

Teaching Resource Items
for
Participating in God's Mission

These items are selected from “Teaching Plans” in
Participating in God's Mission—
Adult Bible Teaching Guide.

They are provided to make lesson preparation easier and faster
for handouts and similar items.
(Every lesson's “Teaching Plans” does not include items that lend themselves to
handouts, and so an item is not provided for every lesson.)

See
Participating in God's Mission—Adult Bible Teaching Guide
for ideas for using these items.

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Teaching Resource Items

1. For Lesson One, Teaching Plan—Varied Learning Activities, Step 5, Scripture References
2. For Lesson One, Teaching Plan—Lecture and Questions, Step 7, Scripture References
3. For Lesson Two, Teaching Plan—Varied Learning Activities, Step 5, Group Instructions
4. For Lesson Two, Teaching Plan—Varied Learning Activities, Step 7, Interview Questions
5. For Lesson Three, Teaching Plan—Varied Learning Activities, Step 1, Scripture References
6. For Lesson Five, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
7. For Lesson Five, Teaching Plan—Lecture and Questions, Steps 2-3, Already Do, Can Do
8. For Lesson Six, Teaching Plan—Varied Learning Activities, Step 4, Assignments
9. For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
10. For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 4, Group Assignments
11. For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments
12. For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1, Charades

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Genesis 1:1

Exodus 9:29

Deuteronomy 4:32-39

Deuteronomy 10:14

Psalms 8:1-2

Psalms 19:1

Psalms 148

Proverbs 30:4

Isaiah 42:5

John 1:3

Acts 17:24-25

**Item One, For Lesson One, Teaching Plan—Varied Learning Activities, Step 5,
Scripture References**

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Deuteronomy 4:10

Deuteronomy 5:15

Deuteronomy 7:18

Deuteronomy 8:2

Deuteronomy 8:18

Deuteronomy 15:15

Deuteronomy 16:3

Deuteronomy 16:12

Deuteronomy 24:9

Deuteronomy 24:18

**Item Two, For Lesson One, Teaching Plan—Lecture and Questions, Step 7,
Scripture References**

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Group 1: Deuteronomy 7:7-8

- (1) What does your passage say about the motivation for God’s mission?
 - (2) What does your passage say about God?
 - (3) What does your passage say about us?
 - (4) If you were preaching a sermon from this passage, what would your title be?
 - (5) What can we learn from this passage?
-

Group 2: Psalm 136:1-11, 23-26

- (1) What does your passage say about the motivation for God’s mission?
 - (2) What does your passage say about God?
 - (3) What does your passage say about us?
 - (4) If you were preaching a sermon from this passage, what would your title be?
 - (5) What can we learn from this passage?
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Group 3: Romans 5:6-8

- (1) What does your passage say about the motivation for God’s mission?
 - (2) What does your passage say about God?
 - (3) What does your passage say about us?
 - (4) If you were preaching a sermon from this passage, what would your title be?
 - (5) What can we learn from this passage?
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**Item Three, For Lesson Two, Teaching Plan—Varied Learning Activities, Step 5,
Group Instructions**

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Interview Questions

- Who are you, Jonah? Give us some details about your past.
- What did God ask you to do?
- How did you respond to God's request?
- How did God get your attention?
- What was the worst part of being in the belly of a fish?
- What did you do when you got out?
- How did the people respond to your message of God's love?
- Were you happy about their decision and God's forgiveness?
- What was your problem, Jonah?
- What do you think you should have done differently?
- What did you learn about God that you might pass along to us today?

**Item Four, For Lesson Two, Teaching Plan—Varied Learning Activities, Step 7,
Interview Questions**

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Genesis 12:1-3

Genesis 12:4-9

Genesis 12:10-20

Genesis 13:14-18

Genesis 14:13-16

Genesis 16:1-6

Genesis 20:1-7

Genesis 21:1-8

Genesis 22:9-14

Hebrews 11:8-10

**Item Five, For Lesson Three, Teaching Plan—Varied Learning Activities, Step 1,
Scripture References**

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Group 1: A Promise of Redemption

- (1) Read Exodus 5:22—6:8.
 - (2) Call attention to how many times the words “I am the LORD” appear in this passage. What was the meaning for then and now? (See the *Study Guide* on this passage for ideas.)
 - (3) How does the passage speak to our involvement in God’s mission?
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Group 2. The Promise Fulfilled

- (1) Read Exodus 15:1-2, 13.
 - (2) What are some things you think verse 2 means? (See the *Study Guide* on this passage for ideas.)
 - (3) How does Exodus 15:1-2, 13 speak to our involvement in God’s mission?
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Group 3. A Vision of Relation with God

- (1) Read Isaiah 55:6-7.
 - (2) How is the prophet’s word a challenge to our priorities? (See the *Study Guide* on this passage for ideas.)
 - (3) How does the passage speak to our involvement in God’s mission?
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Group 4. Jesus’ Redemptive Work

- (1) Read Mark 10:45; Colossians 1:13-14; Hebrews 9:11-14.
 - (2) What do these passages suggest to you about the redemption Christ provides? (See the *Study Guide* on these passages for ideas.)
 - (3) How does the passage speak to our involvement in God’s mission?
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Item Six, For Lesson Five, Teaching Plan—Varied Learning Activities, Step 3, Group Assignments

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In what ways are we participating in God's mission to offer redemption and reconciliation to people?

I already do . . .

Our class does . . .

Our church does . . .

I can do . . .

Our class can do . . .

Our church can do . . .

**Item Seven, For Lesson Five, Teaching Plan—Lecture and Questions, Steps 2-3,
Already Do, Can Do**

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(1) The Importance of Rest (Deuteronomy 15:1-11)

- What was required during the seventh year?

(2) Is God Serious About This? (Micah 6:8)

- What does God expect people to do?

(3) An Urgent Call (Jeremiah 7:1-15)

- What were the requirements for worship?

(4) The Year of the Lord's Favor (Luke 4:16-21)

- What did Jesus say his mission was?

(5) Do the Right Thing (James 1:27; 2:14-16)

- How are faith and works related?
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**Item Eight, For Lesson Six, Teaching Plan—Varied Learning Activities, Step 4,
Assignments**

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Group 1. Read Matthew 11:2-6.

- Write a drama, song, or monologue, or draw on poster board to illustrate the Scripture assignment.
 - For extra help use material from the *Study Guide*.
 - Include the meaning for us today.
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Group 2. Read Matthew 23:23-24.

- Write a drama, song, or monologue, or draw on poster board to illustrate the Scripture assignment.
 - For extra help use material from the *Study Guide*.
 - Include the meaning for us today.
-

Group 3. Read John 1:10-14.

- Write a drama, song, or monologue, or draw on poster board to illustrate the Scripture assignment.
 - For extra help use material from the *Study Guide*.
 - Include the meaning for us today.
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Group 4. Read Romans 3:21-26.

- Write a drama, song, or monologue, or draw on poster board to illustrate the Scripture assignment.
 - For extra help use material from the *Study Guide*.
 - Include the meaning for us today.
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Group 5. Read Philippians 2:9-11.

- Write a drama, song, or monologue, or draw on poster board to illustrate the Scripture assignment.
 - For extra help use material from the *Study Guide*.
 - Include the meaning for us today.
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**Item Nine, For Lesson Seven, Teaching Plan—Varied Learning Activities, Step 3,
Group Assignments**

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Zacchaeus

- (1) What was this person's business or profession? What else can you surmise about this person?
 - (2) How would you describe this person's "religion" before the conversion? Jewish? pagan? devout?
 - (3) What was the stimulus for the person's conversion, that is, what happened right before the person trusted Christ? Would you consider this to be a highly remarkable or dramatic occurrence?
 - (4) How did this person live out his commitment to Christ after conversion?
 - (5) How do you imagine he shared faith and helped spread the good news?
 - (6) If you were going to transform this story into a modern context, how would you describe this character and the circumstances before and after conversion?
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Saul

- (1) What was this person's business or profession? What else can you surmise about this person?
 - (2) How would you describe this person's "religion" before the conversion? Jewish? pagan? devout?
 - (3) What was the stimulus for the person's conversion, that is, what happened right before the person trusted Christ? Would you consider this to be a highly remarkable or dramatic occurrence?
 - (4) How did this person live out commitment to Christ after conversion?
 - (5) How do you imagine he shared faith and helped spread the good news?
 - (6) If you were going to transform this story into a modern context, how would you describe this character and the circumstances before and after conversion?
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**Item Ten, For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 4,
Group Assignments, Page 1 of 2**

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Lydia

- (1) What was this person's business or profession? What else can you surmise about this person?
 - (2) How would you describe this person's "religion" before the conversion? Jewish? pagan? devout?
 - (3) What was the stimulus for the person's conversion, that is, what happened right before the person trusted Christ? Would you consider this to be a highly remarkable or dramatic occurrence?
 - (4) How did she live out her commitment to Christ after conversion?
 - (5) How do you imagine she shared faith and helped spread the good news?
 - (6) If you were going to transform this story into a modern context, how would you describe this character and the circumstances before and after conversion?
-

The Philippian Jailer

- (1) What was this person's business or profession? What else can you surmise about this person?
 - (2) How would you describe this person's "religion" before the conversion? Jewish? pagan? devout?
 - (3) What was the stimulus for the person's conversion, that is, what happened right before the person trusted Christ? Would you consider this to be a highly remarkable or dramatic occurrence?
 - (4) How did this person live out his commitment to Christ after conversion?
 - (5) How do you imagine he shared faith and helped spread the good news?
 - (6) If you were going to transform this story into a modern context, how would you describe this character and the circumstances before and after conversion?
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**Item Ten, For Lesson Eight, Teaching Plan—Varied Learning Activities, Step 4,
Group Assignments, Page 2 of 2**

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Group One: List all the commands stated positively in Romans 12, such as “Present your bodies a living and holy sacrifice” (NASB).

Group Two: From Romans 12, list all the commands stated negatively in Romans 12, such as “Do not be conformed to this world” (NASB).

Group Three: List all the instructional or observational statements or phrases in Romans 12, such as “For just as we have many members in one body and all the members do not have the same function” (NASB).

***Item Eleven, For Lesson Nine, Teaching Plan—Varied Learning Activities, Step 3,
Group Assignments***

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word of wisdom

word of knowledge

faith

healing

effecting of miracles

prophecy

distinguishing spirits

various kinds of tongues

interpretation of tongues

service

teaching

exhortation

generosity

leadership

mercy

***Item Twelve, For Lesson Ten, Teaching Plan—Varied Learning Activities, Step 1,
Charades***

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