

Teaching Resource Items
for
Growing Together in Christ

These items are selected from “Teaching Plans” in
Growing Together in Christ—Adult Bible Teaching Guide.
They are provided to make lesson preparation easier and faster for handouts and
similar items. (All “Teaching Plans” do not include items that lend themselves to
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Teaching Resource Items

1. For Lesson One, Teaching Plan—Varied Learning Activities, Step 11, Engle Scale of Evangelism
2. For Lesson Two, Teaching Plan—Varied Learning Activities, Step 6, Group Assignments
3. For Lesson Three, Teaching Plan—Varied Learning Activities, Step 15, Reflection Statements
4. For Lesson Four, Teaching Plan—Varied Learning Activities, Step 2, Silly Questions
5. For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 2, Worship Survey
6. For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
7. For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 8, Case Studies
8. For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 5, Chart
9. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1, Senses
10. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 6, and Lecture and Questions, Step 2, Scripture References
11. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 6, Listening Guides
12. For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 4, Group Assignments
13. For Lesson Fourteen, Teaching Plan—Varied Learning Activities, Step 9, Personal Reflections

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| Engle Scale of Evangelism¹ | |
|--|--|
| -10 | Awareness of the supernatural |
| -9 | No effective knowledge of Christianity |
| -8 | Initial awareness of Christianity |
| -7 | Interest in Christianity |
| -6 | Awareness of basic facts of the gospel |
| -5 | Grasp of implications of the gospel |
| -4 | Positive attitude to the gospel |
| -3 | Awareness of personal need |
| -2 | Challenge and decision to act |
| -1 | Repentance and faith |
| 0 | A disciple is born! |
| +1 | Evaluation of decision |
| +2 | Initiation into the church |
| +3 | Becoming part of the process of making other disciples |
| +4 | Growth in understanding of the faith |
| +5 | Growth in Christian character |
| +6 | Discovery and use of gifts |
| +7 | Christian lifestyle |
| +8 | Stewardship of resources |
| +9 | Prayer |
| +10 | Openness to others/Effective sharing of faith and life |

Item One, For Lesson One, Teaching Plan—Varied Learning Activities, Step 11

¹ The Engle scale was developed by evangelism advocate James Engle as one way to think about the process of making a decision for Christ. It is available in various forms from various sources, including *What's Gone Wrong with the Harvest: A Communication Strategy for the Church and World Evangelization* (Grand Rapids, Michigan: Zondervan, 1975) by James F. Engel and Wilbert Norton.

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Group Assignments

Group 1. Read Acts 9:10-19 silently. As you read, look for answers to these questions:

- a. What assignment did God have for Ananias?
 - b. What was the first reaction of Ananias to the assignment?
 - c. What was the result of Ananias's confrontation with Saul?
 - d. Where did Paul spend his days after his baptism?
 - e. What do you think was the significance of Paul spending several days with the disciples after his conversion?
 - f. What do you think may have gone on during those days?
-

Group 2. Read Acts 9:10-19. Consider this paragraph from the *Study Guide*:

“ . . . Christ's church consists of people who may be quite different from one another. Sometimes these differences require believers to move past their prejudice and fear. This was the case for Ananias. He had to overcome his concerns about Paul to minister to him.”

Then discuss these questions:

- a. What are some differences we may find among members of our congregation?
 - b. How would increased numbers of these people affect our fellowship?
 - People of other racial and cultural backgrounds
 - People who speak little English
 - People who wear international dress
 - People who voice different theological viewpoints
 - (Add other categories group members may think of.)
-

**Item Two, For Lesson Two, Teaching Plan—Varied Learning Activities, Step 6,
Group Assignments**

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Group 3. Read Romans 12:4-5. Discuss these questions in your group:

- a. How does a fellowship of believers ideally deal with the humanness found in all congregations, such as pain, conflict, and brokenness; competition; intolerance?
- b. How does our congregation deal with differences?

Group 4. Read Hebrews 10:24-25. Read this statement from the *Study Guide*:

“Belonging to the body of Christ should always encourage you toward becoming a more mature follower of Jesus. . . . Nobody should belong to a local church in order to strive for mediocrity although that is a danger faced by many churches.”

Discuss these questions in your group:

- a. What are the dangers for a fellowship of lapsing into mediocrity?
- b. How does a congregation gauge mediocrity?
- c. What is the true difference between a church and a club?
- d. What does spiritual maturity look like/sound like/act like?

**Item Two, For Lesson Two, Teaching Plan—Varied Learning Activities, Step 6,
Group Assignments** *continued*

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When it comes to being the presence of Christ to others

I think _____
I know _____
I believe _____
I question _____
My experience has been _____
I have been taught _____
I read _____
It reminds me of _____
I don't like _____
I am comforted by _____
I am challenged by _____
I am aware of _____

When it comes to being the presence of Christ to others

I think _____
I know _____
I believe _____
I question _____
My experience has been _____
I have been taught _____
I read _____
It reminds me of _____
I don't like _____
I am comforted by _____
I am challenged by _____
I am aware of _____

**Item Three, For Lesson Three, Teaching Plan—Varied Learning Activities, Step 15,
Reflection Statements**

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- How far can your dog run into the woods?

-
- If you have two quarters and you ask your friend for two more quarters, how many will you have?

-
- How many animals of each kind did Moses take with him on the ark?

-
- Why do ranchers have their hog pens on the north side of their barns?

-
- How many days of the week start with the letter T?

-
- If you do not have a watch, how do you know what time it is?
-

**Item Four, For Lesson Four, Teaching Plan—Varied Learning Activities, Step 2,
Silly Questions**

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Worship Survey

In my opinion, worship should be
(please circle one response in each line):

Formal or Informal
Loud or Quiet
Personal or Corporate
Inward or Outward
Planned or Spontaneous
Lay Led or Staff Led
Traditional or Contemporary
Confrontational or Relaxed
Sunday Mornings or Other Times
Within an Hour or Longer Than an Hour

Worship Survey

In my opinion, worship should be
(please circle one response in each line):

Formal or Informal
Loud or Quiet
Personal or Corporate
Inward or Outward
Planned or Spontaneous
Lay Led or Staff Led
Traditional or Contemporary
Confrontational or Relaxed
Sunday Mornings or Other Times
Within an Hour or Longer Than an Hour

**Item Five, For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 2,
Worship Survey**

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Group 1—Mark 1:35-36. Examine this passage and prepare a five-minute presentation for the class based on the following:

- Read your passage aloud to the group.
 - What is the context of your passage?
 - Does your passage speak to personal or corporate worship?
 - What does your passage say about worship?
 - How can we apply these verses to personal and corporate worship today?
-

Group 2—Luke 4:14-21. Examine this passage and prepare a five-minute presentation for the class based on the following:

- Read your passage aloud to the group.
 - What is the context of your passage?
 - Does your passage speak to personal or corporate worship?
 - What does your passage say about worship?
 - How can we apply these verses to personal and corporate worship today?
-

Group 3—Luke 11:1-4. Examine this passage and prepare a five-minute presentation for the class based on the following:

- Read your passage aloud to the group.
 - What is the context of your passage?
 - Does your passage speak to personal or corporate worship?
 - What does your passage say about worship?
 - How can we apply these verses to personal and corporate worship today?
-

Group 4—Philippians 4:6. Examine this passage and prepare a five-minute presentation for the class based on the following:

- Read your passage aloud to the group.
 - What is the context of your passage?
 - Does your passage speak to personal or corporate worship?
 - What does your passage say about worship?
 - How can we apply this verse to personal and corporate worship today?
-

**Item Six, For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 3,
Group Assignments**

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Case Study One

You have been attending church with a co-worker for several years. At church the co-worker is outwardly friendly, but at work the person belittles you in front of others and several times has taken credit for your work. When you see the co-worker at church you become uncomfortable and feel tension deep within yourself. What should you do?

Case Study Two

Last week someone in your Bible study class hinted that your response to one of the questions was inappropriate. You were simply trying to be open and honest during the discussion but now you are unsure whether to participate. You have some negative feelings toward this person because the person made you doubt your commitment and sense of belonging. What should you do?

Case Study Three

You visit with a friend at church about a problem you are having in your marriage. You share your deepest concerns and ask the person to keep your conversation totally confidential. A couple of weeks later another friend asks you whether you and your spouse have worked things out. You are deeply hurt because you know that confidentiality was not maintained. What should you do?

**Item Seven, For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 8,
Case Studies**

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Colossians 3:5-14

| Things to Take Off | Things to Put On |
|---------------------------|-------------------------|
| | |

Colossians 3:5-14

| Things to Take Off | Things to Put On |
|---------------------------|-------------------------|
| | |

Item Eight, For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 5, Chart

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Smell

Hearing

Sight

Touch

Taste

Smell

Hearing

Sight

Touch

Taste

**Item Nine, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1,
Senses**

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Acts 2:42

Romans 15:4

2 Timothy 3:14-17

2 Peter 1:19-21

***Item Ten, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 6, and
Lecture and Questions, Step 2, Scripture References***

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- a. How important would you say the application of Scripture was to the people of the New Testament era? Why?
- b. What did they believe was the source of Scripture?
- c. For what purposes did they believe the Scripture was given?
- d. How much authority did they assign to Scripture?
- e. To what part of life was the Scripture to be applied?

-
- a. How important would you say the application of Scripture was to the people of the New Testament era? Why?
 - b. What did they believe was the source of Scripture?
 - c. For what purposes did they believe the Scripture was given?
 - d. How much authority did they assign to Scripture?
 - e. To what part of life was the Scripture to be applied?

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 - b. What did they believe was the source of Scripture?
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 - d. How much authority did they assign to Scripture?
 - e. To what part of life was the Scripture to be applied?

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- a. How important would you say the application of Scripture was to the people of the New Testament era? Why?
 - b. What did they believe was the source of Scripture?
 - c. For what purposes did they believe the Scripture was given?
 - d. How much authority did they assign to Scripture?
 - e. To what part of life was the Scripture to be applied?
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**Item Eleven, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 6,
Listening Guides**

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Group One, Acts 2:42-47. The overall guiding question for your study is: What does your passage tell us about worship? Specifically, focus on the following questions according to your passage (all questions may not be applicable to your passage):

- (1) Who is involved in worship?
 - (2) What elements or activities do you find in the worship described in your passage?
 - (3) How much freedom of expression for worship does there seem to be?
 - (4) What does your passage say about principles regarding worship?
 - (5) What attitudes/emotions/responses do you find related to worship?
 - (6) What other insights do you gain about worship from the passage?
-

Group Two, 1 Corinthians 11:17-34. The overall guiding question for your study is: What does your passage tell us about worship? Specifically, focus on the following questions according to your passage (all questions may not be applicable to your passage):

- (1) Who is involved in worship?
 - (2) What elements or activities do you find in the worship described in your passage?
 - (3) How much freedom of expression for worship does there seem to be?
 - (4) What does your passage say about principles regarding worship?
 - (5) What attitudes/emotions/responses do you find related to worship?
 - (6) What other insights do you gain about worship from the passage?
-

Group Three, Ephesians 5:19-20. The overall guiding question for your study is: What does your passage tell us about worship? Specifically, focus on the following questions according to your passage (all questions may not be applicable to your passage):

- (1) Who is involved in worship?
 - (2) What elements or activities do you find in the worship described in your passage?
 - (3) How much freedom of expression for worship does there seem to be?
 - (4) What does your passage say about principles regarding worship?
 - (5) What attitudes/emotions/responses do you find related to worship?
 - (6) What other insights do you gain about worship from the passage?
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**Item Twelve, For Lesson Twelve, Teaching Plan—Varied Learning Activities, Step 4,
Group Assignments**

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- a. What evidence do those around me see that I
 - (1) Cannot stop enthusiastically telling of all I have seen and heard of Christ?
 - (2) Am a disciple, a relentless learner, of Christ?
 - (3) Make disciples for Christ?
 - (4) Want to make disciples of people of any background or ethnicity?
- b. What evidence is there in our church that we truly are witnesses for Christ to all the people of all the world?
- c. What evidence does our community see of God's presence and power in our church?
- d. What is this Bible lesson leading me to do about witnessing, beginning where I am, to all people?
- e. What is the first step I need to take and will take? What's the next?

Item Thirteen, For Lesson Fourteen, Teaching Plan—Varied Learning Activities, Step 9, Personal Reflections

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