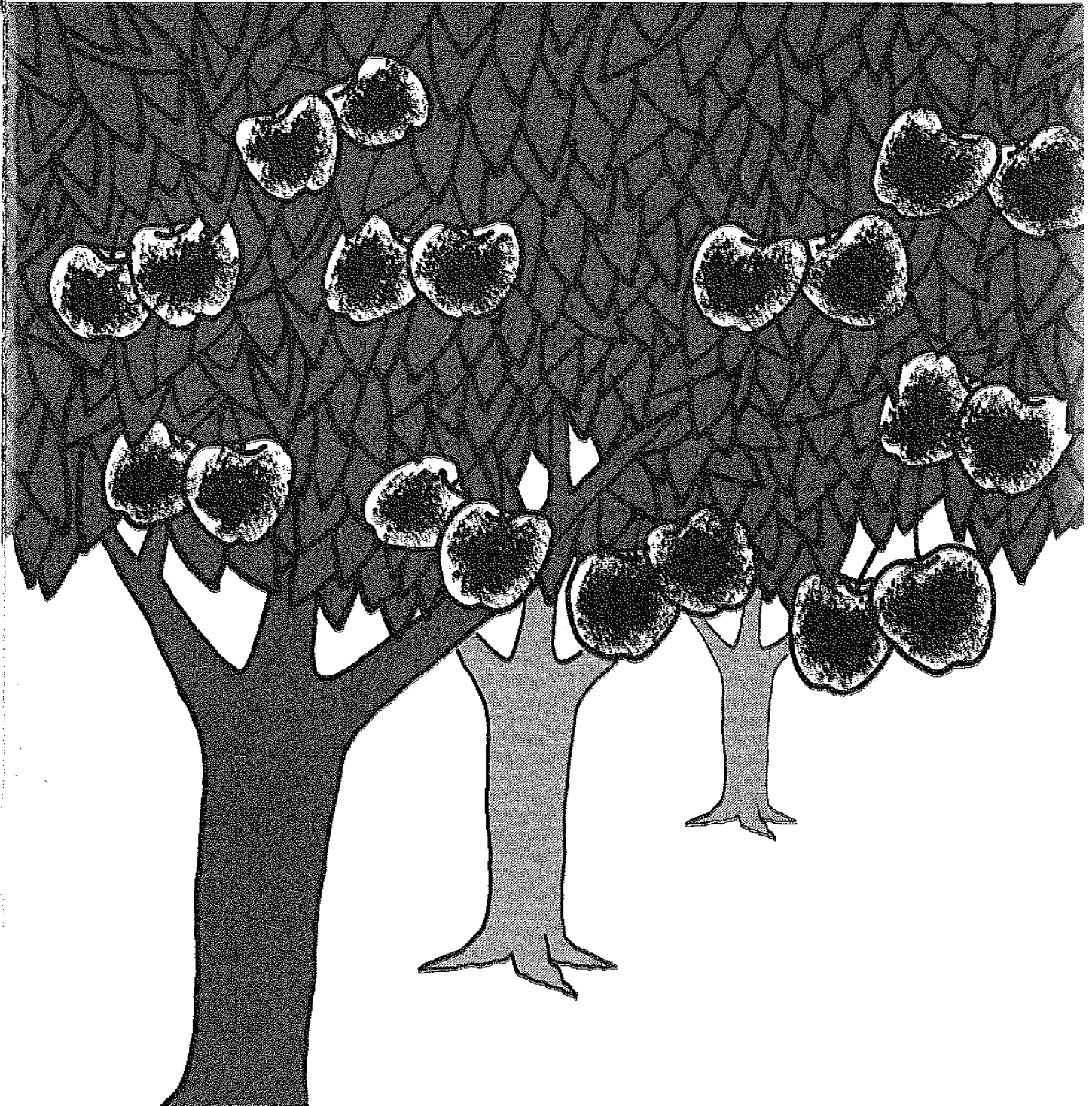


ADULT BIBLICAL EDUCATION SERIES

Vol. III, Book 3

The Gospels: Part III
(Mark, Luke, John)

TEACHER'S GUIDE



Pictured on the cover is the fruit of the tree as it begins to bear.

Psalm 1:3, describes the righteous as like a tree planted by the streams of water, that bringeth forth its fruit in its season.

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The Presbyterian Church in America
1700 North Brown Road, Suite 102
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Bookstore: 1-800-283-1357
www.ppacep.org

Teacher's Supplement to Volume III Book 3

THE GOSPELS: PART III

GENERAL INTRODUCTION

Volume III Book 3 continues the New Testament section of our Adult Biblical Education Series.

As was the three-fold purpose and design of the Old Testament series, so with the New Testament: 1) a systematic study of the Bible within the framework of the historic Reformed faith summarized in the Westminster Confession of Faith, the Larger and Shorter Catechisms; 2) a text for use in Bible study groups such as adult Sunday School classes; and, 3) a study for individuals to use for personal growth and edification.

As a leader/teacher of your study group, we would make these following suggestions:

1. Underscore the importance of each member reading his/her lesson during the week. This could be a part of one's personal quiet time. Inform them of their assignment for the next meeting. Encourage them to do the assignment for the coming week.
2. As you teach, you will probably have more material to cover than one class period would normally allow, hence in light of your knowledge of the group, we encourage you to choose those sections from each lesson that will be the most appropriate to deal with in your study group.
3. Remember the application section at the end of each lesson. We have given space after the questions for their response. You will be a more successful teacher if you help your group not only to understand but apply the truths to their lives. To accomplish this remember that a certain amount of group involvement will be desired.

Each study will contain a suggested lesson objective. You may feel that another objective is more appropriate for your group. That is your decision as the teacher; however, we encourage you to know what you are aiming for in each lesson. One way to help you determine that is by answering the question, "What do I want the class members to be able to do as a result of today's lesson?" It may be in the area of understanding, attitude or function.

What will have to happen in a person's life for me to have been successful in teaching this lesson? Taking the time to work this out in your mind and heart will make you a more effective teacher, plus you will have a valuable tool to use in evaluating your teaching.

Be sure to have your tools and equipment ready for each class period. Use the overhead projector, flip charts, maps, or blackboard. Visual aids are most helpful and valuable to the learning process.

One of the best services you can perform as a teacher is not only to help facilitate an understanding of

God's Word but also discover ways that the Word can be applied. Though the questions of meditation and application are placed at the end of each lesson, our intention is not merely to attach application at the end of the lesson but rather throughout the study.

Several books on leading Bible study are available from the Christian Education & Publications of the PCA in Decatur, Georgia.

We suggest that you plan an average of 30 minutes each day in personal preparation for your teaching. You may want to skip a day and double up the next. You may have your own workable method. If it is effective, use it. Generally, we suggest the following approach: 1) Sunday through Tuesday, study the Scriptures covered in the curriculum taking notes as you study; 2) Wednesday and Thursday read through the curriculum, underlining and making notes; and, 3) Friday and Saturday, begin to decide, keeping your group in mind, how you are going to approach this lesson.

The following lesson plan may suggest a helpful format as you prepare to teach:

1. Study the lesson's Scripture.
2. Read the text by Dr. Scott.
3. Determine the emphasis of the lesson.
4. Set your target (objective).
5. Remember your students (who and where they are).
6. Select the best method(s) for each lesson.
7. Plan to have class involvement.
8. Concentrate on relating content to life.
9. Evaluate your plan before you teach.

Above all, pray that God will not only help you to facilitate your students' knowing and understanding the Scripture but that God will give you a sensitivity for those in the group which will enhance life changing application.

Remember: Your aim is not knowledge alone but rather a knowledge and understanding that produces disciples of Jesus Christ who know how to determine God's will revealed in the Scriptures of the Old and New Testament.

Class Procedure: (suggested)

1. As we have indicated, you will have to be selective on the amount of material that you cover. Remember Dr. Scott's explanation for only spending two lessons on Luke and Mark. We did a detailed study of Matthew and will begin a detailed study of John with lesson three.
2. You may not be certain as to how familiar your students are with these passages. The application

section may help you develop some review type questions for the beginning of the class to help you learn where your students' level of understanding is.

1. Remember also that learning the truth in the Biblical sense is for producing disciples.
2. A good general question at the beginning could help you tie several things together. Why did Luke begin to talk about the birth of John the Baptist before he dealt with Jesus' birth? (Get several responses.) You want to know how these things come together in the class's mind.
3. You will want to spend time relating the events surrounding Jesus' birth with the actual fulfillment of Old Testament Scriptures. Dr. Scott has good helpful comments on this. This will also help you to show that the events of history are really God-planned events. He is in control of all things that happen just as chapter three of our Westminster Confession of Faith underscores.
4. Under section A you see different aspects of births, announcements and reactions to these events. Develop a list of those things that reveal the love and compassion of God. Tie that together with application questions 4, 5 and 16.
5. Schedule a few minutes to deal with application question three.
6. Before moving from chapters one and two. ask if any have learned anything new in the way of content and application. Question two will be a springboard from content to application.
7. What are some things we learn from the miracles recorded in section B of this lesson? Particularly see Dr. Scott's comments under Luke 17:11-19.
8. Also, in the account of the blind man (Mark 8:22-26) Dr. Scott makes a good suggestion particularly in showing Jesus' compassion. Read and discuss this section.
9. Dr. Scott then suggests that we consider several major teachings of Jesus in this lesson. Outline the three for the class. You can use his outline or develop your own.
10. Ask the class to help you highlight the main points of Luke 11:1-13, 11:37-13:5, 13:31-14:35. You could ask the class to divide into groups for about ten minutes, if your classroom allows it, or you could even ask several to be prepared before class.
11. In the passage, Luke 11:1-13, Jesus is teaching on prayer. He uses a principle of teaching that continues to be valid for us which is: you only learn something new on the basis of what you already know. Dr. Scott reminds us that Jesus is only reminding them of the points of prayer which He had earlier taught.
12. We have set up the application questions at the end of the lesson in hopes that before coming to class the students will have answered the first eight questions. Whether they have or have not, before the class has ended, if you encourage

everyone to write something, then they will have food for thought as they leave the class.

13. If time permits, questions 9 through 20 are good thought-provoking and life-altering questions. If you do not have time to use them, at least encourage your class to read through them and think about them while the lesson is fresh on their minds and hearts.

Assignment:

Read the different parables and incidents covered in lesson two. Read Dr. Scott's text (could be part of your daily devotions, even one section a day). Answer the questions one through nine at the end of the chapter before next class, if possible.

LESSON ONE

Lesson Objective: To be aware of Luke's unique contributions to our knowledge of Jesus' birth and early life, His miracles and His general teachings.

Lesson Goals:

1. To see how each of the Gospel narratives has a unique role in the overall revelation of the gospel.
2. To see how each major event surrounding the birth of Jesus was a fulfillment of Old Testament prophecy.
3. To learn the connection between the birth of John the Baptist and Jesus.
4. To understand how Jesus' miracles and teachings were laying the foundation for His mission at the cross.
5. To help each student evaluate his/her understanding and attitude about the story of Jesus and to evaluate his life in light of that story.

Teacher's Preparation:

1. Dr. Scott's purpose in Volume III Book 3 is to spend the majority of the quarter on John's Gospel because of its unique and distinct relation to Matthew, Mark and Luke, known as the synoptic Gospels. Read the first page of lesson one for his rationale.
2. Though we normally suggest that you read the Scripture first, because of the attempt to use lessons one and two as summary lessons, you will find it easier to read the text of lesson one and the appropriate Scripture to each section.
3. You will find it helpful to sketch Dr. Scott's suggested outline of this passage. This will be beneficial as you later develop your lesson plan.
4. Though the introduction is a good summary of style, background and person of Luke, you could also read remarks from other commentaries or Bible summaries of Luke's Gospel.
5. As you study through this chapter, keep in mind that even though some of the passages are familiar, we often take for granted our understanding of them. That is especially true

regarding the births of Jesus and John the Baptist.

You will not only have insights as you study, which you should list, you will also find some good suggestions from Dr. Scott's notes.

6. In meditation and application question two, you will want your study to strengthen your faith. Write down new thoughts of both content and application for your own life.
7. You will be aware, as you study this lesson, that you will have to be selective. Normally, you will not have enough time to teach it all. It will be helpful to think about your overall aim or purpose and the specific things that you will want to work, teach and pray toward in your class (what do they already understand, etc.).
8. Look at the questions at the end of lesson one. There are eight requiring answers plus others for suggested thought. Let them help you think both about the lesson's content and application as you study and prepare to teach.
9. Be certain you have the necessary tools such as blackboard, flip chart, overhead or maps that you will need for your teaching.

Lesson Two

Lesson Objective: To be aware of Luke's unique contributions to our knowledge of Jesus' parables, contacts and last days on earth.

Lesson Goals:

1. To determine whether or not we are being the kind of Christian neighbor that God would have us to be.
2. To examine our motives for serving the Lord in order to be certain that our attitudes are consistent with God's will.
3. To study the danger of depending on signs rather than the Word of God.
4. To help each student know if he is using his gifts to the fullest.
5. To study the events of Jesus' last days on earth for both understanding and application to our life.

Teacher's Preparation:

1. There are 14 major passages used in the lesson. Unlike our usual suggestions of first reading the Scriptures, you would do better to read lesson two and see the various passages chosen. From there you have to be selective in the sections to be used in class.
2. Remember that Dr. Scott is attempting in lessons one and two to show the unique role that Luke's Gospel account plays in the overall revelation in Scripture.
3. Write out in one or two sentences the main purpose of each section.
4. Answer questions one through nine at the end of the chapter and then think about the other

questions in the application section.

5. Dr. Scott divides the lesson into three sections; the parable, the contacts of Jesus and the last days of Jesus. Outline each section, listing the passages and subjects.
6. As you study each passage be certain that you understand who the neighbor is in the Good Samaritan passage (10:25-37). Be careful to answer the question "who is my neighbor?" in a way that reflects Jesus' intention. It is easy to miss the point. Dr. Scott's comments will be particularly helpful. Keep the focus not on who is my neighbor but how to be a neighbor.
7. Why do you think that Jesus gave such a strong warning in the Fig Tree parable and what would be the main significance of it for our day?
8. Follow the same procedure in step seven with each of the remaining sections.
9. It is important to define your objective and select your goals for this lesson. We have made some suggestions on both or you can establish your own.
Keeping your class in mind will help you decide which sections to emphasize. Each section is important but with your limited class time, emphasize those areas that will be particularly helpful to your class,
10. Do not forget to use questions as a tool in involving the class and determining how much they already understand about these Scriptures.

Class Procedure: (suggested)

1. Read the parable of the Good Samaritan as an opener. Then, let the class begin to give you their response to question one in the application section.
2. As you discuss the Good Samaritan, keep the focus not only on the proper understanding but also the application suggested in discussing question two.
3. Either summarize or ask the class to give the Fig Tree parable's message and application.
4. Divide the class into reading sections. Assign each group with these four remaining parables: 1) The Great Supper (14:1-24), 2) The Prodigal Son (18:9-14), 3) The Unrighteous Steward (16:1-13), and 4) The Rich Man and Lazarus (16:14-31).
You will briefly have to refer to the other three parables with a word of explanation and summation.
5. Because of the familiarity of the Prodigal Son, do not miss the opportunity to use discussion question six. This is often overlooked in this study.
6. Have each group summarize their reading. Then seek to use the suggested questions at the end of the lesson to bring together meaning and understanding.
7. Luke mentions Jesus' contact with the sinful woman (7:36-50), Mary and Martha (10:38-42) and Zaccheus (19:1-10). Summarize each.
8. What does Jesus' contact with the sinful woman

- teach us about: 1) sin and forgiveness, and 2) our attitude regarding our associations?
9. What can we learn from Jesus' contact with Mary and Martha that could help us keep our priorities straight? Dr. Scott has some thoughts on the importance of seeking first God's Kingdom. People today struggle with this. You may be a real help to your class in facing this subject.
 10. In connection with the story of Zaccheus, Dr. Scott shows the importance of justification. Be certain your class knows what justification is and how it is experienced by each person.
 11. In the third section of today's lesson, "the last days of Jesus," Luke brings facts about Jesus and Herod together. The area of authority is discussed. How does Jesus respond to the subject of authority? Note how Dr. Scott connects this episode with Psalm 2:1,2.
 12. In Luke 24:36-49 Jesus is with the eleven after His bodily resurrection. Dr. Scott makes a good point regarding Scripture. What does he suggest about the Old Testament Scriptures?
 13. Point out that Luke's account of the ascension of Christ is unique to Luke's Gospel. You should use your own judgment regarding getting into the section of Mark's Gospel (16:9-20) which is highly questioned by today's scholars. Dr. Scott's comments will be helpful but you may choose not to touch on it.
 14. Because there is so much content in today's lesson, you will be tempted to deal with content and slight the application; however, we encourage you to remember that the aim is to make disciples. Applications such as suggested in the questions at the end of the lesson should not be slighted.

Assignment:

Read the Scripture passage. Read lesson three. Answer the questions at the end of lesson three.

Lesson Three

Lesson Objective: To see how John emphasizes the Messiahship of Jesus in the early chapters of his Gospel and relate these teachings to what we have learned both in the Old Testament studies and the synoptic Gospels.

Lesson Goals:

1. To show the connection of Genesis 1 and John 1 thus reminding us of the continuity in the Scripture's message.
2. To see the necessity of the new birth and why it must precede saving faith in our lives.
3. To relate the ministry of John the Baptist and Jesus from the Gospel in John's perspective.
4. To see both the tenderness and severity of Jesus and learn that there can be a place for both.

5. To see how Jesus, the Master Teacher, deals with people and how He uses the appropriate method for each situation.
6. To learn more in this lesson about Jesus' godlike character and how that influences our life.

Teacher's Preparation:

1. As we announced in the introduction to lesson one, most of this volume will be given to the study of John's Gospel. This first lesson in John will cover the first three chapters. You would do well to read the three chapters in order to see the flow of the subject matter. We suggest that you do this twice, making notes of the various subjects and divisions as you read. You will also begin to observe a different style from that of the synoptic Gospels.
2. If you have our New Testament Survey book, you would do well to read the section on John's Gospel. If you do not have that survey, read from a commentary about the style and character of John's Gospel. Even the introduction of Dr. Scott's lesson will have a summary of this. If you understand the uniqueness of this Gospel, it will help you in your teaching, understanding and application.
3. If you have not done so in your initial reading, outline the chapters, simply by listing the subjects of each section.
4. Now, you are ready to read Dr. Scott's comments found in lesson three. Observe both his outline and comments. Check his outline with yours. Remember that you will need this later in building your lesson plan. Make notes or underline as you read the lesson.
5. At the end of the lesson, in order to keep your study balanced between content and life orientation, we encourage you to answer the questions 1 through 11 at the end of the lesson. Plus, spend some time thinking about the other discussion questions.
6. Remember, one of the keys to successful teaching is in having your own life challenged, stimulated and helped by our study. It is hard to be enthusiastic about those things that have not helped you. You, as the teacher, are one of the main keys that will unlock the Scriptures for many.
The Holy Spirit is the final and real teacher; however, He uses human instrumentation. Do not underestimate your important role, as a "behavioral model."
7. We have suggested an objective and listed several goals. It would be helpful to write your own or at least put the objective and goals into your own words.
8. As you are-in the process of looking at the Scriptures and setting your aim, think about every student that will be in your class. Where are they spiritually? What do they already know? What kind of problems are they facing? In discussion questions two and five, for examples, how would you think your class would respond to this?
9. As you determine which passages to deal with in

John 1-3, determine your time for each point. If you have already determined your purpose and set some goals, it will help you decide which sections to concentrate on.

10. One of the principles of learning reminds us that we cover only one lesson at a time. You might be more effective in a passage such as this to keep that in mind. For example: volumes have been written of the prologue, 1:1-18 section: the same is true with John 3.

As you teach, we do not intend to suggest that you cover only one point but rather that each point covered in the lesson is understood and related to the other points. People learn by association.

Class Procedure: (suggested)

1. Select one section of these three chapters (1-3) and read it, preferably John 1:1-18.
2. No doubt you will have some in the class that have read the lesson and answered some of the questions. Find out where they are in their understanding. Ask them: "What is unique about John's Gospel? Contrast it to the synoptics." or "Who do we believe wrote the Gospel of John and what was John's relation to Jesus?" or "In today's lesson there are several more familiar passages of Scriptures, what are some of them?"
3. Blending their answers with Dr. Scott's introduction will be an exciting way to create some interest among the students. You could also take Dr. Scott's text verse John 1:41 and use Andrew's words to Jesus as a good discussion starter. This offers a good challenge for the class to follow Andrew's example of meeting Jesus and anxiously sharing the good news with a relative. Note: One of the emphases on church growth today centers around the strategy of reaching those closest to you first with the gospel and/or bringing them under the gospel's influence.
4. We would encourage you to spend most of your content time for today's lesson in verses 1 through 18 and in John 3.

Summarize Dr. Scott's explanation of Jesus as "the Word." Emphasize that this sets Him apart from any other. As verse 18 points out, to see Him is to see God and the truth of God.

Draw some practical conclusions on this section from the class. For example: Verses 12 and 13 explain "how to become a Christian." You might go over that procedure carefully for two reasons: 1) to help the class understand the importance of receiving Christ, and 2) to help them understand that salvation is by God's grace. These two verses are key verses to understand in sharing the gospel.

Use question 11 and develop a workable outline to use in presenting the gospel. Also discuss question six carefully.

5. Discuss what humility is and how important it is in a believer's life. Use 1:19-34 to underscore this point.
6. Under point three "the transference of allegiance to

Jesus" (1:35-51). Dr. Scott emphasizes the importance of growing faith. Summarize his points.

7. Because of the tendency to be out of focus or balance, John 2, which Dr. Scott entitles "The Two Sides of the Same Jesus" has some important lessons about the Lord,
 - a. Have the class respond openly to question eight.
 - b. In question nine we ask, "Is anger ever justifiable?" See how the class responds to this. Be careful that they are not left with the statement that all anger is sin.

Lesson Four

Lesson Objective: To show how John stressed Jesus' fulfillment of all parts of the Old Testament by His life and ministry.

Lesson Goals:

1. To see the continuity between the Old Testament writing and the New Testament fulfillment in the life of Jesus.
2. To see that Jesus was fully human and fully divine.
3. To understand what the Sabbath is and how it is to be used.
4. To see that though Jesus is God, He always obeyed His Father, hence, He has become not only our Savior and Lord but also our example or model.
5. To see that Jesus holds authority even over those who reject Him and to see Him as their Judge.
6. To see the connection between rejecting Jesus and rejecting the Father.

Teacher's Preparation:

1. Read John 4 and 5.
2. Outline the content.
3. Make two lists, the first containing the things about Jesus you already knew and the second, listing any new observations you have gleaned.
4. Write down at least one new insight that you have gained from your reading.
5. Read Dr. Scott's text, underlining and making notes as you read.
6. Compile a third list on which you will list your new insights gleaned from the Scriptures in lesson four.
7. It will be particularly helpful to answer questions one through eight.
8. After you have done one through seven, you will be in a better position to begin to think about your role as a teacher. Define your objective in teaching this lesson. We have suggested an objective but you would do well to write your own as the Holy Spirit guides you in putting together your own study and the knowledge of your class. The same is true for your goals (what specific things you want to accomplish).
9. Dr. Scott has selected a key verse and topic — John 5:46, "He wrote of me." Whether you follow

this in your teaching or not, be certain that you understand his point.

10. Develop your format and outline, keeping in mind that a real key to the learning process is to move from what is already known, the familiar, to the new and unfamiliar.

Do not assume that your class is fully versed in John 4 and 5 but you will have to be selective. Each chapter's length will force you to spend more time on certain areas. You will need to make that decision as you develop your outline. Be flexible. If the class time tends to change your sequence, be willing for that to happen. That is a good and healthy atmosphere.

11. We would suggest that you have a map (there are good transparency maps or large maps for tripods, or even the maps in most Bibles, if you do not have access to the others). The map will be a good tool to use in studying Jesus' rendezvous with the Samaritan woman.

Class Procedure: (suggested)

1. Begin by asking the class their concept of worship. Do not belabor the point but briefly let them give you their thoughts. (Great Commission Publications has an excellent study entitled "Discovering the Fullness of Worship.")
2. Now read or have read John 4:1-42.
3. Let the class help you make a list of observations of the unusual things in this passage. (Who, what, when, where?)
4. Why did Jesus go through Samaria? Was it for geographic or moral reasons?
5. What do we learn from Jesus about: 1) being in the right place at the right time, 2) knowing how to evaluate a person's needs, and 3) knowing what to say? (See questions one and two at the end of the lesson.)
6. Have you ever witnessed to someone and found them, like the Samaritan woman, trying to get you off the subject (question three)? What did you find yourself doing versus what you should have done? Is it valid for us to be pushy or aggressive with such a person?
7. What lessons about worship do we find in this passage and what can we say about the place of worship in a person's life?
8. Dr. Scott makes an interesting observation about the disciples' emphasis on the necessities of life. Is that good or bad? What should be our approach?
9. Briefly use John 4:43-54, Jesus' healing the nobleman's son, and handle question seven at the end of the lesson. It is an important point that needs to be considered but do not get bogged down.
10. Question eight at the end deals with the subject of the Sabbath. Ask for class response to that question and relate the response to the content of John 5.
11. This passage in John's Gospel is consistent with the passages in the synoptic Gospels on the Sabbath question. The bottom line is that the Sabbath is for

worship, rest and deeds of mercy and necessity. Let the class help you evaluate those areas in this passage. In the final analysis, the class should see the importance of the Sabbath in the life of God's people. Dr. Scott makes a good point in connecting Sabbath abuse with disobeying God. What do you think? Justify your answer. Or, if you had to choose between going to church or caring for a sick neighbor, which would you do? Are there other alternatives? 12. In light of John 5:22-47, how would you respond to someone who says, "Just because I don't believe in Jesus Christ does not mean that I don't believe in God"? Dr. Scott helps us to see what happens in this connection when we do not believe in Jesus Christ. What are some of those things? 13. Challenge the class to list three things they have learned in today's lesson, that if really learned will change their attitude and actions. Encourage them to work out a plan for implementing these changes and commit those plans to the Lord for His help and blessing.

Assignment:

Read chapters 6 and 7 in John's Gospel. Read lesson five. Answer the questions at the end of the chapter. Pray specifically for God to use the personal study and class time to help us grow in grace and knowledge of our Lord Jesus Christ.

Lesson Five

Lesson Objective: To see how Jesus offered Himself as the only answer to all of man's needs.

Lesson Goals:

1. To understand why people tend to be attracted by the "spectacular."
2. To review and develop a concept of the church's primary task.
3. To study more about why people reject Jesus in order to prepare us for witness.
4. To see that spiritual truth is only for those who are spiritually alive.
5. To see the importance of calling men to Christ even in time of great unbelief.
6. To learn how to bear witness without compromising our message.
7. To review the significance of the Lord's Supper in my life and the life of the church.

Teacher's Preparation:

1. Read John 6 and 7.
2. Outline the main points or subjects (if your translation has paragraphs that will be helpful in outlining).
3. Also, make a list about everything you learn about Jesus in these chapters. (Remember that John says that "these are written that you might believe," John 20:31.)

4. List the things that you learn about your responsibilities as a Christian.
5. A third column could be used to outline the things that you learn about the church's responsibility.
6. Read lesson five and underline and make notes. Keep the above list before you in order to add any new insights.
7. Answer the questions at the end of the chapter, taking time to work out verbally questions one through six.
8. List three new insights that you now have as a result of the above and develop a plan of action for implementing at least one change in your life.
9. Spend some time in prayer, especially remembering your class and the individuals. Ask the Lord for a particular sensitivity to their needs as you are preparing to teach.
10. You have your outline. You have Dr. Scott's outline. You are ready to begin to think concretely about how to teach this lesson.
 - a. Define the lesson in your mind, i.e., purpose, aim, or objective. Write it out, pray about it, and think on it. Be sure it is direction towards which you will aim.
 - b. Establish about six lesson goals. We have suggested some as a guide, but we encourage you to develop or personalize your own. Remember, the more specific and measurable the goal, the better your opportunities to accomplish it.
11. As you think about teaching, ask the Lord to give you a freshness in your teaching. There are too many options to stay in a routine. Lecture, discussion, questions, brainstorming, etc., are some of your options. In light of your study and purpose, knowing your class, what will be best for you to choose?
 - c. 32. Think about the content of John 6 and 7, lesson five and the application questions. You may think of other areas of life application.
12. Both chapters contain 124 verses. You will have to be selective in the passages that will be read. Your purpose will also help you in that area.
13. Remember in both your preparation and teaching that your aim is to produce disciples. This is done as the Holy Spirit uses you to help the class understand the content and actually see how to apply these things to their lives.

Class Procedure: (suggested)

1. Read John 6:1-21 or have the class read it.
2. Ask a general question such as: why do you think people tend to be attracted by the spectacular? Or, what is a miracle? What was God's purpose for miracles? Do we still need miracles today?

A word of caution — be certain that you understand miracles in the historic sense and can keep the class on track. Do not spend much time on this. People are still attracted by the spectacular and in light of the Scriptures' many warnings about counterfeits, they need to know some basics.

Ask your pastor for help or read some good books dealing with this subject.

3. Explain the miracle of feeding the multitudes. Point out that it is recorded in all four Gospels (must be extremely important).

Why did Jesus perform this miracle? What can we learn about Him, ourselves and the church? Dr. Scott reminds us in this section of a right and wrong reason to follow Jesus.
4. In verses 22 through 40 where Jesus is presented as the Bread of Life, discuss the idea that some people follow Jesus for material gain. Is that true? What are some Biblical examples? What are some contemporary examples? (See questions one and seven.)
5. Dr. Scott reminds us of the importance of seeking first the Kingdom of God. Ask the class to talk about what that really means in life.
6. In John 6:41-71 we find a record of people rejecting Jesus. Review or summarize some of the reasons. In rejecting Jesus what are people really doing? See 6:46-50.
7. What do we learn in chapter six about the sacrament of the Lord's Supper? John 6 gives some thoughts. I Corinthians 11 has some additional thoughts.
8. Chapter seven presents a tension between rejection of Christ and Christ's call to come to Him.
 - a. Verses one through nine deal with unbelief at home in Jesus' own family.
 - b. Verses 10 through 36 remind us of Jesus' rejection in Jerusalem. How did Jesus respond to this rejection? What was His attitude? What can we learn from Him that will help us handle rejection because of our Christian faith?
9. In the section 7:37-52, Dr. Scott makes an interesting point by saying that many reject Jesus not because of who He is but because of who they think He is. Do you agree or disagree? How can that really happen?
10. In connecting Jesus' rejection by family and countrymen, discussion questions five and six ask some important questions. You might find some class reaction helpful and mutually beneficial.
11. Verses 48 through 53 bring Nicodemus (John 3) back into the story. How does Dr. Scott treat this episode and what can be learned about the importance of standing up for Jesus?
12. Ask the class to help you construct a list similar to one you did in your personal study. What do you learn about Jesus, yourself and the church? You could also add to that, the world?
13. Draw together from your study and class input as many practical lessons from John 6 and 7 as time allows.
14. A rhetorical question could be used as a challenge at the end of class. Ask them to write it down. Think seriously about it: "God knows my heart and how I really am. There are no games with God. But, how do those around me perceive me, as a

professing Christian?"

Assignment:

Read John 8 and 9- Read lesson six. Answer questions one through nine. Remind the class that they could take the chapter as sections and use it for their daily devotions.

Lesson Six

Lesson Objective: To underline how Jesus is needed as the Light of the world.

Lesson Goals:

1. To study how Jesus treated the law of Moses and see its implications for us today.
2. To examine the seriousness of sin in the sight of God.
3. To see the results of Jesus in our lives in His role as the Light of the World.
4. To observe the unity of the Old Testament and New Testament message of the gospel.
5. To see how the Word of God reveals sin in our lives.
6. To be reminded that mere profession of faith is not the whole demand of the gospel.
7. To evaluate our lives in light of the Word of God.

Teacher's Preparation:

1. Read John 8 and 9.
2. Make a list of the different observations you have gleaned from your reading. List the names of people in these chapters. List the subjects mentioned. Observe how Jesus dealt with His accusers. See how He handled the Old Testament. What do you learn about sin in these chapters?
3. Read lesson six in the book. Highlight those areas that you will want to remember.
4. Pay particular attention to Dr. Scott's comments regarding the first part of John 8.
5. Write out Dr. Scott's outline.
6. Answer the questions at the end of the chapter.
7. List any other thoughts that you have as you read.
8. The suggested objective and goals may be helpful in assisting you to begin developing your lesson plan. Your aim or objectives will help you develop your lesson plan.

Think about two areas: a) why did God include John 8 and 9 in the Scriptures, and b) what things do these chapters deal with that will help me to know God better, myself and my privilege and responsibilities as a believer in Christ?

9. Decide what outline you need to help you teach your lesson. You will have time to cover both chapters if you carefully arrange your teaching; however, as you study, pray and remember your class. You may want to be selective as the teacher.
10. Pray for as many of your class by name as you possibly can, particularly asking God to make you sensitive to what they already know, need to know

and how to apply these truths to their lives.

Class Procedure: (suggested)

1. Read John 8:1-11 and explain about this section's being in Scripture. Do not belabor the point but the class needs to hear about it, if they have not. Adversaries have tried to use this to discredit the Scriptures. Dr. Scott's comments, though brief, are helpful.

Emphasize that its message is consistent with other Scripture.

How were people attempting to teach Jesus? How did He handle the situation?

2. What do we learn in this opening passage (1-11) about sin, the law of God and the mercy of God? Reflect on the Old Testament passage.
3. Let the class get involved with the second question in Dr. Scott's application section. Why is it easier to see someone else's sin before you see your own?
4. Outline the three main points of John 8:12-9:41:
 - (a) Light in the World (12-30),
 - (b) Light in the Word (31-59), and
 - (c) Light in Man (9:1-41).
5. How does Jesus reveal Himself as "Light in the World"? What are the implications and applications of the "Light" for us?

What are the two possibilities opened to us as a result of Jesus being the "Light in the World"?

6. How did Jesus relate the true light to the Word of God? And how does that relationship connect with the idea of freedom? (See 8:31-36).
7. Dr. Scott talks about the test of a genuine profession. What does he say? How do we know if our profession of faith is genuine?

Can you cite some Biblical examples in both the Old Testament and New Testament where there were those who outwardly professed to be believers but were not? How does the Word show the difference between the false and the genuine?

8. In God's sight how many different types of people are there in the world? Do we really believe that and can our actions show that we agree with Jesus? (Remember Cain and Abel.)
9. For a reminder to those believers present and for any who may not be as of yet trusting in Jesus, emphasize the danger of trusting in the wrong thing for salvation. Use the lesson on Abraham and his seed. (Be careful in your discussion not to demean the joy, benefit and privilege of having Christian parents.) Point out the danger of trying to be saved on any other basis than faith in Jesus Christ.

Dr. Scott also talks about this in light of false security. Have the class compile a list of things that tend to generate false security or assurance.

If you have a copy of the Westminster Confession of Faith, you can see where the chapter on assurance fits into the overall plan of salvation. You can also use it to discuss the elements of genuine assurances.

10. The third point on light (9:1-41) emphasizes God's light in man. John uses the story of the blind man to

make his point. Summarize the four points that Dr. Scott outlines.

11. In discussion questions six and seven Dr. Scott raises an interesting question. Actually, it is a paraphrase of the disciples' question to Jesus about the blind man.

Because those of us who minister are frequently confronted with it, it would be wise to spend some time on it. We suggest: a) let some of the people give you their thoughts, b) summarize Jesus' words to the disciples, and c) explain the difference between punishment and chastisement. (God punishes unbelievers for their sins. He chastens believers for theirs.) Who is actually punished for the believer's sin? Why is it so hard for us to accept that fact? Dr. Scott's comments will be helpful in keeping a balance in this section.

12. How are we like the blind man today, and what can we learn from him that will help us experience what he did? (Use verse 36 to point out his readiness to be taught and to believe.)

How was the blind man placed in contrast to the Pharisees?

13. Dr. Scott concludes the comments on verses 40 and 41 with the thought that awareness of one's sins is essential for salvation. Do you agree or disagree? Can a person be saved without an awareness of his/her sins? (Remember one of the purposes of the law.)
14. One last point for class consideration is set forth in discussion question nine. Relate this to the blind man's situation. (Read verse 30.) Someone has said "do not let what you do know rob you of what you don't know." How do we actually do that from time to time?
15. Challenge the class: a) to select at least one person that they know who is not a Christian and pray for that person, seeking an opportunity to show them the love of God and to present the gospel to that person, and b) to select one thing that they have learned from this lesson to implement immediately to their life.

Assignment:

Read the Scriptures John 10 and 12. Read lesson seven. Answer the questions at the end of the lesson. Encourage the class to do this before the next class. If they have to be selective, at least answer questions two, three, four and five.

Lesson Seven

Lesson Objective: To show how Jesus viewed Himself as the Good Shepherd of the sheep.

Lesson Goals:

1. To understand the significance of Jesus' identifying Himself as "The Good Shepherd."
2. To help each member evaluate the characteristics of a true sheep and to contrast those qualities to

those of a false shepherd.

3. To see the absolute essentialness of sheep hearing the Word of God.
4. To study the death of Lazarus and learn what Jesus promises to do for those who love Him.
5. To look at Martha's reaction at the grave of Lazarus and relate that to our own life.
6. To see how Jesus knew who He was and what mission He had to perform.
7. To be able to explain: a) why Jesus had to die, and b) for whom Jesus died.

Teacher's Preparation:

1. Before you begin to study we would suggest that you have a couple of Bible translations, the Adult Biblical Education Series Volume III Book 3, a Bible dictionary and the Westminster Standards.
2. As you begin to study, give particular time to pray for a teachable spirit. Because of the historic sequence of the events in John 10 through 12, this could be one of the most important and helpful lessons in your life and in the lives of your class members.
3. Read Isaiah 40, as Dr. Scott suggests, plus the 23rd Psalm. These passages will give you a foundation upon which you can build an understanding of Jesus as the Good Shepherd.
4. Read John 10, II and 12. Keep in mind as you read that in these chapters you will read about Jesus' role as the Good Shepherd. Notice also how Jesus claims to be the Old Testament God.
5. List: a) those things that would characterize Jesus as the Good Shepherd, b) those things that would characterize the attributes of a false shepherd, and c) a list that describes the behavior of sheep.
6. Outline the three chapters. (If you are using some of the newer translations, you will find the paragraphs helpful in outlining.)
7. Read lesson seven in the text. As you read compare your outline with Dr. Scott's.
8. Make a list of the various Old Testament references that Dr. Scott mentions such as Isaiah 40, Psalm 82, Ezekiel 34, etc. (Jesus presents Himself as the God of the Old Testament.)
9. Read the Westminster Confession of Faith, chapter 10.
10. Answer the questions at the end of the chapter and read through the "Other Questions for Meditation."
11. Think about the implications of these three chapters in our lives today. List at least 12 things.
12. Dr. Scott suggests two main points: a) Jesus reveals Himself as the Good Shepherd, and b) Jesus demonstrates His Shepherd's love. What do both points mean for us today? (Summarize.)
13. Not only does Jesus reveal Himself as the Good Shepherd, He also shows Himself as the Resurrection and the Life. You will want to spend time on this part of the lesson.
14. Notice as you read how Jesus' timing was always right even though those around Him questioned. You will be able to draw good lessons about pri-

orities in this lesson.

15. Draw up your lesson plan. Include what you want to teach and how you plan to do it. Will you lecture, brainstorm, have discussion, role play or what?
16. Think about the questions at the end of the lesson and how you can use them.
17. List as many different doctrines that you have seen in this lesson, for example: resurrection, irresistible grace, limited design of the atonement, etc.

Class Procedure: (suggested)

1. Have the class to read John 10 silently.
2. Then ask them to help you describe: a) shepherd, b) hireling, and c) sheep. Make three columns on an overhead, blackboard or flip chart.
3. Ask how the opening verse of John 10 depicts Christ's redemptive work. Notice particularly in verse II, for whom does Jesus die? (That is a key question.) And what did Jesus' death accomplish for His sheep? If Jesus had died for all men, what would happen to all men?
4. Read to the class or have them read chapter 10 in the Westminster Confession of Faith.
5. Under A-3 "The Shepherd and the testing of the sheep" (10:19-42), use Dr. Scott's comments regarding the foundational doctrine of the Christian faith. Why do you suppose Christians have such a struggle with these doctrines? Are they important? (Read Ephesians 4:13.) Use questions two and three at this point.
6. Chapter 10 focuses our attention on the atoning work of Christ. Chapter 11 will center on the Resurrection.

Summarize the story of Lazarus' death and resurrection. What was the risk that Jesus took in going to Beth-any? Dr. Scott entitles 11:1-16 as 'the risk to save a friend.'

7. Notice how Jesus knew His schedule and stuck to it, even under the pressure of the death of a friend. Why do you think Jesus did not immediately rush to Bethany when he received the news of Lazarus' death.

Is there a lesson in this for us? See question five. Let the class react. You can also get some interesting thoughts about why some people panic at death. Is there an alternative?

8. Discuss the significance of the statement in verse 35 "Jesus wept." Is there a place for tears at such a time? Should Christians not weep?
9. What do we learn in John 11 to help us understand and prepare for death? And what is the significance of Jesus' words in verses 25 and 26?
10. John 11:49-52 talks about Jesus' death. It helps us see a little more clearly exactly who are the sheep for whom Jesus died. Point out that Jesus' flock is made up of both Jews and Gentiles.
11. Be sure to point out that the plot to kill Jesus came at the time He performed His greatest miracle that side of the cross. Why do you suppose verses 45 through 57 talk about the plot to kill Jesus in the

way that it does?

12. There are also some lessons that can be drawn in John 11 growing out of the attitudes and actions of Martha and Mary. What are some of the things we observe?
13. John 12 reveals the last public appearance in Jerusalem. Outline the events.
14. What did the anointing of Jesus' feet indicate? And why was Judas so upset? (See question one.)
15. Discuss the significance of the triumphal entry (vs. 9-19).
16. Jesus' death, as we have already observed, was not merely for some Jews but also for His sheep from other nations. What does Dr. Scott suggest in 12:23-28 that underscores this truth?
17. Do you think that Jesus was frightened about His upcoming death? Justify your answer.
18. Dr. Scott talks about Jesus' thinking out loud about His death. What was he talking about?
19. In the concluding verses of John 12 Jesus once again emphasizes that to believe in Him is also to believe in the God who sent Him. Those who reject Him reject God. Can you really believe in God and reject Jesus Christ and hope to be saved? 19. Use the thoughts in questions four and six as concluding points.

Assignment:

Read John 13 and 14. Read lesson eight. Answer the questions at the end of lesson. These questions will require some introspection and personal evaluation, but they will help you evaluate your commitment to Jesus Christ. Give particular attention to question 10. (Read question 17 also as you answer #10.)

Lesson Eight

Lesson Objective: To seek to comprehend the greatness of Christ's love as the motivation for His coming into the world.

Lesson Goals:

1. To understand the sovereign control that Jesus had even over His death.
2. To study the meaning and significance of Christian love and to see its implications in my life.
3. To be certain that I know how to deal with sin in my daily life.
4. To discover the impact of God's unconditional love demonstrated toward His own.
5. To evaluate our Christian commitment in the area of service for Christ.

Teacher's Preparation:

1. These two chapters deal with the subject of Christian love. As you study and prepare yourself to teach the class, you will find an opportunity to evaluate your life in the light of this Scripture. It is a very practical lesson in that the applications are many.

2. Because of the significance of the message in John 13 and 14, we would suggest that before you read the Scriptures that you look at the questions for application at the end of lesson eight. Do not work them out at this time, but rather let them pose some real situations for you to think about as you read.
3. The "love" to which Jesus refers is not the physical nor even the brotherly love in the general sense, but it is the spiritual love that comes from God to us that enables us to be all that God calls us to be.

You should use your concordance to see other references where this "agape" (love) is taught. For example, I Corinthians 13 is a famous "love chapter" in the Scriptures or I John 4 is another. If you have access to a good Bible dictionary, it will probably have a helpful treatise on love.

4. Now with the background materials in place, you are ready to read John 13 and 14.
5. As you read, list as many descriptive features as you see about love, its root and its fruit.

In I Corinthians 13, Paul says that "love bears all things." Give any examples of that which you observe. You could also take other characteristics of love such as "patience" and "kindness" and cite examples in these chapters.
6. Observe also as you read how the experience of love keeps one from becoming a negative force or influence even in the face of opposition. Also observe how love bears all things but does not simply disregard or overlook evil.
7. As you read John 13, ask yourself "why does Jesus choose this particular time to do such a menial task?" Some have called John 13 a parable in action. It does teach a heavenly lesson with earthly application to believers.
8. Also note that the writer of these Scriptures was writing from a firsthand account. He was there. He saw and experienced the whole moving episode. (Try to imagine yourself in John's place as you read.)
9. There is a good amount of symbolism in the opening verses of John 13. Dr. Scott's comments will help you to recognize them and see their significance.
10. Notice as you move into chapter 14 how Jesus' demonstration of love not only meets immediate needs (John 13) but also meets eternal needs as well.
11. A thought to keep in mind as you study and teach is a statement that we picked up from reading Lewis Smedes' *Love Within Limits*, "The good news is that love is a power. Love enables us to do what love obligates us to do."

Jesus demonstrates that it is possible to love the unworthy and unlovable.

Class Procedure: (suggested)

1. Start by reading I Corinthians 13. Have the class pick out the various descriptions of love. Keep it

moving or else the time factor will take its toll.

2. Use Dr. Scott's thought to set up an overarching theme — "The uniqueness of Christian love."
3. Briefly outline chapters 13 and 14 on a transparency, blackboard or flip chart.
4. Divide the class into two sections. Have section one read John 13 and section two John 14. Give them about five minutes to read. At the end of that time let them help you construct a list of love's attributes. You will want to see its implication for past, present and future.
5. Ask the class to help you, on the basis of John 13 and 14, to construct a purpose statement on love that will crystallize or capsule it for them.
6. Now explain the meaning of the foot washing parable. Dr. Scott's comments and your own observations will help you to do this effectively. Be certain to mention the symbolism — the washing, the basin, the servant role, etc.
7. Relate this action of Jesus to the Old Testament story of Hosea and Gomer. This is particularly helpful to emphasize the forgiving quality of love. Today people allow things to begin in resentment and grow to hostility. Relationships are broken, feelings hurt, etc. This would be a good place to underscore that the expression of love (agape) is not determined by the worthiness of the recipient nor the circumstance of the moment.
8. Show the contrast, as Dr. Scott suggests, between Jesus' attitude and that of Saul (I Samuel 22:6-8). Love makes the difference.
9. Emphasize the lesson that Dr. Scott mentions about this not only showing Jesus' love but also His control even of Judas' betrayal.
10. In the last part of section A, Dr. Scott discusses the idea of the newness of the love commandment. It would be helpful to touch on this point before moving into section B (John 14:1-31).
11. As Jesus, begins to teach that He will die and return to His Father, He makes an interesting point that Dr. Scott picks upon — "If it were not so, I would have told you." Discuss the significance of this statement regarding the Old Testament Scriptures.
12. What does Jesus teach His disciples about Heaven and how does He underscore the essentialness of His returning to the Father?
13. John 14:6 is one of the verses quoted most frequently among those who share the gospel. Discuss its importance and why it is a valuable verse to commit to memory.
14. Do not fail to pick up on the anger that Jesus expressed to Philip in verse 9. He was acting like a Pharisee. Love and anger are not opposites, especially if you follow Jesus' example and do not stay angry long. (Cite the example of Jonah.)
15. Jesus does model for us who teach in family, church, school or for those of us who work with people in general, the importance of being patient and kind.
16. You will want to stress some practical

implications of God's love in our lives especially in our relationship to: a) God, b) others, and c) self.

17. Discuss the significance of Jesus' teaching regarding the sending of the Holy Spirit upon His return to Father. What does that mean for the church and for myself as an individual?

How is the coming of the Holy Spirit into our lives connected with the idea of going to heaven?

18. Ask the class to share their response to question 10. If they are not prepared, this would be both good review and a place to emphasize the application of these truths.
19. Challenge the class to complete all the questions soon after class, if they have not done so prior to the class, especially questions three, six, seven, eight and nine.

Assignment:

Read John 15 and 16. Study lesson nine. Answer as many of the application questions before next week's class that you possibly can. Continue to remind your class that the class will be more helpful and valuable if they read the lesson before class.

Lesson Nine

Lesson Objective: To be aware of the necessity for good fruit in our lives as we abide in Christ.

Lesson Goals:

1. To understand the meaning of the vine and branch explanation and to observe how that affects me as a Christian.
2. To examine my life in the light of God's Word regarding the fruit that He expects from me.
3. To see more completely the fuller implication of living in Christ and Christ living in me.
4. To understand the importance of the Holy Spirit in the believer's life.
5. To see how "hope" is vital to the believer's life.
6. To understand that God chose us to go and to bear fruit.

Teacher's Preparation:

1. Pray that the Holy Spirit will lead you into a fuller understanding of the truths of these two chapters. They are vitally important in the life of the church and each individual member.
2. Read carefully John 15. As you read: a) make a list of everything that is directly or indirectly related to the believer's relationship with Christ and with other believers, b) list those things that are to characterize a believer's life, and c) list what you observe about a believer's relation to the world.
3. If you have access to the InterVarsity Press booklet, *My Heart — Christ's Home*, you will also find some helpful allegory at this point.
4. Read John 16. As you read: a) list those areas that

refer to a believer's comfort, b) list the things written that pertain to the exodus of Jesus from the world, and c) list those' aspects that deal with the coming of the Holy Spirit.

Notice the correlation between the disciples' sadness over Jesus' leaving and their not seeing Him and how tenderly Jesus handles this area.

5. From reading the two chapters you will be reminded of how absolutely essential it is for a believer to have a personal relationship with Christ and to be filled with the Holy Spirit. (Actually, the two go together. You cannot be a Christian without either. John 15 and 16 help us to understand why.)
6. Read lesson nine and see how Dr. Scott comments on the various subjects.
7. If you have access to Leon Morris's commentary on John in the New International Series or William Hendriksen's commentary on John or A. W. Pink's, you would find that reading helpful. Check your church library for such resources.
8. We have begun with Dr. Scott's lesson objectives. As you define your aim and begin to build your lesson plan, you might use his suggestion or add to it, the thought "... and as we are indwelt by the Holy Spirit."

Each opportunity you have to remind your people of the inseparable-ness of the believer and the Holy Spirit, the more your people will avoid some modern ideas that you can become a Christian and later filled with the Holy Spirit. Such teaching is not only in error, but it is dangerously misleading. Passages like John 15 and 16 are helpful in keeping the truth before people.

9. You could spend many classes on both chapters; however, at this point, it will help you to keep the two together. You may not want to touch every point, but we do suggest that you look at both in the lesson.
10. You could use Dr. Scott's outline or develop your own. Your defined aim or purpose will help you determine your outline and approach.
11. This is a good missionary passage if we have a Biblical concept of missions. Biblical missions involves more than foreign missions. It involves both growth (education) and evangelism at home and abroad. Here in John 15 it also involves "bearing fruit."
12. One thing that John says to believers on a mission in today's world is summed up in John 15:18-27. You will want to emphasize both the Christian's attitude toward the world and the world's attitude toward believers.
13. You will also be of help to your class as you encourage them to see what the Holy Spirit's role happens to be in the believer's life. For example, read John 16:7-11.
14. Read the questions at the end of the chapter, answering the first ten and thinking about the others.
15. We would also suggest that you write a plan of action for your own life. What one new thing are

you going to do in your life, as a result of this study, and when are you going to begin? Commit this plan to the Lord and ask for His help and blessing on your plan. Ask Him to help you implement and follow through with it.

Class Procedure: (suggested)

1. Read Isaiah 5:1-7 and John 15:1-11.
2. You could use an object lesson by bringing a limb from a tree in order to visualize the vine and branch relation. As you talk about that organic connection, you could be illustrating the vine and branch allegory.

Another object lesson that has been used to illustrate the essential-ness of the vine and branch relation is the flashlight with batteries.

Do not underestimate the impact of object lessons in your teaching.

3. It would be good at the outset to allow several class members to talk about the significance and implications of the personal relationship with Christ. If you were able to read My Mean — Christ's Home, you have an idea of the things involved.
4. No matter how hard a branch could try to live or even a flashlight without batteries to shine, they cannot. Neither can we be alive and spiritually productive apart from a personal relation to Christ.
5. In I Corinthians 12 and 14. Ephesians 4. etc.. Paul describes the church in "body" terminology. Compare this to the vine and the branch. Under-score the living "organism" aspect of the church.
6. Jesus also talks about keeping His commandments. Explain how the living relationship is the key to the keeping of His commands.

Keep together the idea that both joy and fruit bearing are the results of keeping God's commands. (Be aware! You may have someone that has come under the teaching that Christians are not responsible to keep the commandments.)

7. Another thing that Jesus links with joy and fruit in the commandments is love. Discuss what love is (drawing on last week's study of John 13). How can love be commanded?
8. Look then at discussion questions four, five, and six. Let the class respond to these areas.
9. Allow a few minutes to read and discuss the meaning of John 15:18-27, regarding a Christian's relation to the world. Is this part of Jesus' thinking about "paying the price"?
10. Highlight John 16 by outlining its content.
11. What do we learn about the Holy Spirit in John 16?
12. How is He a counselor? a comforter? a helper? (Under C-1 Dr. Scott has some helpful comments that would be of benefit to the class. Summarize his comments.)
13. John 16:13-15 has some important truth about the work of the Holy Spirit. Dr. Scott makes a good connection between these verses and the inspiration of Scripture. It is always good to keep this fundamental doctrine before the class.

14. In connection with the above, it would be good to call the class's attention to Dr. Scott's closing paragraph in C-1 regarding the Holy Spirit and church history.
15. How do you respond to discussion question nine? (Keep in mind the false spirits that claim to be from Christ.)
16. What did Jesus mean in verse 25 when He referred to "dark sayings" or "figures"?
17. Get some input from the class on the perceived implications of praying "in Jesus' name." How is this type of praying joined together with the experience of joy?
18. Have the class work out a plan of action that would reflect the first question in the discussion section.

Assignment:

Read John 17. Read lesson ten. Answer questions one through seven in the discussion section.

Lesson Ten

Lesson Objective: To gain a greater appreciation of our need of Christ as our constant intercessor before the Father.

Lesson Goals:

1. To study Jesus' prayer and learn from it how to pray.
2. To see how important the keeping power of God is in our lives.
3. To study Jesus' humility and draw implications from that for our lives.
4. To review the whole purpose of Christ's coming to earth.
5. To remind us that not every one in the church, even leaders, are necessarily true believers.
6. To see how important it is that we be aware of our spiritual warfare with Satan.
7. To understand the essentialness of unity in the church.

Teacher's Preparation:

1. Read John 17 which is commonly known as "The High Priestly Prayer."
2. Make a list of all that deals with "prayer" in this chapter (specifics).
3. List those things that are descriptive about the person and work of Christ.
4. List those things that relate to the Christian life on a day-to-day basis and to the church's life.
5. The chapter divisions fall into three categories (1-5, 6-19 and 20-26). Name the topic of each division.
6. Read lesson ten.
7. You will notice that Dr. Scott follows the same three part outline. Also observe the title and key verse (#17) that he suggests.
8. Keep in mind that this prayer is not generally

equated with the prayer in the Garden of Gethsemane. Dr. Scott elaborates on this in the lesson.

9. Remember the context. He is facing the terrible ordeal of the betrayal, arrest, trial and crucifixion. This prayer will help you see what was most on His heart at that hour. Notice how His prayer balances God's will, His own person, work and concern for those for whom He came.
10. Observe, too, how those for whom Jesus would die will be entirely different from the world. He relates the purpose of His church in this prayer.
11. Give attention to the discussion questions, especially numbers one, four, seven and eight.
12. Be sure that you understand the subject of unity. Notice Dr. Scott's comments on the subject. Keep in mind that he is not demeaning organizational unity as such. He is simply emphasizing that Christians have a deeper and more lasting unity than merely organizational unity.

See how Jesus prays for our unity to resemble that of the Father, the Son and the Holy Spirit.

13. In light of Dr. Scott's selected key verse (#17) and the title "Thy Word is Truth." plus everything else contained in this prayer, what should be the Christian's motivating force or desire? (Remember Romans 8:29.)
14. What are you going to do differently in your own life as a result of studying John 17 and lesson ten? how? when?

Class Procedure: (suggested)

1. Remind the class of the background and setting in which John 17 is couched. Have them think with the mind's eye of the upper room setting, (the disciples, with Jesus, had eaten: the announcement of the betrayal, etc.). Recreate the scene for them.
2. Explain why the prayer of John 17 was not the same as the Gethsemane prayer.
3. Let the class read it aloud. (Either ask three people to read the three sections or each member to read a verse.)
4. Outline the three sections with topics listed from each section.
5. Discuss its popular title "Jesus" High Priestly" prayer. Ask the class why they think this is a good title.
6. Follow the logic of His prayer with the class. First, He prayed for His own glory (1-5). Second, He prayed for those given to Him by the Father (6-19). Third, he prayed for future believers (20-26).
7. It would be interesting and good review to compare and contrast this with the "Lord's Prayer" in Matthew 6:9-13. If you would refer back to Volume III Book 1, pages 55 and following. Dr. Scott distinguishes John 17 from Matthew 6:9-13. He entitles John 17. the Lord's prayer, and Matthew 6:9-13. the believer's prayer.
8. Let the class help you construct a list of the things listed in your preparation section, questions two, three and four. Help them also to list the various

doctrines that are dealt with here, such as: deity of Christ, chosen by Father (election), atonement, etc.

9. How does Jesus refer to the sin problem in this prayer? How should we refer to it in our lives?
10. What kind of lesson can we learn from Jesus' concern for and care of the flock?
11. Some people have a tendency to think simplistically about salvation. Some like to say "once saved, always saved, period," as though that is the whole story.
How does this fit together with Jesus' prayer to keep us from straying? How can saved people have a tendency to, and even at times (like David), fall into grievous sin?
12. Discuss the attitude that Jesus indicates that we should have about the world. Relate this to Dr. Scott's reminder of those who would hide from the world.

Join this together with Matthew 28:19,20 and John 3:16. What do we learn about the world and our relation to it? (Also see question 14.)

13. There is also an evangelistic thrust to Jesus' prayer. Describe it and relate it to question eight.
14. As you look at our local church and think about Jesus' prayer for unity, where do you think we are on a scale of one through ten?

What are some things that we could do to demonstrate more unity? Should we put unity at the top of our list in the church? (Remember that it has to be a unity in love and truth.)

15. How does it make you (as a class) feel to know that Christ is praying for you in this manner? What difference should it make in our lives individually and as a church, locally and denominationally?

Assignment:

Read John 18 through 20. Read lesson eleven. Answer the "fill in the blank" questions at the end of the lesson. Pray that God will give us the unity and purity that we have been studying in John 17.

Lesson Eleven:

Lesson Objective: To review in this Gospel the last days of Jesus on earth and to see their significance for us.

Lesson Goals:

1. To study the chronology of events surrounding Jesus' death and resurrection in order to see how each part was a fulfillment of God's plan.
2. To study Peter's actions and learn that like Peter, in our own strength, we shall deny Christ or at least use the world's method of defense.
3. To see the injustices surrounding the betrayal, arrest, trial and death of Jesus and be reminded that the world is not open to the gospel.
4. To observe the significance of the resurrection and understand how essential it is to the Christian's

faith and our hope of eternal life.

5. To rededicate ourselves to Jesus Christ and not follow the childish, skeptical path of Thomas.

Teacher's Preparation:

1. Lesson 11 covers three chapters (18-20). Dr. Scott explains that due to the detailed study in Volume III Book Two of these events, we shall merely capsule and review this part of Christ's ministry. We will concentrate on those areas that are unique to the Gospel of John.
2. It would be good to review lessons 11 and 12 in Volume III Book Two.
3. Read chapters John 18, 19 and 20.
4. Make a list that sets up the progression of events surrounding the cross.
5. List the people and places involved, for example: Annas, Pilate, etc. and Kidron, Gethsemane, etc.
6. List the unusual events that took place. Include Judas' betrayal, Jesus before Annas, Pilate's judgment, etc.
7. As you have read the three chapters and listed the above, what would be the most significant observation that you have made?
8. Try to recreate this whole scenario in your mind's eye. Use the map in the lesson to see the journey from Jerusalem to Gethsemane, to Judgment Hall, to Calvary, etc.
9. Pray for the Lord to give you fresh insight as you study these events. Beware of allowing over-familiarity to keep you from new insights.
10. Read Lesson II.
11. Summarize each historical happening and give one main lesson from each event. (For example, what do we learn from Judas' betrayal?)
12. Notice in John 18 that the prayer in Gethsemane is one of those events not detailed by John. You will find that detailed in Matthew's account.
13. As you read these accounts in this section, notice again how obvious that it was written by an eyewitness. Observe John's detailed first-hand account.
14. Dr. Scott has been pointing out all through the New Testament studies how the New Testament events are fulfillments of Old Testament prophecies. It would be valuable if you could list these fulfillments in this section. Verse 36 is a good example of this.
15. See how John 20:30 and 31 remind us that the historic events were for the purpose of producing faith. Remember how important it is to see Christianity as a historic religion but upon real calendar happenings.
16. Look at the questions at the end of lesson 11 especially as they relate to your life.

Class Procedure: (suggested)

1. We suggest that you read the 18th chapter in class.
2. Ask the class "who was responsible for Jesus' death?" (Do not let them forget Acts 2:23.)
3. Zero in on the arrest and rehearse Peter's actions.

Dr. Scott's comments on this incident will help you see the difference between spiritual and carnal warfare.

How far are we at liberty to go in pressing the gospel claims upon people? Is there a place for force in the gospel mandate? What about the crusaders? What would be the assets or deficits of Christianity as the national religion? Can we hope for such this side of Christ's return? (See discussion question one.)

4. Who was involved in Jesus' trial and sentence? Why Annas? Caiaphas? Pilate?
5. How do you react as you try to imagine what Jesus went through in the "mock" trial? How do you react to Dr. Scott's suggestion that Jesus responded "curtly" to Annas' questions?
6. Chapter 18 deals with the fulfillment of Jesus' warning to Peter about his denial of Jesus. How do you see Peter in this scene and what can we learn from him that will help keep us from the same tragedy? (Use question two at the end of the lesson.)
7. Dr. Scott mentions a controversy regarding when Jesus actually ate the Passover meal. Your class may not be aware of this problem but they do need to know that it exists in case this argument is raised at some point by a skeptic, questioning the integrity of the account of Jesus' last days.

Dr. Scott's suggestion regarding the eve of the Passover is a good and generally accepted explanation of the problem.

8. Is Pilate a typical politician? Why do leaders tend to "straddle the fence" or compromise at crucial times in history? What was Pilate's posture and desire through ail of this? Can you have any sympathy for his position?
9. Discuss the significance of Pilate's action regarding the sign on the cross, declaring Jesus the King of the Jews? Why three languages?
10. When Jesus spoke from the cross "It is finished," what was He saying? What if He had not spoken that word? Would it have made any difference? (Here we would suggest that it is important in looking at the historical events of Scripture to also listen to Scripture's explanation. Keep in mind that "It is finished" is a word of revelation that explains about His redemptive work.)

Is there still a work of Christ that is not yet complete?

11. Let the class help you list the significant aspects of Christ's burial. You will want to list things like Nicodemus, the new grave, etc. Draw some implications from these things.
12. Dr. Scott raises an interesting question in number six. How would you (the class) respond to it? Is it really necessary to believe in the bodily resurrection of our Lord in order to be saved?

Why do you think there is more material on the atonement than the resurrection? Would it be the gospel (good news) if Jesus had remained in the grave?

13. Do you know anyone that would have the same characteristics of Thomas? How would you or how have you dealt with such a person?
14. Women have an important role in the life and ministry of the church. What can we learn in John 19 and 20 that would reiterate their role and importance?
15. In verse 22 Jesus breathes on them and they receive the Holy Spirit. What does that mean and how does it relate to the day of Pentecost? (Dr. Scott's comments are most appropriate at this point.)
16. Why do you think He moved from the Holy Spirit aspect in verse 22 and dealt with sin and forgiveness in verse 23?
17. We tend to ridicule Thomas and not without just cause, and yet, he gave us the summary of a true confession of faith in Jesus Christ (v. 28). Why is that such a good model for us?
18. Dr. Scott calls John 20:30, 31 the epilogue. Why did John insert these words here and not at the end of chapter 21? How do these verses actually give us a summary of Scripture's purpose? Is it ever valid to use the Scriptures as a mere reference book apart from "faith"?

Assignment:

Read John 21. Read lesson 12. The questions one through five are particularly meaningful. Encourage the class to work through them before your next meeting.

Lesson Twelve

Lesson Objective: To show how Christ's expectations for His followers constantly lift them above their own strength and goals for themselves.

Lesson Goals:

1. To see how tenderly yet firmly Jesus dealt with Peter after His resurrection and before His ascension.
2. To study the importance of the different Greek words for "love."
3. To evaluate our lives in light of this episode between Jesus and Peter to determine what kind of love we have for God.
4. To see how God always speaks of true love as an acting or doing love and not merely some emotional feeling.
5. To see how a proper confession of Christ is necessary to build a strong belief.
6. To understand how essential God's initiating grace is in order for us to love God and one another.

Teacher's Preparation:

1. Read John 21 in a couple of different translations.
2. Use your concordance and check some other passages where "love" is used.
3. Look up "love" in a good Bible dictionary. The

New Bible Dictionary has a good brief article. The Zondervan Pictorial Encyclopedia of the Bible (Vol. III) has a lengthier article. C. S. Lewis' book entitled *The Four Loves* is an interesting word study from a literary and apologetic perspective.

4. Make a list of the people and places mentioned in John 21.
5. Outline the passage, listing also the subjects covered in John 21.
6. Read Dr. Scott's comments on lesson 12.
7. See how he develops the theme of love by showing Jesus' love for Peter versus Peter's immature love for Him.
8. Write out Dr. Scott's outline and compare it to yours.
9. What new teaching do we find in John 21 that is unique to this chapter of Scripture?
10. Answer the questions at the end of the chapter. This lesson is full of application: therefore, the questions at the end will help you see some ways to apply these to your life.

Regular spiritual self-examination is both healthy and necessary. Use this Scripture as a tool in examining your own spiritual life. (Questions such as 9, 11 and 14 will be particularly helpful.)

11. Define your aim. Dr. Scott's suggested objective will be helpful. His text verse of John 21:15 could also be used.

Dr. Scott entitled section B (21:15-19) "A Lesson on Love." That could even be used as the objective.

12. Set your specific goal/goals for this lesson. Remember that good goal setting is measurable. If you want to teach on the lesson of love, what will you look for in evaluating the lesson? Will you see that you have covered all of the material as a goal or will it be a concrete way of expressing this love? Or will it be when members of the class begin to add deeds to their understanding of love?

The more measurable the goal, the clearer the target toward which you aim. The clearer your defined target, the easier you can evaluate the effectiveness of the lesson.

13. Because much of this lesson is geared to understanding not only what "love" is but how it applies to our lives, plan on a good amount of class participation. Questions, discussions, looking up cross references and brain-storming are some of the ways to involve your class.

Also keep in mind that the purpose of studying God's Word is in order that we believe in Jesus and live a life that will reflect that faith.

Class Procedure: (suggested)

1. Have the class read John 21.
2. Ask for several definitions of love.
3. Let the class come up with a theme verse or topic for today's lesson. Some will have read the lesson and studied Dr. Scott's emphasis. Maybe they have had additional thoughts or insights as they have studied.

4. Explain the setting in Galilee and remind the class that this is another post-resurrection appearance. Help them to visualize this scene. (The map in the lesson will be a starting point.)

5. Before moving into the section on love with (he dialogue between Jesus and Peter, review the first section (vs. 1-14). Dr. Scott entitles it "The Fire of Coals."

Use his comments by summary. He makes several helpful suggestions, for example: the location, near the nations of the Gentiles; the particular disciples present: the fishing scene; and the fire of coals.

6. See the particular connection between these coals and those coals in the courtyard the night Peter betrayed Jesus.

We do not intend to over spiritualize the "coals" but we believe Dr. Scott has a valid point that surely these brought back to Peter's mind the others in the courtyard on the eve of the crucifixion.

As you recreate this scene, surely Peter would have wondered if things could ever be right between him and Jesus again.

7. Now the question begins to receive its answer (vs. 15-19). Three times Peter denied the Lord. Now, three times Jesus asked him if he loves Him.

This is the place to bring into the lesson the play on words. This is not to suggest that Jesus was merely playing word games with Peter but rather to underscore that there are different types of love.

Notice how Jesus calls Peter by his earlier name, Simon, son of Jonah. Dr. Scott makes several helpful suggestions in this regard.

He also had a good summary on the different aspects of love. Be certain that the class understands the difference.

Define: 1) agape, 2) phileo, and 3) eros. Point out what is actually required to experience agape. What is the basis of agape?

8. Notice, as Dr. Scott reminds us, that not only did Peter use a different word than Jesus for love, he also would not affirm that he loved Jesus more than the other disciples.

Was there ever a time when Peter would have said, "Yes, more than these"? What caused the change? What can we learn that will help us?

9. You will also want to remind the class of the connection between love and deeds. Dr. Scott points out that even from God's vantage love is associating with action (doing, giving). Can we really profess to love God without doing or giving or keeping? (See John 14:15, Uohn3:18.)

10. In the lesson Dr. Scott points out that maybe only Jesus and Peter knew of Peter's denial. What do you think on the basis of the evidence given? Would it really influence the lesson's impact if the others did know?

11. Read II Peter 1:7 and see the outcome of all of

this. Peter learned not only the importance of brotherly love (phileo) but also of spiritual love (agape).

12. Can we really love someone without a true relationship to Jesus Christ? Can the world (unregenerates) only experience an empty, hollow love?

13. The third section of today's lesson is entitled "A Lesson in Commitment¹" (vs. 20-25).

Use the questions at the end and encourage the class, working together, to come up with some ways in which this passage should encourage our commitment to Jesus Christ. For example: a) living in the flesh versus living in the spirit, b) being proud versus being humble, c) loving in word versus loving in deed, and d) jealousy versus unconditional love.

14. Dr. Scott makes the statement that our commitment to Jesus must not be dependent upon how He treats us in comparison to other servants of His. This is important for us to comprehend. Why? (Remember our adversary and remember the different gifts and callings. See question 15.)

15. What do we learn in today's lesson about love and commitment? (See questions 9 and 11.)

16. What am I doing to show my love for those in the church? outside the church?

Assignment:

Read the review lesson and answer as many questions as you can. Remember the importance of review and application in the learning process.

Lesson Thirteen

Part One:

Below are the answers to the questions, together with our reasons, where necessary:

1. True.
2. True, All others were written by Jewish Christians, so far as we know.
3. False. Matthew also relates events connected with Jesus' birth.
4. True.
5. False. It was Gabriel.
6. False. Scripture never describes her as without sin. She was righteous through faith, as are all believers.
7. False. There may have been as much as two years between the two visits.
8. True. We learn this from his preface.
9. True. These are the primary bases for our study of Luke.
10. True.
11. False. Jesus did not let the hospitality of his hosts interfere with His speaking the truth.
12. False. The father in the parable always showed His love for the elder brother.
13. True. Both were unconcerned for those who

- needed help.
14. False. The ultimate destiny of the unrighteous steward is never in doubt.
 15. True. As the parable of the unrighteous steward shows.
 16. True. It is one of the few glimpses into life after death in Scripture.
 17. True.
 18. False. It was written quite late in the life of John.
 19. True.
 20. False.
 21. False. It deals with the verbal revelation of God now come in the flesh.
 22. True.
 23. False.
 24. True.
 25. False. Scripture does not give the reason, but it may well have been in order to gain privacy.
 26. False. He was compelled to go through Samaria because he had no prejudice against the Samaritans.
 27. False. He had to rest many times.
 28. True. As at the time of the Samaritan visit.
 29. False. They did return shortly after Pentecost.
 30. False.
 31. 3 1. False. He taught the true meaning of Sabbath day observance.
 32. True.
 33. False. It has to do with the first three Gospels and the relationship of the three to one another.
 34. False. Jesus discouraged such curiosity.
 35. False. He taught His disciples to be concerned.
 36. True.
 37. True.
 38. True.
 39. False. They doubted His claims through most of His public ministry, except for Mary.
 40. False. It came up again and again.
 41. True.
 42. False. They are omitted chiefly because there is not good manuscript evidence for their presence in the early documents.
 43. False. He spoke of His own witness many times.
 44. True.
 45. True.
 46. True.
 47. True.
 48. False. Nicodemus and Joseph, for two, did not hold the majority opinion concerning Jesus,
 49. True.
 50. True. Since he does not relate much that they have written.
 51. True. In the Old Testament.
 52. True.
 53. True.
 54. True. He found encouragement in these doctrines, pertaining to those who rejected Him.
 55. True.
 56. False.
 57. True.
 58. False. Some of these were held to be inspired, by certain early church leaders, but ultimately were rejected by the church.
 59. True.
 60. True.
 61. False.
 62. False. He was always amazed that Jesus loved even him.
 63. True.
 64. True.
 65. False. It is a term applicable to church leaders of the early centuries.
 66. False. It was a subject of great interest from the earliest times.
 67. False. Both deal with the expected fruit in the life of believers.
 68. False. He taught that it is essential in the life of the believer.
 69. True.
 70. True. Guided by His Word.
 71. False. Just the opposite, in the world.
 72. True.
 73. False, He said that there was yet much to teach them.
 74. True.
 75. False. The Roman Catholics have several Apocryphal books in their canon.
 76. True. It could have been prayed only by Jesus.
 77. True.
 78. False. He desired that His own see that glory about which he had taught them.
 79. False. Only for those whom the Father had given to Him.
 80. True.
 81. True.
 82. False. He prayed for a unity like that among the persons of the Trinity. A unity based on God.
 83. False. Textual criticism is concerned with the most accurate reading of the Scripture's manuscript.
 84. True.
 85. True.
 86. True.
 87. False. He does not deal with it at all.
 88. False. He only wished to end the trial as quickly as possible.
 89. False. They took it as an insult.
 90. True.
 91. False. Thomas, for one, was absent.
 92. False. It had to do with the type of lettering used on the manuscripts.
 93. False. Matthew does also.
 94. True.
 95. True. It should remind him of the coals of fire by which he warmed himself when denying Jesus three times.
 96. True.
 97. False. Jesus used two words, Peter only used one.
 98. True.
 99. False. He wanted to know about John, showing some jealousy.
 100. True.

Part Two:

We suggest that the latter part of the review be read by all members of the class at home. If time allows, some of its chief points may be brought out in class: Stress the importance of remembering these two key verses (Gen. 3:15; Eph. 1:4) as we continue our New Testament studies.