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# COLOSSIANS

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Teacher's Manual

Written By  
Charles Willis

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*One week during this quarter  
students will attend the adult class  
during the gospel meeting.*

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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.

### Review

The last lesson is a review. Three suggestions are given as to what activities could be used in class. You must prepare the questions. ***You would be wise to write review questions every week as you study each lesson,*** or perhaps after class to know which concepts students had the most difficulty with.



Written By: *Charles Willis*  
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**CLASS STARTER**

Locate Colossae on a map and relate some of the history of the city and what is known of the church in Colossae.

**QUESTIONS** (in student workbook)

1. How was Paul an apostle “by the will of God” (v.1)?
2. How does verse 2 refute the religious concept that faithful individuals become saints after they die?
3. For what two things were Paul and Timothy thankful about the Colossians? (v.3-4)
4. What does Paul affirm the gospel message is about? (v. 5-6)
5. Who seems to have been the preacher in Colossae, and what message did he bring to Paul? (v.7-8)
6. What did Paul pray about for the Colossians? (v.9-10)
7. Describe “walking in a manner worthy of the Lord”. (v.10-12)
8. How has God “qualified us to share in the inheritance of the saints in light”? (v.12)

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

Define/Describe “bond servant” (1:7). Discuss the difference in verse 7 between a “fellow bond servant” and a “faithful servant of Christ.” Students should identify ways in which are servants of Christ.

*In conjunction with question 7: Worthy of the Lord activity.*

Put each of the following categories on the board, or cards to set out on the table:

- |                                     |  |
|-------------------------------------|--|
| 1. Bearing fruit in every good work | 2. Increasing in the knowledge of God                  |
| 3. Strengthened with all power      | 4. For the attaining of all steadfastness and patience |
| 5. Joyously giving thanks           |  |

Have students identify ways we “please Him in all respects” within each category. It is recommended you generate 2 or 3 ways for each category to help students if necessary. Example: “bearing fruit...” - Feeding hungry, giving ride to church, call of encouragement. Example: “Increasing in knowledge...” - study bible, teach private study. Example: “Strengthened with all power” - confidently tell friend the truth, willing to suffer for doing right. You could alternately provide all the answers and have students place in proper categories.

Read and discuss other passages that teach the concept of God qualifying us (from v.12). King James as “made us meet.” Consider references using sufficient, complete, entire, etc.

## Lesson 12 - Review (continued)

CLASS ACTIVITIES (continued)

**Rebus Puzzle** Create a rebus puzzle (pictures representing words) that convey a theme of the book, a specific verse, or something you have stressed throughout the study. As students answer questions correctly, a portion of the rebus puzzle is revealed. You may want to set them out on a table, allow students to turn a card over, or hand them a card to hold. You will need to decide if the puzzle is visible throughout the activity, or is to be built when questions are completed. If you choose for the puzzle to be visible throughout the activity, some students may want to guess the answer before the entire rebus is revealed. In that instance, you may want a second puzzle also. The easiest way to "build" the puzzle is to glue pictures (you print out) to a poster board, then cut the poster board into equal sizes (perhaps 16+). Ideally an entire picture should not appear on one piece. Many examples are available on line. This activity should take 15 minutes or less for one puzzle.

## Colossians 1:13-23

## Lesson 2

### CLASS STARTER

Review how to use [www.blueletterbible.org](http://www.blueletterbible.org) to access Greek and Hebrew definitions. Be sure all students have bookmarked this website. You may choose to go over question 2 as a starter. Additionally you may choose to physically show them how to use a concordance or bring in additional reference material such as Vine's Dictionary or Thayer's Lexicon.

### QUESTIONS (in student workbook)

1. How are we "rescued" and "transferred"? (v.13-14)
2. Give the Greek definition for "redemption" (1:14).  
(definitions can be located at [www.blueletterbible.org](http://www.blueletterbible.org))
3. How does Paul describe Christ? (v.15) Please explain.
4. Of what importance is Jesus in relation to the creation?  
(v.16-17)
5. Explain the following descriptions of Jesus:
  - A. "Head of the body" (v.18)
  - B. "The beginning" (v.18)
  - C. "The firstborn from the dead" (v.18)
  - D. "All the fullness to dwell in Him" (v.19)
6. Give the Greek definition for "reconcile" (v.20).
7. Upon what conditions does Christ's work of reconciliation come to us? (v.20-23)

### CLASS ACTIVITIES (optional at your discretion)

We are "transferred" "to the kingdom" (1:13). Play "Devil's Advocate" from the position that the Kingdom has supposedly not yet been established. Then have students explain the meaning from this verse as if speaking to a friend who has never heard this before. Even if someone else in the class has done it, have them say it in their own words.

Have students identify "God's part" in our salvation, and "our part" from 1:18-23. Allow this to lead to a discussion of how we remain "firmly established and steadfast."

Based on question 4, use 1:16-17 as a launching point into a discussion of Scriptural truth of creation versus evolutionary theory. Points to consider:

- Earth/man was result of supposed accident(s) [think Big Bang] vrs created.
- Nature supposedly ever evolving vrs held together by God.

You may also want to invert the logic - if a person believes in Creation but not Jesus, they must reject this passage. [Think Islamic or other religions.]

**CLASS STARTER**

You may choose to start with the definitions in questions 3 and 6. Alternately, do a quick review of chapter one to keep the current verses in context.

**QUESTIONS** (in student workbook)

1. Please explain Paul's meaning about his sufferings and how they relate to Christ. (v.24)
2. Explain the imagery of the church being the body of Christ. (v.24)
3. What word does Paul use to describe his apostleship from God in verse 25? Give the Greek definition for this word. (definitions can be located at [www.blueletterbible.org](http://www.blueletterbible.org))
4. What is the "mystery hidden from past generations" now "manifested to the saints"? (v.26-27)
5. What was Paul "proclaiming" about Jesus? (v.28)
6. Give the Greek definition for "admonishing." (v.28) (definitions can be located at [www.blueletterbible.org](http://www.blueletterbible.org))
7. What is the goal of preaching? (v.28)
8. What power worked mightily within Paul? (v.29)

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

Why should we rejoice in sufferings? (1:24; James 1:2-4, 12) Have students explain how this is different from the thinking of the world.

Discuss what should be and what should not be our motives for teaching others (v.28-29).

Create a chart for the wall (on a poster board) titled: Teaching Others. Divide the poster board into two halves with a line and label each half "Admonishing" and "Teaching." These efforts are to be done with "all wisdom" (1:28). Have students list at least three ideas about how to admonish or teach with wisdom. As the teacher, you should be prepared with examples that demonstrate a lack of wisdom that would drive a person away. This should spark some good discussion.

**TEACHER PREPARATION**

Prepare a list of questions and answers from Colossians. 50+ are recommended. At least one question per class minute. Simple answers will require more questions. Questions can come directly from the text or be questions directly from the workbook. Different types of questions can also make the review more interesting (multiple choice, true/false, explanation of concept, find the passage). You are encouraged to organize the questions into categories or at least vary the difficulty. Ways to use the questions are discussed in **Class Activities** below.

**QUESTIONS** (in student workbook)

1. Attempt to read the entire book of Colossians in one sitting. It's only four chapters.
2. Read back through your workbook questions looking at the answers you have filled in.
3. To help prepare for the class review, generate a list of topics covered in the book of Colossians - you may choose to think of this as creating a one page outline of the book.
4. Have a brief discussion with a parent or parents where you tell them in your own words what the book of Colossians is about. It will be helpful for you to write it down in the space below.

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

*Try not to use an activity used in the last quarter or two. Vary the activities quarter to quarter. Three suggestions are provided each quarter. You can pick one, use all, or go with your own idea.*

**Build A Tower** A cooperative review. Suggested time for this activity is a max of 20 minutes. As students get answer correct, they add a "block" to a tower or pyramid. When wrong, a block is taken away. Object is to get class to build a tower/pyramid to a set height (which teacher sets). Can be modified by writing answers on blocks so all answers are present. Can hand out blocks to students, or leave jumbled on table for them to locate. Whoever has block is to answer and place it. If tower falls, building starts over. Can be repeated.

**Hot Seat** Student sitting in specific chair must answer a question, or a short series of questions. Can be morphed into something like "Who Wants To Be A Millionaire." (It can be fun to have "ask a friend," "get a hint," or "skip" option. Make some of these up yourself.) Can be modified to a series of "packets" containing a set of questions on a topic, by chapter, or other. Students are given or choose a packet. On their turn they attempt to give answers. Every student must get a turn in the Hot Seat. Suggest 30 minutes or less.

(continued on next page)

**CLASS STARTER**

Lead students in a discussion about the authority of Apostles. Base the discussion on 4:8-9 about Paul sending Tychicus and Onesimus. Other passages to include - 1 John 4:6; 2 Thess. 2:13-15; 2 Thessalonians 3:4,6,12,14.

**QUESTIONS** (in student workbook)

1. Relate what we can know from this chapter of these godly men who worked with Paul:
  - A. Tychicus (v.7)
  - B. Onesimus (v.9)
  - C. Aristarchus (v.10)
  - D. Jesus called Justus (v.11)
  - E. Epaphras (v.12)
  - F. Luke and Demas (v.14)
  - G. Nympha (v.15)
  - H. Archippus (v.17)
2. What did Paul intend happen with this letter? (v.16)
3. Why did Paul close so many of his letters with a statement like the one found in verse 18: "I, Paul, write this greeting with my own hand"?

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

**Why Other Men?** Why did Paul have all these other preachers traveling with him? Lead students in a discussion based on 2 Timothy 2:2. Include concepts of a "training program" which many congregations utilize to help bring up a young man to effectively preach the word. Identify the benefits of such arrangements.

**How Supported?** How were these men travelling with Paul able to care for themselves? Short discussion about financial support to evangelists. Consider Gal. 6:6; 1 Cor. 9:11-14; Acts 18:1-3; Phil. 4:10-14 (among other passages.).

**As time allows** you may extend question #1 to include Barnabus' cousin Mark (4:10).

**CLASS STARTER**

"Treasures of wisdom and knowledge" (2:3). Challenge the students to identify some Bible quotes (ideally from Jesus) versus sayings of man [think grandmotherly sayings like "cleanliness is next to godliness" or "a fool and his money are soon parted"].

**QUESTIONS** (in student workbook)

1. Why was Paul writing the Colossians (v.1 - 2)?
2. What imagery comes to your mind when Paul says we are to be "knit together in love" (v.2)?
3. What is the "wealth that comes from the full assurance of understanding"? (v.2-3)
4. What does Paul mean by "no one may delude you with persuasive argument"? (v.4)
5. Describe the differences in "good discipline" and "stability of your faith" (v.5). With what was Paul rejoicing about in the congregation?
6. Verses 6-7 are a small sermon. Please outline the major points and perhaps embellish the outline. Be prepared to discuss these two verses. You are encouraged to investigate the word definitions in the Greek.

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

**Challenge students about belief in exactly what Scripture says from verse 6.** Take a wrong position (but don't tell them) that in whatever way they received Christ (as in a system of faith) they are to walk in Him. Students should refute understanding there is one gospel (maybe pointing to Gal. 1:8-9), or (hopefully) indicating 2:6 is about walking in Him since we have received Him. This should lead to a discussion of hypocrisy and living in a faithful way.

**Activity: Firmly Rooted and established in the faith.** Begin activity with very short discussion or explanation of how each person must grow their own faith and have their own convictions. Prepare a list of doctrinal statements from Scripture (with references) and have the students answer true or false. This is to get them to examine themselves to see if they are firmly rooted, or shallowly rooted. A few options on how to administer this activity: 1. Verbally 2. Privately, with students marking answers on piece of paper and scoring themselves. 3. As a powerpoint slide presentation presented on a tablet. As time allows, go over questions many of the students missed. Your list should include both easy and difficult questions. I recommend 20 or so statements.

**CLASS STARTER**

Last week we talked about the need to grow your own faith from 2:7. Have students share what they do to grow in faith, or what they think will help them grow in faith.

**QUESTIONS** (in student workbook)

1. How are believers taken captive today? (v.8)
2. "Rather than according to Christ" (v.8). What does this verse reveal about what our knowledge should be about?
3. Verses 9-10 sound a lot like 1:19-20.
  - A. Discuss how the "fulness of Deity dwells" in Christ. (v.9)
  - B. How have we been "made complete" (2:10)?
  - C. Describe the "circumcision of Christ" (2:11-12).
4. In context, when does verse 13 indicate we are made alive and are forgiven?
5. From verse 14, what did Christ cancel and nail to the cross? Explain the language used.
6. Verse 15 doesn't seem to fit the surrounding context. Please give an explanation of what is being taught and how it fits the overall context.

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

**"See to it" (2:8).** Lead students in a discussion about personal responsibility to know the truth. Help them understand when questions arise from friends which they can't answer, or a friend's words causes doubts in their mind, they should turn to God's word for the answer. Knowing how to study is important, but also when (not putting things off). It's not wrong to question. It's wrong to not learn what is right and thus be misled.

**Activity: Verbal Explanations.**

- Looking at 2:12, have students compare the verse with Romans 6:3-4 telling you what they see that is similar or different. Have each student explain to you in their own words the truth about baptism from these verses. These explanations are as if they are speaking to a friend who doesn't know or believe.
- Looking at 2:14, have students give an explanation of the end of the Old Covenant and beginning of the New Covenant in which we must abide. It is your choice whether to examine other passages on this topic.

**CLASS STARTER**

**Short Review.** Recap 3:18-25 emphasizing the context for WHY we behave in this way. Look back to 3:1-3 and 3:17. This should set the stage for the beginning of chapter 4.

**QUESTIONS** (in student workbook)

1. In a continuation of the thoughts in the previous chapter regarding the attitude of the slave, Paul now turns to the attitude of the Master. What applications can be made to our modern work environment? (v.1)
2. Give the Greek definition for "devote." (v.2)
3. Give the Greek definition for "alert." (v.2)
4. How do these definitions impact our understanding of prayer?
5. For whom should we be praying? (v.3-4) Why?
6. Who are "outsiders" (v.5)?
7. Talking with others about the gospel is not easy for most of us. What 4 points of instruction are given in verses 5-6?

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

**Prayer Challenge.** Prepare a list of true/false statements about prayer. Ideally try for 20-30 statements covering all aspects of prayer from Scripture. Organize them from easiest to hardest. Divide students into two lines. Put a small table or chair between them with a bean bag on top. One student from each group steps up to the table, you read a statement, the student who grabs bean bag first answers true or false. You say correct or incorrect. Immediately start the next statement as the next two students are stepping up. Your goal is to do this exercise fast. Don't give them time to think of answers, it should be about what they already know. You can keep score or not. It should only take you about 3-4 minutes to go through all your statements. After finished, sit students down and go over the ones missed.

**What do you pray about?** Have students share some things. You should share some of your also. Be sure to lead them into discussions about things to pray about which were not mentioned, and the value of praying for them. Perhaps some general discussion about when and why we pray.

**Role Play.** Prepare a few scenarios when trying to teach others. You play the friend who challenges their thinking, logic, and attempts to anger them or cause them to lose control. Ensure students adhere to 3:5-6.



**CLASS STARTER**

Find a current news piece about gay marriage to share with the class. Ideally, something about children being adopted by gay couple. Engage in short discussion about what God says is a “family” (from 3:18-21) and the new modern definition. Include the difficulties for children in such an environment who later learn God’s truth.

**QUESTIONS** (in student workbook)

1. In order for the family to operate as God designed, what important traits are taught about each of the following:
  - A. Wives (v.18):
    - > How is this “fitting in the Lord”?
  - B. Husbands (v.19):
    - > What causes a husband to be embittered against his wife?
  - C. Children (v.20):
    - > What does God think about children disobeying their parents?
  - D. Fathers (v.21):
    - > Give the Greek definition for “exasperate.”  
(definitions can be located at [www.blueletterbible.org](http://www.blueletterbible.org))
    - > How would this treatment from a father cause a child to lose heart? Lose heart in what?
2. We no longer have slaves in our Country. Apply verses 22-24 to our employee/employer relationships. What kind of employee should we be, and why?
3. Discuss verse 25 in relation to the judgment of God compared with the justice systems of men.

**CLASS ACTIVITIES (optional at your discretion)****Difficult Situations:**

- Discuss how children are to obey when not in ideal situations. Include father or mother not behaving as commanded. Perhaps include a home broken by divorce and new step-parent(s), or when one parent has died. Also include when child obeys gospel but parents have not.
- In a similar way discuss being an employee with a boss not behaving as he ought. Be certain to include bad attitudes most teens have when working jobs for the first time or dealing with unrighteous people. Stress serving God.

**CLASS STARTER**

2:20 says we are to be dead to the elementary principles of the world. Have students identify what these principles are. Discuss how we become dead (or they become dead to us). Don’t go deeply into this now since chapter 3 will go into more detail.

**QUESTIONS** (in student workbook)

1. What Old Testament things are referenced in verse 16?
2. Why should no one act as our judge about these things? (v.17)
3. Prepare a list from verse 18 of the errors of those who would defraud us. For each item in your list, give a modern example.
4. How does the spiritual body of Christ grow? (v.19)
5. How does verse 19 disagree with the concept of denominationalism?
6. How do the decrees of the false teachers relate to the Old Law of Moses (v.21)? How are these the teachings of men (v.22)? Does this still happen today?
7. What things in religion have the “appearance of wisdom” but are not in fact from God?

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

**Shadow and Substance.** Examine with students a few other passages that describe the shadow (what came before and pointed forward) of the reality (which came later). Relate initially to the context of 2:16-17. (Other passages to consider: Heb. 8:4-6; 10:1; 1 Pet. 3:21; and/or others).

**Value against fleshly indulgence (2:23).** Have students describe 3-4 areas when people (particularly their age) indulge in the flesh. Lead them in a discussion about what is valuable against fleshly indulgence (how to abstain). Compare the world’s attitudes to God’s word. You should be prepared with a few passages to turn to as needed on topics like sex, drinking, drugs (including tobacco), abusive speech, anger (including fighting). Also have prepared a few passages on how to overcome temptation and fleshly desires. Keep an emphasis on choosing to please God and not losing our “prize” (Col. 2:18).



**CLASS STARTER**

Put the following on the board before students come into class: *"If you have been raised up with Christ, be certain you are ready for today's study!"* Have students identify what is meant by being raised up with Christ. Check to see who has read the passage and answered the questions and why we should do this because we are raised up. Speak about how we should read chapter three personally (with our name plugged in).

**QUESTIONS** (in student workbook)

1. How do we "keep seeking the things above"? (v.1) What is Paul saying we should do?
2. What things should we "set our mind on"? (v.2) Give two or three specifics.
3. Why should we set our mind on things above and not on the things that are on the earth? (v.2-3)
4. How is Christ our life? (v.4)
5. Explain how we are to consider our body "dead" to some things (v.5), and "put them all aside" (v.8).
6. Who are the "sons of disobedience"? (v.6)
7. Please give two examples of the sins listed in verses 5-9 that are sometimes evident in the church. Relate how these specific sins lead to congregational problems.
8. Describe the "new self". (v.10-11)

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

**Have students name things we tend to set our minds on that are on the earth** (3:2). Discuss how these are goals, but should not be primary goal. Be sure to include education, relationship/marriage, career, possessions (cars, personal items like guitars, games, horses) etc.

**Lead students in a discussion** about the differences in stumbling/falling into sin and "walking" or "living" in sin (3:7). Include "willful sin" (Hebrews 10:23-27ff) in the discussion. Ask: *when does a Christian become a son of disobedience?*

**Ask students: How do we "renew" ourselves (3:10)?** Gather additional Scriptures that would answer the question.

**CLASS STARTER**

Ask students: "How are we chosen of God" (3:12)? Be prepared to quickly present the truth from Scripture and perhaps one or two false doctrines taken from a verse like this. Be sure to include "holy and beloved" as part of the answer.

**QUESTIONS** (in student workbook)

1. Verses 12-15 speak of the kind of heart we are to put on. What do you see as important about each of these phrases?
  - A. "Heart of compassion, kindness, humility, gentleness and patience" (v.12)
  - B. "Bearing with one another, and forgiving each other... just as the Lord forgave you..." (v.13)
  - C. "Beyond all these things, put on love, which is the perfect bond of unity" (v.14)
  - D. "Let the peace of Christ rule in your hearts, to which indeed you were called in one body; and be thankful" (v.15)
2. Explain how we let the word of Christ richly dwell within us. (v.16).
3. Give the Greek definitions from verse 16. (definitions can be located at [www.blueletterbible.org](http://www.blueletterbible.org))
  - A. Psalms
  - B. Hymns
  - C. Spiritual Songs
4. Why do we sing and not use instruments of music? (v.16)
5. What is meant by "in the name of" Jesus? Be prepared to give at least two examples of how we obey this.

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

**How Do You Answer?** Prepare four or five scenarios where friends ask questions or make statements about music in worship. Select a student, read a scenario, and they must answer. The class may wish to discuss after the answer is given. Allow 4-5 different students answer the scenarios.

**Lay Aside and Put On.** Discuss with students: 1)we choose to do both 2)done at the same time 3)we may need help from a friend 4)1 Cor. 10:13 - we can do this.