



EPHESIANS

Teacher's Manual

Written By
Charles Willis

Table of Contents

Lesson 1 - Eph. 1:1–14
Lesson 2 - Eph. 1:15–23
Lesson 3 - Eph. 2:1–10
Lesson 4 - Eph. 2:11–22
Lesson 5 - Eph. 3:1–13
Lesson 6 - Eph. 3:14–21
Lesson 7 - Eph. 4:1–16
Lesson 8 - Eph. 4:17–24
Lesson 9 - Eph. 4:25–32
Lesson 10 - Eph. 5:1–21
Lesson 11 - Eph. 5:22–33
Lesson 12 - Eph. 6:1–9
Lesson 13 - Eph. 6:10–24

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

You may choose to divide lesson #9. Look ahead to that lesson, and move through more of the beginning of chapter 4 quickly, perhaps combining lessons #7 and #8. Another option would be to combine lessons #11 and #12. Either would provide one additional class period to spend on lesson #9.



Written By: *Charles Willis*
© 2016, All Rights Reserved

*Scripture taken from the
NEW AMERICAN STANDARD BIBLE®,
Copyright© 1960, 1962, 1963, 1971, 1972, 1973,
1975, 1977, 1995
by The Lockman Foundation.
Used by permission.
www.Lockman.org*

CLASS STARTER

Briefly present the background of this book: who wrote it, when written, and to whom. Include some information about who is a “Saint” (v.1).

QUESTIONS (in student workbook)

1. Are there unfaithful saints (v.1)?
2. Explain “in Christ” (v.3).
3. Explain how God has chosen us (v.4). Other references to consider: 1 Corinthians 1:26; Ephesians 4:1; 2 Timothy 1:9; 2 Peter 1:10.
4. How are we adopted (v.5)? How does this teach against commonly believed errors about predestination? (see also verse 11)
5. The “riches of His grace” (v.7) is lavished on us (v.8). Who is “us” in the context? All men?
6. What was God’s purpose in Christ (v.9)?
7. Explain the phrase “fullness of times” (v.10).
8. From verse 13 tell how men came to be in a right relationship with God.
9. What assurances do we have as a result of the Holy Spirit (v.13–14)?

CLASS ACTIVITIES (optional at your discretion)

Poster Create a poster for the wall (or place on the board) every verse reference in the reading that speaks of “in Christ,” “through Him,” or something similar. Ask students: How does one get “in Christ” (point to Gal. 3:28 and Rom. 6:3–4).

Discuss how we can be “holy and blameless” before God (v.4).

Definitions Have students look up definition for “believed” (v.13). Send them to Strong’s concordance or Vine’s Dictionary - both accessible at Blueletterbible.org. Prior to class, be sure you know how to navigate to the “tools” and click on Vine’s entry. Get familiar with the website. Throughout this curriculum, students are encouraged to use this site and hopefully are familiar with it.

CLASS STARTER

Do a quick review of the rest of the book. Touch on major themes in each chapter, bring us (in context) to this last reading. A good method is to have one student identify a major theme in each portion of the book (perhaps one student per chapter, or one student per lesson as this workbook has divided the readings).

QUESTIONS (in student workbook)

- How are we able to be “strong in the Lord” (v.10)?
- What is the purpose of wearing the gospel armor (v.11-13)?
- For each of the following traits explain what spiritual attribute we are instructed to use in order to stand firm.
 - Gird You Loins (v.14)
 - Breastplate (v.14)
 - Shod your feet (v.15)
 - Shield (v.16)
 - Helmet (v.17)
 - Sword (v.17)
- For what does Paul instruct us to pray (v.18-20)?
- What (from this text) do we know about Tychicus?

Class Activities (optional at your discretion)**Our Struggle (v.11-13)**

- Ask students, “What is life really about”? Expect some incorrect answer, but some should see the point. Connect verse 12 to “schemes of the devil” in verse 11.
- Ask students, “When and why do soldiers put on armor”? When do we need the armor of God?
- Ask students to describe “resist” (v.13). (Think of someone resisting arrest.) Discuss to what extent we are to resist temptation, and how we can fool ourselves by offering a token resistance that is not from the heart.
- How big is your shield (v.16)? How big a shield do you want? Discuss the advantages of a strong, mature faith versus the disadvantages of a weak, immature faith.

Prayer (v.18)

- Have one of the young christian men lead a prayer for all the saints and for the evangelist to speak boldly. You may need to lead this prayer.
- Have another young christian man lead a prayer thanking God for the letter to the Ephesians and for what it teaches us. (Consider this a closing prayer to end the class).

CLASS STARTER

Review the beginning of the chapter to get students back into the context before moving into the lesson. Emphasize verse 3 as a theme for this chapter. Restate some of the blessings discussed in the chapter.

QUESTIONS (in student workbook)

- (From last week’s reading) What assurances do we have as a result of the Holy Spirit (v.13–14)?
- How does “for this reason” (v.15) connect the teaching to the previous thought?
- For what was Paul praying (v.15–19)?
- How are these things possible (v.19–20)?
- What is meant by Jesus sitting “at the right hand” in the heavenly places (v.20)?
- What important principles about the church are taught (v. 21–23)?

CLASS ACTIVITIES (optional at your discretion)

Poster Continued from lesson #1 (adding from these readings), or do the entire chapter here. Create a poster for the wall (or place on the board) every verse reference in the reading that speaks of “in Christ,” “through Him,” or something similar. Ask students: How does one get “in Christ” (point to Gal. 3:28 and Rom. 6:3–4).

Prayer (based on v.16–19) Ask students: “What do you pray about for your Christian friends, and your non-Christian friends?” Goal is to help students understand more about what to pray about. Be sure to include thankfulness. You may desire to prepare a short list of passages about prayer to help in this discussion.

Authority Of Christ (based on v.20–23) Ask students: “Why is it important to understand the authority of Christ?” Discuss the meaning of “head” (if not already discussed). How does Jesus speak of His authority (Matt. 28:18–20)? Be sure to discuss authority in light of the gospel plan of salvation compared to the doctrines of men.

CLASS STARTER

From verses 1 and 5, discuss the consequence of sin. Emphasize this is how God considers us. Pull a few other passages into the presentation (such as Romans 6:4, 6:23, 7:5, Colossians 2:13, James 1:15). The idea is to establish in the student's mind our bankrupt state because of sin, which can only be stopped by God's grace (the discussion of this reading). In other words, grace is not appreciated until we first accept our lost state.

QUESTIONS (in student workbook)

- Who are "the sons of disobedience" (v.2)? How do these relate to "the prince of the power of the air" and "children of wrath" (v.1–3)?
- How do we live "in the lusts of our flesh" (v.3)?
- "By grace you have been saved" (v.5–8).
 - Define "grace."
 - What false doctrines are you aware of which are taught from this phrase?
 - Does this agree with the "in Christ" phrases in chapter 1 and in 2:7?
 - What is meant by grace being "the gift of God" (v. 8)?
- Be prepared to explain verse 9, which is sometimes said to be a contradiction with James 2:14–26.
- How are we God's "workmanship" (v.10)?
- What are we created for (v.10)?

CLASS ACTIVITIES (optional at your discretion)

The Course Of This World (based on v.2) Have students specifically identify a few of the frequent "courses" or "paths" which are of the world. Help them by pointing again to "indulging the desires of the flesh and mind" (v.3). If they do not identify, make sure you identify: pride/arrogance (which many teens exhibit), rebellion against parents, materialism/wealth, desire for power/authority, and of course sexual sin. It is recommended you have at least one passage for each of these (and other "courses") which would demonstrate the error of the "course." Example: rebellion - prodigal son (Luke 15). Emphasize this is the course we "formerly walked" (v.2)!

Mercy and Grace Grace is defined in question #3. Have students tell you the difference between grace and mercy. *Write answers on the board.* Then have students look up definition of mercy. Help them to see that grace is an unmerited favor (something done to us/for us), and mercy is a withholding of punishment that is due (not doing something to us). Providing a few more passages about mercy or grace and mercy would be helpful.

Verse 6 Have students relate the meaning of the verse for each individual.

CLASS STARTER

Ask students, "what has been the topic of discussion starting in Ephesians 5:21?" Have them review the discussion of lesson 11. Emphasize how "subjection" continues to be the subject through Ephesians 6:9.

QUESTIONS (in student workbook)

- What is meant by "in the Lord" (v.1)?
- What reference is quoted in verses 2-3? What is "the promise"?
- Explain the difference in making a child angry and "provoking a child to anger" (v.4).
- In your own words explain what is meant by "bringing them up in the discipline and instruction of the Lord" (v.4).
- How are slaves to behave toward masters (v.5-8)? What should their attitudes be?
- How are masters to behave toward their slaves (v.9)? What should their attitudes be?
- While we do not have slavery in our country, apply these passages to explain proper employee and employer attitudes (v.5-9).

Class Activities (optional at your discretion)

Obedying And Honoring Many applications to be made on these principles. Use the following discussion starters to cause students to engage the topic, rather than you lecturing (another adult lecture).

- When is it hardest for you to obey your parents? (Does this mean you can disobey them?)
- Why is obedience to parents "right"?
- How do you honor your parents in deeds and in what you say? (compare with how we honor and respect other Christian adults)
- How do you honor your parents when they are not honorable? (Maybe they are provoking you to anger)
- What is the purpose of discipline? (Hebrews 12:7–11)
- What is to be your attitude while being disciplined?

Doing The Will Of God From The Heart (v.6-8) What should be our attitude toward any endeavor (including school work, chores, responsibilities)? If we are to be the "children" of God (Eph. 5:1) who "walk as children of light" (Eph. 5:8), and who are "trying to learn what is pleasing to the Lord" (Eph. 5:10), what does this indicate our heart will be like? What is our motivation for obedience and submission taught in our reading?

Is Disobedience To Parents Sin? Some teens seem to forget this simple truth. Even in areas where sinful things are not involved (such as 'pick your clothes up off the floor'), our disobedience can make it a sin before God. Emphasize (again) we are trying to please the Lord (Eph. 5:10) and be careful how we walk (Eph. 5:15).

CLASS STARTER

Subject To One Another (v.21) If you did not do the class activity at the end of lesson 10, do it as the starter in this lesson to set the context for the reading. If you did cover it last week, do a very quick review of the principles of subjection as a reminder to set the context.

QUESTIONS (in student workbook)

1. To whom are wives to be subject (v.22, 24, 33)?
2. To whom are husbands to be subject (v.23,24)?
3. A wife's subjection is compared to what (v.22, 24)?
4. Husbands are told to love their wives three times in this reading. What truth is being taught in each instance? A. Verse 25 B. Verse 28 C. Verse 33
5. What does it mean that the "husband is the head of the wife" (v.23) [Consider the comparison in the text to help answer the question.]
6. How is a husband to "nourish" and "cherish" his wife (v.29)?

Class Activities (optional at your discretion)

Christ And The Church Go back through the text emphasizing what is taught about what Christ has done for the Church. Use the following as a guide for the discussion.

- A. Christ is head of the church being Savior of the body (v.23). Remember "body" referring back to Eph. 1:22-23. As "head", the church is subject to Him (v.24) meaning He rules and we obey.
- B. Christ loved the church giving Himself up. You may choose to read Philippians 2:6–11.
- C. Christ sanctifies us (v.25). Discuss meaning of washing "of water and the word." Connect "sanctify" (v.25) with "cleansed" (v.26), "without spot or blemish" (v.27) and "holy and blameless" (v.27).
- D. We are "members of His body" (v.30).

Marriage Applications Each of the following is intended to be a short discussion starter. The goal here is to get students to see themselves in a marriage relationship and how their present attitudes may need to change.

- A. We will not need to learn to love. (Help students understand love is learned, and is different from lust and infatuation).
- B. Wives have to make all the important decisions in the home.
- C. As head, the husband makes all the important decisions in the home. (In this point, help men see they must learn to be the head)
- D. How difficult will it be for the wife to submit if the husband does not grow into the role of headship, and does not love her as Scripture says?
- E. How difficult will it be for the husband to love his wife if she does not willingly subject herself to his headship?
- F. Briefly touch on typical attitude problems in marriage such as pride, lack of communication, and lack of self-control (evidenced in anger).
- G. Throughout this discussion, emphasize if we will each become what God desires ("learn what is pleasing to the Lord" v.10), we will have a happy marriage.

CLASS STARTER

A few definitions to help with the text. Have students state the definitions after they look them up. I recommend using blueletterbible.org. Define "Commonwealth" (v.12), "Enmity" (v.15), and "Reconcile" (v.16).

QUESTIONS (in student workbook)

1. Who were the "circumcision" and who was the "uncircumcision" (v.11)?
2. What is significant about the use of "NOW" in the context of verse 13?
3. In verse 15 is "abolishing in His flesh the enmity" and "thus establishing peace" referring to the same thing? If not, please explain the difference.
4. How were these reconciled (v.16)? How do we gain "access...to the father" (v.18)?
5. Of what are we now "citizens" (v.19)?
6. What is the importance of Jesus being "the cornerstone" (v.20)? What was the "foundation of the apostles and prophets" (v.20)?
7. What is the "building" that is referred to (v.21-22)?
8. "Growing" and "being built" seem to emphasize what about believers (v.21-22)?

CLASS ACTIVITIES (optional at your discretion)

Exclusions Ask students: "What caused some to be excluded from the commonwealth of Israel" (v.12)? Be sure they understand "the covenants of promise" (pointing to Genesis 12:1–3). What causes some to be excluded from heaven?

The Abolished Enmity (based on v.15) What should we understand that the Law of Commandments has been abolished? Relate the imagery of the "dividing wall" (v.14) as a barrier now broken down. While this passage (in imagery) teaches the end of the Law, look at a few passages that more clearly state it, such as: Galatians 2:21; 3:23–29 (emphasis on "tutor" being the Law); Hebrews 8:10-13; 9:15; 10:4–9.

Of God's Household (based on v.19). Lead students in a discussion of our adoption by God. Discuss attitudes of children wanting to be adopted, and joy when adopted. Point to Ephesians 1:5; Romans 8:15; Galatians 4:5.

CLASS STARTER

Paul was a “prisoner of Christ Jesus” (v.1). Speak of the meaning of this phrase. Consider how Paul was literally “a prisoner” (convicted and loss of freedom), perhaps in Rome when this letter was written. Consider Eph. 3:13 in this light (“tribulations”). If time permits, you may desire to examine other passages about his imprisonment and what attitudes Paul desired men to have about his circumstances. You may also desire to include how we are not to be ashamed of the truth (1 Peter 4:16).

QUESTIONS (in student workbook)

1. Where do we read about “the stewardship of God’s grace” (v.2) which was given to Paul for the Gentiles?
2. What blessing do we have in the written word that men at the start of the church did not enjoy (v.3–6)? How should this impact our faith when compared with theirs?
3. Why did Paul consider himself the “least of all saints” (v.8)?
4. Define “unfathomable” (v.8) and give the meaning in the context.
5. What does the phrase “administration of the mystery” mean (v.9)?
6. What part does the church hold in distributing the truth (v.10)?
7. How do we gain access to God (v.11–12)?

CLASS ACTIVITIES (optional at your discretion)

Revelation Have students define “revelation” (v.3). Compare that with Galatians 1:11–12, and with “inspired” (2 Timothy 3:16). Address the thinking of some that the Bible is a myth, written by men. Address how some claim to receive a revelation today, despite the teaching of 1 Corinthians 13:8–13.

Creator Ask students: What was Paul’s understanding of God (through inspiration) in verse 9? What attitudes exist today about God being the creator? What compels you to believe God is the creator? Bring three or four proofs which convince you (as the teacher) - speak of your own faith. Use this as an opportunity to discuss the truth of Scripture. Remember, our young people are assaulted with evolution from many sides, and will have it rammed down their throat at college. Now is the time to discuss such things - at every opportunity.

CLASS STARTER

Have students describe how children imitate parents. Then describe how teens and adults imitate pop idols in our culture (attire, language, gestures, expressions). Christians are to be imitators of God (v.1).

QUESTIONS (in student workbook)

1. Why are we to walk in love (v.2)? To what degree are we to walk in love?
2. What is not to be named among saints (v.3). Are they?
3. Why are the traits in verse 4 which are “not fitting”?
4. How does one become a “son of disobedience” (v.6)? What does this phrase mean?
5. Why are we to “not be partakers with them” (v.7–10)?
6. Instead what are we to do about these things (v.11–14)?
7. For a third time in the epistle Paul relates Christian living to a “walk.” How does he describe our walk in verses 15–16?
8. What is the comparison in verse 18?
9. How do we “make melody in our heart” (v.19)?
10. How are we to “give thanks” (v.20)? Does this apply to all prayers?

Class Activities (optional at your discretion)

Proper and Fitting (v.3–4) Have students explain God’s standard of proper and fitting in the following areas. Have some scriptures gathered to indicate the truth (not just your opinion. (1) Language (2) Attire (modesty) (3) Good deeds (4) Public Worship (5) Attitude toward sin. Add or delete as you desire to tailor discussion to needs of students. Emphasize “proper” and “fitting” is about God’s standard, not what I think.

Learning and Understanding (vs.10, 17) Ask students, “How much do you like going to school and getting an education”? Lead the discussion into areas of when do we stop learning. Hopefully, they will answer “never.” Regardless, the Christian must desire to learn and understand God’s will. Emphasize we learn “what is pleasing to the Lord” (v.10) and understand “the will of the Lord” (v.17). Allow students to tell you HOW we learn these things. Be sure they include: reading, private study, public study, sermons, application (most learn by doing). We must provide self opportunities to be exposed to truth (attendance, gospel meetings, recorded sermons, audio Bible, private/family study).

Subject To One Another (v.21) How is subjection to one another connected to the fear of Christ? Consider presenting concepts from 1 Peter 5:5, 1 Corinthians 16:16, Romans 12:10, Galatians 5:13, Philippians 2:3, Hebrews 13:17 (and/or other passages). Discuss a “proper and fitting” attitude which will enable us to submit to God and one another.

CLASS STARTER

Speak truth (v.25). Begin the discussion for this class period by restating how we are to lay aside the former manner of life (v.22), which includes “falsehood” (v.25). Have students identify two or three areas where we may be prone to speak falsehood. Encourage thinking about lies (partial truths) to prevent bad consequences (such as with parents, or spouse), falsehoods to make others look bad, and lies to make you popular.

QUESTIONS (in student workbook)

1. Explain how the principles of verses 26–27 are typically violated.
2. What does verse 28 teach about the use of our money?
3. List three forms of “unwholesome words” (v.29). What importance should be attached to the phrase “according to the need of the moment”?
4. How do we “grieve the Holy Spirit of God” (v.30)?
5. What does it mean to be “sealed for the day of redemption” (v.30)?
6. Define (from v.31):
 - A. Wrath
 - B. Anger
 - C. Clamour
 - D. Slander
 - E. Malice
7. What is the standard of our forgiveness (v.32)?

CLASS ACTIVITIES (optional at your discretion)

Be Angry And Sin Not This activity is to help students learn better how to prevent and deal with anger. You may wish to pull a few of the Proverbs in at the start, to set the tone of the discussion. Use a small card (such as the back of a business card) and have each student write one thing that makes them angry (do not put names on them). Collect cards, shuffle them, and draw one randomly to frame the discussion. Try to look at three or four of the cards as re-focus points throughout the discussion. Lead students to understand that becoming angry is different than our response. Try to give them two or three ideas about how to keep anger from escalating to a “boiling point” or “explosion.” It will also be helpful if you provide a scenario from your life in dealing with anger (perhaps with spouse or children). Be certain to emphasize how we give the devil an opportunity when we are angry.

Sticks, Stones, and Names The old adage is false: “sticks and stones may break my bones, but names will never hurt me.” Have students identify some of the names they have heard for the following: (1) Someone intelligent, (2) someone not intelligent, (3) someone not physically strong, (4) someone who loves God, (5) someone with a mental handicap (such as autism). You may wish to bring to the discussion some of the derogatory names which adults use for others. What is wrong with names and labels? This may lead into a discussion of “bullying” which may be needed (even if they have been a victim who has been angered). Identify from the reading what verses help us understand what is wrong with such names.

CLASS STARTER

I Bow My Knees Before The Father (v.14). Bring a list of passages for students to read aloud where Paul speaks of praying for others. You may wish to (instead of, or in addition) include prayers of Jesus. Conclude this discussion about our need for prayer. A verse or two would be appropriate. You may desire to discuss “posture” for prayer - in other words: must we bow our knees?

QUESTIONS (in student workbook)

1. Though inspired, what is Paul’s view and understanding of God (v.14–15)?
2. What is Paul’s prayer and desire for the Ephesians (v.16–19)? [Try to explain the meaning of some of these phrases]
 - A. Strengthened with power through His spirit in the inner man (v.16)
 - B. Christ may dwell in your hearts, through faith (v.17)
 - C. Being rooted and grounded in love (v.17)
 - D. Comprehend the breadth, length, height, and depth, and know the love of Christ (v.18–19)
 - E. That you may be filled up to all the fullness of God (v.19)
3. How much more can God do than we ask or think (v.20)?
4. What is the power that works within us (v.20)?
5. What does Paul attest God is able to do (v.20)?
6. How does God receive glory:
 - A. In the church (v.21)
 - B. In Christ (v.21)

CLASS ACTIVITIES (optional at your discretion)

Surpasses Knowledge This is said of Christ’s love (v.19). Have students compare with verse 20, Ephesians 3:8, 1 Corinthians 2:10–11, and Philippians 4:7. Discuss God’s limitlessness, and man’s limitations. Have students try to state how much Christ loves them. Keep saying, “He loves you more than you think.” Emphasize the qualifiers on the phrase: beyond, abundantly beyond, more abundantly beyond, far more abundantly beyond (v.20).

Review Ephesians 1–3 You are encouraged to utilize some sort of an activity.

Suggestions include:

1. Use table with theme headings on table. Students move through a stack of “cards” and place each phrase, word, or quoted passage in the correct theme.
2. Hangman variation. Create a word for the hangman. Students can only guess a letter when they correctly answer a review question. I recommend writing them down on cards and placing in a stack which students draw, that way you are not accused of picking easy or hard questions. You could let a student pick the hangman word, and you can “play” the review with the students.
3. Match definitions. A quick partial review on a worksheet you have prepared (give students about 2–3 minutes).
4. Student Talks. Prepare a short stack of talk topics. Students draw a card, stand before the class and tell what they know on the subject. Ideal if they can point to a passage in the readings.

CLASS STARTER

Ask students (from v.1): “What is the calling of God”? Passages to consider about the calling include Acts 2:38–39, 2 Timothy 1:9, 1 Peter 2:9, and 2 Peter 1:3.

QUESTIONS (in student workbook)

1. What is the “worthy manner” we are called to walk (v.1–3)?
2. From the seven points of unity in verses 4–6, list the points which religious groups are not united on.
3. What was the measure of Christ’s gift (v.7)?
4. From verses 8–10:
 - a) What is the “lower parts of the earth” to which Jesus descended?
 - b) How does Jesus “fill all things”?
5. For what are the saints equipped (v.12)? How does this equipping occur?
6. Does verse 13 speak of the same things or different things in the various phrases? If different, please explain.
7. What is the result of the equipping of the saints (v.14)?
8. List three aspects of Christ which we are to grow up in (v.15).
9. How does verse 16 describe the function of the church?

CLASS ACTIVITIES (optional at your discretion)

Apostles and Prophets (v.11) Catholicism, Mormonism, and some pentecostal groups have apostles. To help in your preparation, you are encouraged to read the following article: Are There Modern-Day Apostles? by Dave Miller, Ph.D. (found at www.apologeticspress.org). Some brief research about modern prophets will also be needed. Lead students in discussion of modern gifts of these sorts (some context of the lesson reading) supposedly for “the building up of the body of Christ.” Consider also 1 Corinthians 13: 8–13.

Tossed About (v.14) Ask students: “how are we misled” (as described in the verse). “If we are not to be “children” what are we to be?” Lead students in a discussion of the dangers of remaining children, and failing to grow in knowledge and faith.

The Body (v.16) How do we know the “body” (also vs.4 and 12) refers to the “church” (see Eph. 1:22–23)? Discuss what is the “proper working of each individual part.” Try to have students identify their proper part now, and what it may be later in life.

CLASS STARTER

Ask students, “Is the Bible inspired”? What does this mean? Perhaps point to a few passages that teach this concept. Ask students, “what part of Ephesians 4:17 indicates Paul’s inspiration”?

QUESTIONS (in student workbook)

1. Define:
 - A. Futility (v.17)
 - B. Sensuality (v.19)
 - C. Impurity (v.19)
 - D. Greediness (v.19)
2. How do the Gentiles walk which we are not to mimic (v.17–19)?
3. Why are these gentiles excluded from the life of God (v.18)?
4. What does it mean when it says we did not “learn Christ”? What needs to be “heard” and “taught” that we need to “learn”? (v.20–21)
5. What about the “old self” are we to “lay aside” (v.22)?
6. What about the “new self” are we to “put on” (v.23)?
7. How is the “new self...created in righteousness and holiness of the truth”? (v.24)

CLASS ACTIVITIES (optional at your discretion)

Renewed (v.23) Have students define “renewed” (v.23). What does it mean to have your mind renewed? How is this accomplished? You will want to have a short list of New Testament references about renewal. You may desire to have students read them aloud. Try to get to nuts and bolts about whether they are renewing their minds or “coasting” in the bible knowledge they already possess. Are they “transforming” as taught in Romans 12:1? Teach strongly that laying aside and putting on are accomplished by renewing of the mind. Working on the internal man accomplishes the changing of the outer man.

Truth Is In Jesus (v.21) John 8:32 states “you will know the truth and the truth will make you free.” Bring to students some information about where some place their confidence in truth: Tradition (Catholic Church), a man (preacher, elder, prophet, apostle, miracle worker), Creeds of men. Explain this is why so many religions exist in our society. Men do not view truth from the same source. Gather a few passages to indicate truth in is Jesus and discuss the need for our reliance on God’s truth. Consider John 17:17, John 1:17, John 8:31, John 14:6, John 17:17, John 18:37, Ephesians 1:13.