



Philippians

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. If you manage your time well, you should be able to get to more than one activity each class. If questions arise in the text that take some time, you can always omit a planned activity. Better to have too much prepared than not enough!

Other

Do not feel obligated to read every verse of the text in class - that can take 5 minutes of valuable teaching time. Expect students to do this in advance.



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CLASS STARTER

Use a large map of the Roman world in the first century. Have students locate Philippi. Locate from the book of Philippians: Macedonia (4:15), Thessalonica (4:16), and Rome (where Paul wrote from - 4:22). Locate from the reading in Acts: Phrygia and Galatia (16:6), Mysia and Troas (16:8), Samothrace and Neapolis (16:11), and Thyatira (16:14). Briefly discuss Paul's Second Missionary journey (tracing it on a map) and where Philippi occurred in that journey.

QUESTIONS (in student workbook)

1. Do some general research to learn some of the history about the city of Philippi. Look in a bible dictionary. What is the significance of it having been a Roman Colony (Acts 16:12)?

Read about the beginning of the congregation in Acts 16:6-40 and answer the following questions.

2. Relate what can be known about Lydia, the first convert in Philippi.
3. Why were Paul and Silas imprisoned?
4. What was the jailer taught he needed to do to be saved?
5. Why were the officials afraid when they heard Paul and Silas were Romans (Acts 16:38)?
6. Where was the church in Philippi meeting?
7. How did Paul characterize his experiences in preaching the gospel in Philippi (1 Thessalonians 2:2)?

CLASS ACTIVITIES (optional at your discretion)

Prepare a short presentation about Lydia's occupation (Acts 16:14). I would encourage you to prepare some visual slides to present on a computer or tablet. Include how the color purple was created, why it was expensive, and why it was being sold in Philippi. Aim for three minutes.

"Pre-view" of the book of Philippians. Instead of a "review," conduct a brief exercise to check students general knowledge of the book before it is studied. Gather a small table and a bean bag for this activity. Generate a list of about 25-30 questions from the book which can be answered "true" or "false." Divide the class into two groups. You are not keeping score. Have two people approach the table standing on opposite sides. You are to read the statement and the first to grab the bean bag gets to answer. You may desire to have them start with their back to the table so no one can gain the advantage in "hovering" over the bean bag. The idea here is to move quickly. Acknowledge if the question was answered correctly or not, then begin the next statement so the next two people have to get into position quickly. If students missed a majority of the questions you may wish to repeat the exercise to see if they have learned anything. (Sample question: The Philippians helped by sending financial support to Paul. [true - 1:5]) Activity should take 5-7 minutes (one time through).

Encourage students to read the entire book (all four chapters) in one sitting before the next class period. They are also expected to re-read chapter one at another sitting prior to class next week and answer the questions provided.

Preparation

You will need to generate your own list of questions. I recommend at least 40 if not closer to 60 questions. Consider how long it will take students to answer each question. You can plan to go through the list of questions twice (it is a review), but I suggest doing so with two different activities.

Review Activities (optional at your discretion)

I would recommend using one or two of these review activities to fill your entire class period. "Pass It On" will not work well for a 45 minute period, but does well as a fast activity. You may want to do it about four times spaced throughout another activity. It is also strongly recommended that you do a different activity than what was done last quarter, and different than what may be done in the other class this week (Sunday or Wednesday).

Pass It On - a verbal review. Ask students as a class to explain a concept found in the text. Have one student start, then randomly say "Pass It On" (ideally in the middle of their sentence) and the next selected student must pick up the explanation where the previous student left off. Hopefully you should go through 3-4 students to answer one concept. This will work well for perhaps 5-10 minutes.

Memory - Create a set of matching cards. Place all cards face down. Students select two cards. If, when turned over, they match that student's team earns a point. If, when turned over, they do not match, turn them over and leave them in the same position. It is recommended that you use approximately 30-40 cards for a high school class (15-20 matches). Matching questions (when placed in this format) becomes a much more interesting review. Suggested matches: people/place, word/definition, question/answer, passage/reference, etc.

Hangman - an old review game but a good one. Separate the class into two teams (or more) and each team gets their own hangman on the board. Each missed questions adds a portion of the hangman. You may choose to have a pool of correct answers for them to choose from.

Onion Ball - Write one question on one piece of paper. Use three different sizes of white paper: 1) full sheet, 2) quarter sheet, 3) sixteenth sheet (a quarter of a quarter sheet). Once all your questions are written down start with one of the smallest size piece of paper and crumple it into a ball. Add another smallest size sheet on top and crumple it over the previous to form a second "layer." Continue adding "layers," moving up to larger size pieces of paper until all the questions are "layered" into a large "onion ball." In class, you pull the first layer off and ask the question. Whoever answers it correctly is given the ball to pull the next layer off and ask the question. They must also identify if the question was answered correctly. The ball continues to pass around the room till all the layers have been used. You can modify this by controlling who gets the ball so that the quiet student must participate.

CLASS STARTER

Review map activity from lesson 1. Give students a blank map to fill in. You may want to list locations and verses at bottom of the map. Ideally, use the same map from lesson 1.

QUESTIONS (in student workbook)

- Relate the importance of the following two portions of verse 1:
 - "to all the saints in Christ Jesus who are in Philippi"
 - "including the overseers and deacons"
- How did the Philippians participate in the gospel with Paul? (v.3-6)
- Why did Paul say it was right for him to be thankful for the Philippians? (v.7)
- Paul speaks of their love abounding...(v.9ff)
 - In what ways?
 - For what purpose?
- Give two reasons Paul said his circumstances turned out for a greater progress of the gospel. (v.12ff)
- What does Paul mean when he says "I am appointed for the defense of the gospel" (v.16)?

CLASS ACTIVITIES (optional at your discretion)

Define "participation" (v.5) by having students loop up the Greek on www.blueletterbible.org. Discuss meaning as relates to "fellowship" (most common translation and is the King James of verse 5).

Based on verse 6, ask students, "What is the good work begun in the Philippians and in us"? Once students agree it is about purification/sanctification/forgiveness - as them "How does God "perfect it" in us till Christ's return?"

Based on verse 7 "I have you in my heart" - coupled with verse 3-4 "prayer for the saints." Discuss proper attitudes toward fellow saints. Include how our actions impact relationships and attitudes in others (their participation; our lack of gentleness; back biting; devour one another; love in deed and truth). End the discussion with a prayer (led by you) that specifically mentions students in the class and how you have them in your heart with joy. Encourage them to pray for one another.

CLASS STARTER

Conduct a brief survey of the students knowledge of bible teaching about prayer. Start with verse 19. This could be accomplished through discussion, or a quick activity. I suggest a multiple choice activity in which they keep count to see how many they get right. Ask them verbally to tell you their score at the end of the activity.

QUESTIONS (in student workbook)

1. How is it Christ can be exalted in life or death (v.20)?
2. How was Paul hard-pressed in choosing life or death (v.22-23)?
3. Why was Paul convinced he would not die from this imprisonment (v.22ff)?
4. Describe how we conduct ourselves in a manner worthy of the gospel (v.27).
5. What attitude should we have towards the opponents of truth (v.28)?
6. To what conflict does Paul refer which the Philippians were to experience (v.29)?
7. What is the "conflict" we are to experience?

CLASS ACTIVITIES (optional at your discretion)

Immediately after question #7, lead students in a discussion of Paul's conflict (v.22-24) and how our goal is so focused on helping others learn the gospel and encourage them in the truth. Bring in other passages to demonstrate this truth as God's expectation.

Ask students: "How are we to suffer for his sake" (v.29)? Gather 3-4 passages that teach how Christians will suffer and have students read them aloud and discuss them.

The Worthy Manner (v.27). Develop a series of questions or scenarios for students to reply to which forces them to consider a worthy manner in their actions and attitudes. These should force them to think and discuss what is meant by "standing firm," "in one spirit," "with one mind," "striving together for the faith of the gospel." Try to illicit an answer from each student - you will need the same number of questions/scenarios as you have students. I recommend a few extras in anticipation that this activity generates good discussion. Choose your topics for questions/scenarios carefully. You may also want to bring in the meaning of "worthy" (v.27) as well as refer to Eph. 4:1 and Col. 1:10.

CLASS STARTER

Ask students: "What is a saint (v.21)?" Lead students in a brief discussion of the world's concept of a saint. Then examine what is revealed in verses 21-22 and compare the differences to the world's concepts. Emphasize the importance of mentioning the saints in Caesar's household (polytheistic pagans; wealthy perhaps; Praetorian guard - see Philippians 1:13). Ask students: "Who are saints today?" (should get answer of "me.")

QUESTIONS (in student workbook)

1. Is contentment a result of circumstances or is contentment an attitude (v.10-11)? Explain.
2. What is the meaning of verse 13 in the context of verses 10-13?
3. How had the Philippians "shared" with Paul in his afflictions (v.14)?
4. What does verse 14 imply about us when our congregation helps support preachers in other places? What is this called in verse 18?
5. Why had Epaphroditus come to visit Paul (v.18)?
6. How would verse 22 have been received in the first century?

Class Activities (optional at your discretion)

Ask students: "How do we learn to be content" (3:11)? Discuss how so many people in the world are looking for contentment and not finding because they are looking in the wrong places (wealth, service to others, materialism, entertainment, drugs/alcohol). Help students understand how we learn contentment by keeping priorities straight and humbling ourselves before God understanding He gives all good things. Lead students to explore a few other passages dealing with contentment as an attitude. I suggest: 1 Tim. 6:6-7; Luke 12:15; Hebrews 13:5; and many others.

Health/Wealth Doctrine (v.19)

Play the following video in class (use a tablet, your laptop, or the computer in class - get there early to ensure everything is set up.)

http://www.tbm.org/prosperity_gospel.htm scroll to bottom of page and click on the video (with a man in a red shirt) cue the video to this segment prior to class: 2:55-3:27.

Ask students: "What does this man teach Philippians 4:19 says?" (Expect the answer: God will give you wealth.) Lead students in a brief discussion of the false belief in what has come to be called the "prosperity gospel" (God will give us health and wealth). Finally, have students tell you what Philippians 4:19 IS teaching in the context. Connect to Matthew 6:31-33.

If time remains, do a previous class activity you did not get to cover, or do one again (such as: Bible Timeline from lesson 4, Chronology of Life of Christ from lesson 6, Pressing On game from lesson 8, or review the many definitions covered in all the lessons from Philippians).

CLASS STARTER

Philippians 3:19 condemns those who set their minds on earthly things. Are we being told in 4:8 to dwell on earthly things? Discuss how these things (4:8) are not about our appetites (3:19) that would lead to our “destruction” (3:19). Discuss what is meant by “dwell on” or “think on these things” (KJ). Include concepts of meditation and examine Psalm 119:23, 119:48, 119:78, 119:148. (No more than 5 minutes on this.)

QUESTIONS (in student workbook)

1. Define the key words in verse 8: true, honorable, right, pure, lovely, good repute, excellence, worthy of praise, dwell.
2. Give one example of each of the traits we are to dwell on.
3. What four things does Paul say we are to practice (v.9)?

Class Activities (optional at your discretion)

Note: For question #2 (above), bring in at least two passages for each trait that can be examined in class to demonstrate righteous things to dwell on. Cover these as you go through the text. This should take a good 10 minutes.

Note: For question #3 (above), have students list things learned from Paul, received from Paul, heard from Paul, and seen in Paul. Generate a list on the board. This should create some discussion (perhaps on various topics) about things Paul has taught. You should be prepared to provide three examples (from Scripture) in each category in case students are not able to come up with anything. This should take a good 15-20 minutes. End each portion (learned, received, heard, seen) with an application of how we are to “practice” this. You may choose to define “practice.”

Have students create a category in the back of their bible called “Obedience.” The activity is to list and examine some passages that strongly refer to our obedience (not saved “by faith only”). Begin the list with Phil. 4:9 “practice these things” emphasizing if we fail to practice them the God of peace will not be with us. Other passages to include (and discuss): Hebrews 3:6,14; 4:14; James 2:24; 1 Peter 1:14-16; 1 John 2:3-6; 1 John 3:7-10; Jude 21. (This should take at least 10 minutes.)

If time remains, do the map activity from lesson #1 again. It has not been reviewed since perhaps lesson 6 (if you chose that option). Altering the method of review can make this a fresh activity. Suggestion: put place names on a slip of paper to hand students who must then identify it by pointing on the map. If a bulletin board is handy, put the map there and let students place a marker on the map (perhaps a pin, or a “tacky” backed paper label). A laser pointer can work well on a large map also.

If more time remains (which is unlikely), have students review what is known about the city of Philippi (lesson 1, question 1). How does this information impact the current lesson’s teaching on what to dwell on?

CLASS STARTER

Learn vocabulary words from the text of chapter 2. Two methods are suggested from which you should choose one.

Method One) Have students each look up a word and share the definition with the class. Have one student write all the definitions on a poster to place on the wall.

Method Two) Use business cards or index cards writing a word on a card and the definition on a different card. Mix the cards up, place face up on a table. Have students find definitions as a group activity and place the definitions with the correct words. Don’t tell them how to find the definitions, let them work it out. You should only respond: *you have # correct and # incorrect.*

Word List: Consolation (2:1), Fellowship (2:1), Humility (2:3), Form (2:6-7), Likeness (2:7), Bond-servant (2:7), Appearance (2:8), Exalted (2:9), Reproach (2:15), Perverse (2:15), Vain (2:16), High Regard (v.29).

* This activity may take as much as 6-8 minutes (longer than usual for a Class Starter).

QUESTIONS (in student workbook)

1. How do the things listed in verse one relate to making Paul’s joy complete (v.2)?
2. Describe God’s plan for peace within a congregation (v.2-4).
3. How is the explanation of verses 2-4 the attitude of Christ (v.5)?
4. How was Christ equal with God (v.6)?
5. How did Christ “empty” Himself? (v.7)
6. Explain how Jesus was “in the likeness of men” and “in appearance as a man” (v.7-8). What does this mean?

CLASS ACTIVITIES (optional at your discretion)

Ask students: “Does God command what our attitudes should be?” Lead them in a discussion of the attitudes described in the lesson text and how we are to each possess it, even if others do not.

After completing the first class activity, lead the students in a set of scenarios in which they must determine what is the godly attitude and response. A few scenarios are suggested here, but you will have to generate more. This activity should take a good five minutes.

1. Brethren are in disagreement over the new carpet color in the building.
2. One brother is regarded as a better song leader than another.
3. All the teens sit on the second pew, but argue about who gets to sit on the end.
4. All the teen girls try to help Suzie with her problem, but ignore Joe and his problem.
5. The teens at church are divided. After the evening assembly, some want to go to a movie and others want to visit a member who is a shut-in.
6. It was suggested the teens could help clean the yard of an elderly member. None wanted to because of the heat and other plans for Saturday.

Spend any extra time in a general review of the Bible timeline. Be certain students can place books of the Bible in a correct chronological sequence (especially Ezra, Nehemiah, and the minor prophets). A second timeline review can be done by placing Bible characters or Bible stories in a chronological order. You can do broad stories that encompass much of the Bible, or just focus on the life of Christ, Paul, Joseph or Abraham. You will need to have prepared this in advance. Work to have at least 10-15 points they should be able to organize. Placing them on cards or separate pieces of paper will help students in this exercise.

CLASS STARTER

Go online (before or in class) and have students examine the rules of conduct in a courtroom in your county. Specifically what is to be their behavior and etiquette before a judge. Compare this with Phil. 2:9-10, particularly "at the name of Jesus..." and a bailiff's statement "all rise" when a judge enters.

QUESTIONS (in student workbook)

1. What is "the name above every name" (v.9)?
2. What is the extent of Jesus' authority and rule (v.10)?
3. If "every tongue will confess" (v.11), why do some deny Him today?
4. How do we work out our salvation (v.12)? Please explain.
5. How is God at work in us (v.13)?
6. How do we prove ourselves to be children of God (v.14-16)?
7. What is a "drink offering" and what does Paul mean in verse 17 by using this imagery?

CLASS ACTIVITIES (optional at your discretion)

For each subject below, lead students in how to research additional passages that relate to the same subject. You should point them to any references in their Bible (side columns, center columns, end of verses), point to their concordance in the back of their Bible, go on line to www.blueletterbible.org and search for a word (a full concordance search). For each subject, have students place a heading in the back of their Bible and write these verses down for future reference. You should prepare a short list of 4-5 passages for each subject that you can give to students to place in the back of their Bible. For each subject follow this sequence: A) Read the subject in Philippians 2 B) Find relevant passages - have them read aloud C) Place a new heading in the back of their Bible.

This activity should take 10-15 minutes.

Subjects:

Jesus' Rule (2:9-11) - look for "head," "authority," and "right hand"

Work Out Salvation (2:12) - look for "salvation" and point toward what is commonly called the 'steps of salvation.'

Children of God Above Reproach (2:15) - look for "reproach"

Hold Fast the Word of Life (2:16) - look for "hold fast," "steadfast," and "firm."

If any time remains emphasize from 2:13 how 'our part' of salvation requires "work"/"obedience." Compare this with the false doctrine of "faith only."

CLASS STARTER

In what way are we to "stand firm in the Lord" (v.1)? Lead a brief discussion in reviewing the end of chapter 3. Also provide a few other passages about "standing firm" (especially from Ephesians 6) and God's expectation of loyalty and commitment.

QUESTIONS (in student workbook)

1. Why does Paul refer to the Philippians as his "joy and crown" (v.1)?
2. What help did Euodia and Syntyche need?
3. Why does Paul speak of his "struggle" and the work others have done (v.3) and immediately speak of rejoicing (v.4)?
4. What is meant by a "gentle spirit" (v.5)? What should our reputation be?
5. From v.6 define: "prayer," "supplication," and "requests."
6. What is meant by our hearts and minds being guarded (v.7)?

Class Activities (optional at your discretion)

Lead students in an exploration about the "book of life." Start in Phil. 3:3 discussing what is stated and what they understand about the book of life. Examine the following references together and discuss what God has revealed about the "book of life." Luke 10:20; Rev. 3:5; Rev. 17:18; Rev. 21:27; Rev. 20:12, 15; Rev. 22:19.

Have students tell you what makes them anxious (worried). You can make a list on the board if you prefer. Be sure to add a few of the things that make you anxious. Emphasize the command is to be "anxious for nothing" (v.6). Ask students: "How can we obey this command about our attitude?" Lead students into a discussion of the importance of prayer (from v.6) and how we must trust and rely on God. If possible, relay these truths by giving some personal experiences that you are willing to share. Other passages that deal with the subject should be considered as well. This should lead well into question #6 above.

Conduct an activity called "Devil's Advocate." You want to see how students will maintain their gentle spirit (v.5). Your role (as teacher) will be to convey the attitudes, dispositions and concepts of the world to which they are often exposed. Use the following scenarios asking a specific student to "converse" with you. You may choose to "script" the conversation or at least "outline" some thoughts for yourself. Try to have at least one scenario for each student (or, if a large class) perhaps 10 minutes. The statements below represent your position as "Devil's Advocate."

- A person is saved when they believe. Nothing else is needed. Provide a few passages to defend your position. Be obnoxious and condescending when they point to other passages demonstrating more is needed. (role-playing)
- Let's go to the party. Be their friend convincing them to participate in a sinful party (drinking, drugs, immorality, etc). Maybe someone's parents are not home...
- Help me make a good grade on this test - let me look at your paper. Be the "friend" who bullies and condemns them for not helping. Say "if you really were my friend you would do this..."
- You don't believe all that Bible nonsense do you? Be the atheist pointing to the "unreliability of the Bible," evolution proving Bible wrong, and a view that can only believe in the here and now (not the unseen eternity).

CLASS STARTER

Discuss the value of an example. Try to get students to speak of valuable examples in their lives. If needed, point students to a sports example (maybe someone modeling how to throw or bat). If needed, point students to a math teacher working an example problem so you can learn the process. Guide the discussion into the realm of spiritual things and the value of the example of elders, and certainly Jesus' example. Look at a few passages that teach these principles.

QUESTIONS (in student workbook)

1. In what ways are we to follow Paul's example (v.17)?
2. Whose example are we instructed to follow (v.17)?
3. Why are some considered enemies of the cross (v.18)?
4. Explain the phrase "whose glory is in their shame" (v.19).
5. How are we eagerly waiting for a Savior (v.20)?
6. What will happen to our earthly bodies (v.21)?

CLASS ACTIVITIES (optional at your discretion)

Have students identify some of the "gods" which we worship from our appetites (3:19). Come prepared with a list of three or four. You may wish to identify some of these in Scripture as well. Emphasize how our appetites can be idolatry.

Discuss the dangers in setting our minds on earthly things (3:19). Read Col. 3:1-2. Include the eternal consequences of both mind sets. From last week's lesson, bring in the idea of how God is commanding our attitude in what we think about.

Have students generate a list (which you place on the board). Ask students: "Tell me how a person becomes a citizen in the United States, and what privileges are given to citizens." After the list has been created (on one side of the board), make a second list about our "citizenship in heaven" (v.20). Ideally see how many similar points are made. Be sure to discuss how we become a citizen of God's kingdom (include John 3:5).

If time remains, lead students in a discussion about the "kingdom" and the "church" which some contend are different. Specifically that some religious groups believe the "kingdom" has not yet come (Pentecostalism) and that the "church" is a temporary secondary choice God had to make. Provide scriptures that point to the kingdom and the church being the same, and perhaps some of the scriptural difficulties resulting from a belief the Kingdom has not yet come.

CLASS STARTER

Present a short explanation of communication in the Roman world. Be sure to include the purpose of roads, mail couriers, written documents, and personal messages. Include how to transfer money.

QUESTIONS (in student workbook)

1. Why did Paul send Timothy to Philippi?
2. What did Paul think of Timothy (v.20-22)?
3. Why did Paul delay in sending Timothy (v.23)?
4. Who was Epaphroditus (v.25)?
5. Why was Epaphroditus sent to Philippi (v.26-28)?
6. What "men like him" (v.29) are we to hold in high esteem? Why?
7. What was deficient in the Philippian's service to Paul (v.30)?

CLASS ACTIVITIES (optional at your discretion)

Ask students: "Who does a preacher work for?" The answer is God, but anticipate answers of elders and/or congregation. How is a man who gives himself completely to evangelism to care for his own (1 Tim. 5:5)? Examine 1 Cor. 9:13-14 that teaches how an evangelist is to be supported as God's plan. Lead students in a discussion about how support for an evangelist is decided (how much, raises, etc.) and what a congregation's attitude should be toward the evangelist.

Epaphroditus "risked his life" (v.30) and Paul did not want "sorrow upon sorrow" (v.27) had he died. He was thankful to God for His mercy on Epaphroditus. Ask students: "Couldn't Paul have just healed Epaphroditus?" Lead a brief discussion in the purpose of miracles (to cause others to believe, and not for personal gain). Include Paul's "thorn in the flesh" (2 Cor. 12:8-10) and how he didn't heal himself. Quickly discuss how gifts have ceased (1 Cor. 13:8-13).

THE FOLLOWING ACTIVITIES ARE FILLERS THAT HAS NO CONNECTION TO THE LESSON. (Nevertheless, there is value in spending extra class time wisely.)

A) Review the map activity from lesson 1.

B) Create a chronological activity about the life of Christ. Students should be able to correctly sequence at least a dozen events. You choose how to implement the activity. Suggestion: Put events on cards, students put cards in order on table (everyone stands around the table and works cooperatively). To extend the activity, repeat it adding four more cards, repeat again with another four cards, etc. If students can correctly place 24 cards that is awesome!

CLASS STARTER

Explore the use of “in the Lord” in Scripture. Have students do a search for the phrase using www.blueletterbible.org and read some of the references aloud. Be sure to touch on Eph. 1:3 and Gal. 3:27. Connect these thoughts to “knowing Christ Jesus” in Phil. 3:8.

QUESTIONS (in student workbook)

1. Explain the statement “rejoice in the Lord” (v.1).
2. What does Paul warn us of (v.2)?
3. How are we the “true circumcision” (v.3)?
4. Why could Paul put confidence in the flesh (v.4-6)?
5. List three things that are gain to us that we count as loss for the sake of Christ (v.7).
6. How does righteousness come? (v.9)
7. To what is Paul referring when he says he was “conformed to his death” (v.10)?

CLASS ACTIVITIES (optional at your discretion)

Have the class define “rubbish” (v.8). Again use www.blueletterbible.org to find the Greek. You may have to help students (remind students) how to access the definitions. Be sure to familiarize yourself with this website prior to class. Explain the phrase in verse 8 which contains the word “rubbish.”

How do we “gain Christ” (3:8). Look to the answer in 3:9 “may be found in Him.” Lead students in a discussion of how believers can fall away so as to be eternally lost (which denies the false doctrine of “once saved, always saved”). Bring in at least 3 references to examine.

Create a discussion activity to explore how we “rejoice in the Lord” (v.1), especially “rejoice in the Lord always” (Phil. 4:4). The idea is to get students to state how they would rejoice in the midst of a situation. Implement by: A) having students toss a bean bag to another student who will be the next speaker, or B) go down the line, or C) you choose the next speaker. I recommend you read scenarios or have students read some you have prepared. Example scenarios: How do you rejoice in the Lord when...

1. Your boyfriend/girlfriend just dumped you?
2. You have repented?
3. When a friend dies?
4. When you are persecuted? (Give them a specific persecution)

CLASS STARTER

This is a bible reference search activity to drill in finding their way around the Bible. Tell students: “God commands our attitudes,” then read Phil. 3:15. Tell students, “I will give you a reference, and the first one to find it is to start reading aloud.” Have the class tell you what attitude we are commanded to have from the reference. Create a list of 5-10 references.

QUESTIONS (in student workbook)

1. What does “obtain *it*” (3:12) refer to?
2. Define “perfect” (3:12, 3:14).
3. What does Paul mean by “pressing on” (3:12) and “reaching forward” (3:13)?
4. Explain “the upward call of God” (3:14).
5. What attitudes are we supposed to have (3:15)?
6. What is the “standard to which we have attained” (3:16)?

CLASS ACTIVITIES (optional at your discretion)

TEACHER NOTE: Be sure to connect question one to the “prize” in 3:14.

Lead students in a discussion of the problem of plateaus of faith, and things we are “good enough.” Relate back to Paul, was most consider very righteous, but he kept pressing. Try bringing in some passages demonstrating the danger of self-righteousness, the haughty/prideful spirit. Conclude this discussion speaking of how the correct attitude (from the text) helps our faith and helps in speaking to others about the gospel.

Create a game called “Pressing On.” Create a list of passages (prior to class) which relate to our attitude of pressing on. Look for key words like zeal, diligence, perseverance, and steadfastness. You may even want to bring in bible characters who exemplify the correct attitude. Divide students into 2-3 teams. Ideally 3-5 on a team. The game should be multiple choice. Have students read the passage and give which word from the passage indicates the “press on” attitude. You may choose to provide three answers from each verse. This can be done by printing the verse (one “question”) on one piece of paper which they read, or better - do it all on powerpoint.

How do we “live” by that same standard (3:16)? Discuss Christians “living” vrs worldly living. You may choose to refer to 1 John 2:15-17.