



HEBREWS

Teacher's Manual

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Table of Contents

Lesson 1 - Hebrews 1

Lesson 2 - Hebrews 2

Lesson 3 - Hebrews 3

Lesson 4 - Hebrews 4

Lesson 5 - Hebrews 5

Lesson 6 - Hebrews 6

Lesson 7 - Hebrews 7

Lesson 8 - Hebrews 8

Lesson 9 - Hebrews 9

Lesson 10 - Hebrews 10

Lesson 11 - Hebrews 11

Lesson 12 - Hebrews 12-13

One class period this quarter will be attending the gospel meeting.

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.

Bulletin Board

Leave a wall in the classroom for the students to build as they move through this workbook. Several of the activities will be placed on the wall. You can create a title on the wall ("Learning From Hebrews" or "Lessons From Hebrews" or "Hebrews" or something you choose), and you can create a colored background with a border (I suggest a 8ft wide by 4 ft tall).



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CLASS STARTER

Have each student name a different way God spoke to man in times past (based on verse 1). Conclude discussion with how Jesus is better than all those ways.

QUESTIONS (in student workbook)

1. When are the “last days” (v.2)? (see Isaiah 2:2; Acts 2:7; Heb. 9:26; 1 Cor. 10:11)
2. What does it mean that God has “spoken to us in His Son” (v.2)?
3. What does verse 3 reveal about Jesus?
4. How is Jesus better than the angels? What does the text say?
5. Use your Bible’s side column references (or foot notes) to determine what Old Testament passages are being quoted in Verses 5-13.
6. THOUGHT QUESTION: Why are so many Old Testament passages quoted in this chapter?
7. What is the significance of being told to “sit at my right hand” (v.13)?
8. How are angels describes in verse 14? Are they at work today?

CLASS ACTIVITIES (optional at your discretion)

Have students access the internet or use reference books to define the word Hebrew (phones, tablets, etc). Discuss who this letter is written to and how that knowledge helps us make applications to ourselves.

Compare the point of this passage about God’s speaking to us in the last days compared with the teaching of man-made religions about modern and updated revelation from God (such as with the angel Maroni and the book of Mormon).

CLASS STARTER

Definition Matching. Create cards or have students make them with words and definitions from chapter 2. Go over the definitions, then quiz students. Total of 5 minutes. Suggested words (NAS): glory (v.7); honor (v.7); perfect (v.10) sanctifies/sanctified (v.11); brethren (v.11); propitiation (v.17).

QUESTIONS (in student workbook)

1. What is the “reason” for which we pay closer attentino to what we have heard (v.1)?
2. How are “drifting” (v.1) and “neglect” (v.3) related?
3. How was “salvation” made known to man (v.3-4)?
4. From verse 10, tell who is being spoken of:
 - A. “It was fitting for *Him*”
 - B. “in bringing many *sons* to glory”
 - C. “to perfect the *author*”
5. Why is “the author of our salvation” not ashamed to call us “brethren” (v.11)?
6. How is the devil rendered powerless (v.14)? Please explain.
7. Why was it necessary for Jesus to be make “like His brethren” (v.17)?

CLASS ACTIVITIES (optional at your discretion)

Is verse 9 a contradiction of the truth conveyed in chapter 1 about Jesus being above the angels? Have students explain. Discuss how misunderstandings of Scripture occur when we do not consider the greater context. Have students look at a few verses out of context where they are forced to state a wierd understanding. Express the truth of the passage. Then consider some false doctrines derived by the same means.

Have students express why people are afraid of death. In light of verse 15 (having been freed from fear of death), how should Christians face death?

How does Jesus come to our aid (v.18)?

CLASS STARTER

Prepare a short matching game about the High Priest of the Old Covenant. Play the game with two teams. Can be on powerpoint or not. Bring prepared questions and answers for students to use. This is to prepare their minds for the comparison of Christ as our High Priest (v.3). [This game will be added to, and used again in lesson 5 and 9.]

QUESTIONS (in student workbook)

1. How is Jesus the “apostle” of our confession (v.1)?
2. Why has Jesus been counted worthy of more glory than Moses (v.2-4)?
3. Explain the comparison of Moses and Jesus from verses 5-6.
4. From verses 7-11 and 16-17, what historical Old Testament event is being referenced? In other words, what was the day “when they provoked God”?
5. What point are we supposed to get from this history lesson?
6. How does verse 12 refute the popular false doctrine of “once saved, always saved”?
7. THOUGHT QUESTION: How are our hearts hardened (v.13)?
8. Why were some of the Israelites unable to enter God’s “rest” (v.19)? What is the point for us?

CLASS ACTIVITIES (optional at your discretion)

Have students explain verse 6 and how we are Jesus’ “house”, as well as the implications from the end of the verse (also found in verse 14. Have them teach or explain as if talking to a friend.

Have students create a small poster to place on the wall of how we follow the instructions of verses 12-13. They should state things they do or should do. Title the poster “Take Care.” Place on wall before class ends.

CLASS STARTER

Have students provide major points for a sermon outline based on 12:1-2 about the race. Create a sermon outline on the board (complete with title) with 3-6 main points from the text. Some brief discussion will likely result.

QUESTIONS (in student workbook)

1. Who comprises the “great cloud of witnesses surrounding us” (12:1)?
2. How is Jesus the author and perfecter of faith” (12:2)?
3. How much are we supposed to resist against temptation (12:4)?
4. “See to it” (12:15) is the beginning of a strong message (12:15-17). Create a list of 3-4 applications about relationships with brethren from this text.
5. Explain the description: the “church of the firstborn” (12:23).
6. What attitudes must exist in our heart for our service to be acceptable to God (12:28)?
7. What obligations are placed upon Christians in verses 13:1-3?
8. How is marriage held in honor (13:4)?
9. Do we as Americans have any problems with attitudes about money (13:5-6)? What should our attitudes be?
10. Is 13:10 describing literal eating or figurative? Explain in the context of 13:8-13.
11. What things are described as sacrifices in the New Covenant (13:15-16)?
12. Who are the “leaders” in 13:17?
 - A. Must we always obey them?
 - B. What would be “unprofitable” for us?

Class Activities (optional at your discretion)

From verses 13:8-9A have students state as many points as possible that demonstrate the fallacy of religious thinking today. Be sure “modern revelation,” “scriptures are outdated,” and other such notions are included.

If any time remains, review the theme of Hebrews (“better”) and trace it through several chapters. Example: Jesus better than angels (1:4), a better hope (7:19), better covenant based on better promises (8:6), better sacrifice (9:23, 10:11-18), a better high priest (9:11-14), a better country (11:16), God has provided something better for us (11:40).

CLASS STARTER

Have students tell you the basic premise in modern evolutionary theory of how everything began. They are not refuting these things, just stating the theory. Ask students to tell you the point made in verse 3. A short discussion will likely follow.

QUESTIONS (in student workbook)

1. How is faith described (v.1)?
2. How does Abel still speak (v.4)?
3. How was Noah an "heir of the righteousness which is according to faith" (v.7)?
4. What was Abraham looking for (v.10, 13-16)?
5. How are each of these presented as examples "by faith":
 - A. Abraham (v.17-19)
 - B. Isaac (v.20)
 - C. Jacob (v.21)
 - D. Joseph (v.22)
 - E. Moses (v.23-29)
6. How do verses 30-38 demonstrate the truth of James 2:24?

Class Activities (optional at your discretion)

Have students identify the theme of the chapter (faith). From verse 6 have them state more of what "faith" is. Lead students in a discussion of Biblical faith (as expressed in this chapter) compared with "faith" which many in the world say is all that is needed to please God. Use chapter 11 to refute the false doctrine of "faith only." Can connect to James 2:24.

Compare our faith with those mentioned in verses 30-38. Discuss common issues of lack of commitment for most teens.

CLASS STARTER

Present a news item to the class from recent months about atheist activity, perhaps in legal cases. Bring it in print form, or show a short news video to launch a quick discussion about how strongly some disbelieve, and how their decisions derive from their disbelief. Connect to verse 2 later. Do not take more than 5 minutes for this.

QUESTIONS (in student workbook)

1. How can we "come short" of God's rest (v.1)?
2. What was the good news "they heard" that "did not profit them" (v.2)? (be sure to remember the greater context from chapter 3)
3. What is the "rest" being discussed in verses 3-11?
4. How do we obey the instruction to "be diligent to enter that rest" (v.11)?
5. From verse 12, describe how the word of God is:
 - A. Living
 - B. Active
 - C. Sharper than a two-edged sword
6. How does verse 13 fit the context of some not entering God's rest?
7. What is the confession we are told to "hold fast" (v.14)?
8. What do we receive by coming the throne of grace (v.15-16)?

CLASS ACTIVITIES (optional at your discretion)

Discuss how the Hebrews writer is relying on the inspiration of Scripture to make his points in chapter 4. Discuss how we should also rely on the inspiration of Scripture when trying to make a religious point with friends. Ask students to provide a passage as evidence of belief for (1) why you believe baptism is necessary for salvation, (2) why you partake of the Lord Supper every first day of the week, (3) why living as a Christian involves leaving our sin, and (4) why you believe we do not follow the Old Covenant/10 Commandments. Allow them to use any aids they want to find the passages (phones, books, notes in Bibles). Suggest they write a topic and verse in back of Bible. Connect this activity with the teaching of 1 Peter 3:15.

CLASS STARTER

Play the high Priest game again (Class Starter from lesson 3). Add some new questions.

QUESTIONS (in student workbook)

1. How was an Old Testament High Priest selected (v.1-5)?
2. What were the duties and attitudes of the High Priest (v.1-5)?
3. How is Jesus suited to be our High Priest (v.6-10)?
4. How is Jesus after the order of Melchizedek (v.6 and 10)?
5. How did Jesus “learn obedience” (v.8)?
6. To whom is Christ the source of salvation (v.9)?
7. How does one become “dull of hearing” (v.11)?
8. How are the mature described (v.12-14)?

CLASS ACTIVITIES (optional at your discretion)

“You ought to be teachers” (5:12). Have class define “ought.” Discuss God’s expectations for us to become teachers. Growth in knowledge, wisdom, courage, and ability to “accurately” handle the word of truth (2 Tim. 2:15) are implied and necessary. Discuss how to accomplish these.

“Senses Trained” (5:14) - a title of a game. Create list of questions and/or scenarios. Students take turn answering individually to identify what is good and what is evil. Include some obvious and not so obvious answers, each with a passage of Scripture which definitively answers the question. Follow the game with a short discussion about “practice” (5:14).

CLASS STARTER

Extend the last Class Activity from lesson 7 by reading 7:11-12, then have students add 8:13 (read it), 9:15 (read it), and 10:9 (read it) to the list. If this activity was not done in lesson 7, do it now adding the other passages listed in the lesson 7 activity.

QUESTIONS (in student workbook)

1. What result could not be achieved through the Old Law (v.1-4)?
2. If sacrifice under the Old Law could “never take away sins” (v.11), what was the purpose of offering them?
3. Define “perfected” (v.14).
4. Why do we have confidence to enter “the holy place”? Where is “the holy place” (v.19)?
5. What is the “new and living way” (v.20)?
6. In context, what is the “willful sin” of verse 26?
7. How is it that there “no longer remains a sacrifice for sins” (v.26) if Christ died once for all (v.12)?
8. In context, how do we “shrink back” (v.39)?

Class Activities (optional at your discretion)

Lead students in a discussion of the symbolism of verse 22 “sprinkled” and “washed.” Connect with the sprinkling of blood by the priesthood, and baptism’s connection to the blood of Christ.

Have every student individually give a verbal answer as to why they enjoy assembling with the saints. What do they get from assembling together? After they have answered have someone read v.23-25. Ask: “Are we supposed to get something from the assembling or give something?” Conduct a short discussion about the proper attitude toward assembling.

If not brought up in question 6, be certain to cover what “forsaking” means in verse 25.

CLASS STARTER

Play the High Priest Game (again) from lesson 3 and lesson 5. Add additional questions to reflect some of the facts in verses 1-8.

QUESTIONS (in student workbook)

1. Define "symbol" in verse 9 and explain the meaning of verses 8-9.
2. How long were the regulations of the Old Law imposed (v.10)?
3. What is the "greater and more perfect tabernacle" Christ entered through (v.11 and following)?
4. What differences in the "cleansing" are compared between the two covenants (v.13-14)?
5. He is the _____ of a new covenant (v.15). Define the word in the blank.
6. What was the purpose of His death (v.15)?
7. What would we call the "covenant" from verses 16-17?
8. What was the purpose of Moses sprinkling blood on the people (v.19-22)?

CLASS ACTIVITIES (optional at your discretion)

From verse 26 have students explain the significance of "once for all," and "consumation of the ages." Create a large sign (one letter per piece of paper) that says "once for all" and place on the wall.

Ask the class: "What is the main point of this chapter?" Let them give an answer. The answer is verse 23.

How do verses 27-28 refute modern thinking about the "end times"? Have students provide some false teachings they have heard, or you may need to provide them.

CLASS STARTER

Based on "Press on to maturity" (v.1). Bring a short article to class about "hungering and thirsting" for righteousness (Matt. 5:6) or about "pressing on." Use this as a starter discussion about the need for continued growth for every Christian.

QUESTIONS (in student workbook)

1. Question What things are described as "elementary teaching" (v.1-3)?
2. Why is it impossible to renew some to repentance who have fallen away (v.6)?
3. What makes a Christian "sluggish" in his service (v.11-12)?
4. What example are we to imitate (v.12)? Provide 2-3 specific examples.
5. What Old Testament text is referenced in verse 14. Explain the meaning of that context in the Old Testament.
6. Why is God's word trustworthy and believable (v.17-20)?
7. How do we "take hold of the hope set before us" (v.18)?
8. Explain the imagery of our hope being an anchor of the soul that enters within the veil (v.19-20).

CLASS ACTIVITIES (optional at your discretion)

Explain verses 7-9 to the class. Touch very briefly on the use of figurative imagery in Scripture as an aid for our understanding (such as in parables).

Discussion Starter (based on v.4-6) focused on college age people who obeyed gospel in High School. (relate all the following back to chapter 6 principles)

- a. Do you think you will ever fall away and it be impossible to renew you to repentance?
- b. What can we do now (in High School) to guard against this?
- c. What is God's expectation of you when you are 19 and 20 and living away from home? (compare with typical sinful college student behaviors)

CLASS STARTER

This chapter mentions "tithes" (v.2, 4-8). Have students define (they look up, phones, books, etc). Briefly talk about what that meant for the Israelites. Are we required of God to give a tithe? (quickly examine 1 Cor. 16:2 and 2 Cor. 9:6-7). Keep discussion to 5 minutes maximum.

QUESTIONS (in student workbook)

1. How is Jesus similar to Melchizedek (v.1-3)?
2. Explain verse 7 describing who is the "lesser" and who is the "greater."
3. From the comparison of the priesthoods (v.11-17), if the priesthood has changed, what else must change?
4. Why was the Law changed (v.18-19)?
5. How is Jesus the guarantee of a "better covenant" (v.22)?
6. Why is Jesus' priesthood forever (v.23-25)?
7. What is Christ now doing for the faithful (v.25)? Please explain.
8. How is our High Priest described (v.26-28)?

CLASS ACTIVITIES (optional at your discretion)

Find a video of a current dispute over a public display of the 10 commandments. (Here is one 3 minute link if it is still active.)

<http://www.wcjb.com/local-news/2012/05/ten-commandments-protest>

Use this to spark a discussion of Heb. 7:11-22 teaching of the "better hope" and "better covenant."

Have students write in the back of their bibles: (go read verses and discuss as time allows) [this will be extended in lesson 10]

Which Covenant Do We Follow

Hebrews 7:11-22

Galatians 2:21

Galatians 3:23-25

Ephesians 2:13-16

CLASS STARTER

Conduct a brief review of chapter 1-7. Suggested method: a matching game. Give students matching pairs which they must put together. Can be done by sorting papers into a correct order.

QUESTIONS (in student workbook)

1. Where does our High Priest minister (v.2)?
2. What does He offer (v.3)?
3. How was the priesthood a "copy and shadow of the heavenly things" (v.5)?
4. What things are again spoken of as being superior (v.6)?
5. Where in Scripture did prophecy say He would effect a "new covenant" (v.8)?
6. Why did God not care for Israel (v.9)?
7. What significant changes would be established in this new covenant (v.8-12)?
8. How is the first covenant obsolete (v.13)?

CLASS ACTIVITIES (optional at your discretion)

Based on Moses' instruction about following the "pattern" have students create a "pattern" for the church based on Scripture. They are to create a poster (or bulletin board). Start by having them generate a list of items that identify the church. They assign each item to a student who is to provide a Scripture. Any tools can be used to locate passages (phones, tablets, copiers, books, lists in their bible, etc).