

# Rooted and Grounded

## A Guide for Spiritual Growth

Appropriate for upper level high school, college, or adult studies



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Teacher's Guide

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## ROOTED AND GROUNDED - A Guide for Spiritual Growth - Teacher's Guide

ISBN 978-1-930547-47-6, ISBN 978-1-930547-47-6

ISBN 978-1-930547-47-6



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Published by Deeper Roots Publications & Media

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Printed in the United States of America

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# What Others are Saying:

***Beth Anne Liebert,***

Homeschool Mom

I have used Howard and Bonnie's Deeper Roots materials for the last 5 years and have found them to be excellent. The material covered is very thought provoking and done in a way that really challenges each of us to grow in our walk with the Lord. I, myself, have grown from their lessons, and I have seen heart change in my children. I also appreciate their focus on missions and different people groups before each lesson. It's so important to remember that God is working to bring all people to Himself, not just those of us in America!

***Daniel Thomas,***

Calvary Christian School

Thank you for allowing me to review your Rooted and Grounded High School Bible material. I look forward to sharing it with our students. I am excited about the solid Biblical principles that are covered, the strong missions emphasis, and the depth of student involvement that is incorporated in each lesson.

***Lila Dean Bruckner, Ph.D.***

Education Consultant to PIONEERS

Rooted and Grounded is a needed addition to Bible study programs. Thought-provoking questions rather than questions that ask for one- or two-word answers lead the student to understand and apply each lesson to his/her own life. Memorization of significant Scripture passages and systematic careful review enhance the retention of truths studied. The length of lessons will encourage regularity in Bible study without overwhelming those seeking to make such study a daily habit. It provides the teacher with excellent support whether experienced or new at the task. This important program will fill a critical need for youth and adults alike.

I can envision that you will have many requests for permission to translate Rooted and Grounded in a number of other languages.

***Jeff Berg***

Co-Author, "The Debt-Free Church"

(Moody Press)

Rooted and Grounded is an excellent tool for deepening one's walk with the Lord. Through its unique synthesis of thoughtful Bible study, consistent prayer, careful journaling, scripture memorization, and global evangelism awareness, this engaging study program systematically leads growing believers into a deeper and more fulfilling relationship with God. I can't think of a church, missions organization, or other ministry that would not find this attractive and easy-to-follow curriculum to be a practical and encouraging tool for adult and young-adult Christian growth.

One-on-one discipleship, small-group Bible studies, Sunday School classes, and home care groups will all benefit greatly from Rooted and Grounded. It's an Experiencing God type of study for the new millennium!

## *Review by Cathy Duffy*

Written for a high school through adult level audience, this is a topical Bible study course that should take a full year. Topics cover selected areas of theology, relationship with God, and Christian living. Each week also includes a two-page introduction of an unreached people group accompanied by beautiful artwork by Julie Bosacker. This makes it easy to integrate prayer for each of these groups with regular lessons--sort of like incorporating the same ideas presented in the book *Operation World* into your studies and prayer life.

The study is non-denominationally Protestant. Introductions to each lesson, aside from the unreached peoples' information, are brief, so the focus is primarily upon Scripture itself. The student is directed to read directly from Scripture, then answer comprehension, analysis, and application questions. Frequently, lessons cross reference additional Scripture verses. Scripture verses are purposely not included in the student book so that students become more familiar with the Bible itself by looking up the verses. However, the teacher's guide does include an appendix with all the Scripture verses--46 pages worth! Memory verses are included along with a suggested review calendar for optimum retention. Student books are consumable, so you'll need one for each student.

The teacher's guide is quite useful. It includes all the student material, the Bible verses, sample lesson plans, teaching strategies, and notes/answers for questions students address in each lesson. Other features are weekly "prayer suggestions" relating to the lesson, weekly review "quizzes," and some wonderful illustrations.

In addition, there is a Test & Answer Keys booklet. The eight tests in the booklet include a mixture of short answer, vocabulary, matching, and essay questions.

This is serious Bible study that would ideally be used by parent and child(ren) together. Although the publisher suggests using it only with upper level high school students, I believe that many homeschoolers in ninth and tenth grades would have no trouble with either the level of presentation or the ideas.

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## About the Authors



Howard Lisech received a Bachelors of Science degree in Earth Science from Southwest Missouri State University. After serving as an officer in the Corps of Engineers, US Army, Howard accepted employment with Corning Glass Works as a process engineer. God drew the Lisech family into mission work with New Tribes Mission, and they served four years in Papua New Guinea. Howard served thirteen years with World Outreach Fellowship in Orlando as Director of the SPRINT short-term mission program until WOF merged with PIONEERS mission board in 1994. There he served 11 years as a graphic designer for PIONEERS specializing in communications, image selection, and desktop publishing. He continues to serve on the communications team in a part-time capacity. Howard is the publisher of all projects at Deeper Roots Publications.

Bonnie Lisech attended Southwest Missouri State University where she met Howard; they were married in 1963. In 1972, they began three years of missionary training including a year at New Tribes Bible Institute in Waukesha, Wisconsin. Four years after illness forced the family to return from Papua New Guinea, Bonnie taught Bible classes in a Christian school for several years. The Lord then led Bonnie and Howard to home school four of their five children for ten years and all four graduated from Circle Christian School, a well known home schooling organization in Orlando. Bonnie teaches adult womens Bible studies. She has served as the Womens Ministry Coordinator for PIONEERS in the past and continues to write quarterly encouragement letters to the missionary women of PIONEERS. Bonnie is the author of *Fruit that Remains* and coauthored: *Walk as He Walked*, *Abide in The Vine*, *Ripe for Harvest*, and *Coming Home, Coming Home AGAIN, Returning Home, Quiet Time for Busy People 1, 2, & 3* with her husband Howard. She also wrote two devotionals entitled *Encouragement for Home School Moms 1 & 2*. She continues to produce Bible studies and new Bible curriculum studies.



Jan Harris has a long and varied career in education. She received her Bachelors degree in Education and English from Southwest Missouri State University and a Masters degree in Education as a reading specialist from the University of Arizona. She has also done postgraduate work in the field of learning disabilities. In her 25-year teaching career, Jan has taught all grade levels. Jan has taught in both public and Christian schools, including the Master s College in California where she taught Teaching Reading in the Secondary Schools, and The Role of the Family in Missions. She has spent many years with New Tribes Mission, teaching in schools in Papua New Guinea, Colombia, and Brazil. During furloughs, she enjoyed home schooling four of her six children. Jan currently serves with New Tribes Mission where she is working on a team revising elementary Bible curriculum to make it more appropriate for Home and Christian Schools.

Jan, Howard, and Bonnie make up the writing team that coauthored the *Rooted and Grounded* High School Bible curriculum. They also wrote the Jr. High Bible curriculum comprised of *Discovering Our Amazing God*, *Discovering Who I Am In Christ*, *Discovering Christlike Habits*, and *Discovering Christlike Character*. These Jr. High studies are available in both Homeschool and Christian school editions.

Photos by Sherri Lisech Means



## Introduction



When I began home-schooling my teenagers five years ago, I could not find a Bible curriculum that met both the needs of my teens and my goals as a teacher. They needed to learn basic truths about walking with the Lord, so I wanted something that taught scripture in a practical down-to-earth manner. Yet, I also wanted something academic. I hoped they would take Bible class seriously and move beyond the facts of the Bible stories. Because I knew that my students were facing serious pressures and life issues in today's culture, I wanted plenty of scriptures for them to explore and questions for them to ponder—thought provoking questions that required them to engage scripture and see its relevancy for their lives today. I wanted a memorization program, a workbook format, and—while I was dreaming—an emphasis on world evangelization and missions.

“I think you will find this curriculum practical and user friendly.”

That was the year I started imploring my friend Bonnie Lisech to write such a curriculum. Bonnie and her husband had previously written three devotional books that actually fit several of my criteria. I used them for my oldest daughter's 11th grade Bible class, and they were very helpful to her. I persisted in encouraging Bonnie. Finally, she agreed that if her husband, Howard, and I would help, she would undertake the task. Three years later, *here it is at last!*

I think you will find this curriculum practical and user friendly. Lessons on basic aspects of Christianity such as God's love, faith, prayer, and humility will challenge your student to think seriously about both the blessings and the responsibilities of the Christian life.

I've taught for 25 years in public and private school, and I believe the writing assignments, reviews, and tests give this curriculum academic excellence and make your job as a teacher much easier. In addition, they provide repetition and application of ideas and concepts to help your students retain the important principles they are learning. The Memory Challenges are tied to the lessons, yet they also provide *words to live by*.

Even the *icing* is on the cake. The curriculum introduces a new unreached people group with each lesson and encourages daily emphasis on world missions through prayer. It introduces your student to different beliefs, traditions, and customs of some of the unreached people groups of our world. Several lessons include

...balanced, helpful, and challenging...

questions and discussions on world evangelization as an integral part of the lesson.

In short, I think we have produced the balanced, helpful, and challenging Bible curriculum of my dreams. We believe you will find it to be refreshing and practical, and we hope that it fulfills your dreams as well.

Janice L. Harris

Teacher and coauthor of *Rooted and Grounded, A Guide for Spiritual Growth*



## A Few Words For The Teacher

Please think of the *Teacher's Notes* as a guide not a strait jacket. We realize that every student is different, and you must adapt any curriculum to the specific needs of your student. We have tried to plan a reasonable amount of work for each day, but if some days are too long for your student, you should rearrange the days in that lesson. The lessons are not planned to end in one week—some lessons may require less than a week, some may require more. If you cannot finish all these lessons in one year, that is not a problem. If you find your student needs more time for the writing assignments, then allow that time. It is more important that they learn the life principles and concepts than it is that they finish the book.

You will find that some days will require more of your time as a teacher. Especially during the first few weeks as your student is learning some foundational truths and adjusting to a new curriculum, you need to invest time to get him or her off to a good start. Later, your student will be accustomed to this system and will not need as much help. We believe that Bible is the most important thing you teach since it provides a clear and basic foundation for all believers to live by. It is worth your time as a teacher to invest in the fabric of your student's life.

It is important that you read through the teacher's notes for each lesson before you begin to teach it.

Often you will find something that you need to teach, share examples of, or discuss prior to your student beginning the workbook assignment.

We strongly encourage you always to be available to help your student understand scripture as needed. On the other hand, you do want to avoid giving the student the answers. You may need to define words, give additional examples, or ask more questions to enable him or her to discover the answer. The answers they *discover* will become their own.

For your convenience, we have included, in the back of this book, a copy of the scripture verses used in each lesson. We have not included the verses in the student's workbook as we believe that looking up the verses will help them become more comfortable and familiar with God's Word.

You may find a lot of repetition in these lessons. Please resist the temptation to omit something because it seems repetitive. Repetition is a necessary part of learning.

As we hope the student will apply the scripture personally, some questions ask for information that they may not wish to share with you as a parent/teacher. It is important for them to write the application answers, but you should respect their privacy and not insist on reading those answers.

See page XVII for sample lesson plans.

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## Introduction to “Prayer Reminders” for Unreached Peoples

Each believer has the privilege and the opportunity to be involved in spreading God's Word throughout the world. These lessons provide a unique opportunity to involve your student in world evangelization through prayer. At the beginning of each lesson you will find a Prayer Reminder for an unreached people group. The sketch and the “people profile” will aid your student to learn about and to pray for people with different customs and cultures. Take time to read about and discuss together the people group pictured. Use a map to locate the homeland of each group. Each day, as you begin Bible class, join your student in prayer for the evangelization of this people group. At the end of the lesson, ask your student to share a thought or some new concept about the featured people group or about that group's religious beliefs.

### What is “UNREACHED” anyhow?

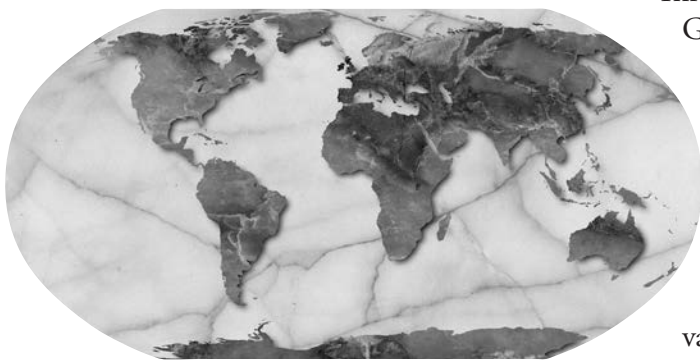
When we say unreached people, we're using the word “people” to represent a collection of individuals who are linked together by common language, culture, or ethnicity. People in this context does not refer to a plural form of person, but rather a group, a people.

We like to think about mission efforts being directed toward people groups, rather than individuals, because God seems to consider such groups as the functional target of His grace and the functional source of His praise (Genesis 12:3, Matthew 28:18, Psalm 67).

From “*The Good Report*” Summer 1999 - CALEB PROJECT. Used by permission.

It is easy to live our lives completely insulated from the realities of people who have never heard the gospel. We desire to assist you in opening your student's eyes and heart to a broader world and in involving him or her in partnership with God to see Christ proclaimed to all nations.

Remember, specific prayer based on accurate, current information, is a powerful practice. Many of these people groups have been in spiritual bondage for centuries, and our prayers are important in seeing the Gospel penetrate each culture. On the unreached people group profile pages, we have included expanded information and prayer suggestions to help you and your student focus your prayer. (We have also included some suggested web links for further research.) Remind your student that God's heart is for *all* mankind, not just for those in our own culture.



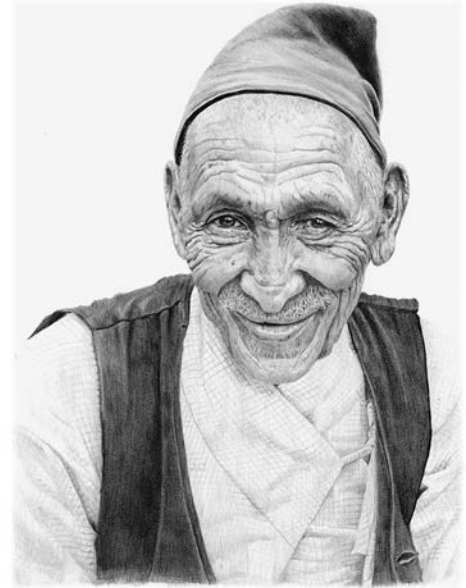
Throughout this curriculum, we have tried to emphasize God's desire that the Gospel be preached to *every tongue and tribe and nation* (Rev. 5:9). Watch for opportunities in each lesson to teach your student *why* they should be involved in world evangelization, and *how* they can be involved.

We trust that as your student learns about and prays for peoples with different customs and values, he or she will realize that they are becoming involved in an extremely important process. God

shows in Rev. 5:9 that He desires some from *every tribe, and language, and people, and nation* be included in the body of Christ, and He has given each believer the privilege of *being involved* in His great commission. *Matt. 28:18-19*

## Speaking of the Artwork!

The sketches at the beginning of each lesson are by Julie Bosacker, a talented artist who specializes in life-like pencil sketches of unreached people groups. Our special thanks to Julie for allowing us to be encouraged, informed, and challenged by her art work that captures the essence of ethnic diversity in her beautiful graphite drawings. These images remind us that some people still live beyond easy access to the Gospel. Julie and her husband, Steve, served as missionaries and currently reside in Minnesota. Their prayer is that these renderings will encourage prayer for unreached peoples. If you would like signed, limited edition prints of some of her work, please see the order form at the end of this book.



The sketches featured in each lesson are by Mary Ann Beckett, our dear friend and co-laborer. Mary Ann graduated from the Ringling School of Art in Sarasota, Florida, with a Bachelor of Fine Arts. She and her husband Bob serve on their church's missions committee and both have a heart for unreached people. Mary Ann home schooled her youngest daughter for her last three years of high school, so she is excited to be a part of this project. Our special thanks to Mary Ann for helping us illustrate and improve each lesson.

## Memory Challenges

The Memory Challenges consist of one to three verses for each lesson. You should feel free to tailor the amount of memorization to fit your particular student. We strongly believe in and encourage the memorization of scripture. *I have hidden your word in my heart that I might not sin against you* (Psa. 119:11 NIV). The teen years are an excellent time in which to memorize scripture.

Further, we encourage you to make the Memory Challenges cumulative—that is, continue to review all the verses learned each Friday and to quiz on all the verses at least once each month for an entire quarter. For an effective review system, see page XVI.

You may test verses orally or by writing. As you accumulate several verses, it is easier on both student and teacher to test orally. If you test by writing, avoid marking off points for minor punctuation errors. The goal is clear and practical understanding of the verse(s).

There are many methods you might use to vary the review of verses. See page XVI for some suggestions.

## Review Pages

### Objectives

The goals of the reviews are:

- (1) To motivate the student to review the material.
- (2) To challenge the student to think more deeply about the main issues of the lesson.
- (3) To pull together many of the things he/she is learning.
- (4) To help the student appropriate scriptural principles.

The reviews may be used as regular quizzes, as open book quizzes, or as a daily homework assignment. Whichever approach you take, we encourage you—do *not* omit the reviews. They are very important in enabling the student to understand the relationships between the different truths being taught.

Because our goal is to help the student integrate the scripture into their lives, we have tried to ask questions that require the student to apply the verses from the Memory Challenges. Therefore, we have not asked the student to write or recite the memory verse on every review; however, you should feel free to do that.

### Questions

Many of the questions in this book—in the lessons, reviews, or tests—have more than one possible answer. Remember that answers will vary and use your discretion in grading. We have tried to give some ideas of possible answers, but your student should be encouraged for original, biblical thinking. Look for ways to be gracious and encouraging when grading the lessons.

## Writing Opportunities

We have included writing opportunities in several lessons because we believe writing about a subject helps to cement it in a student's mind. Also, writing requires synthesis and integration of ideas. Thinking about the Bible lessons at this deep level will assist your student in understanding and applying God's truth.

The goals of the writing assignments are discussed in the Teacher's Notes on page 6. Always be sure to discuss the Writing Opportunity thoroughly with the student as you make the assignment. When you have graded the writing, discuss it again. Point out what the student has understood or supported with scripture correctly. If they are weak in understanding any points, take time to reteach. Make suggestions for how they can do better on the next writing assignment. Always keep in mind your primary focus is teaching— not evaluating.

The writing standards below are included in the *student text* on page 6 so that you can go over each point with your student when you give the first writing assignment. Be sure the student understands these standards. As you go over the paragraphs, show them where they have succeeded in meeting these standards. Give them specific correct examples in areas where they are weak. If you are also grading on spelling, grammar, organization, etc., be sure your student understands these standards as well. (I often give two grades for a paper—one for the subject matter area and one for English. I feel this helps the student realize the connection between English and other subjects.)

## Writing Standards

1. Is your application of the scriptures clearly stated and personal, or is it vague and impersonal?
2. Is your application realistic (believable and possible)?
3. Did you choose scriptures which are appropriate (suitable) to the topic?
4. Do the scripture references you gave support your ideas?
5. Your teacher may also choose to grade your paper on organization, mechanics, sentence structure, and vocabulary.

## Testing

Remember the two major purposes of tests:

- (1) To motivate the student to review.
- (2) To make sure you are teaching what you think you are teaching.

Because of these two purposes, you should look at the test when you reach the end of the unit. Use a day to review the things that you know are going to be on the test. Don't let this be a crutch—the student should also choose things to review, but you can gently guide them to be sure that the review includes the facts and ideas that will appear on the test.

The questions in the tests are taken primarily from the reviews (some are taken directly from the lessons); however, the questions may be worded differently. When scoring the tests, allow one point for each blank, one point for each reference asked for, etc., unless otherwise stated. For example, if the student is required to write an entire verse, the test may show a value of five points for that particular question.

Some students do not perform well on essay questions. You should feel free to have your student give you the answers orally rather than in a written format. However, if you choose to allow oral answers, be sure the student spends some time considering each answer and organizing thoughts before beginning the exam. Another option is to allow the student to write the answers on the computer rather than by hand.



## Journaling

We suggest that you encourage your student to **Journal**. Journaling—writing thoughts, meditations, prayers, or truths we have just discovered—is a highly effective way to reinforce what God is teaching. You may want to add journaling to the classwork on any day that you have extra time. Journaling helps us to think about our life and what God is doing. Many times our lives are like “tumbleweeds” just rolling around, blown from one thing to another by life’s pressures. We sometimes give little thought to what we are experiencing and what God is revealing to us about Himself, His eternal purposes, His plans, and His will for us.

**Journaling is *collecting our memories as reminders of our own struggles and joys and God’s faithfulness and power.***

David probably kept a journal, which we read today in the book of Psalms. He wrote, *Remember the wonders he has done, his miracles, and the judgments he pronounced* (Psa. 105:5 NIV). David recorded great times of joy and praise, as well as deep despair and depression; times of defeat as well as deliverance. We are blessed when we read these records of his spiritual journey. David wrote in Psa. 143:5, *I remember the days of long ago; I meditate on all your works and consider what your hands have done.*

There are many ways to keep a journal. Don’t get caught thinking that you have to write many words. A few words can, at times, express your thoughts adequately. Consider these ways to journal:

- Record personal thoughts, perspectives, and experiences.
- Journal deep thoughts or insights you gain from scripture.
- Write a personal letter to God.
- Write a prayer to God expressing praise, thanksgiving, concerns, requests, and gratitude for answered prayer.
- Record poems or songs.
- Write or paraphrase a passage from scripture that becomes meaningful to you.

*“Most of us read too much and reflect too little.”*  
Howard Hendricks

*As I journaled in Bible study, I found it most helpful to choose a favorite verse from the lesson, meditate on it, and then write a short prayer to God. My prayers included things I learned from the lesson and praise to God.*

*Journaling helped to solidify in my mind the spiritual truths from the lessons. It also gave me a record of my thoughts and feelings after each one. On occasion, I reread some of my journal pages, and I am reminded of the truths I learned, comments I made, and answers to my prayers.*

*Keeping a journal can sound intimidating, but the benefits far outweigh any inconvenience it may require. To look back and read an entry written, either during a spiritual victory or a spiritual trial, is an experience that always strengthens and encourages me.*

*Those day-by-day moments of learning as I walk with Jesus are too precious to be left unrecorded and forgotten. Joanna H.*

*Journaling is a way to come before my God with triumph and heartache; sorrow and blessing. It is a place of praise or tears, worship, and petition. It is a way to be honest before my God. Terry C.*

*I have found journaling of great importance in continually drawing my focus back to the character of God. I write letters to God and prayers about times of confession and forgiveness. I use journaling to give my burdens to Him. I write verses that remind me of His faithfulness. Linda F.*



## Suggestions for Memory Challenge Reviews

1. Write out the verse omitting some words or phrases to be filled in by the student.
2. Take turns saying the verse phrase by phrase with the student.
3. Make up a tune and sing the verse. (Many verses have already been set to tunes. Look for a collection of those in your Bible bookstore.)
4. Write all the phrases in the verse on slips of paper and have your student arrange them in the correct order.
5. Have the student write the verse in phrases, then underline the beginning word—or the most important word—of each phrase.
6. Color often helps hold a student's attention. Provide color markers for the student to use to write the verse.
7. Have the student draw pictures in place of some of the words. Then read the verse using the pictures as reminders.
8. Use a computer, hand held device, or tape recorder to record each verse and listen to it repeatedly. Once it is familiar, stop the device, have the student say the next line, check accuracy by playing that line, etc.
9. Make up actions to go with the verse or with individual words in the verse.
10. Write the verse on a note card and post it where the student will see it frequently—on the bathroom mirror, on the front of the refrigerator, beside the bed, etc.
11. The most effective review for *long term memory* that I have found is a systematic review often used by language learners. Have your student review the verses on the first, second, fourth, and eighth day after you first test your student on them. (If you want to avoid weekend reviews, you can allow fewer days between reviews as needed. However, if you test on Friday, it is very important that the student review on Saturday and Sunday.) After that, review every Friday for one month, then every other Friday for the remainder of the semester. It is easy to keep track of review days by using a calendar like the sample one below. I have used this system for Spanish class, English vocabulary words, and memory verses, and it has always been very successful.

1	2	3	4	5	6 Test MC #1	7 Review MC #1
8 Review MC #1	9	10 Review MC #1	11	12	13 Review MC #1	14
15	16	17	18	19	20 Review MC #1	21
22	23	24	25	26	27 Review MC #1	28
29	30	31				

## Sample Lesson Plans

### Day 1—Lesson 1

1. Introduce the Prayer Reminder for unreached peoples. Read and discuss the information on page 1. Locate the homeland of the people on a map. Ask the student for specific prayer requests for these people. You may also consider using the prayer suggestions under “Pray For” on page 1. Spend some time praying for the people group.

2. Introduce the new lesson.

- Read the title, the scripture at the beginning of the lesson, and the Memory Challenge.
- Ask the student to predict what this lesson may cover.\* Ask questions about the meaning of the scripture verses. (Remember these are just preliminary questions to get the student to think. Don't frustrate the student by expecting him or her to know things you haven't yet taught.)

Example: What do you think praise means? Restate the Memory Challenge in your own words.

- Discuss *purpose* (use questions like the following):

What is the purpose of a compass?

What is the purpose of math class?

Do you have a purpose? What is it? (Your student may say things like, “To get through the day,” “to make the soccer team,” etc.)

Do you have a purpose for your life—a life goal?

- Read the introduction.

Have you ever felt like the ship described here?

God has a purpose for *you!* What do you think it is?

- After you have discussed these questions, explain that in this lesson we will discover God's purpose for His children.

\*This is a good teaching technique to create interest and to help you discover where your student is in his or her thinking.

## Rooted and Grounded—Teacher's Guide

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3. Read together the scripture in Question #1.

- Tell the student that these verses are a part of a song of celebration that David wrote.
- Direct the student to write the answers to Questions #1a and #1b.
- When the student has finished writing, discuss the answers. (Remember, some questions have several possible correct answers.)

4. Assign the remainder of Lesson #1 as homework. (Be sure to read over the teacher's notes *before* you make this assignment as there may be special instructions for some questions.)

### Day 2

Note: If desired, you can use this particular order each day.

1. Pray for the unreached people group.
2. Drill Memory Challenge. (See page XVI for suggestions for varied drill. As the weeks pass, you will want to use a Memory Challenge Calendar like the one on page XVI and review selected verses each day.)
3. Review yesterday's lesson—the importance of having a purpose for our lives.
4. Go over the questions assigned yesterday.

The time spent going over the assigned questions is **valuable teaching time**. Use the teacher's notes and your own experience to discuss each answer. The answers do not need to be graded; they do need to be corrected or expanded as you discuss them. Use grace and be as accepting as possible of your student's answers. Try to *lead* them to the correct answers rather than just dictating corrections.

5. Ask your student to summarize the main point of today's lesson. It is good to do something like this every day, although you might want to vary the method: have the student write the summary, tell you orally, explain the main point to a younger person, write it as a newspaper headline, draw a diagram or cartoon, etc. Be creative. The point is to get the student to think back over the lesson and review the main concepts.

6. Read Question #8 and the scripture passage for Day 2. You can read to your student, or let them read to you, or take turns reading. Check for understanding by asking a few questions as you read. Watch for vocabulary that you might need to define or clarify.

7. Assign Questions #8 through #13 as homework. Be sure to take time to read "The Doctrine of Sanctification," so you will be prepared to answer your student's questions tomorrow.

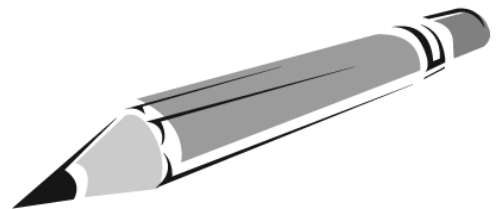
Note: This is an unusual lesson in that it contains a fairly lengthy reading assignment. If your student is a poor reader, you will want to read together "The Doctrine of Sanctification." (See Question #10.)

## Day 3

1. Pray as you did yesterday, and drill the memory work.
2. As a review, ask, “What is God’s purpose statement for your life?” “What is the difference in “being” and “doing”?”
3. Go over the questions assigned for homework as you did yesterday. This *first lesson* is foundational to all the others; therefore, it is extremely important that your student understand “The Doctrine of Sanctification.” Be sure to share the analogy in the teacher’s notes for Question #11. If your student is struggling with these concepts, you might draw some pictures to show the three different time periods of sanctification. Be sure to refer often to the scriptures given, as it is God’s Word that the Holy Spirit uses to open our understanding.
4. Assign the questions for Day 3 as homework.

## Day 4

1. Pray for the unreached people group, and drill memory work.
2. For review ask the student to name and describe the three aspects of sanctification. Give hints and clues as needed to help your student succeed at this task.
3. Discuss homework as before. Remember that some questions ask for opinions or have several possible answers.
4. Together read the material for Day 4. Discuss each paragraph as you read. Because this is the first writing assignment, you will need to spend some time going over the writing standards with the student. Be sure your student understands exactly how the work is going to be graded. We suggest that even though you should grade this first assignment for your student’s information, you might not want to record the grade. Your student may need some time to learn how to support ideas and opinions with scripture.
5. Assign the “Writing Opportunity.” Allow one or two days for each writing assignment based on the length of the assignment and the writing ability of your student.



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## Day 5

1. Pray for the country in which the people group is located, and drill memory work.
2. Collect the student's paragraphs.
3. Complete the review page:

You may handle the review pages in several different ways.

(a) You may use the review page as a quiz. If you choose this option, assign your student to study and prepare for a quiz on Day 6. You should preview the review page and guide your student as to what they should study. Remind the student that the Memory Challenge will be included either as a written or oral test. (As the weeks progress, remind the student that they are responsible to know each memory verse studied to that point.) We recommend this option, as studying for a quiz will motivate the student to review and help them retain this important material.

(b) You may assign the review page as open book homework.

(c) You may assign the review page as homework *without* using the text book, but allowing use of the Bible.

## Day 6

1. Pray as before.
2. Return and discuss the writing assignment.
3. Give the quiz. Include writing or recitation of the Memory Challenge.
4. Use the homework time on this day for journaling or give a homework free day. You need to post the Memory Challenge on the review calendar. You can add review of these verses at the beginning of the day on which they are noted, or you can assign that review as homework on the appropriate day. Begin the next lesson tomorrow.

## Prayer Reminder

Country: IRAQ

People Group: KURDS

*Since the fall of man, people have been displaced from their homes for one reason or another. Jesus himself was a refugee when his parents fled to Egypt to protect him.*

*Today there are more than 16 million people who have fled their homes because of war, famine, persecution, or disaster. Sometimes refugees pass while fleeing to each others' countries. Refugees may settle in new homes thousands of miles distant, or stay in a squalid camp within eyesight of their former homes. All have one thing in common: they need the ministry of Christ.*

The Kurds have lived in Kurdistan— an area that today is part of Iran, Iraq, Turkey, Syria, and Armenia—for thousands of years. They are a people without a nation, without control over their lives, and in many instances, without a place to call home.

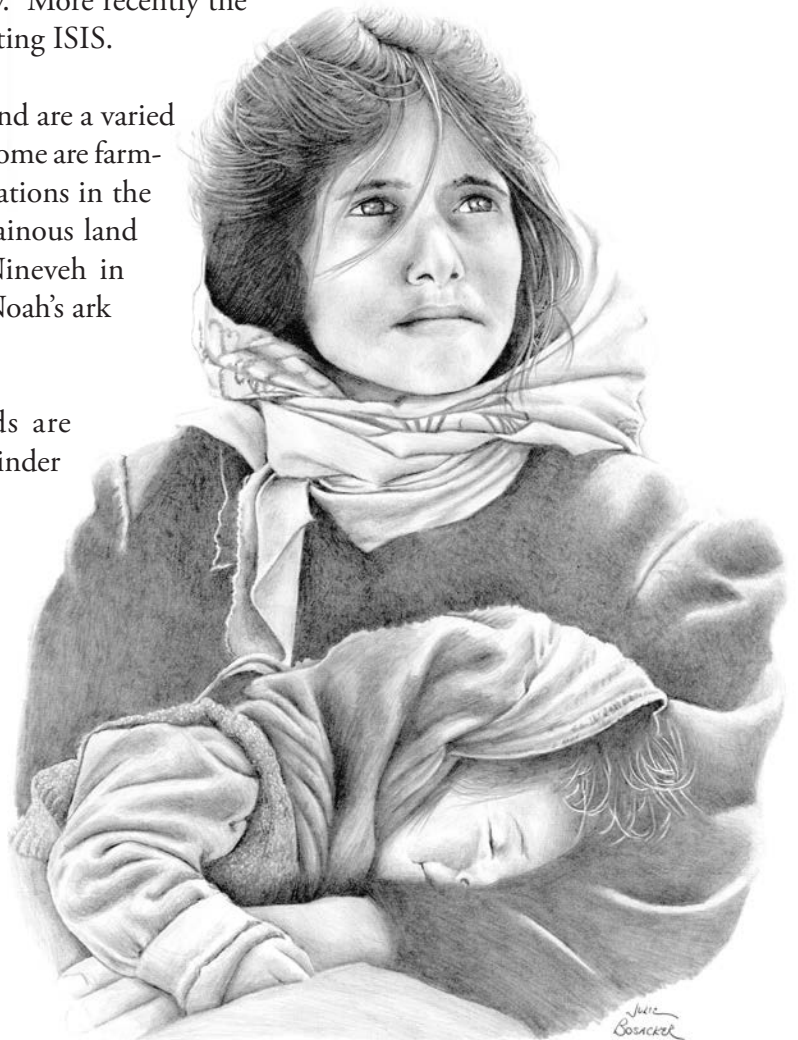
The Kurds have long sought independence, but they have paid heavily for their efforts. In 1988, Saddam Hussein avenged Kurdish support of Iran in the Iraq-Iran war by gassing towns and destroying villages within Iraq, killing thousands. After the Gulf war, Kurds rose up against Iraqi rule but many died and hundreds of thousands fled into Iran and Turkey. More recently the Kurdish military forces have been fighting ISIS.

The Kurds number about 20 million and are a varied people. Many are nomadic herdsmen; some are farmers; some engage in a variety of occupations in the cities. Kurdistan is a beautiful mountainous land which includes the biblical city of Nineveh in the south, and Mount Ararat, where Noah's ark rested, in the north.

About two-thirds of Turkey's Kurds are thought to be Sunni Muslim. The remainder are Alevi Muslims.

### Pray For:

- *The Syriac Evangelical Church, one of the few groups known to be working among the Kurdish people.*
- *Literacy training, effective translation and distribution of the Bible.*





## Where in the World is Kurdistan?



The Kurds are an ethnic group who have historically inhabited the mountainous areas to the south of the Caucasus, a geographical area collectively referred to as Kurdistan.

Some of the ties that bind Kurds are their common culture and history, expressed in Kurdish

folklore and songs exalting heroism and self-sacrifice. Kurds are believed to be descendants of the Medes, mentioned throughout the Old Testament and in Acts.



“The Kurds have no friends,” is a Kurdish proverb stemming

from centuries of oppression which continues to this day. Kurdish guerrillas call themselves peshmerga, “those who face death,” and many have died in attempts to establish an independent homeland. The term “Kurd” was a generic one used to denote nomads, and non-Arabs in particular. In Kurdish, the term “Kurd” means “warrior” or “ferocious fighter.” By the time of the Islamic conquest of the northern Middle East in the 7th century CE, the name “Kurd” was already being used to designate the population of Western Iranians in the Zagros Mountains. They have lived in the mountainous region of “Kurdistan” for over 2500 years. They are a warm, hospitable and generous tribal people who struggle for cultural freedom and political independence. Kurds are distinct from the Arabs, Turks, and Persians (Iranians) of their region, but are ethnically and linguistically closest to Persians.

There are 25-29 million Kurds worldwide, the majority of whom have never heard the Gospel. Due to recent political unrest many Kurds have moved into larger cities of western Turkey, Europe and North America where Christian witness is possible.



## Discover More @:

<http://www.youtube.com/watch?v=9VkiOeaEeE8>  
<http://www.youtube.com/watch?v=CM59JfgvVv4&feature=related>  
<http://en.wikipedia.org/wiki/Kurdistan>  
<http://users.htcomp.net/kishwork/projflyer/Kurdbrochure.pdf>  
<http://www.bing.com/images/search?q=People+of+Kurdish>  
<http://prayercast.com/turkey> (General info for this region of the world)

Ask your student(s):

Kurdistan is located in what five countries?



## WALK AS JESUS WALKED

### Lesson 2

1 John 2:6 *He that saith he abideth in him ought himself also so to walk, even as he walked.* KJV

The Greek meaning for the word *abide* is “to continue near or to remain beside.” We could paraphrase this verse: “If you say that you continue near (or remain beside) Christ, you should walk as



He walked. The NIV translation for 1 John 2:6 reads: *Whoever claims to live in him must walk as Jesus did.* Christ is to be our role model. We see this teaching in 1 Peter 2:21: *For even here unto were ye called: because Christ also suffered for us, leaving us an example, that ye should follow his steps.*

When we walk, we can take only one step at a time, one moment at a time. Scripture commands that we continue near (or remain beside) Christ step by step, moment by moment, in our lives. Study the verses below to understand the example that Christ left us.

1. Read 1 John 1:5-9. According to these verses, what is true of God?
  - (a) Describe what it was like for you in the dark.
  - (b) How did you feel when you returned to a light place?
3. John says, “God is light.”
  - (a) What do you think *light* means in this passage?
  - (b) What do you think *darkness* means?
4. In this passage, light refers to God’s perfection or holiness. God is without sin. Darkness refers to sin—that which is evil and ungodly.
  - (a) Reread verse 6. What does it mean to walk in darkness?
  - (b) If we are walking in sin, what privilege is no longer ours?

### Teacher's Notes

Memory Challenge  
1 John 1:7-9

In scripture, *to walk* means to order our life; it refers to our entire way of life and conduct. Walking as Jesus walked means that we choose to order our way of life and conduct just as Jesus did—in complete obedience to the Father. Remember that Jesus was obedient not only in His actions, but also in His attitudes.

Believers must live in Him (1 John 3:24). That is, we must continually remember that the Holy Spirit united us with Christ at the time of salvation. Our obedience to God’s commands is evidence that we are abiding in Him.

1. God is light.
3. (a) *Light* describes the moral character of God. He is perfectly pure and holy. Holiness is a characteristic of the Kingdom of Light. God lives and reigns in holiness.  
(b) *Darkness* represents that which is unholy and evil; it is characteristic of the world and Satan.
4. (a) “To walk in darkness” means to order our lives to accommodate sin, i.e., to hold on to sinful habits, to choose sin in any given moment. Some may claim to have fellowship with God, but their lives neither contain nor reflect the purity and holiness that is characteristic of walking in the light.  
(b) We are not walking in the light. There are no shades of spiritual darkness, no gray areas. Spiritual darkness is total darkness. Spiritual light has no variances. In each moment, we either walk in sin or we walk in obedience to God. Darkness will never really satisfy, and its future is loss and destruction.

5. Reread 1 John 1:7.

- (a) What does it mean to “walk in the light”?
- (b) Who are the “one anothers” with whom we have fellowship? (Read 1 John 1:3 to answer this question.)

6. Fellowship means *to have in common*. Reread verse 7 and the definitions you wrote for Question #3.

(a) If we walk in the light, what do we *have in common* with God?

(b) Using the verses you have read, in your own words, share what makes fellowship possible.

Day 2

7. Read 2 Peter 1:4.

- (a) In what may a believer participate?
- (b) Why is this privilege given to us?

8. Read 1 John 1:8.

- (a) How does the dictionary define the word *deceive*?
- (b) Are we able to walk perfectly as Christ walked (that is, never sinning)? Why not?

9. Read 1 John 1:9.

- (a) What does John say we need to do *moment by moment* in our lives when we recognize we are walking in sin?
- (b) Reread 1 John 1:9. Write what you think *confession* means.

## Teacher's Notes

5. (a) Walking in the light means ordering our lives in obedience to God—choosing obedience in each moment, developing holy habits. At the time of salvation, the blood of Jesus Christ, the perfect sacrifice, made fellowship with God possible.

(b) Fellowship makes a progressive, ever-deepening relationship with God possible for the believer. Walking in the light also makes true fellowship with other believers possible.

6. (a) Holiness

(b) If we are holy (walking in the light) then we have fellowship with God. The word *fellowship* means “to have in common.” As sinners, we have nothing in common with God (Hab. 1:13). However, because the Holy Spirit now lives in us, it is possible for us to walk in light and have purity and holiness in common with God. Our choice to obey God is the basis for fellowship with Him.

7. (a) *You may participate in the divine nature and escape the corruption in the world caused by evil desires.*

(b) It is given so that we can be holy and have fellowship with God.

8. (a) The dictionary definition for the word *deceive* is “to make (a person) believe as true something that is false; to mislead.”

(b) No. Even believers sin. Holiness is a progressive (on-going) work of the Holy Spirit throughout our earthly lives. (Read 1 John 3:2-3.) The last phrase of verse 8 means that a deceived believer does not have the truth of God’s Word operating in his/her life.

9. We need to confess our sin.

10. Confession means that we agree with God about our sin. That is, we say, “Yes, God, I was jealous (or selfish, or proud, or whatever), and that was sin.”

(a) Have you ever “confessed” in this way?

(b) Why do you think God wants us to confess in a specific way?

11. 1 John 1:9 also contains a wonderful promise.

(a) What does God say happens to our sin when we confess?

(b) Why can we depend on this?

## Day 3

12. Review aloud the definition of *confession* in Question #10.

(a) As we confess sin, on a moment-by-moment basis, how much sin does God cleanse?

(b) What does this mean to you? (Be specific.)

13. If sin breaks our fellowship with God, what restores it?

It is important to remember that we cannot confess merely with our words. God sees what is in our hearts. We must genuinely agree with Him and acknowledge our sin(s) with a contrite attitude. Then He restores us to fellowship.

14. If there is no sin or darkness (because all of it has been cleansed due to confession), then how are you “walking” in that moment? Explain. (If needed, refer again to the definitions in Question #3.)

## Teacher's Notes

10. Non-specific confession lets us treat our sin lightly. “I’m sorry I was so bad” is not a serious treatment of sin. When we have to put a name like jealousy or dishonesty to our sin, we see the sin more clearly. We are also more reluctant to return to that sin.

11. (a) As we confess the sin that the Holy Spirit has revealed, we are forgiven for all our sin.

(b) Because we can always depend on the promises in God’s Word, we can trust that *He is faithful and just and will forgive us our sins and purify us from all unrighteousness.*

12. God cleanses us from *all unrighteousness* (1 John 1:9).

13. Confession restores our fellowship with God and frees the believer to enjoy the Lord with a clear conscience. Agreeing with God and acknowledging our sins are not functions of our lips alone but must come from a contrite heart.

14. Because *all* sin is forgiven, the believer has a *clean slate*; we can experience a new beginning each time we sincerely confess our sin. Immediately after confession, we once again begin walking in purity and holiness.

15. Read 1 Peter 1:14-16.

(a) What are believers commanded to be?

(b) In what circumstance does verse 15 indicate this commandment applies?

(c) How is this possible?

16. Write the memory verses for this week. Underline what God promises to do.

17. We do not have to search and grope for sins to confess in the past or in the present. The Holy Spirit is faithful to open our eyes to our sin and its darkness. It is up to believers to choose to walk in the light by obeying God and confessing any sin that interrupts the light. Read 1 Cor. 1:8-9.

(a) What does God promise to do for believers?

(b) Why can God be trusted to do what he has promised?

## Day 4

18. Read Luke 15:11-23 in two different translations. Answer each question with a short paragraph.

(a) What is the son's eventual solution for restoring fellowship with his father?

(b) Describe in detail what the father did when the son returned home.

(c) Contrast the father's attitudes and actions with the son's.

## Teacher's Notes

15 (a) Walking as Christ walked (in the light—in holiness).

(b) It applies in everything we are and in everything we do. (Refer to Lesson #1, Question #2.)

(c) Walking as Christ walked is possible through choosing obedience moment by moment. In a moment, the believer can sin, interrupting fellowship with Christ. When fellowship is broken, confession is needed to restore fellowship with Christ.

17. (a) *He will keep you strong to the end, so that you will be blameless on the day of our Lord Jesus Christ.*

(b) *Jesus Christ our Lord is faithful.*

18. (a) The son realizes that he would be better off as a servant in his father's house. He chooses to go to his father to say, "I have sinned," and to ask for acceptance not as a son but as a servant.

(b) The father ran to the son, embraced him and kissed him, gave him the "best" robe, a ring and shoes, commanded the killing of a fattened calf, gave a party to celebrate his return, and rejoiced with all his friends.

(c) The son began with a haughty and selfish attitude. His actions showed that he was concerned only with himself and his own pleasure. Finally, however, his attitude turned to one of humility, and he was able to seek forgiveness. Notice his confession. He did not say, "I'm sorry." Rather he said, "I have sinned." This shows a true humility.

The father always had an attitude of love. Demonstrations of his love include unselfishness in parting with the inheritance, patience as he waited for his son to learn humility, kindness on his son's return, and forgiveness for his son.



(d) What do you learn about God from this story?

(e) What do you learn about man?

19. How does this knowledge about God's attitude toward a repentant sinner affect your life? (Be specific.)

20. Since the Spirit leads us, we must follow and keep in step with Him. According to Gal. 5:22-23, 25, what Christlike qualities are evident in you as you walk with Christ?

(a) Is the fruit of the Spirit characteristic of your moment-by-moment heart attitudes and actions?

(b) What does the *lack* of the "fruit" of the Spirit indicate? Note: The *fruit* is always referred to in the singular, as it represents Christ's character qualities.

(c) Finish the following sentence by writing one aspect of the fruit of the Spirit in each blank. (Example: The lack of *love* is sin.) Your student will have nine sentences counting the example.

The lack of \_\_\_\_\_ is sin.

(d) Write the commands from Eph. 5:1 and Eph. 5:8.

## Prayer Suggestions:

Praise God for the privilege of walking in the light. Thank God for providing such a gracious and simple way to deal with our sin moment by moment. Ask God to help you be especially sensitive to His Holy Spirit, that you will be responsive when He reveals areas of sin in your life. Thank God for His instant forgiveness and total cleansing (1 John 1:9). Praise God for instantly restoring your fellowship with Him.



## Teacher's Notes

(d) From this story it is possible to learn that God the Father has the attitude of love that we see in this earthly father. Encourage your student to write more than, "God loves us." You can use the 13th chapter of 1 Corinthians as a discussion of some of the aspects of God's love for us! It is also important to be sure your student understands the Father's heart of forgiveness—instant forgiveness upon confession.

20. The fruit of the Spirit. Love, joy, peace, patience, kindness, goodness, faith, gentleness and self-control.

(b) Sin is present. The lack of any fruit is an indication that fellowship with Christ is broken at that moment.

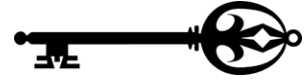
(d) Be imitators of God... Live as children of light.

### Teacher's visual demonstration of walking in the light:

Take a candle into a darkened room. Light the candle and turn off all lighting. Allow your student to hold the candle. Explain that in Jesus' time they only had a small oil lamp to give light in the darkness, thus, their lamp only provided enough light for the next step. Ask the student holding the candle how far they can see ahead of them. Explain that as we walk as Jesus walked, in the light, obedience can be achieved step by step, moment by moment. Blow out the candle, and explain that when we sin, we are left in darkness, but when we confess our sin (relight the candle), we are again in the light, walking as Jesus walked (Psa. 119:105).



## Review Answer Key—Lessons 1 & 2



1. Define:

*Glorify—to give praise; to honor*

*Sanctify—to set apart for a purpose*

2. Imagine that you have to explain the doctrine of sanctification to a new believer. Write what you would say. (Give scriptural support for your answer.)

*Sanctification is a continuing (progressive) work of Christ through the Holy Spirit and God's Word. Christ works moment by moment in the believer's life changing him to be like God. (Pages 7-8)*

3. God's plan is that every believer should *glorify* Him through personal *holiness*.

4. Which comes first “being” or “doing”? Explain.

*“Being” comes first in the believer's life. The “doing” is a result of the changes the Holy Spirit is making in our inner man.*

5. A scriptural example of someone who focused on “doing” rather than “being” is *Martha or the Pharisees*.

6. Define the following words according to Biblical usage.

*Abide—to remain beside; to continue near*

*Walk—to order one's life*

7. John uses “light” and “darkness” as symbols. What does each symbolize?

*Light—holiness; purity*

*Darkness—evil*

8. Tell what confession means and give an example.

*Confession means to agree with God that what I did was sin; for example: “I lied and that was sin.”*

9. The purpose of confession is *to restore fellowship with God*.

10. Why are we unable to walk as Christ walked?

*We have a sinful nature; we cannot be perfect as He was (1 John 1:8).*

Write or recite the memory verse that supports your answer.

*The student will write or recite 1 John 1:8.*

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11. Since we cannot walk perfectly—never sinning—as Jesus did, what is the meaning of 1 John 2:6?

*Christ should be our role model. We can walk like Jesus, one moment at a time.*

12. What happens when we confess our sins?

*God forgives us, cleanses us from all unrighteousness, and restores us to fellowship with Him (1 John 1:9).*

Write or recite the memory verse that supports your answer.

*Student will write or recite 1 John 1:9.*

13. Answer in brief paragraphs:

(a) What part does confession play in your practical sanctification?

*Confession restores fellowship with God, which is essential to progressive growth through fellowship with God in the area of holiness.*

(b) How does confession relate to God's purpose for your life?

*God's purpose for our lives is that we glorify Him. We cannot do this if we have unconfessed sin. Unconfessed sin blocks our communication with God, making us unable to hear His leading, and it interrupts the progressive work of the Holy Spirit in the life process of being changed into the image of God.*