

Teaching Resource Items for *The Letters of John and Peter*

These items are selected from "Teaching Plans" in *The Letters of John and Peter—Adult Bible Teaching Guide*. They are provided to make lesson preparation easier for hand-outs and similar items. Instructions for use are found in *The Letters of John and Peter—Adult Bible Teaching Guide*.
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Lesson One Teaching Plan—Varied Learning Activities, Step 5

Group 1: Does Matter Matter? (1 John 1:1)

- Discover several reasons matter does matter.

Group 2: Does the Message Matter? (1 John 1:2—2:2)

- Find reasons the message does matter and arguments against the notion that behavior doesn't matter.

Group 3: Do Others Matter? (1 John 1:3-7)

- List several reasons why others do matter.
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Lesson Two

Teaching Plan—Varied Learning Activities, Step 1

A Test: Do I Really Know God?

A. Test for Righteousness (1 John 2:3-6)

- Four phrases that indicate ways to test for righteousness: (fill in the blanks)
_____ his commands
_____ what he commands
_____ his words
_____ as Jesus did
- T F Absolute righteousness comes from a personal relationship with Jesus Christ.
- Righteous _____ is a test for righteous _____.
- Faith is validated by _____.
- Right _____ is a good test for righteousness.

B. Test for Love (1 John 2:7-11)

- Love is not primarily something one feels but something one _____.
- For the believer, living and _____ go hand in hand.
- Hate is a mark of _____ whereas love is a mark of _____.
- T F The test for agape love is, How can I say I love you?
- If a person's heart is in the right place, that person's _____ will be right.

C. Test for Faith (1 John 2:18-27)

- Two evidences that serve as tests for the first century believers' faith are:
(a) they maintained their belief in what they had _____;
(b) they maintained their relationship with _____.
- T F The presence of Jesus within, known through the work of the Holy Spirit, changes a person's life forever.
- Which way a person _____ is a good test for what a person _____.
- A person who denies that Jesus is the Christ is a _____ and the _____.
- We can observe whether people—including us—truly belong to "the Way" by the way they _____.

Lesson Three
Teaching Plan—Varied Learning Activities, Step 1

Good fruit Matthew 7:16-17	Bad fruit Matthew 7:18-20
Jesus 1 John 2:29; John 13:15-17	The Devil John 8:42-44
Rock Matthew 7:24-25	Sand Matthew 7:26-27
Be good Matthew 4:4	Feel good Matthew 4:1-3
Don't keep sinning. 1 John 3:9	Sin is habitual. 1 John 3:6,8
Obeys Matthew 22:37-40	Does wrong; doesn't do right. 1 John 3:10; Matthew 25:31-33,41-46
Confident 1 John 2:28a	Ashamed 1 John 2:28b

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Lesson Three
Teaching Plan—Varied Learning Activities, Step 1

Matthew 7:16-17	Matthew 7:18-20
1 John 2:29; John 13:15-17	John 8:42-44
Matthew 7:24-25	Matthew 7:26-27
Matthew 4:4	Matthew 4:1-3
1 John 3:9	1 John 3:6,8
Matthew 22:37-40	1 John 3:10; Matthew 25:31-33,41-46
1 John 2:28a	1 John 2:28b

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Lesson Four

Teaching Plan—Varied Learning Activities, Step 3

Study Assignment #1: The First Love (1 John 3:11-18)

1. Contrast the attitudes of Cain (Genesis 4:1-16) and Jesus.
 2. What does it mean to hate someone? (See also Matthew 5:21-22.) What causes hate? (See Hebrews 12:15.)
 3. How should Christians respond to the world's hate?
 4. What is the relationship between love and material possessions? (See 1 John 3:17.)
 5. How does real love reveal itself? (See 1 John 3:18; Matt. 25:31-46.)
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Study Assignment #2: The Witnessing Love (1 John 3:23-24; 4:7-21)

1. What does it mean to “believe in the name of . . . Jesus” (1 John 3:23)? (See also Matthew 7:21.)
 2. How would you define love? As a feeling? a choice? an action?
 3. What is a “prosperity gospel”? Is this the gospel of Jesus? (See Acts 20:35.)
 4. What action of God showed love supremely?
 5. How is showing love giving a witness?
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Study Assignment #3: The Defining Love (1 John 3:16; 4:9,11)

1. How can we define the kind of love God commanded in 1 John? (See 1 John 3:16.)
 2. What does it mean for us to “lay down our lives for the brethren” (1 John 3:16)?
 3. How is the greatness of God's gift indicated by its value and its purpose? (See 1 John 4:9.)
 4. Why is sacrificial love costly and difficult?
 5. What should be our response to God's love?
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Lesson Six

Teaching Plan—Varied Learning Activities, Step 4

Research Assignment #1 (2 John 1-11)

Read the assigned Scripture. Then answer these questions:

1. Describe the lifestyle of people who “know the truth.” (2 John 1).
 2. Who were the “deceivers” mentioned in verse 7?
 3. What did these “deceivers” teach?
 4. What would be the result of receiving these teachers?
 5. Is this letter a warning or an encouragement for hospitality toward the traveling teachers? Why?
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Research Assignment #2 (3 John 1-8)

Read the assigned Scripture. Then answer these questions:

1. What words are used to describe Gaius?
 2. What help did these teachers receive from non-believers?
 3. What suggestions do these verses make in regard to treatment of the teachers?
 4. What kind of support, or gift, is “worthy of God” (3 John 6)?
 5. Is this letter a warning or an encouragement for hospitality toward the traveling teachers/missionaries? Why?
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Lesson Nine

Teaching Plan—Varied Learning Activities, Step 1

(see also Teaching Plan—Lecture and Questions, Step 2)

Exodus 19:6

Psalm 118:22

Isaiah 8:14-15

Isaiah 28:16

Isaiah 43:20-24

Hosea 2:23

**Lesson 11,
Teaching Plan—Varied Learning Activities, Step 1**

1 Peter 2:12

Matthew 5:16

1 Peter 2:13-17

Matthew 22:21

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Lesson 11,
Teaching Plan—Lecture and Questions, Step 8

To be a better witness I will:

Be a good citizen by _____

Be a good worker by _____

Be a good spouse/parent by _____

To be a better witness I will:

Be a good citizen by _____

Be a good worker by _____

Be a good spouse/parent by _____

To be a better witness I will:

Be a good citizen by _____

Be a good worker by _____

Be a good spouse/parent by _____

To be a better witness I will:

Be a good citizen by _____

Be a good worker by _____

Be a good spouse/parent by _____

To be a better witness I will:

Be a good citizen by _____

Be a good worker by _____

Be a good spouse/parent by _____

**Lesson 13,
Teaching Plan—Varied Learning Activities, Step 3**

A. Read 1 Peter 5:1-4. Select someone to draw a picture of what a godly leader would look like, showing various positive characteristics by how the person is drawn.

B. Read 1 Peter 5:1-4. Develop a personality profile of what a godly leader would be like.

C. Read 1 Peter 5:1-4. Develop a job description for what a godly shepherd would do to care for the sheep.

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