *our Subsplash App* after teaching the class.

Lesson 3: “The **BIBLE** I Trust”

A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes

I. Welcome & Prayer (5 mins)

II. Ice-Breaker Questions (no more than 2-3 mins)

- How did you get your first Bible and can you describe it?

III. Discussion & Application (30-35 mins) – write comments on the board to build momentum & reflection.

- You may only get to 3 of the 4 questions. No problem. Choose the ones that are most important for your class or adjust on the fly. Focus on prompts that are provoking stories. Once the stories dry up or have produced an environment where everyone feels their own story, move on to the next question. The goal is inspiration and transformation, which come when each person has learned from another and is ready to share their own story.

1. What evidence and reasoning has led you to trust that the Bible is from God? (7-10 mins)
 - a. Possible follow up: what evidence and reasoning has led some to question or even deny that the Bible is from God? What’s our best response(s) to these points?
2. Share a story about the last time you used the Bible to make an important decision in your life or face a certain challenge or obstacle. (7-10 mins)
 - a. Possible follow up: How is your life and family different because you consult the Bible as the highest authoritative guide from God for making decisions in life rather than if you did not consider the Bible to be the highest authority?)
3. What are some methods, strategies, and resources that you and your family have used to read, understand, apply, and live out the Bible? (7-10 mins)
 - a. Prompts: What version[s] have you read from? How often do you read together/individually? How much time do you spend in one sitting? How do you select the passages to read and how much time you spend? What time of day do you read? What are you studying right now & why?
4. What is your favorite verse/story in the Bible and why? (5 mins)
 - a. Possible follow up: What part of the Bible is the most challenging or confusing to you? Which book or section of the Bible would you like to learn more about or wish said something different?

IV. Application (2-3 mins to explain and make sure everyone understands):

- We’ll take 5 mins at the beginning of class each week to check in & see how we are doing on these challenges each week throughout the month.

Believe: Read/Listen to the Bible every day this month (if you miss a day, no problem). If you are already doing this, try a different version for renewed effect (e.g. ESV, NIV, NLT, The Message). Keep a journal of how your daily reading is impacting your life.

Act: Don’t make any important decisions this month without 1st consulting the Bible for divine wisdom.

Teach: Share with a friend or family member how your daily Bible reading, journaling, and consulting of scripture for making important decisions is changing you. Post on [College Church Chat](#) to encourage us all.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Hold and sing about the Bible. Talk about what the Bible is—how it’s from God and contains guidance for making decisions in life. Read or act out a Bible story as a class (see if the kids have a favorite Bible story you can all act out).

Act: Share examples from a story book, flannel board/pictures, or a video of people obeying the Bible and disobeying the Bible. Talk about the blessings of obeying the Bible and the consequences of disobeying the Bible based on what happens to the characters when they obey/disobey. Decide as a class to obey.

Teach: Take turns having each child recall 1 thing they remember from class. See if they can act out what obedience at home, school, in public will look like. Bonus points if they tell their parents what they learned when they are leaving class. Extra bonus points if they read/listen to the Bible before class next week.

Lesson Outline for Small Groups & Families

Believe: Watch a scene from a narrated bible movie as a small group/family. Discuss how that scene helps you understand God and yourselves and what you should do this week. Choose a different scene each week. There are free movies (e.g. [The Gospel of John](#) starring Henry Ian Cusick) and purchase options ([Son of God](#) starring Diogo Morgado). (See “Additional Scriptures & Questions” below for Weeks 2-4.)

Act: Make 1 important decision as a small group/family after consulting divine wisdom from the Bible.

Teach: Follow up with your family/small group concerning the outcome of the decision and how it might have turned out if the Bible was not consulted. (Ask how everyone is doing with their daily Bible reading.)

Lesson Outline for Individual Study

Believe: Write down 3 of the top reasons you believe the Bible is from God. Find 2 new reasons to believe based on studying the topic for yourself online, asking others, reading a book, or studying scripture itself.

Act: Memorize or commit to heart in your own words a few Bible verses each week. Meditate on it daily. Try to live it out.

Teach: Share the scripture you have memorized (or committed to heart) with someone new each week this month. Tell them how this exercise is changing your life.

Additional Scriptures & Discussion Questions for Weeks 2-4 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about the Bible? How is the world teaching us this? What difference does it make in our life if we listen to and believe in the world’s view of the Bible?
2. What makes the Bible different from other so-called holy books in the world?
3. What resources help you trust the Bible, understand it, memorize/remember it, apply it to you/family?
4. What part of the Bible do you resist or wish was not in there? Why do you think that is? What would make it easier to hear? What would it take to appreciate this passage being in the Bible?

Specific Scriptures & Prompts

Week 2: All Scripture is Inspired – Read 2 Timothy 3:14-17. What difference does it make “from whom you learned” the scriptures? What is the difference between “learning” and “becoming convinced of” scripture (and how do you get from one to the other)? What are some pros and cons of learning scripture early vs. later in life? Choose one of the following to discuss: how is scripture useful for teaching, rebuking, correcting, OR training in righteousness? Does “all scripture” mean that we need to know all 66 books to be thoroughly equipped for every good work or that “any scripture(s)” from the 66 books can equip us in righteousness, and what difference does it make whether it means one or the other? How would you explain biblical inspiration to someone?

Week 3: Difficult to Understand – Read 2 Peter 3:14-18. Can you name the letters of Paul? In which books does he speak about the matters referred to here by Peter—the second coming and being spiritually prepared? Which parts of Paul’s writings (or any part of the Bible) do you find difficult to understand? How have these

parts been “twisted” by the ignorant and unstable to their own destruction? How can you avoid following the misinterpretations of others and instead grow in the true knowledge and grace of Jesus? What resources and strategies do you use to read, interpret, and follow the Bible as best you can?

Week 4: Finding the Bible – Read 2 Kings 22. What is “the Book of the Law” (look it up as a group)? Why was it hidden in the first place? Has anything caused us to hide the Bible today? When Josiah finds the Bible, he has it read out loud and consults others regarding its ultimate meaning—has there been a time in your life when you have needed others to help you understand the Bible and its meaning for your life—share a story. They inquired of the Lord after hearing the book read—why does scripture reading and prayer often go hand-in-hand? Is there a part of the Bible we as individuals or as a small group, church, or world been neglecting? What do you think would happen if we started to follow that part of the Bible anew?

WHAT YOU ACTUALLY DID IN CLASS

Lesson 3: The Bible I Trust

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

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Lesson 4: “The **STORY** I Tell”

A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes

I. Welcome & Prayer (5 mins)

II. Ice-Breaker Questions (no more than 2-3 mins)

- Who has a funny story about something that happened just this morning (or in the last few days)?

III. Discussion & Application (30-35 mins) – write comments on the board to build momentum & reflection.

- You may only get to 3 of the 4 questions. No problem. Choose the ones that are most important for your class or adjust on the fly. Focus on prompts that are provoking stories. Once the stories dry up or have produced an environment where everyone feels their own story, move on to the next question. The goal is inspiration and transformation, which come when one person has learned from another and is ready to share their own story.

1. Let’s see if we can tell the story of the Bible as a class, writing on the board as many major characters and events in order from the 66 books as possible. **(7-10 mins)**
 - a. Follow up: Can anyone tell an abbreviated version of this story without looking at the board?
2. What is the main narrative(s) in the world today? Who is in charge of that narrative? What are the truths and falsehoods in this worldly narrative? **(7-10 mins)**
 - a. Prompt: Who are the heroes/villains in the world’s eyes? What do these heroes/villains do that make them good/bad? What is the plot and end of the story, according to the world?
3. How do we as a church and bible class fit into the story of God? If we did not exist (like on *It’s a Wonderful Life*), how specifically would our homes, community, schools, jobs be any different? What positive contribution have we as a church and bible class made to God’s story? **(7-10 mins)**
4. Does anyone know their own spiritual journey well enough to share it with us in 1-2 minutes? **(5 mins)**
 - a. Prompts: How would your story be different without God? How would God’s story be different without you?

IV. Application (2-3 mins to explain and make sure everyone understands):

Believe: Write out your own version of the story of the Bible from Gen-Rev on 1 page (so it’s easy to memorize). For additional challenges, write out the Gospel story (Jesus’s death, burial, & resurrection) and your own faith story (see detailed instructions under “Lesson Outline for Individual Study”) on a page.

Act: Live out this month as though you are a supporting actor in the story of God. Let your words, actions, and plans draw others to the words, actions, and plans of God in the larger world and in their own lives.

Teach: Share your own summary of the Bible from Gen to Rev with someone this month. For additional challenges: share the gospel story and your faith story with a friend, family member, or stranger. Post your stories on [College Church Chat](#) to encourage all of us.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Share some of the major characters & events in the biblical story from Gen to Rev—e.g. Adam/Eve (Eden & sin), Noah & family (flood), Abraham (promise of Canaan), Moses and Joshua (10 commandments and entering Canaan), Ruth & David (kingdom & good kings), Manasseh (bad kings and exile), Ezra & Neh & Esther (return from exile), Mary & Jesus (a new, good king), the apostles & Paul (the church & coming heaven). You can have the kids put pics in order to tell the story several times until they know it.

Act: You can sing songs & use hand gestures to teach some of the events (*creation* of the world [circle hands up], then *fall* of the world into sin [drop hands down], *flood* waters [fingers wave & move up], promise to the *nations* [hands go out to the side]). Talk about the good & bad examples in the story & how we can live like the good characters & avoid the bad. Let each kid choose 1 character to imitate this week.

Teach: Take turns having each child recall 1 thing they remember from class. See if they can share or act out what it would look like to imitate that character at home, school, & in public this week. Bonus points if they tell their parents which character they are going to imitate. Ask them the following week how it went.

Lesson Outline for Small Groups & Families

Believe: Begin the study by sharing your favorite Bible character/story. Then, let others take turns sharing their favorites. Discuss why these became your favorites, and how your lives have been modeled after them.

Act: Write out your own small group/family version of the story of the Bible from Gen-Rev on 1 page (so that you can memorize it). For additional challenges, write out the gospel story of Jesus's death, burial, and resurrection and your own family's/small group's faith story.

Teach: Take turns sharing the story of the Bible in under 3 mins, the gospel story in 1 min, and your family/group's faith story in 2-3 mins.

Lesson Outline for Individual Study

Believe: Write out your spiritual journey. Take a sheet of paper and plot out significant moments in your life across time with dots. Place the dots high or low based on how they have impacted your spirituality. Be sure to include events, people, books, choices, and anything else that contributed to these pivotal moments in life. Connect the dots to reveal how far you've come spiritually. Finish the chart with dots indicating where you want to be spiritually in the future & how you plan to get there (books, prayer, people, choices, etc.).

Act: Begin to fulfill your spiritual growth plan by taking 1 new step each week this month.

Teach: Share your spiritual journey with a family member or friend this month. Be open to hearing their story, if they are ready and willing to share.

Additional Scriptures & Discussion Questions for Weeks 2-5 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about God's story and our own? How is the world teaching us this? What difference does it make if we believe the narrative(s) of the world?
2. What makes the story of the Bible different from other stories in the world—whether it be stories in movies/tv, books, or told by other religious groups?
3. What *resources* have helped you know, live, & share the story of the Bible and your own spiritual story?
4. What part of the story of the Bible (or individual stories) do you wish your life was more like? How is your life better than certain scenes in the Bible? What can we learn from all of this?
5. What can we say to those who are having a hard time seeing a connection between the biblical narrative and their own life—they don't see an active, loving God, involved in their own life story right now?

Specific Weeks

*You can study these lessons in any order; however, there is a specific Christmas lesson ("week 4").

Week 1: Summarizing the Story of the Old Testament—Read Ps 136, Neh 9, Acts 7, & Heb 11. What are the basic elements in these summaries of the Old Testament? What is missing that you think is important in the OT story? Can you tell the OT story in your own words using major characters and events? Who are the audiences of these 4 accounts and do we have occasion to share the biblical story with these same types of

audiences? Have you shared the OT story as a whole with anyone lately; if so, with whom & on what occasion? Can we as a group/family summarize the OT story with hand gestures or a song so that we can remember it and say it out loud? What are some benefits to knowing how to summarize the OT story?

Week 2: Summarizing the Gospel of the New Testament—Read 1 Cor 15:1-8 and Acts 2:22-36 (you could read the actual accounts of the death, burial, and resurrection from Matthew, Mark, Luke, or John for additional material). What are the basic elements in telling the Gospel story? Can you tell the Gospel story in 1 minute? Can you draw the Gospel story on paper for someone to visualize? Can you sing the Gospel story? What is so good about the good news (and what is the bad news)? What is the proper response to the Gospel or good news? Have you responded to it like that? What are some effective ways of sharing the good news with others? What is a benefit to reminding those who are already Christians about the Gospel?

Week 3: Telling Your Spiritual Journey—Read Acts 9:1-31; 22:1-21; 26:1-32. How many times does Paul recount his own conversion story and to whom does he recount it? What does Paul include in his conversion story that we might want to include in ours? What does Paul not include that we typically include? How long does it take to read Paul's conversion story? Can we share our conversion story in a similar amount of time? What is your conversion story? Who have you told it to in your lifetime? Under what conditions could you see sharing your conversion story before rulers today? How would you do it? What do you expect would happen?

Week 4: The Nativity Story—Read Matthew 1-2 and Luke 1-2. What had you never noticed about the story of Jesus's birth? What part has always been your favorite? What was your birth story like? What difference can a baby make to a family? What difference did Jesus make to his own family? What difference did Jesus make in his own hometown? What difference did Jesus make on the Jews awaiting a messiah (healer, priest, prophet, king, savior)? What difference did Jesus make on the rest of the world, including you and me today? What difference can you and I make as children of God today?

Week 5: Telling the World's Story—Read Ecclesiastes 1:1-11 plus one or two more chapters of your choosing from Eccl. How does the story of life go—from the beginning, to the middle, to the end—in a Godless narrative? What can we expect in this life without God? What can we expect in this life with God? What have we contributed to the story of God? What has God contributed to our story? What is the good news in these passages from Ecclesiastes? What is the bad news? How would our small group/family summarize the narrative of the world—from beginning to middle to end? How different is our story from the story told by the world? How can we help others see the differences in the narratives out there and encourage them to participate in the story of God rather than the story of the world?

WHAT YOU ACTUALLY DID IN CLASS

Lesson 4: The Story I Tell

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

Take a Picture of this page and upload it to the College Church Bible Class Champions page on our *Subsplash App* after teaching the class.

Lesson 5: “**The Identity I Received**”

A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes

I. Welcome & Prayer (5 mins)

II. Ice-Breaker Questions (no more than 2-3 mins)

- Who has a funny story about a mistaken identity issue with you or someone you know?

III. Discussion & Application (30-35 mins) – write comments on the board to build momentum & reflection.

- You may only get to 3 of the 4 questions. No problem. Choose the ones that are most important for your class or adjust on the fly. Focus on prompts that are provoking stories. Once the stories dry up or have produced an environment where everyone feels their own story, move on to the next question. The goal is inspiration and transformation, which come when one person has learned from another and is ready to share their own story.

1. Those who know their origin story (where they came from) tend to have a stronger sense of identity (who they are) and purpose (where they are going). What are some of the most popular origin stories in the world today (prompts: what were you taught growing up about the origin of the world and how does that compare to what is being taught today in schools/books, on TV, social media, etc.)? What are the popular origin stories of today teaching us (or unteaching us) about our identity & purpose? **(7-10 mins)**
2. What does the creation story in the Bible teach us about our identity and purpose? In other words, what difference does it make whether or not we are: “made in the image of God” (Gen 1:26-27), made “male and female” (Gen 1:26-27; 2:20-23), made “body and soul” (Gen. 2:7), made with inherent value & purpose (Gen. 1:26-27; 2:15, 20)? (Choose 1-2 relevant for your class). **(7-10 mins)**
3. What single factor has shaped your identity the most over the past few years/months? For example, a life experience, memory, family, friends, jobs, school, skills/passions, technology, aging, location? **(7-10 mins)**
4. What is key for helping our friends, family, & neighbors come to appreciate their identity that they received from God? **(3 mins)**

IV. Application (2-3 mins to explain and make sure everyone understands):

Believe: Study the creation accounts in the Bible (e.g. Gen 1-2, Jn 1:3; Col 1:15-16) as well as other passages to find out who God says you are. What does it mean that you are human, male/female, body/heart/soul/mind, made in the image of God, valued and a purpose-filled person?

Act: Make an ID card for yourself. Describe yourself in whatever categories (e.g. name, age, height, habits, interests, etc.), style (e.g. dog tags, index card, digital), length (a few lines, a mini-book), and purpose (e.g. what you were made to do) as you see fit. Decide whether this describes you more as you are today or as you want to be.

Teach: Have others you know do the same thing and then discuss why you chose the categories and descriptions you did. Celebrate who God made you and challenge yourself to grow in any areas you wish to improve. Post your stories on [College Church Chat](#) to encourage all of us.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Share the creation story (cf. Gen 1-2, Jn 1:3; Col 1:15-16) with the children using songs, props, pictures, figures, flannel graphs, and anything else you can think of. Emphasize the value and purpose of each one of them as boys and girls, made in the image of God, with value and purpose individually and as friends, family, church, and other communities. The seven-day creation story and the story of Adam and Eve captivates the mind in different ways.

Act: See if the children can learn the 7 days of creation through song, hand-gestures, or visual aids. Older kids might have fun acting out the 7 days. Emphasize the value and purpose of each day. Act out the story of Adam and Eve for the kids or with the kids so that they can see how important it is that we have each other.

Teach: Take turns having each child recall 1 thing they remember from class. See if they can share that with one another and their parents. Bonus points if they remember the following week their value & purpose.

Lesson Outline for Small Groups & Families

Believe: Discuss the major factors shaping one's understanding or misunderstand of identity today. What does the Bible say about our identity—have everyone share at least 1 passage that adds to the discussion. Write these on a board or on paper to show that everyone's thoughts and passages are being included.

Act: Go down the list and discuss how each belief has an impact on how one lives. For example, if one believes that they were made with a purpose vs. by accident, made male/female or without gender, made by God (in his image) or apart from any deity, made to live forever or only temporary, made to be alone or in community, etc. Let each person choose an area of their identity (as an individual or as part of the family/small group) that they want to appreciate more and take more seriously.

Teach: Let everyone take 30 seconds to 1 minute to share their identity with everyone else. This can include whatever details anyone wants to share (name, age, IQ, favorite music, pet's name, etc.).

Lesson Outline for Individual Study

Believe: Spend some time in deeper reflection on who God made you to be as an image-bearer, male/female, in relationships, purpose-filled, valued, in pursuit of good work. Consider new passages in the Bible that can help you on your journey. Use BibleGateway.com to help you search for keywords or topics.

Act: Celebrate the ways in which you are achieving your identity. Find ways to improve in the other areas.

Teach: Use this new spiritually-informed identity to introduce yourself to others. And live it out daily.

Additional Scriptures & Discussion Questions for Weeks 3-4 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about our Identity? How is the world teaching us this? What difference does it make if we believe the world?
2. What makes the message of identity in the Bible different from the message of identity elsewhere—whether in movies/tv, books, or told by other religious groups?
3. What *resources* have helped you come to better know, live, & share the identity you have received from God? What *strategies* have you used to help others come to better know, live, and share their identity from God?

Week 3: The 7 Days of Creation—Read Gen 1:1-2:3. What can we learn about the identity and purpose of everything in the world from each of the 7 days of creation—what is the identity/purpose of light, darkness, water, plants, land animals, sea creatures, man, woman, rest, etc.? Why does a seven-day creation week say about God's purpose for us today? What does it mean to be made in the image of God? To be made

male/female? To be made on the sixth day of creation? To have a day of rest? If we only had Genesis 1, what would we emphasize the most about who we are and what we are made for? Can we say the 7 days of creation?

Week 4: Adam and Eve—Read Genesis 2:4-25. What can we learn about the identity and purpose of humanity from the story of God creating Adam and Eve? What were some of the challenges of “man alone”? What are some of the blessings of “man with a helper”? Who is your helper? What is the difference between a protected Garden of Eden and the broader world that Adam and Eve were thrust into? Where is your Garden of Eden? Where is your broader world? What were Adam and Eve made to do? What have you been made to do? How was all of creation intended to work together to bring about the purposes of God before sin entered the world? How can we all work together to bring about the purposes of God now that sin has entered the world? What is your identity and purpose? What is our identity and purpose?

WHAT YOU ACTUALLY DID IN CLASS

Lesson 5: The Identity I Received

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

Take a Picture of this page and upload it to the College Church Bible Class Champions page on *our Subsplash App* after teaching the class.

Lesson 6: “**The Purpose I Pursue**”
A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes

I. Welcome & Prayer (5 mins)

II. Ice-Breaker (2-3 mins)

- Does anyone have a hidden talent or special skill that we don’t know about?

III. Finding Your Purpose Activity (setup & explanation 2 mins)

- Everyone should have a piece of paper & pen/pencil. Write your name at the top of your paper. Pass your paper to the person to your left. Everyone should have someone else’s paper now. On the paper you have received, think about 1 word/phrase that best describes that person. Think specifically about words/phrases that describe their spiritual gifts, talents, abilities, & personality that will help them find or affirm their purpose in life (e.g. encourager, friendly, good speaker, generous). Keep passing the papers until everyone has written on them and received their own back.

III. Discussion & Application (30-35 mins) – write comments on the board to build momentum & reflection.

- You may only get to 3 of the 4 questions. No problem. Choose the ones that are most important for your class or adjust on the fly. Focus on prompts that are provoking stories. Once the stories dry up or have produced an environment where everyone feels their own story, move on to the next question. The goal is inspiration and transformation, which come when one person has learned from another and is ready to share their own story.

1. Based on your unique skills, passions, experiences, spiritual giftedness, personality, and goals what would you say is your life’s purpose? That is—what do you enjoy doing and may be good at, and how does that meet a need in the world (e.g. helping people, teaching students, caring for animals)? **(7-10 mins)**
2. How and when did you discover your life purpose (i.e. major influences, role models, resources, experiences, trial-and-error) OR how are you trying to discover your life purpose? **(7-10 mins)**
3. How have you received confirmation of your purpose, and how can we help others find confirmation or guidance in their purpose now and throughout life (in various ages and life circumstances)? **(7-10 mins)**
4. What else could you be spending your life doing and also find meaningful purpose in it? **(3 mins)**

For Next Week: Let’s discuss as a class, based on our collective skills, passions, and perceived needs in the world, what could be our class’s purpose? We will make a list on the board of 2 columns—what are our collective gifts/passions and what are some needs in the world. Then, we will discuss which 1 need in the world we think we can help meet this year given our class’s gifts/passions.

IV. Application (2-3 mins to explain and make sure everyone understands):

Believe: Look at your sheet of paper from the activity and share 1 item you expected to see on the sheet (because it is a talent/passion you are aware of) and 1 you are surprised to see on the paper (because it is one you were unaware of or didn’t think you had), and how both can help you in your pursuit of purpose.

Act: Apply what you learned about yourself today to try to meet a particular need at school, work, home, or elsewhere that you are uniquely prepared to meet.

Teach: Do the 4 pages to purpose activity with someone this week to help them discover their unique gifts/passions and purpose. Complete the Ministry Fair Questionnaire & Directory Update to help the church discover how it can meet the needs in our community given our collective gifts. Share your stories with friends, family, social media, & us at College Church.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Choose a character from the Bible who lived out God’s purposes (Abraham/Sarah, Moses/Zipporah, Hannah/Samuel, Esther/Mordecai, the Apostles, Paul/Timothy). Tell the story in such a way that the phases of discovering the purpose, living it out, and feeling confirmed in that purpose are evident—for example, Esther sees a need to save her people, Mordecai helps Esther discover and confirms her purpose, Esther has challenges but fulfills her purpose. Use pictures, songs, videos, or act this out to bring it to life.

Act: Tell each child 1 personality trait, skill, passion, or spiritual gift that you see in them & what you think this might mean for their lives, career, family, ministry. Have them bless each another & you with a similar declaration about calling and purpose.

Teach: See if they each child can remember the purpose you spoke over them and the others. Have them share this purpose with their family & come back next week telling you how they used their purpose for God.

Lesson Outline for Small Groups & Families

Believe: Have everyone (all ages) share their individual spiritual gifts, passions, abilities, and talents with the group. Write them on a board. Then, have everyone list some needs in the world in a second column. As a small group or family, decide 1 need that your group can help meet based on your collective gifts, abilities, and passions.

Act: Make a plan for meeting that need over the next month. What is your goal? What role will everyone play given each of your unique gifts and abilities? What is the first step? Have everyone make their own commitment toward advancing the mission. Do this each week and mark your progress as you go. Change the need you are meeting or the depth of your involvement in that need as necessary throughout the month.

Teach: Talk to other families/small groups to see what gifts they have and what need(s) they are meeting. See if you can work together to meet a need or share resources. Share these stories with others in person or online to encourage. Be sure to have everyone complete the Ministry Fair Questionnaire & Directory Update so that we can meet bigger needs as a church community.

Lesson Outline for Individual Study

Believe: Spend some time in deeper reflection on your spiritual gifts, passions, talents, and abilities. Use the resources in the Ministry Fair Questionnaire (emailed to you) to explore your personality traits, spiritual gifts, and ministry passion. Add in the words/phrases your classmates wrote on your Purpose Paper activity in class to see what that might reveal about your purpose and the need(s) you should meet—where does your deep gladness meet the world’s deep hunger?

Act: Take 1 step toward advancing your calling and purpose each day this week to meet a need in the world.

Teach: Share your calling/purpose with others and how you are or plan to meet a need in the world. Ask others about their purpose and the need they are meeting. Complete the Ministry Fair Questionnaire and Directory Update to help the rest of the church see how your gifts and ministry fits with theirs to advance the kingdom.

Additional Scriptures & Discussion Questions for Weeks 2-4 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about our purpose? How is the world teaching us this? What difference does it make if we believe or don't believe the world?
2. What makes the message of purpose in the Bible different from the message of purpose elsewhere—whether in movies, tv, books, social media, or told by other religious groups?
3. What *resources & people* have helped you come to better know, live, & share the purpose you pursue in God? What *strategies* have you used to help others come to know, live, and share their purpose in God?

Week 2: Calling & Purpose—Read and Compare 2 of These Call Stories: Abraham (Gen 12:1-9), Moses (Ex. 3:1-4:17), Samuel (1 Sam 3:1-21), Jeremiah (Jer 1:1-19; 20:9); Esther (Est 4:1-17); the 12 Apostles (Mark 3:13-19; Lk 9:1-9); Timothy (2 Tim. 1:1-14; 3:10-16).

What are the similarities and differences in these 2 call stories—were their callings immediately recognized, a slow-drip revelation, or something in between. What has been your experience with you calling to your purpose? How has your calling morphed over time (and what factors have contributed to that)? If necessary, go back to Genesis 1 and the parable of the talents (Mt 25:14-30) to remind everyone that they were made with a “good” [useful, productive, talent-filled] purpose by God. Spend some time exploring how that purpose might be fulfilled through your family/small group. If you haven't already, complete the 4 page exercise together—page 1: what was the purpose of these 2 Bible Characters above, page 2: what are some of your gifts, talents, passions, affirmations/confirmations of your purpose, fire in your bones, or resistance to your calling; and page 3: what are some of the needs in the world you are passionate about (feel a burden for); and page 4: what is 1 need in the world that your gifts, passions, abilities can meet? What is your (and our) next step?

Week 3: Spiritual Gifts & Purpose—Read 1 Cor 12; Rom 12; and Eph 4.

Discuss which spiritual gifts you believe you possess individually and as a family/small group. Help others in the group discover their spiritual gifts or the path toward discovering them. Use resources like [The Spiritual Gifts Inventory](#) or look at the list of spiritual gifts in the online directory at College Church (e.g. generosity, encouragement, language, helping). Discuss how your spiritual gifts have already been used or could be used to serve the purposes of God in your life and in the life of your family, school/work, and world. How can your small group's or family's collective spiritual gifts minister to those within your circle of influence and world? How can you be equipped as saints for ministry and equip other saints for ministry (Eph 4:11-13)? If you were to choose a physical part of the body to explain your role at College Church, which part of the body would you be and why? Help others identify what is their part they are. As a smaller body within the body of Christ, what can our family/small group do to help meet a need in this world? How does our family/small group fit with other families/small groups at College Church to do more together than we can do alone? What is our next step?

Week 4: Personality and Purpose. Choose 2-3 characters in the Bible (e.g. Mary & Martha, Peter, Joshua, Jonah, etc.) and examine their personality traits based on these common 9 categories—*Extraverted/Introverted, Organized/Spontaneous, Detailed/Big Picture, Solo-worker/Team-worker, Fast-Paced/Slower-Paced, Thinker/Feeler, Leader/Helper, People-Oriented/Task-Oriented, Planner/Flexible.*

How do the personality traits of these Bible characters uniquely prepare them to fulfill their purpose? How did it help them and where did it hinder them? What are your personality traits? How do they uniquely prepare you to achieve your purpose? How have they helped you and when have they hindered you? If our family/small group had a personality type, what would it be (type 'A', Enneagram 2, Myers Briggs ESFJ)? How can we use our unique group personality traits to reach other groups and other needs in the world?

WHAT YOU ACTUALLY DID IN CLASS

Lesson 6: The Purpose I Pursue

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

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Lesson 7: “The Sin I Avoid”

A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes

I. Welcome & Prayer (5 mins)

II. Ice-Breaker (2-3 mins)

- Does anyone have a recent story about avoiding something that could have been disastrous?

III. Class Activity (2-3 mins to explain, complete throughout the class period)

- Give everyone a blank sheet of paper and have them draw a tree at one end of the page and a stick person on the other end. Then draw three lines evenly between the tree and the person. Have everyone decide what the tree symbolizes as the chief sin in life (e.g. lying, killing, etc.), then the three lines are boundaries/rules that can help a person avoid that sin (e.g. being honest, accountability partner, etc.). Then discuss at the end of class the similarities/differences between everyone’s sheets and what can be done to put this into action.

IV. Discussion & Application (30 mins) – write comments on the board to build momentum & reflection.

Try to get to all 3 of these questions (see recommended time limits). The discussion will be most useful if all three aspects of identifying sin, setting up boundaries, & repairing sin’s consequences have been discussed.

1. **The Out-of-Bounds Lines (10 mins):** If sin is “crossing the line,” what is “the line” that should not be crossed today—the one that leads to the most severe consequences with God and people (i.e. the equivalent of the tree of the knowledge of Good and Evil in the garden)? What does “the line” look like in different contexts—individual life, family, job/school, public, etc.?
2. **The Boundary Lines (10 mins):** What are some strategies that can help us and our families avoid crossing the Out-of-Bounds line with God and people (i.e. don’t touch the fruit)—rules/procedures, good habits/practices/behaviors, consequences/rewards/punishments, milestone celebrations, resources/advice. How do we discourage the bad while reinforcing the good?
3. **Getting Back In-Bounds (10 mins):** What are some strategies that can help us and our families respond, repair, and rebuild life after a line is crossed with God and people (i.e. restoring the original order)—initial response/follow-up, atoning/repairing the damage, forgiving/being forgiven, rebuilding trust, preventing continuation & escalation? How do we repair the damage and recalibrate the heart?

IV. Application (3-5 mins to explain):

Believe: Look up several verses on “sin” in the Bible. Write down a summary of how the Bible speaks about the various types, degrees, motivations behind, responses to, and effects of sin on humanity, the world, and God. (Next month we will look at God’s response to sin).

Act: Draw the picture described above in the “class activity.” What is the ultimate sin that you think all other sins in your life (or in your family’s life) stem from? How can your family avoid that sin by setting up good boundaries between where you are now and where the tree of good/evil is? How could you move closer to the tree of life?

Teach: Share your biblical summary of sin and your picture of boundaries with your friends, family, social media contacts, & all of us at [College Church](#) to help encourage and challenge us.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Choose biblical examples of individuals who were tempted to sin and either avoided it or did not avoid it and the outcomes in both situations (e.g. Joseph, Achan, Judas, Annanias and Saphira, Peter). Use pictures, songs, videos, or act this out to bring it to life.

Act: Share 1 of the biggest consequences of sin that you see in our world today and how it impacts all of you. Also, as it is appropriate, share 1 big temptation/sin that you see facing these kids now or in their future, and how they might prepare for that day. Challenge them to avoid 1 sin this week. Pray for one another.

Teach: See if each child can remember one character who avoided sin and what they did to avoid it. Have them remember 1 consequence of sin or future temptation and how they can avoid it. Have them share this wisdom with their family & come back next week to tell you if they avoided any sins.

Lesson Outline for Small Groups & Families

Believe: Have everyone (all ages) share their activity page of the major sin in the world today (the tree of the knowledge of Good/Evil) and the 3 boundary lines that they would set up to help avoid that sin. Share other insights from Gen 2-3 that came up in the sermon, Bible class, or from reading it again as a group.

Act: Create a small group or family version of the activity page with the major sin in the world today that the group agrees on (it could even be a particular challenge you have faced as a group). Agree on three boundaries to help discourage crossing the final line and benchmarks that can help lead to the tree of life.

Teach: Talk to other families/small groups to see what trees and lines they came up with. See if you can work together as families/groups to help one another share resources and reach your goals.

Lesson Outline for Individual Study

Believe: Spend some time in deeper reflection on your current temptations, sins, boundaries, and plans for restoration. Read additional scriptures, biblical resources, spend time in prayer and with wise people, choose a mentor, an accountability partner, or other resource that might assist you in making a plan that will work to help you avoid sin.

Act: Take 1 step toward reinforcing your boundaries, restoring your relationships, and walking toward the tree of life rather than the tree of knowledge of good and evil each day this week, and each week this month.

Teach: Share your plan and additional biblical reflection on sin with others and ask them to share their plan and reflection with you.

Additional Scriptures & Discussion Questions for Weeks 2-4 (Easter Sunday starts the next series) (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about sin? How is the world teaching us this? What difference does it make if we believe or don't believe the world?
2. What makes the message of sin in the Bible different from the message of sin/wrong elsewhere—whether in movies, tv, books, social media, or told by other religious groups?
3. What *resources & people* have helped you come to better know, live, & share how to avoid sin? What *strategies* have you used to help others come to know, live, and share how to avoid sin?

4. Individuals who avoided or gave into sin, and their response: Joseph, Achan, Judas, Annanias/Saphira, Peter.

Week 2: How to Avoid the Sins that Lead to Death—Read Mark 3:22-30 and 1 John 5:13-21.

Prepare beforehand with a study Bible, commentary, or other resource(s) to determine what it means to “blaspheme against the Holy Spirit” and “to commit a sin leading to death” or “a sin not leading to death”. Discuss how not all sins are the same in the way that they are committed, treated in our court system, treated by God in the Bible, treated by parents at home, or treated by bosses at work. Discuss the importance of distinguishing these types and degrees of sin for our own lives and in how we respond to others. Talk about some specific sins committed in the world and in your own life and where they might fit on the scale of “sins leading to death” vs. “sins not leading to death”. What are some ways to avoid both of these sins, but especially the ones that lead to death. What are some next steps that everyone can commit to doing or not doing this week?

Week 3: No Temptation is Too Great—Read 1 Cor 10:1-14.

Discuss the situation for Israel and the early church in 1 Corinthians 10 that caused these verses to be written. Then, discuss the importance of verse 13 for us today. What does it mean that temptation “overtakes” us? What is the hope that comes in knowing that no temptation we have is “uncommon to mankind”? What does it mean for you and me to hear the words “God is faithful” in this context? How might God prevent temptations from being “beyond what you can bear”? What are some specific ways to escape some specific temptations so that you might be able to endure them? How can we identify our leading temptations, the boundaries we have setup to help avoid giving into those temptations, the backdoors put in place by God and us to flee? What other passages or practical advice can we share about overcoming temptation(s)?

Week 4: Helping One Another Through Sin — Read Gal 6:1-5.

Discuss the types of transgressions/sins that overtake everyone all the time. Talk about the role that “the spiritual ones” can play in one another’s lives so that we can help in times of sin and temptation. What does it look like to restore someone? How does one do this in “a spirit of gentleness”? How can we also keep a watch on ourselves so that we too are not tempted? What does it look like to “bear one another’s burdens” in the context of sin and restoration from sin? How can we remind ourselves that we are sinners too without being too discouraged or too proud? Why does Paul come back around to saying that we must bear our own load? Is there a specific situation you could share about how you helped someone overcome a sin (should we all have a story like this)? How can we help people find forgiveness from God and people?

WHAT YOU ACTUALLY DID IN CLASS

Lesson 7: The Sin I Avoid

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

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Lesson 8: “**The Salvation I Celebrate**”
A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes

I. Welcome & Prayer (5 mins)

II. Ice-Breaker (2-3 mins)

- How do you and/or your family celebrate big accomplishments?

III. Class Activity (2-3 mins to explain, complete throughout the class period)

- Each student can write down or draw out on a piece of paper an answer to this two-sided question: What have Christians been saved *from* and what are Christians saved *for*? Have everyone in the class share their answers. Write them on the board to see how many unique answers arise. Alternatively, have the class play popcorn and fill the board with as many unique answers to these two questions as possible.

IV. Discussion & Application (30 mins) – write comments on the board to build momentum & reflection.

1. **The Secular View of Salvation (10 mins):** (1) What is the world’s perspective on what we need to be “saved” from? For example, if we turned on the TV or asked a non-religious person for the biggest problem in the world, what would they say? (2) What would the world say the solution to this problem is—that is, how would they say we can be “saved”?
2. **The Biblical View of Salvation (10 mins):** (1) Tell the story of salvation from Genesis to Revelation or at least the Gospel story from Jesus’s birth to the day of Pentecost. (2) Explain the proper response to the story/plan of salvation (i.e. how does one become a Christian?). Use biblical passages to support your answer.
3. **Saved to Save Others (10 mins):** (1) What are some effective strategies, resources, and methods for sharing the Gospel? (2) Let’s brainstorm some new ways to share the Gospel with our family, friends, or strangers that might be effective.

IV. Application (3-5 mins to explain):

Believe: Write out a summary of your beliefs about salvation. What is the Gospel story? How does someone respond to the Gospel? What are we being saved *from*? What are we being saved *for*?

Act: Consider your next step in either responding to the Gospel or sharing the Gospel with someone else.

Teach: Share the Gospel and its proper response with a family member, friend, or stranger. You can do this in person, by text/call, email, or social. Tell us how it went on [College Church Chat](#) or in person in class.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Share a story, passage, or example from the Bible about someone who was lost/sinful and then found/saved (e.g. the prodigal son, Saul who became Paul, Ruth who became an Israelite, Nineveh repenting at Jonah). Give some examples of how hard their life was before God (sin and its consequences) and after (salvation and its blessings). Use pictures, songs, videos, or act this out to bring it to life.

Act: Consider doing an experiment involving mud and water to demonstrate the effects of sin (the mud) and the power of salvation (the water). Children can put their hands in the mud and then wash their hands in the

water. Another idea is to talk about what we celebrate—like a birthday, losing a tooth, making a new friend. And how these are all wonderful occasions, but that Jesus is worth celebrating the most!

Teach: See if each child can remember 1 bible character/passage discussed and what their life was like before/after knowing God. Have them talk about the mud/water experiment or party. They can tell their parents what they learned and come back the next week to share how thankful they are to be clean in Christ.

Lesson Outline for Small Groups & Families

Believe: Have everyone (all ages) contribute as you come up with an easy way to remember and share the Gospel Plan of Salvation with someone else in under 1 minute. See if you can include verses from the Bible in your version.

Act: Then, have everyone try to tell the Gospel story and its response to one another for practice.

Teach: Talk about what kind of reactions you might get when you share the Gospel with others, and how to respond to those reactions. Talk about how to start the conversation that leads toward sharing the Gospel and your own story of faith. Then challenge yourselves to share the Gospel with 1 person this week.

Lesson Outline for Individual Study

Believe: Spend some time reflecting on where you are on your journey of salvation. Are you saved? Are you lost? What do you need to do next for your salvation or someone else's? Read additional scriptures, biblical resources, and talk with wise people to consider your next steps.

Act: Take 1 step toward firming up your salvation, trusting in the security of your salvation, or telling someone else about God's plan of salvation.

Teach: Share your Gospel story with someone else and ask them to share their version of the story with you.

Additional Scriptures & Discussion Questions for Weeks 2-5 (March 31-April 28) (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about salvation? How is the world teaching us this? What difference does it make if we believe or don't believe the world?
2. What makes the message of salvation in the Bible different from the message of salvation elsewhere—whether in movies, tv, books, social media, or told by other religious groups?
3. What *resources & people* have helped you come to better know, live, & share your salvation? What *strategies* have you used to help others come to know, live, and share salvation?

Week 2: Salvation Stories — Read 2-3 Biblical Accounts of Saved People (e.g. Saul/Paul [Acts 9], Ruth [Ruth 1], the People of Nineveh [Jonah 3], the Prodigal Son [Luke 15], the Ethiopian Eunuch [Acts 8]). Discuss how these 2-3 stories are similar. Discuss how they are different. What are some common themes in our salvation stories in this group? What are some differences? What is most important about a salvation story? Take turns sharing your conversion story (those who are not yet Christians can see if they can re-tell the stories of others in the room). How can we help someone else this week in their salvation journey—whether it means coming to faith, strengthening their faith, or returning to faith?

Week 3: We are Saved By _____ - Read Ephesians 2:1-10 and Romans 6:1-14.

Discuss the importance of realizing that we are saved by grace (as emphasized by Eph). Discuss the importance of realizing that we are saved by obedience (as emphasized by Rom). You can also talk about how we are saved by God the Father, Son, and Holy Spirit (how does each participate in our salvation?). Find additional verses in the Bible that could add a new work in the blank “we are saved by _____” (such as—faith, works, love, the cross) and how each of these words and verses emphasize a valuable aspect of God’s plan of salvation. How do we respond to this salvation plan?

Week 4: We are Saved From _____ —Read Romans 8:1-17 and James 5:13-20.

Discuss what it means to be saved/delivered from sin and death. Discuss what it means to be delivered from being lost or from hell (eternal condemnation). How can we celebrate being delivered from these judgments? How can we help others be saved from these judgments? What other word(s) could we use to fill in the blank—“We are saved from _____” (e.g. guilt, shame, depression, disease, darkness). Consider what verses in the Bible support these concepts? How can we take our next step toward this kind of deliverance/salvation? How can we celebrate it and tell others?

Week 5: We are Saved To _____—Read Luke 19:1-10 and Ephesians 2:10

Discuss what it means that Jesus came “to seek and save the lost.” How did he go about fulfilling that commission in Luke 10? What did it look like for Zacchaeus to be saved? What would it look like if we also lived “to seek and save the lost”? What does Paul mean that we are “God’s workmanship”? In what way have you been created in Christ Jesus “for good works”? Besides being saved to save others and to do good works, what other word(s) could we use to fill in the blank: “We are saved by Christ to/for _____” (e.g. love, generosity, kindness, saving others, etc.). What scriptures support these concepts/words? How can we live this calling out this week?

WHAT YOU ACTUALLY DID IN CLASS

Lesson 8: The Salvation I Celebrate

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

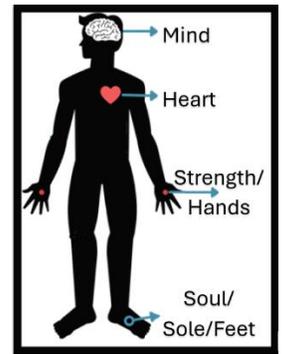
Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

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Lesson 9: “The Kingdom I Seek”

A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes



I. Welcome & Prayer (5 mins)

II. Ice-Breaker (2-3 mins)

- What is something BIG you hope will happen in your life, family, or world this fall?

III. Activity for Discussion (2-3 mins to explain the instructions, have them complete before discussion)

- Give everyone a sheet of paper and pen. Have them draw a portrait of a human on both sides of the page. Label the person on the left “a world-focused person” and the person on the right “a God-focused person.” Draw a brain, heart, hands, and feet on both images with a line drawn out from each part of the body (see above). Identify what each type of person thinks about (in their brain), loves (in their heart), devotes their strength/energy toward (with their hands), and is ultimately seeking/heading toward (with their soul/“sole”/feet). Add Bible verses or stories that illustrate many of these characteristics or behaviors. Use these drawings in the discussion time below.

IV. Discussion & Application (30 mins) – write comments on the board to build momentum & reflection.

1. **A World-Centered Person (10 mins):** Share the following 4 passages with the class: 1 Jn 2:15-17 says, “Do not love the world or anything in the world. If anyone loves the world, love for the Father is not in them. For everything in the world—the lust of the flesh, the lust of the eyes, and the pride of life—comes not from the Father but from the world. And the world is passing away along with its desires, but whoever does the will of God abides forever.” James 4:4 says that friendship with the world makes you an enemy of God. 2 Tim. 1:7 says, for God gave us a spirit not of fear but of power and love and self-control. Matthew 7:15-20 says that a good or bad tree is known by its fruit. In light of these passages and looking at the diagrams you drew in the class activity, what are some characteristics/fruit of a world-centered person? What are some warning signs that this fruit is starting to grow (someone is starting to love the world, become a friend of the world, is being negatively affected by the world)?
2. **A God-Centered Person (10 mins):** Share the following 4 passages: In John 13:35, Jesus says, “By this everyone will know that you are my disciples, if you love one another.” James 4:8 says, “Come near to God and he will come near to you.” Colossians 1:13 says, “For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves.” James 3:17-18 says, “But the wisdom from above is first pure, then peaceable, gentle, open to reason, full of mercy and good fruits, impartial and sincere. And a harvest of righteousness is sown in peace by those who make peace.” In light of these passages and looking at your diagrams from the class activity, what are some of the fruit/signs of a God-centered person (you can share other Bible passages)? What does “a friend of God”, a “disciple of Jesus”, a person who has “been transferred from the kingdom of darkness into the kingdom of the Son” look like in their thoughts, words, hands, and feet? What are some evidences that someone is growing in these?
3. **A Noticeable Difference in Me (5 mins):** What is 1 thing that you could do more or less of this week to cause someone who knows you best to say, “Wow, you look more joy-filled, peaceful, or patient today.” “You showed more kindness, goodness, and faithfulness toward me and others.” “What has made you so gentle, selfless, and in control of your life all of a sudden?”

4. **Being a Disciple-Maker (5 mins):** What could you say to someone else that would encourage them to seek these same virtues that are moving you deeper into the kingdom of God? What resources, strategies, or methods have you tried in the past or want to try in the future to become a better disciple of Jesus?

IV. Application (3-5 mins to explain):

Believe: Take a look at the drawing you made in class with the “world-centered person” and the “God-centered” person, and see if you can add details to both sides from scriptures you look up and experiences or conversations you have had since Bible class.

Act: Choose to speak of habits you are trying to overcome as “the person I used to be” and emphasize the habits you are trying to adopt as “the person I am becoming in Christ.” In this way, your language will begin to reinforce the change you see in yourself and the change you want others to notice in you.

Teach: Ask someone else to share their two portraits of “the worldly person” vs. “the God-centered person”. Ask them who they used to be and who they are now. Encourage one another in the transformation of character by encouraging one another in person or by texting, calling, emailing, or using social media. Tell us how it’s going on [College Church Chat](#) or in person next week in Bible class or congregational worship.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Share a story, passage, or example from the Bible about someone who had a transformation from being bad to being good or from being righteous to wicked in the Bible. Talk about the differences in these two people in what they thought (mind), felt (heart), did (hands/strength), and where they were headed (feet/sole/soul). Use pictures, songs, videos, or act this out to bring it to life.

Act: Act out the transformation story or have two groups of students build two different kingdoms (the wise man and foolish man?) and then talk about the different outcomes and why it is important to build your life on Jesus in what you think (mind), feel (heart), do (strength), and where you go (soul).

Teach: See if each child can remember 1 bible character/passage discussed and the fruit of that change. Have them talk about the performance and one thing they can do this week to strengthen their mind, heart, strength, or soul in serving God over this world. Bonus points if they can tell their parents what they learned and come back the next week being able to share what they did to carry out the lesson.

Lesson Outline for Small Groups & Families

Believe: Have everyone (all ages) contribute to one picture about the kind of person that the world is trying to make in the mind (your beliefs, values, thoughts, knowledge), heart (what you love, are devoted to, care about, hate), strength (what you do, how much you do it), and soul (what’s of primary importance). Then, do the same thing with the kind of person God is trying to create. Discuss the similarities and differences.

Act: Have everyone discuss what you want to do together as a family or small group that will make you less like a world-focused family and more of a God-focused family.

Teach: Ask other families or small groups what they are discussing or start a conversation with a friend, family member, co-worker, or classmate about what they think makes someone “a friend of the world” vs. “a friend of God”. Tell one another what you are actively doing to be break up with the world to become a friend of God alone.

Lesson Outline for Individual Study

Believe: Spend some time reflecting on what kind of person you are. Would others consider you a friend of the world? Are you a friend of God? Since you can't be both, what specifically do you need to do in your heart, soul, mind, and strength to separate yourself from the world and partner fully with God?

Act: Make a plan using the 10 commandments, Sermon on the Mount, Book of James, or other portions of the Bible to measure your growth as you take a few concrete steps this month to try to separate from the world and become more of a friend of God.

Teach: Share your plan with someone else so that they can be inspired to make changes in their own life and be of assistance to you as you both separate from the world and join with Christ.

Additional Scriptures & Discussion Questions for Weeks 2-5 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about the Kingdom of God and the Kingdom of this World? How is the world teaching us this? What difference does it make if we believe or don't believe the world?
2. What makes the message of kingdom-building in the Bible different from the message of kingdom-building elsewhere—whether in movies, tv, books, social media, or told by other religious groups?
3. What *resources & people* have helped you come to better know, live, & share in the Kingdom of God? What *strategies* have you used to help others come to know, live, and share citizenship in the Kingdom of God?

Week 2: In-Breaking Kingdom — Read Luke 10:1-11 and Colossians 1:9-14

Discuss what Jesus means when he said to his apostles “the kingdom of God has come near” (Lk 10:11). How do the good works of the apostles bring the kingdom of God near? From Colossians 1:13, what does it look like to be in the domain of darkness? What does it look like to be transferred into the kingdom of God's beloved son? Discuss what it looks like to live in between Jesus's first coming and second coming; how it looks on earth and in our own personal lives and church when we see evil partially defeated and partially ongoing. Discuss what it looks like to see some Fruit of the Spirit in your life in the present (e.g. joyful, peaceful, self-controlled) and yet still awaiting the fullness of the Fruit of the Spirit to come (e.g. no more sorrow, no more chaos, always in control). Since evil is like grass that keeps growing, how do we keep our lawn mowed (i.e. how do we keep evil at bay while announcing the coming and already-present kingdom of God)? What can we do this week to announce that God is progressively winning the battle against evil?

Week 3: Pain & Suffering and the Problem of Evil - Read Job 1-3

Discuss what it would have been like to be Job before he lost everything. Talk about what it is like to love everything you have—money, livestock, health. Share some examples of losses you have experienced in your life so far—money, animals, family members, jobs, etc. Share how you and others you know have kept their faith through these losses. Talk about what you can do to help other people through loss. How did Job's friends try to help him (scan through Job 4-40 for examples of sayings and advice)? What are some things people can say today during a time of loss that are helpful? What are some things people say that are not helpful? We are promised that in the end everything will be made whole again and Job 42 offers us a picture of that. How can we live in the present as though that future has already become a reality, while also realizing that we are still awaiting that full reward to come? What are some good things that you have experienced through/after a loss that have made you stronger and closer to God?

Week 4: Church Worship & 5 Acts —Read Acts 2:42-47 and 1 Cor 16:1-4

Discuss the five acts of worship we participate in each Sunday morning—prayer, scripture reading/preaching/faith stories, praying, giving, and singing. Talk about how each act of worship contributes to our overall worship of God in worship and outside of worship. What does God get from each act? What do we get from each act? What do we have to give up to do these? What do we gain in return? Talk about how each one is valuable and why we would be missing something if we didn't have all 5 types of worship. Now talk about which one is your favorite and why. Discuss how you can evangelize through each of these 5 acts of worship. Commit to doing one of them this week to encourage and be encouraged by someone else.

Week 5: Prayer & Winning the Victory—Read 1 Thessalonians 5:17, Matthew 6:9-13, and choose a Psalm that reflects the type of prayer you are feeling right now (lament, praise, fear, joy, etc.)

Discuss the importance of prayer and the opportunity to pray anywhere at any time for any reason. Talk about what it means to “pray without ceasing” (1 Thess 5:17). Talk about the model prayer that Jesus gives in Matthew 6:9-13 and what it teaches us to include in many of our public and private prayers as well as why we can pray for additional things besides just these things. Choose and share your favorite Psalm or a Psalm you are needing to hear prayed right now. Take turns reading and even praying this Psalm with the group (divide up into smaller groups if necessary so that everyone can participate). Maybe start a prayer as a group and then finish the prayer the next week when you return. Challenge and encourage one another with a prayer for the week.

WHAT YOU ACTUALLY DID IN CLASS

Lesson 9: The Kingdom I Seek

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

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Lesson 10: “**The Choices I Make**”

A Facilitator’s Guide for Mid-Elementary to Adult Bible Classes

I. Welcome & Prayer (5 mins)

II. Ice Breaker (2-3 mins)

- What is a funny foolish decision you have made in the past week (or recently)? Did someone make a wise decision that surprised you this week (or recently)?

III. Activity (5-10 minutes)—you could spend the whole class here and that would be time well spent.

- Spend 3-5 minutes as a class searching through the book of Proverbs for your favorite proverb about acting wise or foolish. Have several people in the class share their favorite out loud. Write them on the board based on the topic of the prover. Which categories are the most important to your class? Which ones are missing? What does this say about what we value most about wisdom and folly today?

IV. Discussion & Application (30 mins) – write comments on the board to build momentum & reflection.

- Choose from the categories below the 2-3 topics most relevant for your life-stage class. Customize the questions and passages as you see fit to promote the best conversations that lead to advice sharing and strategies for finding wisdom, avoiding folly, and finding sources of wisdom when new problems arise.
1. **The Secular Worldview (10 mins):** Who is “the wise person” in the world’s eyes today—what do they look like, act like, not act like in movies/tv, books, social media, podcasts, and word of mouth. Who is “the foolish person” in the world’s eyes today—what do they look like, act like, etc.? Does the world value wisdom over folly? Where does the world advise people to go in order to seek and find wisdom?
 2. **The Biblical Worldview (10 mins):** Who is “the wise person” according to Scripture—what do they do, say, not do/say? What does “the foolish person” do, say, not do/say in Scripture? Share passages from the Old Testament and New Testament about wisdom and folly (e.g. 1 Cor 1:27; Proverbs; James; Mt 5-7). How does one grow in wisdom according to Scripture? How does one avoid folly according to Scripture? How does one discern the difference between wisdom and folly in the first place?
 3. **How Have You Grown in Wisdom (5 mins):** What are some proverbs or wise sayings from your parents, teachers, friends, and other mentors that have guided you in your life? What are some experiences that have taught you wisdom? What are some resources that you have depended on to help you make and repeat good decisions, make good priorities, and keep your commitments?
 4. **Recovering From Folly (5 mins):** What are some ways you have overcome folly or at least one or two foolish decisions in your life or your family’s life? How have you helped someone else overcome folly? How do you keep from repeating your mistakes? How do you help others not repeat their mistakes?

V. Application (2 mins to explain this homework for the week):

Believe: In one sentence, how would you define wisdom? How would you define folly?

Act: Determine whether you are a wise person who occasionally makes foolish decisions or a foolish person who occasionally makes wise decisions. Which decisions or habits are leading you toward wisdom or folly?

Teach: Share with someone else where you are right now in your journey toward wisdom. Let them share their journey with you. Tell us how it's going on [College Church Chat](#), or in person next week in Bible class or congregational worship.

Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Share your favorite Proverb(s) about wisdom and folly. Explain what the proverb means, how it can be kept, and illustrate it through songs, pictures, videos, or acting it out. See if the students can remember it.

Act: Perform a few different skits with different situations showing how different pieces of advice in Proverbs can guide a person toward good decision making. What would the wise choice lead to? What would the foolish choice lead to? What would Wiley Wise do vs. Freddy Fool do? Show them how repeating a wise decision or repeating a foolish decision makes a long-term difference.

Teach: See if each child can remember your favorite proverb(s) from the beginning of class time, or what Wiley Wise or Freddy Fool would do in a given situation. If they come back the following week and remember the lesson and even put it into practice by being wise that week you might reward them with a Wiley Wise sticker.

Lesson Outline for Small Groups & Families

Believe: Have everyone (all ages) take 3 minutes to read through a chapter or two of Proverbs, James, or the Sermon on the Mount. Find 1-2 characteristics of a wise person and 1-2 characteristics of a fool.

Act: Have everyone share their characteristic, writing them all on a board or sheet of paper. Which characteristics did multiple people find? What are the unique characteristics that only one or two people put on their list? What might this say about what we value the most in our own lives about wisdom or folly? What is 1 characteristic you could all practice as a group this week to become more wise or avoid folly?

Teach: After practicing that 1 trait of wisdom, see if anyone notices a change in you this week. Ask someone at the end of the week if they noticed a difference in you. Then, tell them that you are trying to become more wise and less foolish and explain to them why pursuing wisdom is a rewarding goal.

Lesson Outline for Individual Study

Believe: Spend 5 minutes reflecting on whether you are a wise person who makes the occasional foolish decision or a foolish person who occasionally makes a wise decision.

Act: Study 3-4 passages in Proverbs, James, the Sermon on the Mount, or elsewhere that could help you decide how to start or continue down the path of wisdom or turn away/around from the path of folly. Commit to taking 1 step this week (and another next week) toward the ultimate goal of becoming wise.

Teach: Share your favorite Proverb (one you want to guide your life) with someone this week and tell them why it is your favorite for living a wise life. Ask them to find their favorite Proverb and share it with you.

Additional Scriptures & Discussion Questions for Weeks 2-4 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about the choices we make and their relationship to wisdom and folly? How is the world teaching us this? What difference does it make if we believe or do not believe the world?
2. What makes the biblical message about how to make wise decisions different from the world's advice on how to make wise decisions—whether in movies, tv, books, social media, or by other religious groups?
3. What *resources & people* have helped you come to better know, live, & share good decision-making?
4. What *strategies* have helped you to help others (kids, co-workers, friends, etc.) make good decisions?

Week 2: What Would Jesus Do? — Read 3 stories in the Gospels where Jesus, his disciples, or non-disciples of Jesus had to make a decision.

What were the options? Was one of the options clearly bad or good or were there multiple good and multiple bad options? How do you make a good decision in these cases? What decision did each of them make in these scenarios? How did they make their decision (what was guiding their choice, if we can know)? Was it the right decision for the situation? What were the consequences, whether good or bad?

What kind of decisions are facing our world today? What decisions are facing our group here tonight? What individual decisions do we have to make this week? How can we/you make the wise choice? If Jesus were in charge of your life today, what decision(s) would he make in these situations facing you right now?

Week 3: There Was a Wise Old King — Choose 2 Kings of Israel or Judah. Read their story in 1-2 Kings or 2 Chronicles.

Have everyone share a summary of the life of the king they read about. What were his decisions? In which scenarios did he make the wise choice? In which scenarios did he make the foolish choice? How does the Bible characterize his life overall – he was a good king or a bad king? What does this say about what happens in the end for all people? Can you find what led these kings toward the wise or foolish decision—was there a bad counselor or good prophet, a parent or friend, the people or something else that influenced them?

What choices are facing our world today? What decisions are we facing in our group right now? How about individually? What are the options? How will we/you make the wise choice? If your story was in the Bible, how would you like for your final evaluation to read? What would you need to do today to get your closer to that goal?

Week 4: The Proverbs of the New Testament— Read 1-2 chapters of James. What topic in those chapters is most interesting to you (e.g. riches, partiality, friendship with the world, prayer, trials)?

Share the topic with the group and tell them why this is interesting to you right now in life. What does James say is the wise thing to do in relation to that topic? What does James say is the foolish thing to do in relation to that topic? Where have you seen this advice taken or not taken in the world today? What would it look like if this wisdom was followed or this folly avoided in the world today?

Have everyone share their topic and what James says about it. How can we follow the wisdom of James in our own passage this week? Or how can we as a group follow the advice of the same passage in James this week? Let's come back next week and discuss how it went.

WHAT YOU ACTUALLY DID IN CLASS

Lesson 10: The Choices I Make

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

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Lesson 11: “The Home I Build Up”

A Facilitator’s Guide for All Ages—Bible Classes, Small Groups, Family Studies, Individual Studies

I. Lesson Outline for Bible Class (Mid-Elementary to Adult Bible Classes)

A. Welcome & Prayer (5 mins)

B. Ice-Breaker (2-3 mins)

- How would others describe your family (e.g. “sporty, fun, loud, sweet...”)?

C. Activity (5 mins)

- Draw a picture of your family and describe the “superpower” of everyone in the family (i.e. what does each one contribute to the family—are they the funny one, a helper, a leader, the finder, the sweet one, etc.). Hint: think of nicknames, stories of times together, or just what you love about each other). Share each person’s super-power/role (including your own!) with the class.

D. Discussion & Application (30 mins) – write comments on the board to build momentum & reflection.

*Choose 3-4 discussion questions from below based on the needs of your particular class. Consider observing the recommended times or until the stories dry up. Help everyone leave with a good sense of what a Christian home looks like and how they can strengthen their home in Christ this week.

1. **A Home Built by The World (5 mins):** What are some of the greatest challenges facing the home/family today (based on opposition from the world, Satan, and other home models)?
 - a. Follow-up: How can the church help reshape the world’s view of the home/family?
2. **A Different Kind of Home (5-10 mins):** What does a Christian home/family look like? Consider specific aspects of the home, such as: love, unity, roles of each person, attitudes, time, money, priorities, communication, media, social media, language, habits, spiritual disciplines, etc.? Share scriptures that reveal these aspects of a Christian home.
 - a. Follow-up: How have your expectations of your own home changed over the years?
3. **Unity, Love, Submission, & Leadership in Your Home (10-15 mins):**
 - a. **Unity:** How do you preserve unity in your home/family? How do you help everyone feel unique but also equal in your home? What are some common values, practices, and sources everyone rallies around in your home? What is your family’s mission/purpose in life?
 - b. **Love:** How do you show love in your home/family? How do you encourage/discourage certain behaviors? How do you seek & grant forgiveness? How do you deal with inter-personal conflicts between spouses, parent/child, siblings, pets, etc.?
 - c. **Submission/Leadership:** How do you model, train, and encourage submission to Christ and one-another in your home/family? How do you train submissive leadership to Christ and others?
4. **Building Christian Homes Together (5 mins):** Has your family experienced a unique event or overcome a particular challenge that could help other families build a Christian home? What are some scriptures, experiences, resources, & people who have helped you build love, unity, submission, and leadership to the Lord and others in your life and home?

E. Application and Homework (2 mins to explain):

Believe: Consider what your home would look like if Jesus was in charge of it this week?

Act: Choose 1 thing to add more of, less of, or alter that would make your home full of more unity, love, submission, or leadership toward Christ this week.

Teach: Share your desired goals with another family and learn from them. Tell us how it’s going on [College Church Chat](#) or in person next week in Bible class.

II. Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Teach about the value and role of every person in the home/family (mom, dad, brother, sister, children/parents, grandma/pa, pet, etc.). Use stories or passages in the Bible to illustrate (e.g. Gen 1-3; Col 3; 2 Tim. 1:5; Mary/Martha/Lazarus). Use pictures, songs, videos, or act this out to bring it to life.

Act: Invite each child to share the “superpower” of each person in their family—maybe their mom is “the encourager,” dad is “the fixer,” brother is “the comedian,” sister is “the brain.” Talk about how each of them are vital to their family. Also talk about how God is the one who leads the family, and we all follow him in love, unity, submission, and leadership in our homes and toward others.

Teach: See if each child can remember the superpower of someone else in the room, God’s role in the family, and how they are supposed to show love, unity, submission, and leadership in their homes. Bonus points if they can tell their parents what they learned and come back next week being able to share what they did to carry out this lesson.

III. Lesson Outline for Small Groups & Families

Believe: Have everyone (all ages) contribute to one picture about what makes a Christian home/family. Discuss how your family or small group does this well, and areas where you could improve. Share scriptures that illustrate the ideal of the Christian home and ways to become a better Christian family.

Act: As a family or small group of families, decide 1 thing your family will do differently to become more loving, united, submissive, or a leader for Christ.

Teach: Ask other families or small groups what they came up with as keys to building a Christian home/family. Encourage one another with your goals and progress along the way.

IV. Lesson Outline for Individual Study

Believe: Spend some time reflecting on what only you can contribute to your family. How have you been loving, uniting, submitting, and leading your family? How could you do better in one or more of those areas? Search the scriptures and pray for guidance in these specific areas.

Act: Make a plan to improve in 1 area of love, unity, submission, or leadership this week. Start small and build on your change over time.

Teach: Share your plan with someone else and hold each other accountable as you grow in building up your Christian home/family.

V. Additional Scriptures & Discussion Questions for Weeks 2-4 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about the home/family? How is the world teaching us this? What difference does it make if we believe or don’t believe the world?
2. How is this difference communicated in the world—whether in movies, tv, books, social media, or told by other religious groups?

3. What *resources & people* have helped you come to better know, live, & share a Biblical view of the home/family? What *strategies* have you used that have helped you build up your own Christian family?

Week 2: Love — Read 1 Cor 13

Discuss how each verse in 1 Corinthians 13 can be applied to showing love in the home/family. Which act of love is a strength of your family's? Which act of love would you like to see more of in your family? Which one are you particularly good at showing and which one is a growth area for you? What would it look like if all Christian families exhibited all of these aspects of love? What is one thing you and/or your whole family could do this week to show this kind of love for one another and the world? Use examples from the Old Testament and New Testament to help inspire practical applications of love for one another and the world, such as: Hosea, Ruth & Boaz, parents who bring their sick children to Jesus, Proverbs and Song of Solomon, 1 Peter 3:1-7, Hannah, Noah, Rahab, etc.

Week 3: Unity - Read Deut 6 and Eph 4

Discuss how the unity of God as Father, Son, and Holy Spirit is a perfect example of harmony in uniqueness (each person of the Godhead has their role) and equality (each person of the Godhead is equally God). Discuss how your family has unique members but every person has equal value. What is the role of each person in your family? Talk about a time when your family was really united? What about a time when you were divided, and how did you handle it? Consider the unity of God and the family as it relates to evangelizing the world in Deuteronomy 6. Consider how Ephesians 4 talks about the oneness of God that leads toward oneness in the body; how can your family be more unified in purpose? How can it be more committed to the oneness of God? And how could your greater unity with God and one another bring the world to greater oneness with God through your family?

Week 4: Submission & Leadership — Read Eph 5-6 and Col 3. You can also consider stories of families/individuals who model submissive leadership in their families (e.g. Aquilla and Pricilla; Lois and Eunice and Timothy; Moses and Aaron and Miriam; Mary and Martha and Lazarus; Jesus's own family)

Discuss how each member in the family is to submit to one another out of reverence to Christ. What would it look like for each member to do this? Discuss how each member of the family is to lead the rest of the family toward Christ. What would it look like if you each did that? Discuss how each member of the family is to submit to Christ yourself first. Discuss how each of you could do that better this week. What are some things that only you can do for your family? What are some things that only others in the family can do for you? How can your family unite as one to help other families? Consider which characters or families in scripture are good examples for you and your family as you consider submissive leadership to Christ and one another.

WHAT YOU ACTUALLY DID IN CLASS

Lesson 11: The Home I Build Up

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

- 1.
- 2.
- 3.
- 4.

Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
- 2.
- 3.
- 4.

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Lesson 12: “The **HOPE** I Anticipate”

A Facilitator’s Guide for All Ages—Bible Classes, Small Groups, Family Studies, Individual Studies

I. Lesson Outline for Bible Class (Mid-Elementary to Adult Bible Classes)

A. Welcome & Prayer (5 mins)

B. Ice-Breaker (2-3 mins)

- What are some of your New Year’s resolutions? **Or** What are you asking Santa for this Christmas?

C. Activity (5 mins)

- Have everyone come up with a fun acronym for H.O.P.E. that explains/defines it. They can draw pictures, act it out, or just write a few words, such as: “**H**elping **O**ut **P**eople **E**verywhere,” or finish the statement: “I am hopeful when I am...(example-“**H**appy, **O**n-My-Game, **P**resent, **E**nergetic). Have 2-3 people share.

D. Discussion & Application (30 mins) – write comments on the board to build momentum & reflection.

*Try to get to all 3 discussion questions. There are time suggestions below, but you can adjust as needed based on the needs of your particular class, or until the stories dry up. Help everyone leave with a good sense of what it looks like to live with a Christian hope versus the temporary hope of this world.

1. **Worldly Hope (5-10 mins):** Where does the world find its hope? What are all the options for what happens when we die (teacher’s help: non-existence, purgatory, reincarnation, resurrection, heaven, hell, universalism [everyone is saved], rapture, the tribulation, the 1,000 year reign, etc.).
 - a. **Follow up:** Where does the world teach its views? How successful are they in evangelizing?
2. **The Christian Hope (5-10 mins):** What does the Bible teach regarding the various views of the afterlife (e.g. reincarnation, non-existence, purgatory, rapture, 1,000 year reign)? What does the Bible teach concerning what happens when we die and where in Scripture does it teach this? (Have people search BibleGateway.com for specific scriptures about resurrection, heaven, hell, & new creation. Teachers may use the “additional scriptures” on page 3 for help on these biblical topics.) Fill the board with the insights.
 - a. **Follow-up:** How has your own view on what happens when we die grown over the years?
3. **Living into the Christian Hope (5-10 mins):** How does our view of life after death affect how we live in the present? For example, does a person who believes in the resurrection treat their body, their marriage, their speech, the world differently than a person who believes in reincarnation or non-existence after death?
 - a. **Follow-up:** Have you ever had a discussion with someone else about the afterlife? How did it go?

E. Application and Homework (2 mins to explain):

Believe: Consider what it might mean to live today as though are you going to live for eternity with God and fellow Christians in a new creation. Write, draw, talk about the implications of eternal life or death.

Act: Who do you need to be reconciled with so that you might be excited about spending eternity with them in heaven? What do you need to do differently today to have more eternal security?

Teach: Who do you need to talk to about heaven or hell in order to help them make a decision about eternity? Tell us how it’s going on [College Church Chat](#) or in person next week in Bible class.

II. Lesson Outline for Bible Class (Birth to Mid-Elementary)

Believe: Share about heaven and the beauty of New Creation—how there will no longer be any more sadness or evil but only life and good. Share stories and passages from the Bible to illustrate (e.g. Gen 1-3; Rev 21-22; Isa 11; 65-66; Zech 8; the parables of Jesus; the 10 resurrection stories). Use pictures, songs, videos, or act this out to bring it to life.

Act: Invite each child to share their favorite day or thing to help imagine what heaven will be like (e.g. ice-cream sandwiches every day, a favorite birthday, trampolines, always playing sports, etc.). Talk about how exciting it will be to experience life forever with God, our families, and friends forever. Discuss what we need to do in order to get to heaven to be with God and our loved ones.

Teach: See if each child can remember what the Bible says about heaven and how we get there. See if they remember it next week. Bonus points if they tell their parents what they learned in class.

III. Lesson Outline for Small Groups & Families

Believe: Have everyone (all ages) contribute to one picture about what the afterlife might look like (heaven, hell, the resurrection, new creation). Share scriptures that help inform this picture from Gen 1-3; Rev 21-22; Isa 11; 65-66; Zech 8; the parables of Jesus; the 10 resurrection stories, and elsewhere. Discuss how your views of the afterlife have grown over the years and how they stand in relation to views taught by the world.

Act: As a family or small group, decide 1 thing you will do more of, less of, or differently to be prepared for the resurrection, new creation, heaven, and hell. And how it affects your life (and hope) in the present.

Teach: Ask other families or small groups about their pictures and discussions about the afterlife. How are your discussions similar and different? What are the essentials when it comes to the Christian view of the afterlife? Encourage one another with these words.

IV. Lesson Outline for Individual Study

Believe: Spend some time reflecting on what you love and don't love about the idea of a bodily resurrection, heaven, hell, and eternal life in a New Creation. Search the scriptures, talk with others, and read books about the Christian hope to grow in your understanding.

Act: Make appropriate changes in your life, whether to avoid evil or to do good, in order to draw closer to God unto eternal life. Make a "1,000 year plan" regarding what you look forward to doing with God, your loved ones, and the heroes of faith to help guide you to live righteously in the present.

Teach: Share your plan with someone else and hold each other accountable as you are walking down heaven's road.

V. Additional Scriptures & Discussion Questions for Weeks 2-5 (Bible Class, Small Groups, Families, or Individual Study)

General Prompts

1. What is the world teaching us to believe or not believe about the afterlife? How is the world teaching us this? What difference does it make if we believe or if we don't believe the world?
2. How are these different views on the afterlife being taught by the world—whether in movies, songs, tv, books, social media, or by other religious groups?

3. What *resources & people* have helped you come to better know, live, & share a Biblical view of the afterlife (e.g. heaven, hell, resurrection, new creation, eternity)? What *strategies* have you used to live better, teach others, and guide your family in light of eternity?

Week 2: Death & Resurrection — Read 1 Thessalonians 4-5 and 1 Corinthians 15.

Discuss how to live in such a way that you are not afraid of death (e.g. tell stories of people in your family or friends who have died with hope and faith). Discuss how 1 Thess 4-5 and 1 Cor 15 offer this hope to everyone in Christ. Look through these scriptures for lines of hope, such as—“I do not want you to be uninformed...do not grieve like the world grieves, without hope” (1 Thess 4:13), “He [Christ] was raised on the third day, according to the scriptures” (1 Cor 15:4). You can even discuss what it will look like to be raised like Christ (1 Jn 3:2). How do Christians grieve at funerals? How does the world grieve? How should we live so that we are ready to die? What hope can we offer loved ones as they prepare to die? How can we live resurrected lives even this week?

Week 3: Heaven, Hell, & the Intermediate State — Read Luke 16:19-31; Luke 23:43; Matthew 25:31-46

Discuss what Luke 16 teaches about what happens when we die: what happens to the righteous? What happens to the wicked? What does this parable teach us about theories of purgatory, ghosts, ancestor worship, talking to the dead? What do we learn about life after death from Matthew 25—what is God looking for in the righteous? What is he looking at in the wicked? What happens to each group at the judgment day (for additional passages and discussion on hell, consider Mt 8:12; 13:42; Mk 9:43)? Talk about how your views of the afterlife have grown over the years? What do we still not know about life after death? What do we need to affirm? What should we remain humble about not knowing?

Week 4 (Christmas): New Creation & Worldly Alternatives — Read Revelation 21-22 (cf. Isa 65-66) and Romans 8:18-25.

Discuss what we learn about New Creation from Revelation 21-22. From where does God come? To where does God go? What is the goal of New Creation? What will be the result of New Creation? To where does evil, pain, suffering, and death go? How far will righteousness spread throughout the earth? What does this perfect state of the world remind you of? (Read Gen 1-3 and discuss the similarities and differences. As you have time, include Isaiah 65-66 in the discussion.) Draw a picture of what the New Creation will look like based on these passages. What is everyone most excited about in these descriptions of the New Creation? How should we live in light of the coming New Creation? For a deeper study, consider Romans 8:22-25 and 2 Peter 3:13.

Week 5 (New Year’s): Eternity & Planning Accordingly — Have everyone use their phones to search BibleGateway.com for all occurrences of the word “Eternal” in the New Testament in the English Standard Version:

Take turns reading a verse or two that describe heaven as “eternal life/salvation/redemption/inheritance/glory/kingdom/dwelling” and hell as “eternal destruction/judgment/chains/fire”. What does this mean for how long life-after-death lasts? How should we live our few years in light of eternity? Why do people say that life-after-death is only temporary? How might we respond to them using these passages? Create a New Year’s Resolution plan individually or as a family/small group that plans for the eternity to come—what do you look forward to doing for eternity in heaven? Have a great new year!

WHAT YOU ACTUALLY DID IN CLASS

Lesson 12: The Hope I Anticipate

Scriptures used (one verse, longer passage, reference to a theme):

- 1.
- 2.
- 3.
- 4.

Discussion Questions raised (short answer, long discussion, ice-breakers):

- 1.
- 2.
- 3.
- 4.

Resources used or shared (e.g. books, websites, apps, videos, articles, illustrations, diagrams, statistics, charts, images, authors/speakers/preachers/teachers)

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- 3.
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Applications or challenges made (e.g. spiritual disciple for the week/month, a Bible class service project, a personal challenge, a family challenge):

- 1.
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