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# 1-2 Peter

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Teacher's Manual

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## Guide For Teachers

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### Your Workbook

It is recommended that you write notes for yourself in a larger notebook to teach from. You will want to cover some portions of the text that is not touched on in these questions. Do not feel obligated to discuss every question in the workbook, especially if you prefer some of the activities from the text. Manage your time by choosing what you want to accomplish in each class.

### Class Starters

These should not take more than 5 minutes. 2-3 minutes is great.

### Class Activities

You will not get to any of these if you don't plan. Manage your time in the text. You don't have to cover everything in the chapter to have a profitable class.

### Other

There is no written review for this class (normally at lesson 13). If you manage your time well, you may be able to do a small review as the activity toward the end of the last study.



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**CLASS STARTER**

Spend a few moments giving some of the background of the book. Include the author, time, who written to, theme of writing, etc.

**QUESTIONS** (in student workbook)

1. Compare the statement in verse 2 “sprinkled with His blood” with Exodus 24:8.
2. From the end of verse 2 what was Peter wishing for these people? (Don’t just write a quotation, try to explain it)
3. How does Peter describe our inheritance?
4. Verse 6 says “in this you greatly rejoice”. What are we rejoicing in?
5. Explain the analogy in verse 7 between the testing of gold and the proving of our faith.
6. In what way(s) does verse 8 describe faith?
7. What is the outcome of our faith (v.9)?
8. According to verse 10 the prophets prophesied of the grace that should come to us. What is this grace we have received?

**CLASS ACTIVITIES (optional at your discretion)**

**God’s Foreknowledge** (based on verse 2) Prepare a set of slides (if done digitally) or papers with one statement per paper. Students are to answer if the statement is true or false. True as in this was the foreknowledge of God. The purpose of the exercise is to ascertain students understanding of biblical concepts such as predestination and election in Christ. You are encouraged to have 8-10 true statements. You may need to go over some after the activity to give the correct understanding. Draw your statements from these passages: Rom. 8:29-30; Eph. 1:3-12; 2:10. Make up an equal number of false statements.

**The Proof Of Your Faith** (based on verse 7). Go over the verse and be certain of student’s understanding. Have students create a poster to put on the wall listing several proofs of their faith.

**CLASS STARTER**

**Overcome and Enslaved** (from 2:19). Ask students to explain and give examples of how someone becomes enslaved to a sin that has overtaken them. Expect answers such as alcoholism/drunkenness, drug addiction, cheating on tests/plagerism on essays rather than study for self, abusive language/cursing, no self control over anger, stealing, etc. Compare these thoughts with Romans 6:16-18.

**QUESTIONS** (in student workbook)

1. How do false prophets speak (2:18)?
2. Why does 2:20 describe the latter condition as worse?
3. If our minds are “pure” (KJ) or “sincere” (NAS), why do they need to be stirred up (3:1)?
4. When are the “last days” (3:3)?
5. The scoffer made what remark (3:4)? How did Peter answer it?
6. What does Peter teach about the nature of God (3:8-9)?
7. How does Peter describe the Day of the Lord (3:10-13)?
8. How does Peter describe some of Paul’s letters (3:16)? What does he say people do with them?

**Class Activities (optional at your discretion)**

**The End.** Have students relate (or you relate) the false doctrine of the 1000 year reign of Christ on earth. Have students demonstrate from the reading why that doctrine is false.

**Be diligent and grow** (based on 3:14-18). This final activity easily serves as a summation/review of 2 Peter. Look back at 2 Peter 1:5, 1:10, the need for diligence against false teaching (2:1-19; 3:16-17), diligent to remember (3:1-2).

- A. Ask students: “What does Peter now say we need to be diligent about in 3:14?” Have students explain “found by Him in peace,” and “spotless and blameless.”
- B. Why do we need to “grow in the grace and knowledge of our Lord and Savior Jesus Christ” (3:18)? (you may want to insert other passages here, certainly including 2 Peter 1:8-10)  
From this context it is to remain steadfast and not be led astray.
- C. How do we accomplish this?
- D. When should we start? (as in “after High School,” or “after college?”)  
Obviously start now, wherever you are at.

**CLASS STARTER**

Lead students in a brief discussion about how they find bible reading and bible study helpful in their lives. Speak from your own experiences. This is not to be a period of fussing about not preparing for class, but a positive study about the benefits of Scripture in our lives.

**QUESTIONS** (in student workbook)

1. What is meant in verse 13 by the phrase “prepare your minds for action”?
2. What will Jesus bring us at the revelation?
3. What phrases and words are used by Peter to portray us as God’s children?
4. What does verse 17 teach us about the judgment?
5. From verse 20 explain what was foreknown.
6. According to verse 21 why did God raise Jesus from the dead?
7. Explain the comparison of “purified your souls” and “fervently love one another from the heart” in verse 22.
8. What is the imperishable seed with which we have been born again?
9. Of what significance is the statement in verse 25 about the gospel preached and the Word of God?

**CLASS ACTIVITIES (optional at your discretion)**

**Lamb of God** (based on verse 19). Compare the following passages.

- A. Exodus 12:1-7, 12-13
- B. John 1:29
- C. Acts 8:32-35
- D. Revelation 5:6, 13
- E. Revelation 7:14

**God’s Plan Of Salvation** (based on verses 22-23). Lead students in a discussion about God’s plan of salvation. Identify God’s part and man’s part. Include the role of the written word and how we are born again of seed. When completed, have students reply to statements they might hear from friends. You may desire to hear a reply from more than one student per statement. Try to bring 5-6 statements to class with you.

**Obedient Children** (based on verse 14).

Have students identify for you major points about how children demonstrate their obedience (to parents). Put points on the board. After they have listed 4-6 points, lead them back through the same points having them explain them in their relationship with God (as Christians). Be sure to insert into this discussion not being conformed to the former lusts, but be holy. Compare with “proof of your faith” (1 Pet. 1:7).

**CLASS STARTER**

Define some words from the Greek (have students use blueletterbible.com in class, or hard copies of dictionaries). Put answers on board to refer to during class study.

Words to define: Malice, Deceit, Hypocrisy, Envy, Slander.

**QUESTIONS** (in student workbook)

1. In verse 2 Peter calls a person young in the faith a “newborn babe”. Explain the symbolism.
2. Who are the “living stones” (v.4)?
3. How does Jesus meet the description of:
  - A. A Corner Stone (v.6, 7)
  - B. Precious (v.6)
  - C. A Stone Of Stumbling (v.8)
4. Explain the following descriptions of a Christian (v.9).
  - A. A Chosen Race
  - B. A Royal Priesthood
  - C. A Holy Nation
  - D. A People’s For God’s Own Possession
5. Describe a Christian’s “priesthood.”
6. What are some of the spiritual sacrifices we can offer to God that are acceptable?
7. Who does verse 10 refer to?
8. Why are we to abstain from fleshly lust as pilgrims (v.11)?
9. What kind of reputation are we to have in the world (v.12)?

**CLASS ACTIVITIES (optional at your discretion)**

**Growth** (based on verse 2). Make two lists on board. Things that indicate spiritual growth, things that indicate lack of growth. Relate “lack of growth” to abnormal condition of child not physically growing and others see “something’s wrong.” Try to bring in a couple of passages indicating God’s expectation that we grow spiritually.

**Answer The Question** (student’s must answer). “If we will not be disappointed (if we believe, v.6), why are some discouraged, discontent, complaining, depressed and frustrated as a Christian?”

**CLASS STARTER**

**False Teacher Drill** (based on 2:1-3, 10-15. Prepare statements (perhaps 20+) about the ways and motives of the false teacher. Have students answer True or False. They can answer verbally or on paper. Some discussion would be appropriate, but be careful to not overlap the class activity below. This starter activity is merely to determine what students already know.

**QUESTIONS** (in student workbook)

1. Where do the false teachers come from (2:1)?
2. What examples are listed as to the fact of God’s punishment for the false teacher?
3. If God knows how to deliver the godly out of temptation (v.9) why doesn’t He? Why are we allowed to be tempted?
4. What is meant by those that “despise authority” (v.10)?
5. Verse 10 speaks of those who do “not tremble when they revile angelic majesties”.
  - A. Who are the “majesties”?
  - B. Does this passage teach we should fear the “majesties”?
6. Verse 12 speaks of “these” as unreasoning animals. Who is being referred to?
7. As a false prophet “carouse(s)” with us, in what sort of things does he engage (v.13)?
8. What is the story of Balaam the son of Bosor? (Look in Numbers 22)
9. How did he love the wages of unrighteousness (v.15)?

**Class Activities (optional at your discretion)**

**Heresies** (based on 2:1-3, 10-15). Define “Heresies” (2:1) and discuss meaning. Have students identify and compare with other similar phrases in text and place on the board: “way of truth will be maligned” (2:2); “false words” (2:3); “no knowledge” (2:12); “doing wrong” (2:13); “deceptions” (2:13); “never cease from sin” (2:14); “accursed children” (2:14); “forsaking the right way” (2:15). Introduce to the class some recent heresies many congregations struggle with. Include the use of instrumental music, institutionalism, accepting those in adulterous marriage as righteous, baptism not being essential for salvation, etc. You are encouraged to bring in some statements or videos by others that supposedly justify their false position. Carefully lead students in discovering the “maligning” of truth, the deception and forsaking of the right way. Emphasize how we need to know the truth so as to not be led astray! Connect with “unstable souls” (2:14).

**Verbal True/False.** Bring two or three very short video clips (perhaps 30-60 seconds each) during which a speaker states some false doctrine. While the video is running tell students you expect them to speak out saying true or false after his statements. This serves the purpose of you determining their ability to identify false doctrine, as well as how much truth they know. After the video let students explain why something was false by stating the truth, perhaps with a passage. Your prep could include gathering a passage or two to demonstrate the truth. For an additional challenge, let one of the videos be on a difficult subject and everything stated be true.

**CLASS STARTER**

Have students relate some “cleverly devised tales” (1:16) they have heard regarding religion and salvation. You should be prepared to relate the tale of Mormonism, Islam, Catholicism, salvation by faith, or others. Discuss what makes them “clever” and convincing to some (lack of knowledge). Contrast this with Peter’s assertion in 1:16.

**QUESTIONS** (in student workbook)

1. We are established in the “truth which is present with you” (v.12), does that mean there will be a “future truth” revealed?
2. To what is verse 14 referring?
3. How does verse 16 speak to the authenticity of the scriptures?
4. What other verses from this lesson speak to the authenticity of the writer as being “informed”?
5. What passage(s) in the New Testament is quoted in verse 17?
6. Peter shifts to the topic of prophecy in verse 19. What is his point?
7. What is meant by an “act of human will” or “private interpretation” (KJ) (v.20)?
8. Analyze verse 21.
  - A. To whom did the word of God come?
  - B. Could someone become a prophet if they desired to?
  - C. “Men moved”?
  - D. “By the Holy Spirit.”
    1. What was the work of the Holy Spirit in salvation?
    2. What other verse speaks to the work of the Holy Spirit?

**Class Activities (optional at your discretion)**

**What Holy Mountain?** (based on 1:18) This may come up in student question #4. Allow students to identify the mountain referred to. Expect answers of Sinai, Zion/Jerusalem, perhaps Mount of Olives. See Matthew 17:5 referring to the mount of transfiguration. To what is Peter testifying in 1:18?

**Eyewitnesses** (based on 1:16). You may wish to include this around student question #3. Have students identify the purpose and reliability of eyewitness testimony in a court trial. The class should then identify other things Peter and the apostles witnessed, beyond what Peter says in the this text. You may wish to include other passages such as 1 John 1:1-4, 1 Corinthians 15:3-8, or other specific accounts from the gospel (like the feeding of the 5,000).

**Way Of Reminder** (based on 1:12-13) Give students half a page of card stock, and a Sharpie marker. They are to write one sentence on the card that is a spiritual reminder they want to give to the rest of the class (it can be a passage). Post these on the wall. If time allows, students could do 2-3 reminders. You should create some sort of “header” to put above these that says “Reminders (1 Peter 1:12-13)” - cut out letters or computer print out. While working on this you can speak of the benefit of reminding each other through texts, emails, messages, phones, notes, cards, etc. Great habits!

**CLASS STARTER**

The theme of this reading is submission. To help students understand what is being addressed, be sure they know the definition, but start the class with a discussion of submission from 1 Corinthians 11:3. Relate headship to submission. This should naturally lead to some discussion of the wife’s submission to the husband. Be certain to indicate that a wife’s submission is not slavery or servitude, nor does it indicate she is less valuable or important to God. As you move through 1 Peter 2, stress submission.

**QUESTIONS** (in student workbook)

1. What type of American citizens are we to be?
2. Name a few of the things to which we are to submit ourselves.
3. Peter tells us to suffer as Christ suffered (v.21-25). In what ways? Explain.
4. We often hear of the “Christian attitude.” In your opinion, which one verse best describes the attitudes we should have?
5. What is meant by “freedom as a covering for evil” (v.16)?
6. Does verse 18 apply to an employee/boss relationship? If yes, in what ways?
7. According to verse 20, what is to be our attitude in suffering? Please explain.
8. Who is the Shepherd and Guardian of our souls (v.25)? (Please explain and do word searches on [Blueletterbible.org](http://Blueletterbible.org) [or somewhere else] to find other references with the symbolism.)
  - A. Shepherd
  - B. Guardian
9. Unto what are we called? (get the answer directly from the reading)

**CLASS ACTIVITIES (optional at your discretion)**

**A King In Authority** Ask students: “Does verse 13 require me to like the President?” Lead students in a discussion of proper attitudes toward those in authority, which includes but is not limited to submission. Submission is to the authority (office) and not so much the individual in authority (office). Include common practices of slandering political leaders and making unfounded statements which we have not personally investigated. Include Facebook posts and “likes.” “Honor the king” (v.17).

**Jesus, Our Example** Create business cards each with one example from Jesus which we should immitate. Create large letters spelling Jesus, put cards in letters on wall. Make letters large enough for three examples in each - so students need to generate 15+ cards. Alternate: Use footprints intead of letters, and print a quote of 1 Peter 1:21, still putting cards in footprints.

**CLASS STARTER**

Based on verse 1, are we required by God to marry a Christian? Answer is no, however discuss with students the wisdom of marrying a fellow-Christian. From the text discuss the difficulties of being married to an unbelieving spouse. Include the instruction to widows who would marry again in 1 Corinthians 7:39. You are encouraged to also address the concept of marrying someone and planning to convert them later (see 1 Cor. 7:16).

**QUESTIONS** (in student workbook)

- Why does Peter say women are to be in subjection to their husband?
  - Does this concept of winning the husband apply to a husband trying to win his wife?
  - What attribute will convince the unbelieving spouse to believe?
- What is "chaste...behavior" (v.2)?
- How is that coupled with respectful behavior (King James has "fear")? What does this mean?
- How are husbands to dwell with their wives?
- How can a couples prayers be hindered (v.7)?
- How do we remain harmonious (v.8)?
- What does "brotherly" mean (v.8)? (King James has to "love as brethren")
- According to verse 9, what is our attitude to be when a brother does us wrong?
- Rewrite verses 10-12 stating the opposite truth not listed. (For example: "The one who desires life, to love and see good days" becomes: For he that will hate life and see evil days...)
- What do we learn about prayer in verse 12?

**CLASS ACTIVITIES** (optional at your discretion)

**Precious In The Sight Of God** This is a *very important* discussion to have. Treat it seriously. Discuss the societal norm of young women stressing their body (in clothes, lack of clothes, weight, makeup, etc) versus the hidden person of the heart. Stress how we (in our lives) should work on what God finds precious, not what others find precious. This discussion should include the meaning of the "gentle and quiet spirit." Include the boys also (a) in relating what they see in a lady who dresses like world, and (b) how they also need to work on hidden person of the heart. If you want to attract a good Christian man - be a good Christian woman!

**Show Her Honor** Another very serious discussion, this one centered on the boys. If a husband is to honor his Christian wife, where and when does a young man learn this? The discussion should be about how a young man is to treat a young woman with respect, honor, and an "understanding way." The discussion should include typical ways in which young men lack these qualities (the girls can probably point these out). If you want to attract a good Christian woman, be a good Christian man!

**CLASS STARTER**

Discuss the meaning of two phrases as a means of drawing interest to what Peter wrote: (A) How have we "received a faith" (1:1)? (B) How is grace and peace multiplied through knowledge? The emphasis should be on (A) God's part in our salvation, and (B) our part. Stress 1:3 how God's power has granted everything through knowledge. The more we know, the more we believe. The less we know, the weaker our faith.

**QUESTIONS** (in student workbook)

- Who was called by glory and excellence (v.3)? What is His glory and excellence? What does this mean?
- What great and precious promises are being referred to in verse 4?
- Verse 5-7 begins with faith already established. How do we get faith?
  - Define each of the 8 terms used in this passage.
    - Faith
    - Moral excellence
    - Knowledge
    - Self control
    - Perseverance
    - Godliness
    - Brotherly Kindness
    - Love
  - Can we work on each of these attributes simultaneously or do we have to progress from one to the next till we finally achieve charity toward the end of our life?
- What is the stated benefit of possessing those qualities (v.8-9)? What of those who do not possess them?
- Define the word "diligent" used in verse 10. How do we demonstrate diligence in making our calling and election sure?

**Class Activities** (optional at your discretion)

**Partakers Of The Divine Nature** (based on 1:4) Explore with students what this means. What aspects of God's nature are we able to partake of? How are we to become like God? Be sure to include concepts about His love (1 John 4), holiness (1 Pet. 1:15), mercy (Luke 6:36), pure and eternal (1 John 3:2-3).

**Salvation** (based on 2 Pet. 1:11) Have students identify how a man is saved, according to the false doctrines of the world. Place their answers on one side of the board. Have students identify what they know scripture teaches as how a man is saved. Place their answers on other side of board. Be certain to stress how the entrance will be supplied to us (through diligence of application, v.8-10). Lacking these qualities means we have forgotten purification from sin (are not living pure, do not appreciate God's forgiveness). Discuss methods to help us improve our diligence (such as bible reading habit, regular attendance to assemblies, habitual prayer, spiritual discussions, helping each other through communication, etc).



**CLASS STARTER**

Define “subject” (5:5). Ask students: “Why do you think this was directed at the younger men rather than everyone?” Lead discussion about pride issues in younger men and the typical assertion/belief that they know what they are doing and don’t want anyone to oversee them. Try to get some of the younger men to identify some of these concerns. You may also want to discuss what attitudes are necessary to be subject. This may segue into question #2 in student workbook.

**QUESTIONS (in student workbook)**

1. Is the first sentence in verse 5 speaking about a leader in the church, or an older person?
2. How can we all “clothe ourselves with humility toward one another” (5)?
3. Prepare an outline of verse 8 which could be used as major points of a sermon (try to write one application for each major point).
4. How do we resist the devil?
5. After we have suffered a while what will God do (v.10)?
6. Verse 12 says “Through Silvanus...I have written to you briefly...that this is the true grace of God...” What is the true grace of God?
7. What is meant by Babylon (v.13)? Was this literal or figurative?
8. Is verse 14 a command?
9. “Peace be with you all” – what is Peter hoping for them?

**CLASS ACTIVITIES (optional at your discretion)**

**Casting Cares** (based on 5:6-7) Print or write out the following questions, fold them, have students randomly draw one which they are to answer. They should lead to some discussion. You are encouraged to draft some short notes, and maybe a reference for each question prior to class.

- How do we humble ourselves under the mighty hand of God?
- When is “the proper time” when God may exalt us?
- What types of things do people your age worry about?
- How do people your age typically deal with anxiety or worry?
- How do we cast all our anxiety on God?
- How do we know God cares for us?

**Real Resistance** (based on 5:9) Discuss the following concepts with students: magnetic resistance (opposites repel); resisting arrest (fighting against); resistance movement (rebel fighting against government). Have students explain how we are to resist Satan (firm in your faith). Be sure to include in the discussion the idea of a “token resistance” meaning we put up some minor effort such as a thought that I should not do it, and then we give in. Also include the false belief that Satan made me do it.

**CLASS STARTER**

“Corresponding to that” is from the Greek “antitupon” meaning “corresponding (‘antitype’), that is, a representative, counterpart” (Strong’s G499). Try to lead the students in some discussion of a type (the real thing) and an antitype (something that foreshadows it). Use the examples Heb. 9:23 (in context) and in Hebrews 10:1. Then 1 Peter 3:21.

**QUESTIONS (in student workbook)**

1. What should our attitude be about suffering for righteousness’ sake?
2. How do we sanctify the Lord in our hearts (v.15)?
3. In what way do we answer people who question our religious beliefs?
4. Why did Christ suffer (v.18)?
5. Explain the symbolism between baptism and the flood (20-21).
6. How is baptism an appeal to God for a good conscience (v.21)?
7. Where is Jesus now and what authority does He have (v.22)? (list some other references about the authority Christ now has)
8. Generally, to what is our suffering compared (v.18)?
9. Give answer for the reason in you about (v.15):
  - A. Baptism for the remission of sins
  - B. Partaking of Lord’s Supper every first day of the week
  - C. There is only one Church.
  - D. Not dancing.
  - E. No alcoholic drinking (T-totaler)
  - F. Gaining authority only from the New Testament

**CLASS ACTIVITIES (optional at your discretion)**

**Question #9** Use the students prepared answers to come to an agreement (as a class) as to what is a best answer for each point. You may wish to put them on the board, or create a poster for the wall. Encourage students to use references, maybe writing them in the back of their Bible for each point. Perhaps 10 minutes should be spent on this.

**Being Ready To Make A Defense** Create a short list on the board of things students should be doing to “be ready.” Challenge the students to examine themselves to see if they are ready - are they doing these things. Study and lesson preparation should be included, as well as discussing scripture with family and friends. If they struggle to create the list, you will need to provide points, but this would indicate more need for them to get ready. Discuss how most Bible questions come to you when you don’t have your Bible in front of you and must answer from memory. Repetitive study is very helpful!



**CLASS STARTER**

We are to serve one another (4:10) as good steward of the manifold grace of God. Prior to class, create a list of ways in which we serve one another and a list of ways in which we do not serve one another (strive for some obvious and more difficult answers). Examples: (2 cards) 1. Phone call of encouragement 2. Phone call of complaint. Place each way on small cards (such as a business card) and place them face down scattered on a table prior to class. As the starter activity, students are to quickly look through all the cards and sort them into two piles (basically true/false piles). Ideally 2-3 minutes. Some discussion of a few are likely to happen.

**QUESTIONS (in student workbook)**

1. "Arm yourselves also with the same purpose" (v.1). Same as what? Please explain.
2. How can we cease to sin (v.1-2)?
3. Please define (from v.3):
  - A. "A course of sensuality" (NAS); Lasciviousness (KJ)
  - B. Carousings (NAS); Revellings (KJ)
  - C. Drinking parties (NAS); Banquetings (KJ)
4. What things does Peter say about how the new man will be different (v.4)?
5. Explain from verse 7:
  - A. The end of all things is near.
  - B. Sober spirit.
  - C. The purpose of prayer.
6. How would you practice hospitality grudgingly (v.9)?
7. Verse 10 uses the term "steward."
  - A. Please define:
  - B. What are we stewards of?
8. What is meant by the phrase "whoever speaks, is to do so as one who is speaking the utterances of God" (v.11)?

**CLASS ACTIVITIES (optional at your discretion)**

**Above All** Discuss the importance of love from verse 8. Include how this character trait and attitude is developed and maintained (keep fervent). You may wish to examine 1 Corinthians 13:4-7. Also include how our attitude of love is not dependent on nor a reaction to the attitude of others. God expects me to love.

**A Give-Give Relationship** Discuss with students how marriage is a relationship in which both must give to each other. Compare that understanding with our relationships with brethren, which should also be a give-give relationship. READ 4:10 "serving". Discuss the importance of each person learning to serve and then serving. Compare with 1 Corinthians 12:14-27.

**CLASS STARTER**

Discuss how trials (fiery ordeals) are a test (4:12). Have students identify what is being tested (faith). Expect them to provide a couple of examples of trials that test faith - from their life experiences. You should be ready to provide one from your experiences, as well as a couple of examples from Scripture. James 1:2-4 should be included.

**QUESTIONS (in student workbook)**

1. How does Peter describe the trial we are to undergo?
2. How do we share in Christ's sufferings (v.13)?
3. Verse 16 talks about not being ashamed. List a few ways which we can demonstrate shame in regard to Christ.
4. Where will judgment begin (v.17)?
5. What is meant by "with difficulty the righteous is saved" (v.18)?
6. How do we entrust our souls to God (v.19)?
7. In 5:1 what three things does Peter tell us about himself?
8. How does an elder "shepherd" the flock (v.2)?
9. Describe the manner in which an elder is to take the oversight (v.2) (do's and don'ts).
10. Who is told they will receive a crown of glory?

**CLASS ACTIVITIES (optional at your discretion)**

**Church Organization** Have students name the elders and deacons of the congregation. Ask them to provide scripture for qualifications (1 Tim. 3; Titus 1).

**GLorify God In This Name** Lead students in a discussion of religious names that people apply to themselves (Baptist, Methodist, "Church of Christ," Mormon, etc). Discuss the importance of a name and what it conveys (who you follow) - provide some sport team names as examples, or even "U.S.A." chants at the Olympics. Stress how we should call ourself a Christian, what this name means, and trace it's use in the New Testament. End the discussion by considering how we glorify God in this name.

**His Example/My Attitude** Divide the board into two sections labeled with the title of this activity. Under "His Example" list ways/areas in which an elder is to be an example. Discuss why this "living example" is so helpful to us. If elders are to be an example to the flock (5:3), as a part of the flock I must have a good attitude to follow that example. Under "My Attitude" create a list of attitudes that will help us follow the good example of an elder. You should be prepared with a list prior to class so as to include attitudes students may not think of.