



1 Corinthians

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 workbook will begin midway through a quarter and finish at the end of the following quarter.



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CLASS STARTER

Prepare a 2-3 minute presentation about the location of Corinth and the historical importance of the city. Include information of when and how the congregation began (from Acts 18). Spend perhaps a minute speaking of the purpose of the letter being a response to their letter (7:1). The letter was written while Paul was in Ephesians (16:8-9).

QUESTIONS (in student workbook)

1. To whom does Paul address this letter (v.2)?
2. From verses 3-9 list some of the phrases Paul uses to describe these people.
3. What had the house of Chloe reported to Paul?
4. To show the error of their divisions, what three questions are posed by Paul?
 - A.
 - B.
 - C.
5. God's plan for Paul was to preach, not to baptize. Why was he not to use "cleverness of speech?" Sure, it was so the "cross of Christ would not be made void" (v.17), but what does this mean?
6. What does the wisdom of the wise tell us? Relate this to modern scientists.
7. (From 1:22-24) What was the gospel to:
 - The Jews:
 - The Gentiles:
 - The Believers:
8. Why can no man "boast before God" (v.29)?
9. What has Christ become for us (v.30-31)?

CLASS ACTIVITIES (optional at your discretion)

From 1:2 have students define (from the Greek) "sanctified" and "saints." Discuss how the use of "saints" in this passage is different from the Catholic concept of a saint.

Have students define religious unity that most in the world seek (compare this to 1:11-12). Have students name some other men who are followed: "I am of _____." Lead students in discussion of Biblical Unity (based on 1:10).

LESSON 21 - REVIEW - Continued

correct sequence. Once an answer has been "deposited" at the station, they can not remove it. Grade together in class. Discuss as a group any questions that were missed by most of the class. To make the class REALLY interesting, invite one or two adults to also take the review with the class (not you). You may wish to invite an elder or some parents.

CLASS PRESENTATIONS

At the previous class period, assign topics for students to present. This could be something like a "book report," but would be better if it were more of a "persuasive speech." I would encourage you to take an approach expecting students to give logical arguments and passages to support their conviction - as if they were speaking to a friend who currently did not believe the truth (of their topic). You will need to take care in choosing topics appropriate for each student. Don't let them pick, you assign. For more intelligent or those with more spiritual knowledge, I would assign a more difficult topic. Less difficult for the babe in Christ. Most students will be surprised by this assignment for it is not what they are accustomed to preparing for a Bible class. You will need to "sell" them some on doing this. Topics must be limited to 1 Corinthians (it is a review). At the end of each "presentation" allow for questions and comments. The size of the class will determine how long each presentation should last. If there are 8 students, I would aim for 4 minutes each. Understand that you may have to fill a portion of the class with something else if students do not come prepared, or if their presentations are only 90 seconds. Be prepared with a back-up plan.

BOARD GAME (based on Trivial Pursuit)

This is not real hard to implement, but you must be organized. Borrow someone's Trivia Pursuit game (if needed). You will want to use the game token pieces and wedge pieces, but build your own board. You will need to divide your review questions into six categories. I suggest these categories: (1) definition (2) false doctrine (looking at some false ideas derived from this book) (3) personal application (4) all play (5) what chapter (telling you where a passage is located based on their review questions in workbook) (6) hard question. You can change or make up your own categories. Build a new board (on a poster board) indicating some of your new categories. You may not want as many spots on the board in hopes of increasing the speed of the game. Do not try to make "category cards" as seen in the game with six questions on a card (save the time). Students should role a die (in two-four teams), move their token which will determine which category they have to answer. On a space where they can earn a "wedge" they can choose the category. When all six wedge pieces have been gained, that team "wins." This activity can be manipulated by you (in how hard or easy the questions are), even in changing the difficulty for various students. Take care that students do not perceive you as being "unfair" or "biased." If you prepared questions into stacks of cards (use old business cards) which you shuffled, then you cannot be blamed. If time becomes short and the game is not nearing the end, make all questions a "wedge piece" question. They still roll the die and move their token, but do not have to land on a "wedge piece" location on the board. You may need to have more questions prepared for this review, but there would be nothing wrong with doing the same questions more than once - it is a review.

STUDENT WORKBOOK INFORMATION

Here is a partial list of topics you should consider:

- What Christians call themselves (ch.1)
- Why see spiritual things as important (ch. 2)
- Your body is the temple of God (ch. 3 and 6)
- Being a fool for Christ's sake (ch. 4)
- Not associating with wayward Christians (ch. 5)
- Taking Christians to court (ch. 6)
- Marriage (ch. 7)
- Opinion vrs Commands (ch. 8 and 10)
- Personal zeal and effort (ch. 9)
- Israel's Mistakes (ch. 10)
- Head coverings (ch. 11)
- Lord's Supper (ch. 11)
- Spiritual gifts (ch. 12-14)
- Love (ch. 13)
- The Resurrection (ch. 15)

Feel free to write notes and bring them to class. You are encouraged to write "minimal" notes rather than pages and pages. Think: notes like you would place in the back of your Bible as a reference.

REVIEW IDEAS (Pick one to implement for the class period)

For your own preparation, select the key concepts from the chapter you wish to review. I would encourage you to generate questions and answers which you write down, and I would aim for some 40+ questions. Be sure to include the definitions examined in three of the lessons this quarter. How to review the information is what then must be decided. Do not use a method used in the previous quarter or two.

WRITTEN TEST - a least popular option by students, and teachers in that it must be graded somehow. Nevertheless, testing is a successful mode of review. I believe other methods can be just as effective (or more so), and more enjoyable for all. If you prefer this method, at least mix up the types of questions with some (a) short answers (b) multiple choice (c) fill in the blank (d) matching, and (f) essay.

LAB TEST - My first choice for this review. More prep for you, but an interesting format. You will need to create a "station" with each question visible (perhaps a pringles can, small box, or an envelope). Each student should be given a handful of "answers" (slips of paper, paper "tokens", or "business cards"). Make these different colors, or number each set (all #1's, all #2's, etc) and write down which student is given which set (you will need this for grading). The review begins by explaining students are to place the correct answer in each question "station." Encourage them to look at ALL the questions before answering any of them. They may even desire to organize their answers into the

(continued on next page)

CLASS STARTER

READ aloud in class Acts 18:5-11. Have students tell the significance of the conversion of Crispus (as a leader of the synagogue). Also discuss his influence on others. Then discuss what influence we can be on our friends when we obey God.

QUESTIONS (in student workbook)

1. What was the one thing Paul preached (v.2)?
2. How was Paul's *manner* (v.3) different from the Greek philosophers?
3. How was Paul's *method* (v.4) different from the Greek philosophers?
4. Why did Paul use such caution in preaching to the Corinthians (v.5)?
5. To whom is the gospel "wisdom" (v.6-8)? Whose "wisdom" is Paul proclaiming?
6. What did God "predestine" (v.7)?
7. How was the gospel revealed to man (v.10-13)?
8. To whom is the gospel "foolishness" (v.18ff)? Why?
9. Who "appraises" (NAS) or "judges" (KJ) all things (v.15)? What does this mean?
10. "We have the mind of Christ" (v.16). What is important about this statement?

CLASS ACTIVITIES (optional at your discretion)

Ask students: "How does the Spirit reveal God's will to us (2:10), and how do we receive the Spirit (2:12)?" Try to bring in a few quotes from Pentecostal groups (or others) demonstrating their false doctrines about how the Spirit operates in a person's life. Additional passages to consider include: John 16:7-11; Eph. 3: 4-5, 6:17; 2 Pet. 1:20-21. If time permits you may choose to discuss the baptism of the Holy Spirit (Acts 1, 2, 10).

Looking to 2:14, lead students in a discussion of the Calvinist teaching of this verse about the "natural man" which states man cannot understand the Scriptures until God operates on his heart. This requires the verse to be taken out of context, even out of context for the first four chapters. The "natural man" (by Calvinistic thinking "the one in sin") cannot understand. This is not due to some inability which the Holy spirit must correct, but because he rejects God's message as foolishness. He does not have a spiritual mindset. You may desire to bring a quote or short video clip to class demonstrating the Calvinist abuse of 2:14.

CLASS STARTER

Lead students in a “humorous” discussion of foods they prefer. Ask: “what kind of food do you like to eat?” (hopefully you will get things like steak, potatoes, carrots, apples, or other “solid” foods). For each answer they give you should reply how you think they would like something gross and disgusting that is “soft” food and not solid (jello, pudding, ice cream, tofu, mashed bananas, creamed english peas, etc - think baby food jars). When students are sufficiently grossed out and thinking you are wierd, make the spiritual application from 3:1-2. This is how the mature view the infants in Christ and those unable to receive solid food. Try to give one or two examples of how some struggle to “digest” some spiritual teaching.

QUESTIONS (in student workbook)

1. What argument does Paul present to demonstrate they remained “fleshly” (v.3-4)?
2. What argument is given to show the foolishness of calling themselves after Paul or Apollos (v.5-9)?
3. Paul says “I laid a foundation” (v.10). What was the foundation?
4. What should we learn from the phrase “each man must be careful how he builds” (v.10)?
5. How will each man’s work be tested with fire (v.12-15)?
6. What will happen to someone who destroys the Temple of God (v.17)?
7. What are we warned to not deceive ourselves about (v.18-20)?

CLASS ACTIVITIES (optional at your discretion)

From 3:21-23 create a chart for the wall that visualizes Paul’s point regarding “ownership.” Include a few other thoughts during the creation of this chart:

- A) The revelation of the triune nature of God
- B) The heierarchy of authority (see also Eph. 5:23; 1 Cor. 11:3)
- C) 3:22 referring back to 3:4 and 1:12.

Based on 3:11, lead students in discussion of how many decide to start a church today. Place emphasis on how they “lay a foundation” on something other than Christ. Examples: “Impact Church” (downtown Houston) is founded on a large food pantry; “Salvation Army” is founded on benevolence to all men; “Lakewood Church” is founded on Joel Osteen (etc.). Be sure to include how we can be at fault in a congregation if we do not KEEP the foundation on Jesus Christ.

CLASS STARTER

Challenge students with an exercise to test their ability to find a passage. Ask students: “Find me a passage in the Old Testament requiring a tithe.” Make them all begin their search together (look at your watch to time and see how fast they can find it). Allow them to use any resource (digital concordance, books, notes in their Bible). Once a passage (or two) have been located, lead students in a brief discussion of what a tithe was. Save the comparison to the commands for Chrsitians for question #2.

QUESTIONS (in student workbook)

1. When are we to lay by in store (v.1-2)?
2. What qualification is put on the amount we give? How does this compare to the Old Testament instruction to tithe?
3. How did Paul plan to get the money to Jerusalem (v.3-4)?
4. Why might Paul desire to stay with the Corinthians for the winter (v.5-9)?
5. Why might Timothy have been afraid while with the Corinthians (v.10-11)?
6. Who was Apollos? What was his reputation? What influence might he have in correcting some of the errors in Corinth?
7. Why the instructions in verse 13? How do we apply them today?
8. What pervading thought underlies all that we do (v.14)? How had the Corinthians violated this principle?
9. How are we to be in subjection to ministers and helpers (v.15-16)?
10. What did the three men from Corinth bring to Paul (v.17-18)?
11. What interesting note is made about Aquila and Prisca in verse 19? Would this have been dangerous?

Class Activities (optional at your discretion)

Map Activity: Use a large map of the Mediterranean world - preferable a chart map or a projection on a wall. Students are to locate and identify on the map all the references in chapter 16: start with Corinth (discussing some of its geographical importance as a dual port city), Galatia (16:1), Jerusalem (16:3), Macedonia (16:5), Ephesus (16:8), Achaia (16:15), Asia (16:19).

Based on 16:2 examine additional passages about giving that help our understanding (2 Cor. 8:7-8; 9:6-7). Insert into this discussion an understanding by some of giving “every Sunday,” even if they had not been prospered that week. Indicate why our contribution figures fluxuate weekly, and why some individuals fluxuate weekly. Add to this discussion how some additional responsibilities given to us by God may prophibit giving into the treasury to the extent we may desire (such as providing for our own, and/or caring for an elderly parent or widow of the family). Provide a few passages along this line.

MUST DO!

Warn students about lesson 21 which is a review of the entire book. Look ahead and determine what you plan to do and explain it to the students so they might better prepare.

CLASS STARTER

By way of review of the first half of this chapter (last week's lesson), do at least one of the following activities. This review will help students get back into the context of the chapter which should facilitate better understanding of the current lesson.

- (1) Ask students questions. They should point to the verse which answers.
- (2) Prepare questions and answers in advance on pieces of paper. Have students sort them into correct pairings. Two sets of the same thing would allow for two teams doing the same exercise simultaneously in a "race."
- (3) Play a quick "Game Show" style quiz with 2-4 "teams." I would suggest two teams with individual members stepping forward to answer questions. Use of a "paddle" to raise or "ball" to hold will determine who gets to answer first. The two participants on the question will ideally be racing to pick the object up first. If missed the other team can steal the question. You should have at least 8 questions.

QUESTIONS (in student workbook)

1. List some of the kinds of "bodies" Paul mentions (v.39-41).
2. Created a list/chart of the comparisons listed in verses 42-49.

<i>Perishable Body</i>	<i>Resurrected Body</i>
------------------------	-------------------------
3. Who is the "last Adam" (v.45)? Why this name?
4. What will be the order of the resurrection (v.51-52)?
5. What is the "victory" over death (v.54-57)?
6. Explain the following phrases in verse 58:
 - A. Steadfast, Immovable
 - B. Always abounding in the work of the Lord
 - C. Your toil is not in vain - why not?

Class Activities (optional at your discretion)

From 15:40-41 (using the King James translation) present the Mormon false doctrine of multiple "levels" of heaven, or "degrees" of glory. Discuss briefly their concepts of the Celestial, Terrestrial, and Telestial kingdoms. Have students indicate what is wrong with this in the context of 15:40-41. You may also choose to bring in a few other passages indicating there is only one heaven.

Ask students: "What kind of body will we have in eternity based on this chapter?" Present another false doctrine purported by the Jehovah's Witnesses: the faithful will live forever in a paradise on earth. They contend this physical body will inherit the "new earth" and only the 144,000 will go to heaven. Again, have students indicate what is wrong with this from the context of 15:42-54.

Ask students: "What is the sting of death (15:55-56)? After they answer, ask: "Why is sin referred to as a "sting"? Refer to 1 John 4:18. Conclude this discussion with an explanation of how the "power of sin is the law" (15:56) - meaning the power of sin leading to "death" (in context) is the law which convicts us. When these concepts appear to be well understood, reiterate the victory in Christ Jesus!

CLASS STARTER

Looking at 4:4 "I am not by this acquitted." Have students define "acquitted" (from the Greek - use www.blueletterbible.com). Relate this verse to the popular notion that says "as long as I don't violate my conscience everything's fine." Also discuss briefly how we can be wrong (in sin) and not feel guilt.

QUESTIONS (in student workbook)

1. How did Paul want the Corinthians to regard him and others like him (4:1-2)? How does this relate to the way people think of the local minister today?
2. What is required of stewards (v.2)? To what issue is Paul speaking?
3. Who is the real judge we should be concerned about (v.3-4)?
4. How does verse 5 relate to 2 Corinthians 5:10?
5. What was the problem in Corinth addressed in verse 6? What three questions are written for the purpose of humbling them?
 Problem:
 Question 1:
 Question 2:
 Question 3:
6. What was the treatment the apostles endured (v.11-13)? How does this relate to what we should expect when we teach the truth?
7. What was Paul's reason for writing these things (v.14-16)?
8. Why did Paul send Timothy (v.17)?

CLASS ACTIVITIES (optional at your discretion)

Based on 4:18-21, have students describe the condemned attitude which existed in Corinth. Ask students: "What does Paul refer to with the word Power?" Lead students in a discussion of 4:21 including a comparison to the final judgment before God with a rod or gentleness.

Create a wall chart called "Imitators Of Me" (from 4:16). Create two columns on the chart. On one side list ways in which we should imitate Paul. On the other, list ways in which others will imitate us (hoping for spiritual things from students). The second column can/should include both positive and negative traits people imitate. Be sure to emphasize how their children will imitate them in faith, love, spirituality, etc.

CLASS STARTER

Create a set of matching cards - one with a word, one with a definition. Try creating a pattern where all the pieces are the same shape and color, but is larger enough that more words can be added to it in later lessons (see Lesson #12). The two cards should go side by side. Check the files in the congregation to see if one has been created before. Use the following words as a review activity from chapters 1-4: Sanctified (1:2), Saint (1:2), Redemption (1:30), Steward (4:2), Acquitted (4:4). Students should create the "puzzle" as a group activity at the start of class. They may use any tools to learn the definitions if needed.

QUESTIONS (in student workbook)

1. What comparison does Paul make to indicate the severity of the sin in chapter 5:1?
2. What does chapter 5 reveal about the attitude of the saints in Corinth over this matter?
3. What does Paul say should have been their attitude?
4. What should they have done with this man?
5. What does Paul mean in 5:5, "deliver such a one to Satan for the destruction of his flesh"?
6. What instructions are given to prevent the congregation from being influenced to sin?
7. Explain the admonition in 5:8.
8. Which immoral people had Paul previously instructed the brethren not to associate with (v.9-12)? Are we to take the same punitive measures for these things as taught in the example of chapter 5?

CLASS ACTIVITIES (optional at your discretion)

Lead students in a discussion of church discipline. Have students read a few other passages teaching the same concept. Be sure to cover the purpose of withdrawing, the proper method of bringing someone's sin to the congregation, and the proper attitudes. Discuss how we must trust in God's way, even and especially when it is a brother or sister to whom we are very close.

Toleration of sin was the problem, and their pride at their toleration (5:2, 6). Have students identify some sins that we may have desire to tolerate in others rather than withdrawing from (gossip, lying, harmful/hurtful words, drunkenness, etc).

Define "immorality" (5:1) which is also "fornication" in the King James. Teach the students that immorality (fornication) is a generic term for any sexual sin (outside the God approved marital relationship - premarital, homosexual, lesbian, group, etc), whereas adultery is a specific (sex in violation of marriage vows).

CLASS STARTER

Ask students: "What is the purpose of witnesses in a court of law?" Lead students to discuss the role of witnesses in Scripture of the miracles, even the resurrection of Christ to which Paul points in this chapter. Discuss how difficult it would have been to convince people of this truth without witnesses! Their testimony is a witness for us.

QUESTIONS (in student workbook)

1. How does the gospel save us (v.1-2)?
2. A list of priorities is given in how Paul went about preaching Christ (v.3-8). Recreate the list in your own words.
3. Was Paul pointing to how much more he worked than the other apostles (v.10-11)?
4. What is the point of religion and faith without the resurrection (v.12-19)?
5. Explain verse 21. Who is being discussed?
6. What will happen to the kingdom at "the end" (v.23-24)?
7. What will be the last enemy to be abolished?

Class Activities (optional at your discretion)

Have students create a poster for the wall called: *Why We Believe Jesus Resurrected*. Have students work together to create a list (maybe on the board first), with a score of importance at the end of each point. (How important from 1-10, 10 being the most important). You may desire to create the poster before hand with a column for the score and a wider column for the statement of belief which they can fill in. The class should be able to list at least 6 statements, and hopefully 10 or more.

Ask students: "What is baptism for the dead (15:29)?" Provide students with the information of who practices this (Mormons included), and why. The "why" is not the same across religious groups. Some discussion should take place about why we are not baptized for the dead. You may want to connect this with 1 Thessalonians 4:13-18, and certainly with 2 Corinthians 5:10.

"Bad company corrupts good morals" (1 Cor. 15:33). Have students identify who is "bad company." Be certain to include who they chose to "date" and those who are close friends. Discussion should include how some have deceived themselves about their company, or their ability to not be corrupted by the bad influence. Also be sure to turn this concept upside down and discuss how "good company encourages good morals." Speak some of the benefits of spending time with fellow Christians.

CLASS STARTER

Return to Lesson 5 and Lesson 12 Class Starters. Do this exercise again, adding the following new words: Contentious (11:16), Pagans (12:2), Perfect (13:10). Review the previous words in the process.

QUESTIONS (in student workbook)

1. Why does Paul say prophesying is greater than speaking in tongues (14:5)?
2. Will the one speaking in tongues know what he is saying (14:2)? If not, how will he edify himself (14:4)?
3. What was the purpose of interpreting tongues (14:5)?
4. What was the profit of speaking without interpretation (14:6ff)?
5. Why is interpretation needed (14:13-17)?
6. What was Paul's desire in using his ability to speak in tongues (14:18-19)?
7. Who were the gifts a sign for (14:22):
 - A. Tongues:
 - B. Prophecy:
8. Why would a visitor to the assembly think everyone is mad (14:23)?
9. Why would a visitor to the assembly become convicted (14:24-25)?
10. List as many of the "rules" as you see in 14:26-33.
11. What is Paul's authoritative conclusion about spiritual gifts (14:37-39)?

CLASS ACTIVITIES (optional at your discretion)

Discuss by way of synopsis the Biblical teaching regarding speaking in tongues. Students should be able to tell you what this miraculous gift was (based on chapter 14). Watch a short video of a Pentecostal member speaking in tongues. At the time of printing, these were some appropriate video links to consider using: (1) [1:20 clip] <http://www.youtube.com/watch?v=zTlddWmwdX0> (2) [just use first 2 minutes] <http://www.youtube.com/watch?v=qfOBbTMfLw> (3) [about 4 minutes] <http://www.youtube.com/watch?v=bxsd6mmMqes>. After watching a video, have students discuss what is unscriptural about it, citing references from 1 Corinthians 14. You may wish to do the exercise again with a second video.

Lead a discussion based on 14:34-36. Include how women are to be silent, but are also commanded to sing. Have students identify the meaning of "be silent in the churches," "not permitted to speak" (14:34), and "speak in church" (14:35). Include how some today (in groups calling themselves "Church of Christ") are beginning to accept women ministers, and women involved in the worship assemblies. Try finding an example online of a female minister in a Church of Christ to show the class - ideally in your area.

CLASS STARTER

Lead students in a quick discussion to get back into the context. Include the following points: 1) Chapter 5, the saints could not distinguish from right or wrong when someone in the congregation was living in an incestuous relationship. They seemed to think "we cannot judge or condemn." 2) In chapter 6 they can easily tell if they had been personally wronged. 3) They could be very tolerant as a congregation of someone else's sin, but they will not condone anything wrong being done against them personally. 4) They had problems in the congregation of fraud and thievery against each other. 5) "Does any one of you.. dare to go to law" - define "dare" (Greek = boldness) which in this context conveys the idea of being so bold as to do something.

QUESTIONS (in student workbook)

1. Paul seems to be concerned about them having disputes, but what is his main concern? (6:1)
2. What will saints judge (6:2-3)? How?
3. Who does Paul say should be allowed to judge in such a matter? Would this work today? Why or why not?
4. What other problem does Paul address which led them to take each other to court (6:8)?
5. How were they deceiving themselves about this?
6. What changes should have been evident in their lives (6:11)?

CLASS ACTIVITIES (optional at your discretion)

Ask students: "How do we make application of this text today?" Do Americans like to go to court? What is a Christian to think? How is a Christian to obey this? Use the following scenarios to increase discussion and thought. Have students role play if desired.

- Two Christians. One hits the other's car while leaving the church building parking lot. Neither believe they are at fault. How should this matter be settled when car insurance is involved?
- Two Christians who are not getting along. One posts on Facebook (or similar social website) a lie which slanders the other. The lie becomes very well known hurting the other Christians reputation and their business (as a bakery owner) suffers. How is this to be resolved?
- Two Christians. One steals a business invention idea from the other and makes millions. How should this be resolved?

"Such were some of you" (6:11). Ask students: "How were these people changed?" Ask students: "What does 6:11 indicate to those who say once we are saved we are always saved and it doesn't matter how you live?" (You may wish to compare with some points in Colossians 3:5-10.)

Define "justified" (6:11).

Emphasize "why not rather be wronged" (6:7) as a proper attitude. Compare with Matthew 5:38-42.

CLASS STARTER

Based on verse 18's "flee immorality," ask students to recount the story of Joseph and Potiphar's wife (Genesis 39:6-12). Ask students to tell you: 1) the wisdom of Joseph's actions, 2) the consequences of Joseph's actions, 3) the strength of faith Joseph had (i.e. why did he do this?, where did he learn this?).

QUESTIONS (in student workbook)

1. What does Paul mean when he says "all things are lawful for me, but not all things are profitable" (6:12)?
2. What does Paul say about one who is joined to a prostitute (6:15-16)?
3. What does Paul say about one who is joined to the Lord (6:17)?
4. Why are we to "flee immorality" (6:18)? Explain.
5. What is the Christian's body? (6:19)?
6. What price have we been bought with (6:20)? What then should be our response?

CLASS ACTIVITIES (optional at your discretion)

Tie in with question 6: Lead students in a discussion of how we were "bought with a price" (v.20) and what this means. Include concepts of redemption, slavery (servant), and appreciation for freedom from sin. Ask students to explain what is meant by "you are not your own" (including 'I don't get to make every decision, but choose to let God decide'). Connect with verse 17 "is one spirit" with God.

Define "immorality" (v.18). See end of lesson 5 where students may have already defined this. Be certain students understand any sexual activity outside the marriage relationship is being discussed. Have students explain the remainder of verse 18 and how they can sin against their own body.

Create a wall chart for students to sign. Call it a "purity pledge." Have students create the pledge in class together (maybe write on a white board while being created.) You may need to come prepared with an appropriate sample to help students. End the pledge with "We make this pledge because of our love for God who has said 'flee immorality.' Have all the students sign the wall chart and post it. If time remains, have students provide other passages that teach about immorality and sexual sin. List them at the bottom of the Purity Pledge.

"Glorify God with your body" (v.20). Lead students in a discussion of how they can accomplish this (sexual purity, modesty). Try to have students tell you specific methods to flee immorality (which is the negative way of saying "glorify God with your body"). A careful, healthy discussion of proper boundaries with the opposite sex is what is desired.

CLASS STARTER

Ask students: "Do you love your family?" After they finish laughing, ask them, "How do you demonstrate your love for your family"? Many answers will likely be given. Connect these ideas to the discussion on love in this chapter, and point out how the "body of Christ" is a family.

QUESTIONS (in student workbook)

1. What had the Corinthians forgotten in their zeal for spiritual gifts (13:1-3)?
2. For each of the traits describing love, relate how the Corinthians were not showing love in the current behaviors revolving around spiritual gifts.
 - A. Love is patient.
 - B. Love is kind.
 - C. Love is not jealous.
 - D. Love does not brag and is not arrogant.
 - E. Love does not act unbecomingly.
 - F. Love does not seek its own.
 - G. Love is not provoked.
 - H. Love does not take into account a wrong suffered.
 - I. Love does not rejoice in unrighteousness, but rejoices with the truth.
 - J. Love bears all things.
 - K. Love believes all things.
 - L. Love hopes all things.
 - M. Love endures all things.
3. 13:9-10 speak of the "part" (or partial) and the "perfect" (or complete). What are these referring to?
4. When will miraculous gifts be done away with (13:10)?
5. What comparison does Paul use to illustrate his point (13:11)?
6. In context how do "we see in a mirror dimly" (13:12)?
7. When will we "know fully" (13:12)?

CLASS ACTIVITIES (optional at your discretion)

Present a very brief description of some of the religious groups who today believe miraculous gifts continue, and some who teach they must be present to be saved. Have students demonstrate their understanding of chapter 13 by explaining how miracles have ceased. Do this in a role-playing type scenario with you or another student playing the role of the believer in modern miraculous gifts. Allow several students to take turns explaining how miracles have ceased.

Be certain the later half of the chapter has been well covered, and understood. If so, review the attributes of love again with the idea of a romantic relationship - specifically marriage, perhaps with flavors of "dating." Help the boys understand what should be their proper and correct attitudes toward a woman, and the girls to understand what they should be looking for in a man. Notice please that "love" (in the chapter) is not about physical attraction!

CLASS STARTER

Lead students in a discussion of how miraculous gifts came to people (through the laying on of the apostles hands). Provide 2 or 3 passages for students to read that demonstrates this. Conduct a brief discussion about the purpose of spiritual gifts - to inform, direct and edify the church in the first century (when there was no written word). Indicate this will be proven in chapters 12-14.

QUESTIONS (in student workbook)

1. What new subject is introduced in 12:1 and concludes in 14:40?
2. List the miraculous gifts Paul speaks of in 12:8-10.
3. Why did people have different spiritual gifts (12:11)?
4. Into what are we baptized (12:13)? How does this agree or disagree with Galatians 3:27?
5. Which part of the physical body is more important than others (12:14-17)?
6. What point is Paul reaching in 12:18? What modern application do we need to make from this?
7. What parts of the physical body does Paul seem to have in mind in 12:22-24? How does this apply to the Lord's body?
8. What conclusion is reached in 12:25-26?
9. What is the point in 12:28-31?

CLASS ACTIVITIES (optional at your discretion)

From "one body" (12:12-13), have students compare current religious thoughts about the Church (i.e. demoninational thinking, many churches all going to the same place, religious unity understood as tolerating differences). Ask students (from this chapter) to relay what Biblical unity is.

From 12:21-22 ask students, "what problem is Paul needing to address among the Corinthians?" (Looking for the answer: spiritual gifts made some feel conceited, or more important.) Ask students to discuss what should be our proper attitude toward one another as Christians. Follow this with a brief discussion of problems maintaining this proper attitude for elders, deacons, and evangelists. End this discussion with a rereading of 12:26.

Have students create a diagram (on the board) based on 12:12-26. It will likely be a rough image of a physical body with a label of "one body" and various parts given spiritual labels. End this activity by challenging the students to determine where they are at in the body (12:18, 27). Allow students to vocalize their understanding of their contributions to the local church.

CLASS STARTER

Looking at "it is good for a man not to touch a woman" (7:1), have students tell you the difference in men and women. Specifically, try to get the class to understand how touching effects us, even holding hands or touching knees when sitting next to each other. This would be a great opportunity to speak a little about immodesty and how men react to a woman's physical appearance - a man wants to touch. End this discussion with the implied meaning of 7:1 which is "abstinence."

QUESTIONS (in student workbook)

1. What reason does Paul give for people to enter a marriage relationship (7:2)?
2. What does Paul say that indicates it is not sinful to remain unmarried? What qualification does he place on this (v.7-9)?
3. What instructions are given to the married as requirements from God (7:10-11)?
4. What is to be learned from Paul's teaching that we "remain in that condition in which he was called" (7:17-24)?
5. What present situation was driving Paul's remarks in this chapter and especially what follows verse 26?
6. What are the differences in the thinking of the married and the unmarried (7:32-34)?
7. How long are marriages bound (7:39)?

CLASS ACTIVITIES (optional at your discretion)

Lead the class in a general discussion of marriage. Cover the following points: A) Established in the garden (Gen. 3; Matt. 19:4-5). B) God binds ("bound" v.39) or joins them (Matt. 19:6) and man cannot put assunder (Matt. 19:6). C) Marriage bed is undefiled (Heb. 13:5). D) Only one reason for divorce which allows remarriage (Matt. 10:9). Otherwise must obey 1 Cor. 7:11.

Looking at 7:16 have students tell you the dangers in marrying someone who is not a Christian ("Christian" in the biblical sense, not what the world calls a "Christian"). Discuss the problems in thinking we will convert the disbeliever. Specifically connect this to 1 Cor. 15:33 "bad company corrupts good morals."

CLASS STARTER

Have students cite examples of how “knowledge makes arrogant.” You should expect to get responses like: A) Scientists and evolution B) A peer who is a “know it all” C) An older person who is always telling you how to do something (without explanation) because they know they are right. End this discussion with asking students how we can display this attitude when trying to talk to others about the Bible.

QUESTIONS (in student workbook)

1. What is the subject of chapter 8 (8:1,4,7,10)?
2. What is more important (in the context), to “know” or to be “known”?
3. “Not all men have this knowledge” (8:7). What knowledge?
4. How can the weak conscience be defiled (8:7)?
5. What does Paul say is the truth about food sacrificed to idols (8:8)?
6. What does Paul say about us when we wound the conscience of one who is weak (8:12)?
7. What should be our proper attitude about such things? To what extent should we go in not causing a brother to stumble? (See also Matthew 18:6-7.)

CLASS ACTIVITIES (optional at your discretion)

Have students generate a short list of some specific truths in our understanding which can become a stumbling block to the weak (v.9-11). In other words, try to give a different, modern application of the same principle. Write their short list on the board.

You should have some time in this class period, since the chapter is not very long. Use this time to A) do a review of the first 8 chapters, and/or B) do any of the activities from previous lessons which time prevented you from getting to. For a review, try to use a different format than used in the last few months. I recommend one of the following:

- A) Stump the teacher** (can be announced in advance). Students bring questions which are answered in the text of the first 8 chapters. They get to ask you all the questions.
- B) Use a Powerpoint presentation.** Put question on one slide and have answer appear when you click. This will take more of your time to prepare in advance. Use the computer in the classroom, your laptop or your tablet.
- C) Multiple Choice.** Create your list of questions and answers (for your use). Grade your answers as (1)correct, (2)close, (3)outside, and (4) miss. On the board, draw a dart board with at least three rings around the bullseye. Divide the class into two teams requiring each person to answer a question in turn OR each team collaborates and gives you a group answer. Each time an answer is given place a colored dot on the dart board in the corresponding “circle.” The idea is to see which team color has the most dots on the bullseye at the end of the review.

CLASS STARTER

Ask students: “Why do we use unleavened bread for the Lord’s Supper?” Let them flounder a bit. Check their understanding of “unleavened.” Lead them back to Matthew 26:26-29 (read it if desired). Ask them: “Does this passage say Jesus took unleavened bread?” Again, let them flounder. Finally, point to the CONTEXT in which this passage is found (26:2, 19-20) which was the Passover which required unleavened bread (Ex. 12:18). Emphasize the importance of ALWAYS staying in the context of a passage.

QUESTIONS (in student workbook)

1. What subject is addressed in 11:17-34?
2. What was Paul condemning in their partaking (11:17-21)?
3. How does 11:22 and 11:33-34 relate to the question of a church having “fellowship halls” and meals paid from the treasury (as many religious groups practice today)?
4. How did Paul know the things that took place in the upper room (11:23-26) when he was not present?
5. Explain how the Lord’s Supper is “in remembrance” of Jesus (11:24, 25).
6. How do we “proclaim the Lord’s death” (11:26)?
7. What is an unworthy manner for partaking (11:27)?
8. Why does Paul conclude many in Corinth were weak, sick and asleep (11:30)?

CLASS ACTIVITIES (optional at your discretion)

Compare Jesus’ statements (11:24-25) with the Catholic doctrine of Transubstantiation. Provide documentation to students of Catholic doctrine. An internet website would suffice.

From 11:26 “as often as you eat.” Have students demonstrate from Scripture why we partake on the first day of every week (Acts 20:7). Throw a wrench into the discussion by rereading 11:26 “as often as you eat.” Help students understand another principle of study - we must look at ALL that is revealed to gain a good understanding. We can’t draw our conclusion from one passage if others teach additional information. Have students give the meaning of the phrase in 11:26.

How can we fail to judge the bodily rightly (11:29)? What is meant?

CLASS STARTER

Tell the class you want to present to them a view some people have of the role of the woman. Say, "Subjection is the woman's role. This means she has to do whatever I say. If I tell her do the dishes, or wash my car, or make the bed, she has to do it. God says she does." If any young ladies are present they will likely desire to speak up. Have them wait, and let the boys respond first. Lead the class in a brief discussion about the role of submission in marriage, comparing it to the role of submission to Christ (which men and women are to give).

QUESTIONS (in student workbook)

1. What subject is being addressed in 11:1-16?
2. What is taught about subjection in 11:3?
3. What instruction regarding prayer is understood for men (11:4)?
4. Who did the woman disgrace when her head was uncovered while praying or prophesying (11:5)?
5. What was the stigma attached to a woman (at that time) who had her head shaved? What does our society think of this?
6. Why should a man not have his head covered (11:7)? Is this talking about all the time, or merely at certain times?
7. "Because of the angels" a woman was to have *what* on her head (11:10)?
8. Answer the question in 11:13.
9. What does nature teach about the length of hair (11:14-15)? Why does Paul bring this up now?
10. How might some have been "contentious" about this (11:16)? What was the "practice" in the churches of God (11:16)?

CLASS ACTIVITIES (optional at your discretion)

What does this chapter say about the modern *Women's Liberation Movement* in America? You may wish to bring a short video to class (2-3 minutes) or a few brief quotes to demonstrate some of the unscriptural truths espoused by this movement. Emphasize women are not a second class citizen before God or in the church (point to 11:11). Discuss how men and women need each other and how God understood this in establishing the institution of marriage.

Connect to question #8 - Is it "proper" for a woman to pray with her head uncovered?" "Proper" ("comely" in the King James) refers to "that which corresponds with propriety or decorum." It is for this reason I believe the passage speaks of the societies tradition for a woman to wear a head covering which indicated submission to her husband. The Corinthians should be able to judge for themselves if being uncovered fit the decorum of the day.

Expect some questions about why some women cover their head today and some do not. Connect to 1 Corinthians 8 and the conscience.

CLASS STARTER

Ask students: "Who does the preacher work for?" Expect answers like "God, Elders, Congregation, Self." Most likely students will not give the same answer. Ask them: "Why do we pay a preacher?" Ask them: "Who decides how much to pay him?" Lead students in discussing why some preachers live in poverty and others not (based on 9:14's "get their living from the gospel").

QUESTIONS (in student workbook)

1. How were the Corinthians the "seal" of Paul's apostleship (9:2)?
2. Were the apostles or preachers ever expected to remain celibate (9:5)? What problems are evident from such an expectation from the wisdom of men?
3. What work was Paul "refraining" from (9:6)?
4. What examples are given by Paul to demonstrate his right to financial support (9:7)?
5. What conclusion does Paul make from Deuteronomy 25:4 in verses 9 and following?
6. What religious example does Paul make of idol priests (9:13)?
7. How does 9:14 apply to modern preachers?
8. Why did Paul preach the gospel (9:15-17)?
9. Paul became "all things to all men" (9:22). Describe how he became like:
 - A. A Jew (9:20)
 - B. One under Law (9:20)
 - C. One without Law (9:21)
 - D. One who was weak (9:22)
10. Write down what you believe to be three important points made in 9:24-27, or three applications you see for us today.
 - A.
 - B.
 - C.

CLASS ACTIVITIES (optional at your discretion)

Connect to question #9. Have students describe how we might "become" like the following in order to win them to Christ (i.e. how would they present the gospel): A) Farmer B) P.E. coach C) Doctor D) Lawyer E) Married Person F) One who believes salvation is at point of faith.

Connect to question #10. Ask students: "What kind of race are we running?" Lead students to understand it is a long marathon, and that some have more hurdles than others. Run the race "set before us" (Heb. 12:1).

CLASS STARTER

Ask students: "Which covenant do we follow today?" Have students demonstrate the end of the Old Covenant and it being replaced with the better New Covenant (Heb. 8:7-13; Gal. 2:21; Gal. 3:23-29). Ask students: "Then why do we have the Old Testament? Why do we study it?" Expect answers from this lesson's readings.

QUESTIONS (in student workbook)

- Give the historical reference for each of the following phrases:
 - "Our fathers were all under the cloud" (10:1)
 - "Passed through the sea" (10:1)
 - "Baptized into Moses" (10:2)
 - "All ate the same spiritual food" (10:3)
 - "All drank the same spiritual drink" (10:4)
 - "They were laid low in the wilderness" (10:5)
- List the four specific negative examples which the Israelites are for us in 10:7-10.
 -
 -
 -
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- What conclusion does Paul reach as a result of the reasoning found in the first eleven verses?
- Please explain how 10:13 fits the context of the chapter? Does it fit more with what goes before or what comes after?

CLASS ACTIVITIES (optional at your discretion)

Ask students: "How have the 'ends of the ages' come upon us (at the time of Paul) (10:11)?" This should be a brief discussion of the "ends of the ages" (Patriarchal, Mosaic, Christian) which is not to be confused with the "end of the age" or "end" (a Biblical reference to the judgment day of Christ). Connect this discussion to the Class Starter in that the establishment of the New Covenant marked the beginning of the ends of the ages.

Connect with question #4. Have students tell you ways in which God provides a way of escape from temptation. Be sure to lead them in concluding things like: phones to call each other, fellow saints in a congregation, godly parents, walking away, saying no, etc. Ask them: "How do we recognize temptation so we know we need to escape?" (short answer: knowledge of God's will. Let them flounder a bit if they don't come up with this).

CLASS STARTER

Return to the Lesson 5 Class Starter. Do this exercise again, adding the following new words: immodesty (5:1), dare (6:1), effeminate (6:9), justified (6:11), reconciled (7:11), conscience (8:10), sharing (10:16).

QUESTIONS (in student workbook)

- To what does 10:16 refer?
- Why are we "one body" (10:17)?
- How might we become "sharers in demons" (10:20-21)? Are there any modern applications from this concept?
- As in chapter 8, what conclusion does Paul teach about eating meat sacrificed to idols (10:25-27, 31)?
- What if someone says "this is meat sacrificed to idols" (10:28)?
- Some would contend we (as Christians) are to never offend another person. They base this principle on 10:32-33. Yet, Paul is the same one who offended people to the extent they were stoning him and running him out of town. What then does Paul mean in these two verses?

CLASS ACTIVITIES (optional at your discretion)

From 10:15 "judge what I say," have students relay what Paul expected of the recipients of this letter (to compare his teaching with Scripture). Lead students to an understanding that we must do the same for those we try to teach. We cannot teach without a Scriptural evidence of our belief. We must give a defense of what we believe (1 Pet. 3:15), but also give them some substance to examine. Encourage students to create a listing of topics in the back of their Bible and place references. Also encourage Bible memorization with a Scriptural reference (this is the WHY we do it).

Have students reread 10:22 with the understanding the Church is the bride of Christ (Rev. 19:7-8; 21:2,9). Point to the spiritual adultery of the Jews in bowing to idols (Jer. 2:2). Have students tell what the feelings of God (our spiritual husband) would be when we choose to sin. This is intended to sharpen their understanding of how God views our sin, which should change the way we think about sin.

Have students provide one application of the teaching in 10:23. Have two or three examples ready (in case they have trouble).