

LEADER'S GUIDE

BREAKING

FREE



HOLINESS

DEFINED

FOR A

NEW

GENERATION

FROM

SIN'S  
GRIP

FRANK  
MOORE

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# CONTINUING LAY TRAINING REGISTRATION AND REPORTING

Welcome to the exciting opportunity of presenting a Continuing Lay Training course. Before you proceed, make sure you have properly registered this class with the Continuing Lay Training (CLT) office in Kansas City. You may telephone your course registration by calling 888-243-2767, or you may E-mail it to <clt@nazarene.org>. Upon registration, the CLT office will provide you a class report form. When the course has been completed, return the class report form to the CLT office, and each participant will be awarded CLT credit for his or her participation.

Here is a brief checklist of instructions:

- Advertise the class and plan a special registration time.
- Register the class with the CLT office in Kansas City at least three weeks in advance of the starting date. When you register, we will provide you a class report form.
- Order textbooks directly from Nazarene Publishing House at least three weeks before the starting date. A 10 percent discount is available if you order more than five of the same book. Unused books may be returned for credit if done promptly, postage paid, and the books are in good condition.
- At the close of the class, send the class report form to the CLT office in Kansas City. Keep a copy for your file. Use one of the following methods for reporting.
  1. Paper—request a hardcopy of the class report form, fill it in, and return it to the CLT office.
  2. Electronic version—an electronic fill-in template can be sent to you via E-mail, or you may download it from the CLT web site at <[www.nazarene.org/ssm/clt](http://www.nazarene.org/ssm/clt)>.
  3. On-line—in January 2004, you may use our fill-in form for reporting classes.

Once the class is reported, the CLT office will send a notice of credit along with credit cards for each of the participants of the class. You are to fill in the name, unit number, book title, date, and name of the sponsoring group. Sign the credit cards before presenting to each participant in a public service.

- For any further information, please refer to the catalog, or feel free to call or write the CLT office in Kansas City.

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# INTRODUCTION

The people of today's world are citizens of the information age. We are bombarded 24/7 with information from local, satellite, and cable channels. We have access to information through the World Wide Web, which can be viewed from almost any location in the world. It comes at us from so many sources and at such a rapid rate that we find it difficult to process and evaluate it. This leads us to search for coping mechanisms.

One common coping mechanism is to pigeonhole information and experiences into various mental compartments: home, business, church, important, unimportant, and so on. While this compartmentalization of our lives may help us make sense of the world, if we're not careful it can also lead us to separate our lives into the false categories of religious and secular. Separating our lives into such categories can cause us to fail to see the connection between our faith and common daily activities.

This study attempts to break down some of the common barriers that exist between what we read in the Bible and hear at church, and the way we go about our daily lives. More specifically, we're going to explore the hopes and dreams our Heavenly Father has for us and then examine how He works to fulfill that plan in each of our lives every day.

Welcome to the beginning of an incredible adventure!

# PREPARING TO TEACH

Class leader, keep the following guidelines in mind as you prepare to teach this book study:

- Read the text in its entirety before you begin the group study.
- Read this leader's guide in its entirety to get a feel for the general direction of the study.
- Write down the teaching resources you'll need for each individual session as you think of them: chalkboard or dry-erase board, chart paper, markers, overhead projector, laptop computer, 3" x 5" cards, Post-it notes, and so on.
- Think of any people in your class you will need to contact ahead of time to secure their permission to use personal stories or to ask them to share their personal testimonies.
- Outline each lesson plan in your own words or map it on paper to give yourself a sense of direction for each session.
- Pray for the direction of the Holy Spirit (1) in the way you prepare, (2) in what you say in class, (3) in the way you respond to comments or questions by class members, and (4) in the way you give time for the Spirit to speak to class members' hearts as each session progresses.

## U S I N G   T H I S   G U I D E

This leader's guide is simply that—a guide. It suggests key points, progressions of thought, discussion questions, personal reflection times, and a variety of other exercises to enhance your time together with your class members. Note the suggestions from this guide that you think will be helpful; then devise your plans for teaching each session. Expand the time of activities you think will work well with your group, and delete activities you think might not work well for you.

The key is to engage class members in study material from the text and help them find ways to apply it to their own lives. This study is designed to be life-transforming, not because the ideas from the text are unique or so rich, but because this study gets people to read God's Word and gives the Holy Spirit an opportunity to direct them.

## CHAPTERS 1 AND 2

*Getting Started*

Begin the session by briefly presenting an overview of the entire study and highlighting the main themes. Discuss the way time will be spent with each session; note the kinds of activities that will be used in class. Talk about the interactive nature of the class and the importance of group participation. Urge participants to read the material before coming to class so they're prepared to participate fully in the group discussion. Also, ask them to consider sharing with the group any personal experiences that illustrate the ideas discussed.

*Learning Goals*

Take a few minutes to consider learning goals for the group's time together. Ask each participant to give his or her personal answer to the question "What do you hope to gain from this book study and group discussion?" To get the process going, you may want to begin this exercise by sharing your own answer.

*Taking Inventory*

Now take a moment to allow class members to respond to the two questions listed below without comment from the other participants. The purpose of this exercise is to provide an opportunity for the entire group to share their ideas.

If you wish to use an alternate method to having an open-group discussion, give each class member two large Post-it notes. Have them write their answer to the first question on one note, and their answer to the second question on the other. Then have them post their answers on a large piece of poster board under the appropriate question. Then read all the answers.

Here are the two questions:

1. When you think of holiness, what word or words come to mind?
2. What is the most common misconception about holiness that people you know have?

*Creative Option*

Instead of asking the questions under the heading "Taking Inventory," begin the session with this question: "What story have you read that has a happy ending?" After giving participants time to respond, say, "Today we'll be looking at another story that has a happy ending: the story of God's love for His children."



*Key Point*

Our study book is an adventure story. It's about the adventure God designed for us, the creatures He made in His own image. It's a story about how God responded to our need to be released from the bondage to sin we brought upon ourselves when we decided to choose our ways over His ways.

We'll study this book from the perspective of a loving Father who has big plans for His children. We'll look at those plans through His eyes to see what He had in mind from the beginning. Then we'll see how He has been working since the fall in the Garden of Eden to bring His children back to wholeness.

Some people believe that it's too late for humanity. We've fallen so far away from God, they say, and have damaged His original plans so completely that we're doomed to struggle in our failures for as long as we live on this earth. Nothing could be farther from the truth. Yes, sin separated us from God and sabotaged our fellowship with Him, but sin is not the end of the story—God is. God's power is far greater than sin's power, even in this present life. We don't have to wait until we die to be freed from the power of sin. God makes that power available to us right now, in this life. He gives us that power as we ask Him for it. We will learn much more about God's power as we proceed with our study.

*Into the Lesson*

Review the material toward the end of chapter 1 of the text, beginning at the bottom of page 13. Emphasize that biblical holiness is not an abstract concept, a theory to be proved, or a doctrine to be dissected. To reduce it to such a discussion misses God's plan and purpose. God has something much greater, much more dynamic, for us. Holiness is about spirit, life, hope, and power.

Pay particular attention to the last paragraph of page 13. Note how "holiness describes a way of living made possible through intimate personal relationship with God." Explain in your own words the difference between these two approaches to religion. (Abstract concepts versus a way of living) Which do most people prefer? Why? Which has more practical application for daily living? Why?

The idea explained at the end of chapter 1 is often referred to as "doing theology in reverse." That is, people who want to capture in one thought an experience that has happened to them often coin words that represent that experience. These words end up being used in religious discussion. The word "saved" is such a word. To a Christian the word "saved" represents a very significant personal experience. By saying that he or she is saved, a Christian desires to share with others what God has done for him or her. In the process, he or she also hopes that others will experience the same thing. However, not everyone knows the Christian significance of the word "saved"; they don't know that the word tells a story of God's work in peo-

ple's lives. We do theology in reverse when we get behind these special words and concepts and see the meaning. That's what we hope to do in this book study.

As a way to introduce the material above, ask, "What are some big words you hear in church that are hard to understand?" (Some examples: "sanctification," "justification," "holiness") As your class members call out words, write them on the board. You don't need to define all of them in class. (If you wish to, though, you may have a dictionary of theology available. Your pastor or church library should have one you can borrow.) Explain that in this study we'll be looking particularly at the concept of holiness.

### *Group Discussion*

Use any of the questions at the end of the chapter under "Think About This . . ." that you think will help summarize the material in chapter 1 for your class. A recommended order of progression is questions 1, 3, and 7.

### *Transition to the Next Chapter*

Present the material at the beginning of chapter 2, discussing how God created us on purpose and to be holy. Illustrate that He wired us for himself much the way a personal computer is wired to perform various functions in the home or office. (See "Wired for Him," p. 18.) You might want to bring in a laptop computer as a visual illustration of this point.

### *Key Point*

One of the most important presentation topics of this entire book study occurs in the discussion under "God's Big Limitation," on pages 18-20.

Explain how everything in the created order obeys God. Then introduce the concept of human free will. Remember: you cannot overemphasize the unique quality of human free will in God's plan of creation; it is one of humanity's most obvious unique features.

Pass out several newspapers and ask the participants to find examples of people exercising free will. Ask, "What do these examples tell us about our choices of exercising free will? Do we always do the right thing? Do these examples show an underlying 'infection' of sin in the choices we make?"

### *Group Activity*

If your group is large enough, divide into three groups. Assign each group one of the following questions. Allow sufficient discussion time, and then let each group present their findings to the whole study group. Discuss all the questions together if your group is too small to separate.

1. Why do you feel that God created humanity with free will?
2. What other options might God have had?
3. What risk did God take in giving humanity free will?

### *Lesson Theme*

Explain that human free will had to be tested in the same manner as we test many things to see how they meet expectations: a new car, a new

restaurant, a new recipe. You might share an example from your own experience, something that did not pass the test of time.

Share all that was lost in the fall as presented on pages 21-22 of the text. Then explain the metaphor of “The Infection” of original sin. (See “What Is It?” on p. 23.) As the text says, this infection “twists our thinking to prefer what we want more than what anyone else, including God, wants for us” (p. 23).

Original sin has been portrayed in many ways. Some believe that picturing it as a deadly infection is biblically accurate. Others prefer to illustrate it as a cancerous tumor or a rotten tooth that needs to be removed. However, since a person can be freed from original sin and then, at a later time, return to his or her sinful ways, it may be more helpful to view original sin as an infection.

Another way to look at original sin is as a wall between God and us. Ultimately, original sin is a broken relationship with God. Sin keeps us from enjoying the fullness of God’s presence in our lives. Until we make our relationship right with God by accepting Jesus into our lives, we will never be healed of sin.

### *Some Creative Options*

Following are a few creative ideas for teaching this session. If you choose to use these options, decide where they would fit best into your lesson plan.

1. Ask a new Christian before class to be prepared to give a brief testimony of what he or she was like before salvation. Ask the person to be sure to mention how he or she made choices before and after meeting Christ. Before we become Christians, we follow our own will; after we become children of God, we must learn to submit our will to His will.

2. Learning to recognize the importance of respecting others is something we all had to learn when we were children. Children are focused on their own needs and desires, and when they play together, these needs and desires often create conflict. To illustrate our inherent selfishness, be prepared to give a story about how children are self-centered.

### *Group Discussion*

You may use any of the questions at the end of chapter 2 in the “Think About This . . .” section. Take time to discuss these ideas with your group. Use as many of these questions as time allows. Pay particular attention to questions 1, 4, 6, 7, and 10.

### *Closing*

Conclude the session by emphasizing some of the main points listed in the “Fast Takes” sections of chapters 1 and 2. Close with a prayer that through this study God will open hearts and minds to new ways of understanding holiness. Ask Him to speak to your group members personally this week about the things you have discussed in class together.

## CHAPTERS 3 AND 4

*Getting Started*

Images of God and holiness often appear together in the Bible. So in order for us to really understand holiness, we must understand who God is. As a way to introduce this lesson, ask your students to call out popular images of God. Write them on the chalkboard or flip chart. Some suggestions may be “Santa Claus,” “a policeman,” “a judge,” “a father,” and so on. Ask, “Which of these do you think is most accurate? Why?”

After allowing several to answer, present the two biblical stories described on pages 29-31 of the text regarding Moses’ encounter with God at the burning bush and Isaiah’s encounter with God in the Temple. Ask students to look again at the list they made. Ask them which of these images is most accurate in light of how God appears in these two passages. Ask, “Do more than one of these images fit God?”

*Group Activity*

Give each participant two 3" x 5" cards and a pen or pencil. Ask the class to write their answers to the following questions on separate cards. When they’ve finished writing, have them drop their cards into a basket or box. These cards, read aloud, will guide your discussion.

1. What are the most common misunderstandings people have about God?
2. Why do you think God is so misunderstood?

*Key Point*

Present the main biblical concepts of God’s holiness found on pages 31-32 of the text. God is pictured as (1) high and lifted up, (2) shining as a bright light, and (3) pure. Illustrate each of these concepts in your own words or, if you can, with examples from your life. You might bring in objects that represent these concepts: (1) pictures of mountains, the sky, and so on; (2) a lightbulb, matches, a lit candle, and so on; (3) a very clean white towel, laundry soap, and so on.

Now call attention to the fact that in the Bible certain items were called holy because they were set apart for service to God. (See “Set Apart for God,” p. 32.) These items were treated with special reverence. Now explain that we, too, belong to God and are meant to be set apart for Him. Indicate that we are holy for God’s use and service the way objects in the Bible are referred to as holy.

*Group Activity*

Write each of the sentence starters below on a dry-erase board or flip chart. Ask your class members to sit in two rows, and hand out blank sheets of paper to each participant. Ask the students in the first row to write their responses to the first question, and the students in the second row to write their responses to the second question. Collect all the sheets and read them aloud. As you do so, discuss any of the statements the students want to know more about. Keep these answers in mind as you teach this lesson.

1. When I think about how holy God is, I feel . . .
2. When I hear that I'm supposed to be holy, I feel . . .

*Key Point*

Pay particular attention to the material at the end of chapter 3. Holiness is not intended to separate us from God. Rather, it's intended to separate us from sin and to join us to God. Remind your class members that when Adam and Eve disobeyed God in the garden, they hid from Him because they were afraid of Him. People have been hiding from God ever since. But God does not want us to fear or hide from Him. Rather, His holy love draws us to His heart.

Ask, "In what ways do people hide from God today?" (Possible answers: being busy, not talking to Him, avoiding religious events and people, and so on)

*Personal Reflection*

Give your class a few minutes of silence to ponder the question "Would God call us to a holiness that is neither realistic nor possible?"

*An Illustration*

While it's usually better for the group leader to give personal illustrations, the illustration at the beginning of chapter 4 is worth using at this point in the session. ("He Couldn't Seem to Help Himself," p. 35)

*Group Discussion*

Now take time to respond to each of the questions at the bottom of page 35 in the text.

1. Are we in just as bad a condition as Button?
2. Once we've tasted sin, are we hopelessly programmed to repeat our past mistakes over and over for as long as we live?
3. Do we always have to prefer our ways over God's ways?
4. Will we always use our free will to choose our own ways?
5. Give examples of friends or loved ones (don't use names) who seem helpless in the face of addictive behavior, even when they know it's destroying them.
6. Why is the idea so popular, even among many Christians, that people are powerless against temptation? Is this really true?

*Key Point*

Give particular emphasis to the idea that many Christians believe sin's addictive power is greater than God's healing power. They believe that sin throws us into a hopeless cycle and stains our hearts beyond repair. While all Christians believe in God's forgiveness of sin, not all Christians believe that God can change us from within to break the cycle of sin.

*Biblical Truth*

Ask a class member to read Luke 1:74-75. Discuss this passage carefully. Draw out the truths related to the purpose and timing of our salvation. Pay particular attention to the notions of holiness and righteousness as explained in the text (p. 36).

*An Illustration*

The illustration on pages 37-38 points out a common difference in the reactions of men and women to neatness and messiness. More important, it points out our fundamental desire for control and autonomy in our lives.

A possible visual aid can be made using your own home. Draw a rough floor plan of your home, and color rooms you control with one color and rooms that someone else controls with another. Share with the class that it doesn't matter who controls the most space—the point is that you have control over your own space. No one else can violate that control. Now focus on the difference between sin problem number 1 (acts of sinning) and sin problem number 2 (a disposition to prefer self over others). You'll find an explanation of these two sin problems in the text.

*Biblical Truth*

Ask a volunteer to read Rom. 12:1. Explain in your own words how this verse describes consecration. (For help, see p. 39.) Ask another volunteer to read 1 Thess. 5:23-24. Explain how this passage describes sanctification. Point out that we can consecrate, but only God can sanctify. Consecration is our gift to God; sanctification is God's gift to us.

If time permits, call attention to the symbolism of the Old Testament sacrificial system as it relates to holiness (pp. 40-41). Direct class members to read Heb. 10 carefully for a fuller understanding of this biblical image.

*Group Activity*

Write the words “self-sovereignty,” “self-seeking,” “self-will,” and “self-sufficiency” in large letters across the top of a chalkboard or dry-erase board at the front of the classroom. Give class members four Post-it notes each. Ask them to write down ways in which self-sovereignty, self-seeking, self-will, and self-sufficiency can find their way into a Christian's heart and life. When everyone has finished writing, have class members place their Post-it notes under the words on the board to which they apply. Then read the responses.

Say, “We all like to feel we're in control of our lives. We've been taught

from a young age to become self-sufficient, to do things for ourselves. We don't like to have to depend on others for basic needs. Feeling in control of our lives gives us a sense of self-esteem and control. This is a good thing as long as we balance it against the reality that there are many things in our lives we can't control. To think we *can* control everything in our lives is unhealthy." Ask, "What's the balance between a healthy self-image and a dependency on God for those things we can't control?"

### *Closing*

Draw the session to a conclusion by emphasizing some of the main points listed in the "Fast Takes" sections of chapters 3 and 4. Close the session by thanking God first for who He is—a holy God. Then thank Him for providing a plan for our salvation, a plan that includes not only forgiveness of sins but also freedom from the inclination to sin.

## CHAPTERS 5 AND 6

*Getting Started*

Begin this session by talking about big dreams coming true. Give illustrations from your own life, or ask for volunteers to give their own illustrations. Ask them to explain the way things were before the dream came true, then how things changed after the dream was realized. Describe how it felt inside to see the realization of these big dreams.

Use the following questions to help your students share their dreams:

- What kind of dreams do you have for your future?
- What do you need to do to fulfill your dreams?
- What kind of dreams did you have when you were younger? Did you fulfill those dreams? Why or why not?

Our own dreams may or may not work out. Sometimes things change dramatically in our lives, and we aren't able to do all the things we want to do. God's plans for Adam and Eve were thwarted by their sin in the garden. But He didn't give up on them—or us. His dream for us was realized with the coming of the Holy Spirit at Pentecost.

*Group Activity*

One week before this class session, ask four class members to be prepared to answer the following questions during the session. During the session, read each question and let these members answer them for the whole group.

1. Why did Jesus have to leave His disciples before the Holy Spirit could fill them?
2. How did the disciples' praying and waiting for 10 days in the Upper Room prepare their hearts for the coming of the Holy Spirit?
3. What is the significance of wind as a symbol of Pentecost?
4. What is the significance of fire as a symbol of Pentecost?
5. What is the significance of languages as a symbol of Pentecost?
6. What does this event teach us about what God wants to do in our lives today?

*Into the Lesson*

So far in our study, we've established the fact that God began our lives on earth with big plans and dreams. We frustrated His plans by misusing our free will in order to disobey Him. But He didn't give up on us. Like any good parent, He remained persistent and loving in the face of our open re-



bellion. The path to God's big dream involved the sacrificing of His Son on Calvary. What a price! But God loves us too much to let us get away from Him. He loves us more than we can ever imagine.

### *Group Discussion*

Present an overview of the material on pages 48-50 regarding the Old Testament sacrificial system and the prophetic visions of Isaiah, Jeremiah, Ezekiel, and Joel. Then ask the following questions:

1. How did the Old Testament sacrificial system foreshadow the sacrifice of Christ on Calvary?
2. What do we learn from the prophet Isaiah about God's big dream for us?
3. What do we learn from the prophet Jeremiah about God's big dream for us?
4. What do we learn from the prophet Ezekiel about God's big dream for us?
5. What do we learn from the prophet Joel about God's big dream for us?
6. How were all of these features of God's big dream fulfilled in the coming of the Holy Spirit at Pentecost?

### *Key Point*

Explain how we are "God's Special Possession" as presented on pages 50-51 of the text. Pay particular attention to the fact that Israel, God's special people, bogged themselves down—first with idolatry, then with religious rules. We also can be caught in the traps of materialism, consumerism, busyness, and a host of other time- and money-wasters. We, too, can become slaves to religious rules. Surrender to either temptation is deadly.

Bring in several magazine pictures of consumer goods: cars, boats, jewelry, clothes, houses—anything people spend money on that can become an obsession. Show these pictures before you ask the questions in the group discussion below.

### *Group Discussion*

Take a few minutes to discuss the following questions:

1. What kind of traps do we fall into that pull us away from God?
2. Why is it so easy for us to fall into these traps of time- and money-wasters and slavery to religious rules?
3. How do we avoid yielding to these temptations?

### *Illustration*

The Pharisees fell into the trap of too many rules. They originally began emphasizing the following of God's law at a time when the Israelites were in exile in a land far from their home. The people had no synagogues to attend, and the religious leaders were afraid they would forget how to worship God while they were in exile. So some of the religious leaders be-

gan to study the Law, and they wrote explanations that would help people to better follow God's law. Soon, however, following the laws became more important to them than knowing God. By the time of Jesus, the Pharisees were more a hindrance than a help to those who wished to find and truly know God.

### *Key Point*

Explore Peter's assertion that Christians are "a chosen people, a royal priesthood, a holy nation, a people belonging to God" (1 Pet. 2:9). Discuss with your group what each of these phrases means, both for biblical times and today.

### *Group Discussion*

Close the presentation of chapter 5 by discussing the following questions:

1. Why is Pentecost so important to God's big plan for us?
2. How does the indwelling of the Holy Spirit in our lives change our relationship with God?
3. How is our New Testament relationship with God superior to the relationship believers had in the Old Testament?

A creative way to talk about these questions is to call a mature and knowledgeable believer before the class session and ask him or her to represent an Old Testament believer. Ask this person to prepare a short presentation on how living in Old Testament times was different—and more difficult—for believers at that time. Then ask him or her to tell how the indwelling of the Spirit makes living a holy life possible.

### *Personal Reflection*

Allow some quiet moments for class members to contemplate "What needs to happen in my life for God to be able to fulfill this big dream of His in me?"

### *Key Point*

Review the major points from Rom. 5:12—8:39 as presented on pages 56-58 of the text. Emphasize that Jesus made it possible for us to return to fellowship with the Father. Our old life of sin is washed away when we are baptized in Christ—His death and resurrection have fulfilled God's original plan. Explain that the discussion in Rom. 6 moves back and forth from what God does for us to what He expects from us in response to His actions. Paul's entire argument directs us to a holy life.

### *Group Discussion*

Divide the class members into two groups. Ask the first group to list the top 10 temptations of Christians. Ask the second group to list the top 10 temptations of non-Christians. When they finish, ask them to compare and contrast the lists. What similarities are there? What differences are there?

Explore the following questions:

1. How did Jesus respond differently than Adam and Eve when tempted?
2. What lessons do we learn from Jesus' example about resisting temptation?
3. How does identifying with Christ in His crucifixion offer us a new way of living?

### *Lesson Theme*

The central message of Gal. 2:20 is an important theme of this lesson. Explore the radical idea of dying to self-preference as we die with Christ. Ask your class to consider the desires of the dead: they have no desires, they make no requests, and they have no needs to be met. Likewise, dying with Christ ends slavery to the old way of thinking and living.

Have a volunteer read Rom. 6:11-14. Present the idea of counting ourselves dead to sin but alive to God. Now have another volunteer read Rom. 12:1-2. Review the idea of consecration discussed in the last session. Relate it to the Old Testament sacrificial system.

### *Group Discussion*

Consider the following questions:

1. What is consecration? (Devoting oneself entirely to something) We all consecrate our lives to something. What are some things people consecrate themselves to today? (Physical exercise, healthful eating, reading books, making money, and so on)
2. What should we consecrate ourselves to?

### *Key Point*

Discuss Paul's "pattern of this world" (Rom. 12:2). This pattern is a system that elevates self-interest in a variety of ways. Ask for examples of how a worldly mind-set manifests itself in daily life. Use the list of 17 items on pages 59-60 as a guide for this discussion.

### *Group Activity*

Ask, "What are the three biggest holidays for the Church? [Christmas, Easter, Pentecost]. Why are they important? Do we celebrate all of these holidays? [If your church does not celebrate Pentecost, ask the next question.] What are some ways we can celebrate Pentecost?" If you like, submit your ideas to your pastor to consider using.

### *Key Point*

Explore the word "transformation" through the image of a caterpillar becoming a butterfly. This is the imagery of the Greek word used in Rom. 12:1-2. Remind your class members that God transforms us with the same power He used to raise Jesus from the dead. That's enough power to completely change our lives. This transformation affects our thinking, value systems, priorities, motivations, and desires. Think of examples for each of these areas of transformation.

*Group Discussion*

In order to fully realize God's transformation in our lives, we must consecrate ourselves to Him. Remind the class of the difference between consecration and surrender; then encourage them to complete the following sentences.

1. The most important reason to consecrate oneself to God is . . .
2. The most difficult thing about consecrating oneself to God is . . .

If you have a large group, you may want to divide it into two groups and provide each with a sheet of poster board. Ask each group to respond to one of the questions above by listing their responses on the poster board. After a few minutes, bring the groups together again and have them share their list with the entire group.

*Closing*

Draw the session to a conclusion by emphasizing some of the main points in the "Fast Takes" sections of chapters 5 and 6. Ask class members to pray that God will help them see the potential and abilities He sees in them.

## CHAPTERS 7 AND 8

*Getting Started*

Begin this session by asking class members the following question: “What are some things you do that make you feel inadequate?” (Job, parenting, managing finances, schoolwork, and so on) After allowing time for discussion ask, “Do you ever feel inadequate to live a holy life?” Then ask, “What makes us feel inadequate to live a holy life?” Write the phrase “Feelings of Inadequacy” in a circle in the middle of a poster board or on a dry-erase board or chalkboard. Draw lines out from the circle, like spokes on a bicycle wheel. Write the class’s responses on the lines.

*Into the Lesson*

If you think your students would be uncomfortable with the previous exercise, use the following list to guide a discussion on the topic of inadequacy. Make sure everyone has a copy of the list, or write the list on a dry-erase board or flip chart.

- Human nature naturally prefers self.
- A gap often occurs between our best intentions and our ability to carry them out.
- We live in a fallen world damaged by sin.
- We all have a personal history damaged by past sinful choices and their consequences.
- We have haunting memories of our past mistakes.
- Bad examples of people making sinful choices are all too plentiful.

After everyone has had a chance to look over the list, ask if they believe this list properly describes the common human condition. Then state that when left on our own, we don’t have hope, and the picture of the future is truly discouraging. However, that’s not the end of the story. God has so much more in mind for us if we’re willing to live in a vital and growing relationship with Him. In today’s session we will discover how we can live beyond our inadequacies by leading holy lives, empowered and enabled by His Holy Spirit.

*Group Discussion*

Ask class members to reflect on the previous sessions and to discuss the following questions:

1. What typically discourages Christians from trying to live a life of holiness?

2. How does the ministry of the Holy Spirit help Christians pursue a life of holiness?
3. Why is the Christian's personal relationship with God so essential to living a holy life?

### *Key Point*

Ask five volunteers to read each of the Paraclete sayings of Jesus: John 14:15-18; 14:26-27; 15:26-27; 16:7-11; and 16:13-14. (The section in the text called "The Paraclete," pp. 66-67, will help you as you discuss each passage.) Explore the various concepts of the Holy Spirit: Counselor (pp. 67-68), Teacher (pp. 68-70), Witness (pp. 70-71), Convicter (p. 71), and Guide (p. 71). Use the text as a starting point for the discussion of each concept, and then add your own material as necessary.

### *Group Activity*

Encourage class members to give personal examples of how the Holy Spirit has worked in their lives as Counselor, Teacher, Witness, Convicter, or Guide.

### *Key Point*

Give particular attention to the discussion of "The Life-Giving Flow" (p. 72). Note that holiness is not simply about a spiritual experience or a doctrine for theology books. It's not about taking a certain number of trips to the church altar. Rather, it's a close, personal relationship with God.

Remind class members that they must never serve the Lord in their own strength. They must live in the life-giving flow of the Holy Spirit, allowing Him to energize all they do. Only then can He accomplish His good purposes within us.

### *Transition to the Next Chapter*

Timing is everything. Many of us wonder, "Are we sanctified in a blink of an eye or over a lifetime of fellowship with God?" The answer is both—it does happen in an instant, but we'll grow in sanctifying grace over the rest of our lives. Another question often asked is "Are we sanctified from the beginning of our Christian walk or only after we consecrate ourselves fully to Him?" Once again, the answer is both. Let's explore these questions together.

### *Group Activity*

Present an overview of the five views discussed in "Sanctification's ETA" on pages 76-80 of the text. Give the strengths and weaknesses of each. Pay particular attention to the last one. Make sure class members understand the concepts used to explain the various facets of holiness: initial sanctification, progressive sanctification, and entire sanctification. A good dictionary of theology may help you here. Your pastor or church library should have one you can borrow.

It might be more interesting for your group if you present this informa-

tion in the form of the *Jeopardy* television game show. As you read characteristics of one of these views, ask class members to respond when they think they know the answer. Have them answer in the form of a question, such as “What is sanctification after a person dies?”

### *Group Discussion*

After reviewing the various views of sanctification presented in the text, have your group discuss the following questions:

1. Which of these views of sanctification do you like least? Why?
2. Which of these views do you like best? Why?
3. What advantages to the last view do you see?
4. What disadvantages to the last view do you see?

### *Into the Word*

Mention each of the 16 biblical images or concepts listed under “A Biblical Approach,” beginning on page 82 of the text. As time permits, read the scripture from which each image is taken.

Be sure to compare holiness to a caring relationship. Use your own experience to illustrate the point, or you may choose to use the illustration on pages 83-84 in the section titled “A Love Affair.” Show the difference between holiness as a static experience versus that of a loving relationship.

### *Group Discussion*

1. Have class members give examples or testimonies of how entire sanctification occurs at a moment in time.
2. Have class members give examples or testimonies of how sanctification is also a growing process.

### *Closing*

Conclude the session by emphasizing some of the main points in the “Fast Takes” sections for chapters 7 and 8. Close in prayer with an appeal for those who have not experienced entire sanctification to ask the Holy Spirit to accept their consecration and receive God’s gift of sanctification.

## CHAPTERS 9 AND 10

*Getting Started*

Begin this session by asking class members to show or describe (if not properly viewable) a physical scar they have. You may want to bring small prizes and hand them out for the biggest scar, the longest scar, the oldest scar, the newest scar, the weirdest scar, and any other categories you can think of.

Then say, “We all have emotional scars we’ll bear forever as well.” Pass out 3" x 5" cards to each class member. Ask them to write their responses to the following question: “What scars from past mistakes will remain with you for the rest of your life?” Assure the class they will not be reading their answers aloud. After they’ve had a few moments to write, ask, “Why is it that emotional wounds take so much longer to heal than physical wounds?”

The purpose of this exercise is not to lament serious failures and opportunities lost. Rather, it should be a testimony of God’s overcoming power to work in our lives in spite of our failures. In fact, some people realize that God is able to use them as “wounded healers” to reach out to those who have had similar experiences. Urge class members to place these cards inside their Bibles for future reference.

*Into the Lesson*

Take a few minutes to highlight each of the seven human characteristics mentioned on page 88 of the text. (See “More than a Lab Frog.”) Encourage class members to explain how they see each of these areas converging to form our personalities.

Close this discussion with the observation that humans are very complex. All of these features merge to make us the unique individuals God created. But the damage of sin affects many of these features in a variety of ways. God’s Holy Spirit works with us over a lifetime to transform us into the people He wants us to be.

*Group Discussion*

1. What do you find most encouraging about the fact that we are complex beings?
2. What do you find most difficult about the fact that we are complex beings?



*Personal Reflection*

Ask class members to reflect on the 25 goals listed on pages 89-90. Have them place a plus sign by those that are currently their strengths and a check mark by the goals to which they need to pay more attention.

Ask them to select one or two of the goals they checked to work on in the weeks ahead. Pass out 3" x 5" cards for them to write down their choices. Suggest that they keep these cards with their devotional books, reviewing them daily.

*Key Point*

God instructs us through His many means of grace. These include prayer, meditation, Scripture reading, corporate worship, Christian fellowship, fasting, self-discipline, selfless service, and suffering. Ask, "How does God instruct us through these various means of grace?"

*Group Discussion*

Chapter 9 closes with an illustration on perfection (pp. 93-94). What are some illustrations from your own life that highlight the difference between perfect performance and perfect desire?

*Transition to the Next Chapter*

We grow so accustomed to exaggerated advertising claims that we no longer take them at face value. Give examples of extravagant advertising claims you've heard. Or bring newspapers and magazines for the group members to find examples to share with the whole group.

*Group Discussion*

Ask class members to share extravagant advertising claims they've heard in the church regarding God's work in believers' lives. Pages 96-105 give several examples with which you can begin this discussion. Be sure to stay focused on the claims, not on the individuals who might have expressed them.

After several have shared, ask the following questions:

1. Why do people make these exaggerated claims?
2. How can unrealistic expectations of our religious faith make us more vulnerable to frustration and discouragement?
3. What claims can we make about sanctification?

*Closing*

Use some of the main points in the "Fast Takes" sections of chapters 9 and 10 to conclude your presentation. Close with prayer. Thank God for the many ways in which He works with us to instruct and direct us. Thank Him for what He's doing to conform us to the image of Christ. Ask Him to make us mindful of false or extravagant religious claims and to help us avoid their dangers.

## CHAPTERS 11, 12, AND 13

*Getting Started*

Say, “Two children born into the same family can be very different in looks, personality, temperament, teachability, and a host of other characteristics.” It’s important for parents to instruct and discipline their children differently based on the unique features of the children’s individual personalities. God, our Heavenly Father, works individually with us as well. His work in our lives is sensitive to our needs and our ability to respond to His direction. Hence, our spiritual journeys are not identical.

*Into the Lesson*

Pass out sheets of paper to class members. Ask them to list their favorite meal, ideal car, and dream vacation. Then ask volunteers to read their lists aloud. Ask, “Were any of these lists exactly the same?”

Then say, “Because we’re all different, God deals with us on an individual basis, yet He directs us toward common spiritual goals.” Present the 10 common spiritual goals described on pages of 108-113 of the text. Ask class members to share examples of these from their own experiences or observations.

*Group Discussion*

Following your presentation on the 10 common spiritual goals, ask class members to respond to the following questions:

1. Which of these spiritual goals seem easiest to reach?
2. Which of these spiritual goals seem nearly out of reach?
3. What makes the difference between a goal being easy or hard to achieve?
4. What attitude or spirit must we have in order for these goals to become a reality in our lives?
5. How can we live in the world without adopting its values?
6. Why does doing God’s will make a believer happier and more fulfilled in life?

*Key Point*

G. Campbell Morgan does an excellent job of summarizing true expectations for holiness. The seven points of his summary are listed on page 114 of the text. Read them to the class. Allow time for participants to consider each point.

### *Personal Reflection*

Encourage class members to take a few minutes to think about these true expectations. Pass out note cards, and then lead them through the following steps:

1. Apply each of these expectations to your own life.
2. Focus on one or two of the expectations that may be particularly troublesome.
3. Develop an action plan for implementing these truths this week, and write it on your card.
4. Place the card inside your Bible for future reference.

### *A Case Study*

An important feature of this study has been the use of personal examples to make direct application to life. Sometimes these illustrations have surfaced from your own spiritual journey. At other times, the illustrations have come from class members or the lives of saints in your church.

The time has arrived for even greater life application. Steve's case study is presented in chapter 12 of our text. You may use it, your own personal example, or the example of a volunteer from your class. The most important feature of this exercise is to put flesh and bones onto the religious ideas you have discussed for the past several weeks.

Either you or a class member should present the facts of the case and point out the spiritual truths. Remind your class that this study has encouraged more than correct thinking about our faith—it has encouraged right living as well and points us toward a deeper relationship with God.

You may wish to conclude this exercise by examining the common features of religious experience. (See "Theology in Reverse," p. 122.) You might also consider asking questions 1, 2, 5, 6, and 7 in the section "Think About This . . ."

### *Personal Activity*

This may be a good time to have your students fill in a "Jeremiah Graph"—a graph that charts the spiritual highs and lows of their personal journeys. Using the same points from "Theology in Reverse," on page 122, ask them to rate themselves on each of the points. Give them several minutes for reflection and writing.

Then ask them to think about the future. Have them write their answers to the following: "Where do I want to be on my spiritual journey by next year? In five years?"

### *A Summary*

The section titled "Reviewing God's Plan," on pages 125-26, gives a summary of the key points of the text. Spend some time discussing each of the points. This will remind your class members of where they have journeyed during this study.

God offers us more than a game plan for life. He also provides us with

a flesh-and-blood example of what He has in mind for our lives. That example, of course, is Jesus Christ, His Son.

### *Key Point*

Show the students several pairs of shoes. You can bring in either several pairs from your own home or pictures of shoes. There should be several different kinds of shoes represented: sports, dress, casual, walking, and so on. Ask, “What kind of shoes do you see here? What are they used for?” Allow several to answer, and then say in your own words, “What kind of shoes do we need for the spiritual journey? The journey of holiness is a long one. If shoes were needed, we would probably want the sturdiest pair we could find, because the pursuit of holiness will take us to many unexpected places.

“The goal of our journey is Christlikeness. If we can visualize how Jesus lived on this earth, then we can visualize where God is moving all of us on our spiritual journeys with Him.”

Take ample time to present each of the 25 features of Jesus’ life described on pages 127-32. Emphasize the features you feel would be most beneficial to your class members.

### *Group Activity*

Tell the class members, “Our lives are a balance between living for God here and now, and looking forward to being with Him in heaven.” Divide the class into two groups, and give each group several copies of a hymnal. Ask the first group to find hymns that tell us about things we need to do in this life. Ask the second group to find hymns that tell us about heaven. After giving them several minutes, ask each group to share the one hymn that speaks to them most clearly about their assignment.

### *Personal Reflection*

Take a few moments of quiet time at the end of this final class session. Ask class members to look over this list of features of Jesus’ life. Encourage them to select two or three features on which they should focus this week. Suggest they make this process a matter of prayer and that they open themselves more fully to the guidance of the Holy Spirit.

### *Closing*

Bring this final session to a close by highlighting a few of the main features of the entire book study. Emphasize significant insights shared by group members over the past several weeks. Close the session with prayer. Be sure to thank God for giving your group the opportunity to share together in this book study. Invite the Holy Spirit to instruct you in the days and weeks ahead. Pray that you will all be open to God’s leadership as He fulfills His goals and plans in your lives. End your prayer with the words of Heb. 12:2—“Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before him endured the cross, scorning its shame, and sat down at the right hand of the throne of God.”

# CONTINUING LAY TRAINING

Thank you for participating in this CLT class study. Please review the checklist below. We hope you will continue to study and train for ministry in your local church by using Continuing Lay Training (CLT) materials.

## Checklist

- ✓ Advertise the class and plan a special registration time.
- ✓ Register the class with the CLT office in Kansas City at least three weeks in advance of the starting date. When you register, we will provide you a class report form.
- ✓ Order textbooks directly from Nazarene Publishing House at least three weeks before the starting date. A 10 percent discount is available if you order more than five of the same book. Unused books may be returned for credit if done promptly, postage paid, and the books are in good condition.
- ✓ At the close of the class, send the class report form to the CLT office in Kansas City. Keep a copy for your file. Use one of the following methods for reporting.
  1. Paper—request a hardcopy of the class report form, fill it in, and return it to the CLT office.
  2. Electronic version—an electronic fill-in template can be sent to you via E-mail, or you may download it from the CLT website at <[www.nazarene.org/ssm/clt](http://www.nazarene.org/ssm/clt)>.
  3. On-line—in January 2004, you may use our fill-in form for reporting classes.

Once the class is reported, the CLT office will send a notice of credit along with credit cards for each of the participants of the class. You are to fill in the name, unit number, book title, date, and name of the sponsoring group. Sign the credit cards before presenting to each participant in a public service.

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