



1-3 John, Jude

Teacher's Manual

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Guide For Teachers

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

This study is twelve weeks so as to allow for students to attend the adult class during the gospel meeting which takes during this quarter.



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CLASS STARTER

Provide students a good overview of the time of writing, author, and theme of the letter.

QUESTIONS (in student workbook)

1. Of what importance to us are eyewitness accounts such as are affirmed in 1:1–4?
2. Define “fellowship” (1:3).
3. Explain the meaning of “fellowship” in the context (1:3–7). Compare this use of “fellowship” with the modern world’s use of “fellowship.”
4. How can we deceive ourselves to believe “we have no sin” (1:8)? Does this happen today?
5. Compare 1:5 with 1:9. What truth is conveyed about God?
6. What is meant by “His word” being in us (1:10)?

CLASS ACTIVITIES (optional at your discretion)

Evidences (in connection with question #1) You should prep answers before class in case it is needed. Discuss the importance of first-hand testimony in a court case and why it is considered valuable. Have students identify testimony from Scripture which would help their friends in the following areas:

- A. Jesus performed miracles
- B. Jesus died
- C. Jesus resurrected
- D. Jesus ascended

Ask students: “Do we have a fellowship hall”? (Answer: yes - the auditorium) Discuss what is wrong with what denominations call a “fellowship hall.”

Gnosticism Give students a brief summation of this false doctrine’s position.

Demonstrate from chapter one how John is presenting ideas that defeat the false doctrine. Indicate this will be a theme throughout 1-3 John.

CLASS STARTER

From last week's study (lesson 1, Class activity #3), have students relay to the class what Gnosticism was and some of what the false doctrine taught (based on your descriptions last week). Re-trace from chapter one how John is addressing ideas against Gnosticism. If not done in lesson one, you teach it here.

QUESTIONS (in student workbook)

1. Define "advocate" (2:1) and explain how Jesus is our advocate.
2. Define "propitiation" (2:2) and explain how Jesus is our propitiation.
3. How can we be assured that we know Jesus (2:3–5)?
4. Explain how God's love is "perfected" by our keeping His word (2:5).
5. Explain how our walk is to be "in the same manner as He walked" (2:6).
6. What is the "old" and "new" commandment (2:7–11)?
7. Why the differences expressed to those to whom he is writing (2:13–14)?

CLASS ACTIVITIES (optional at your discretion)

The Reality Of Sin (based on 2:1). What sin was John writing to help brethren avoid (stay strongly in the context)? Discuss how we study to know not to sin, but learn to face the reality of our sin (i.e. Scripture reveals our sin. See Romans 7:7).

The Christian Walk (based on 2:3-6). Divide the board into two sections and create two lists titled: Perfected / Not Perfected. Have students identify various aspects of a persons life (walk) that would indicate whether God's love has been perfected or not. Students should be able to identify 4–5 fairly easily. You are encouraged to have 4–5 for each list so as to get things going. Pay some attention to 2:7-14 for ideas.

Blinded (based on 2:8–11) To start, discuss the use of "light" and "darkness" in this passage. Have students explain the meaning of "*does not know where he is going because the darkness has blinded his eyes*" (2:11). Lead students to finally discuss how we may be blinded by darkness in some specific areas: bad company/romance, false doctrine believed or a bad example from a "trusted" person or "family," an unwillingness to admit our sin (see 1:8, 2:1).

CLASS STARTER

Create a review of Gnosticism in a true/false format. Have students answer aloud as a group. Try to include some of the examples already stated and studied in chapters 1–2. Attempt to limit the review to 10 questions, or about 2–3 minutes.

QUESTIONS (in student workbook)

1. Express the difference in “loving the world” and a proper “love of the Father” (2:15).
2. List the three avenues of sin described in 2:16. Compare them with Genesis 2 and list the parallels in the behavior of Eve.
3. Will there be one antichrist (2:18)? Who is the antichrist (2:22)?
4. What was the “anointing from the Holy One” in context (2:20–21, 27)?
5. How does something we hear “abide” in us (2:24)?
6. What deceiving things were the readers hearing from some (2:26)?
7. What is our confidence when He appears (2:28)?
8. “Everyone who practices righteousness is born of Him” (2:29). I thought we were born again of water and the spirit (John 3:5)? Please explain.

CLASS ACTIVITIES (optional at your discretion)

Tracing Themes Of Gnosticism Using this Scripture text, have the class identify a list of Gnostic themes addressed by John (there are many). Be sure to include the “lie” comments in 2:21–22.

They Went Out From Us (based on 2:19) Discuss the meaning of this verse in context, which shows how some departed from the truth. Compare with others who “went out” and demonstrated they were “not of us” (include the 1850–1890 division over instrumental music and missionary societies resulting in “The Christian Church” denomination; a similar division over similar issues in the 1950’s heralding “institutional congregations” and those who do not support institutions; and others you may wish to present). Try to get this idea down to the individual level - how some left a congregation to only demonstrate how they were not a child who loves God (perhaps leaving God to enter an unscriptural relationship, or join a denomination).

Abide In Him (based on 2:28) The previous class activity demonstrates how some did not abide in Him. Have students identify (initially from the context) how we are to abide in Him. Then lead students into a brief discussion of how we must abide in Him and His truth. Try to include how we are sometimes “lied” to and deceived by things to tempt us to move away from God. Indicate how God desires us to abide in Him, but it is our job to accomplish it through obedience. “Abiding in Him” seems to be equated with “practices righteousness” (2:28–29).

CLASS STARTER

Review the theme of the letter from last week’s lesson. Emphasize verses 3–4 identifying again “these men” (v.8) as the “certain persons” (v.4). Remind of what was condemned about “these men” and the comparisons in the context.

QUESTIONS (in student workbook)

1. Which men did Enoch prophesy about (v.14)? [Examine the context.]
2. What are some of the attitudes and methods of false teachers which we must remember and watch for (1:16–19)?
3. How do we “build yourselves up” (1:20)?
4. How do we “keep yourselves in the love of God” (1:21)?
5. What should be our attitudes and efforts with others (1:22–23)?
6. Describe our relationship with Jesus (1:24–25).

Class Activities (optional at your discretion)

Review If time remains after discussing the questions in this lesson, you are encouraged to once again review aspects of Gnosticism that have been traced through much of the writing of 1–3 John and Jude. Additional themes worth reviewing include (A) how to recognize false teachers, (B) how to recognize the faithful in their love for brethren, (C) Jesus is the Christ, Lord of all, and (D) the need to abide in the truth.

CLASS STARTER

Review the error of Gnosticism again (briefly) and point to verse 4 as a reference to the same error when they “deny our only Master and Lord, Jesus Christ.” Much of the understanding of the letter is based on this information.

QUESTIONS (in student workbook)

1. Describe our relationship with Jesus (1:1).
2. What is the theme of this letter (1:3–4)?
3. Where do we most need to watch for the threat of false teaching (1:4)?
4. What past judgments against disbelievers are given in the text (1:5–7)?
5. Who are “these men” (1:8) in context?
6. How are “these men” more daring than the angels (1:9–10)?
7. How have “these men” gone the way of Cain, Balaam, and Korah (1:11)?
8. What is meant about “these men” from the figures in 1:12–13?

Class Activities (optional at your discretion)

Contend Earnestly For The Faith (based on v.3) Have students answer:

- A. What is meant by “contend”? How do we do this?
- B. Who is to contend? (see context from verse 1)
- C. To what extent are we to contend?
- D. Have students give examples of how we have to contend earnestly. Most will likely be examples from outside the church (which is okay), but be sure and pull them back into the context of the letter which is about contending against error from within. Discuss standing for the truth against preachers and elders when necessary. This leads into question #3.

Knowing The Old Testament Discuss how knowledge of the Old Testament helps in understanding the New Testament. Specifically in the examples provided in today's text. Ask students: If we do not live under the old Law, why do we have the Old Testament? Show them the answer in 1 Corinthians 10: 6, 11–12.

CLASS STARTER

Ask students: “How have your parents bestowed a great love on you?” Expect answers such as health care, food, shelter, concern, training, etc. In comparison, have students identify how “*great a love the Father has bestowed on us*” (v.1). Be prepared with a few references to examine.

QUESTIONS (in student workbook)

1. Why does the world not know us (3:1)? Please explain.
2. How shall we “be like Him” when He appears (3:2)?
3. How do we purify ourselves (3:3)?
4. Explain the phrase “no one who abides in Him sins” (3:6).
5. Why did Jesus appear (3:5, 8)?
6. What attributes are given for those who abide in Him (3:6–12)?

CLASS ACTIVITIES (optional at your discretion)

Purity (based on verse 3) Indicate to students how we typically think of “purity” in regard to sexual sins. Scripture does use “pure” in that sense (such as in 1 Tim. 4:12). Is that the meaning in 3:3? If not, what is the meaning? Discuss in more general terms the concept of purity before God (as in keeping self from sin). Connect to 3:6, and to our “hope” (3:3). See also: Matthew 5:8, Titus 1:15, James 4:8, James 1:27.

Make Sure No One Deceives You (v.7) In the context, what were the recipients warned to not be deceived about? Lead students in a discussion based on the following:

- A. How are people deceived today?
- B. Why is deception possible?
- C. Why do some want to deceive others?
- D. Does this happen in the Lord's Church?

Gnosticism As in previous lessons, re-examine the text for the lesson with a view to the error proclaimed by Gnostics, and indicate how John is revealing the error. Connect to the deception mentioned in 3:7. Especially indicate what is meant in regard to 3:11–12.

CLASS STARTER

Ask students: Why would the world hate Christians (based on 3:13)? Ask students to provide a few examples in our society where this hatred is exhibited. Why should this not surprise us? (see John 15:18–19, John 17:14, Matthew 10:22, Luke 6:22)

QUESTIONS (in student workbook)

1. List the main points about love expressed in this chapter. Give special attention to verses 1, 14, 16–18, and 23.
2. How can we know we are of the truth (3:19)?
3. Explain 3:20–21 in context.
4. Why might we think God will respond to our prayers (3:22)?
5. What does it mean, to “believe in the name of His Son Jesus Christ” (3:23)?
6. How can we know He abides in us (3:24)?

CLASS ACTIVITIES (optional at your discretion)

Closing Our Heart (based on 3:17). What emotions are missing from one who has ability but chooses to close his heart against a brother in need? Compare with James 2:14–17. Compare this phrase to having a “hard heart” by examining Matthew 13:15 and Romans 2:5 (as starting points, many other passages can be added).

Can We Be Confident Of Our Salvation? Many in our society say no. Have students tell how this Scripture text indicates we can be confident (“we can know,” “have confidence” v.21). Examine a few other passages on this subject: Hebrews 4:16, Romans 8:1, Hebrews 10:35–36. Conclude the discussion by having students state why they are confident of their salvation.

Pleasing God (based on 3:22). Lead students to an understanding that all we do in religion is to please God. You may wish to examine 1 Thessalonians 4:1, 2 Corinthians 5:9. Discuss how some are not pleasing God by choosing to follow the teaching of men regarding worship, denominations, praying to a saint, and doing works without authority (Matt. 7:21ff). I recommend keeping the discussion centered on unpleasing worship practices, and our own worship when we are most interested in “what I get out of it.”

CLASS STARTER

Have students identify “the elder” (v.1) and what they know of him (John). Discuss how other men were working closely with John (much like Paul) based on v.3, 5–7. Discuss how these men went out “for the sake of the Name” (v.7) and what this means. Conclude with why men today should preach.

QUESTIONS (in student workbook)

1. What is revealed of Gaius’ faith (1:1–4)?
2. What is referred to as a faithful act (1:5–8)?
3. What is a “manner worthy of God” (1:6)?
4. List ways in which Diotrephes (1:9–10) fails to exhibit love as taught in 1 John (2:7–11, 15; 3:4–10, 17–19, 23; 4:1–21; 5:1–3).
5. What are we to imitate (1:11)?
6. How does a person receive a testimony from the truth itself (1:12)?
7. What benefit is there in speaking “face to face” rather than writing something (or e-mailing, or texting) (1:14 and 2 John 12)?

Class Activities (optional at your discretion)

Fellow Workers Of The Truth (based on v.8) Ask students: How does this passage indicate we can be fellow workers of the truth? Discuss how we as individuals are to be involved in such a work. Discuss congregations supporting an evangelist, as well as individuals supporting an evangelist.

Not Accepting What Apostles Say (based on v.9) Discuss how Diotrephes as condemned for this. Apply to religiously minded people today who have rejected the truth (from the apostles) and accepted error. Apply more diligently to us as we individually have rejected some aspect of obedience.

CLASS STARTER

Take a few moments to attempt to identify from verse one who is meant as “the elder,” the “chosen lady,” and “her children.” Include the phrase in verse four about finding some of your children walking in truth.

QUESTIONS (in student workbook)

1. How do you love someone “in truth” (1:1-2)?
2. What is the significance of the grace, mercy and peace promised to us (1:3)?
3. Explain what is meant by “walking in truth” (1:4-6).
4. Who is identified as the antichrist (1:7)? Compare with 1 John 2:18-22.
5. From 1:8 give an argument against the false doctrine “once saved always saved.” Include what is meant by “full reward” (1:8).
6. List three examples:
 - A. Of “going too far” (1:9)
 - B. Of abiding “in the teaching” (1:9)
7. What is the importance of our knowing the truth (1:10-11)?

CLASS ACTIVITIES (optional at your discretion)

The Truth Trace the use of the word “truth” in verses 1-4. Connect “truth” with “commandments” in verse 6 (specifically “walking in truth” [v.4] and “walk in it” [v.6]). Also connect with “the teaching of Christ” (v.9). Discuss how some view other things as truth rather than what this letter teaches (creeds of men, preaching of men, feelings, church traditions, societal shifts of what is acceptable, etc). End with John 8:31-32.

Identify The Doctrine Of Christ (Based on verses 9-11) Consider this a test or challenge for students to identify what is and what is not the doctrine of Christ. Prepare a list of some 20+ doctrines for students to answer “yes” or “no.” You are encouraged to have a scripture demonstrating the true doctrines, and you are encouraged to provide both easy and difficult to recognize false doctrines. The purpose of this is to encourage students to study more as they see the need to know.

Gnosticism Review the teaching of this error (as discussed in previous lessons). Have students identify how 2nd John may still be dealing with aspects of this error.

CLASS STARTER

Briefly review concepts regarding the error of Gnosticism addressed in the first three chapters (see lessons 1, 3, and 4). Looking ahead to 4:1 indicate why John would write this verse in relation to Gnosticism. [All of this is intended to get students back into the context of the letter so as to see chapter four in the proper context].

QUESTIONS (in student workbook)

1. What is meant by “spirits” (4:1)?
2. How do we test the spirits (4:1-6)?
3. Explain the use of “born of God” (4:7) in relation to being “born again” (John 3:3). Is there a difference?
4. What is meant by “God is love” (4:8, 16)?
5. Define “ought” (4:11) and relate how the definition impacts our understanding in the context.
6. How is His love perfected in us (4:12)?
7. When does God abide in us (4:15)?
8. What personal result is ours when we have love (4:17-18)?
9. How can we know we love God (4:20)?

CLASS ACTIVITIES (optional at your discretion)

The spirit of the Antichrist (v.3) Explain how “anti” refers to one who is against (Christ). This is one who denies Christ. As stated in verse 3 they do not confess Jesus is from God. This was a primary tenant of Gnosticism. Many today claim there is one Antichrist that will come leading to the second coming of Christ. Point to 1 John 2:13 which says “many antichrists have appeared” and this was in the first century. Have students identify how the spirit of the Antichrist is evident in our world today.

Listens To Us (v.6) Have students identify from the text:

- A. “You are from God” (v.4) [answer: little children, the believers]
- B. “They are from the world” (v.5) [answer: the false prophets from v.1, the Gnostic teachers]
- C. “We are from God” (v.6) [answer: the apostles, who actually had the spirit of God, according to the test from v.1]

How does this understanding in verse 6 impact our understanding of who is faithful? In other words: Explain how this teaches our need to follow the authoritative teaching of the apostles.

CLASS STARTER

Bring to class the lyrics to the hymn “Faith Is The Victory” and distribute it to the class. Have students explain the meaning of “victory” and “overcome” in 5:4, and their use in the hymn.

QUESTIONS (in student workbook)

1. Which is it? Are we born of God when we “believe” (5:1), “love” (4:7), or are baptized (John 3:3)?
2. What is meant by “love God” (5:3)?
3. Why should we understand “His commandments are not burdensome” (5:3)?
4. How do we overcome the world (5:4–5)? Explain.
5. How does the Spirit bear witness (5:8–11)?
6. Using 5:11–12, make an argument for the necessity of being in Christ. Conversely, argue against the worldly idea of living any way you want and still be right with God (you may wish to extend the context back to 5:9).

CLASS ACTIVITIES (optional at your discretion)

Gnosticism Once more, in chapter 5, trace the statements that point to a Gnostic error that is being refuted by John’s letter. Give special attention to verse 9–11.

In Christ (based on question #6) Have students explain what is meant by “being in Christ.” Ask if they can identify where the concept is taught in Scripture. Point them to Ephesians 1:3–14, Romans 6:3–4, and Galatians 3:27. Return to 1 John 5:11–12 emphasizing the truth in the phrase “life is in His Son.”

Have The Son (based on question #6) Have students explain how we “have the Son” (v.12). Have students state how others claim to have the Son (in contradiction with Scripture). If time allows, do some role playing where you state your supposed conviction to have the Son based on some error, and allow the students to offer how to explain what is wrong with your understanding and to positively state the truth from 1 John 5.

Option: Write out erroneous positions for students to “role-play” with whom other students are to discuss truth.

CLASS STARTER

Ask students: *Can you know if you have eternal life?* Speak a little of how some say you cannot know if you are saved, or if you have been saved. Indicate some hold to the Calvinist doctrine of “unconditional election” which states God has predetermined who will be saved and it has nothing to do with our sin or obedience, thus we cannot know if we are of the saved or not. Point students to 1 John 5:13 “you may know...” and our “confidence” (v.14). Also many thoughts from verses 19–20. You may choose to discuss at this point the concepts attempting to be addressed in question #4 below.

QUESTIONS (in student workbook)

1. Are we supposed to believe that Jesus is the Christ (5:1) or believe “in the name of the Son of God” (5:13)? Explain.
2. We have confidence in the day of judgment (4:17) and have no fear of punishment (4:18). What else does this confidence do for us (5:14–15)?
3. What is “a sin not leading to death” (5:16–17)?
4. What assurance is given to the believer (5:18–19)?
5. Why did Jesus come to earth (5:20)?
6. What idols should we guard ourselves from (5:21)?

CLASS ACTIVITIES (optional at your discretion)

Pray For One Another (v.16) Ask students: What does verse 16 indicate we should be praying about for each other? Try to get students to see in the text the implication of knowing each other well enough to have discussed our sin and repentance. Indicate by this the close relationship we are to have with brethren. Try to provide 4 or 5 other passages teaching this same principle of praying for fellow saints. Personalize the lesson by speaking of your prayers for the students, and how they should be praying for you and the other students.

Book Review Use two different review techniques.

Technique #1: Which Chapter?

- Prepare a series of questions dealing with the main themes of the chapters and have students tell you which chapter is primarily teaching on it.
- Ideally have them point to a specific verse you are addressing. For example: Which chapter teaches we should not love the world? Answer: 1 John 3:15.

Technique #2: Have students create a poster for the room about Gnosticism.

- Put “errors” on the Left. Have students identify specific references throughout the letter that identifies **the errors** which some were believing.
- Put “consequences” on the Right. Have students identify the specific references that indicate the **consequences** of belief in the error (either of God’s consequences, or the logical conclusions such a belief must demand).