

Living in the World

Lesson Titles and Abstracts

1. *The Beginning of the Conflict*

Beginning with the fall, the influence of Satan increased, and is exercised through the physical world. Satan, through the world, competes to control each person, and each person makes a mutually exclusive choice to submit to God or Satan. Christians, empowered and informed by the Spirit of Christ, wage a battle against the world's influences.

2. *Progressive Service*

The appeal of the world works through our physical, emotional, and intellectual desires to *move* us toward sin, and then toward a habitual practice of sin. Decisions we make to overcome sin and temptation (or not) cause us to grow: either in our ability to withstand temptation, or in the depth of submission, and increased vulnerability to sin.

3. *Physical Appeals*

Desires are part of the created nature of man and are governed by natural laws. While they have a powerful (and sometimes useful or even necessary) effect on us, they can be overcome by our will, led by God's spirit, when they are leading us to sin. Practical steps may be taken to reduce the effect of natural desires and to limit the occasions on which they arise.

4. *Emotional Appeals*

Emotions are part of the created nature of man. They have a powerful (and sometimes useful) effect on us, but they can be overcome by our will, led by God's spirit, if they are leading us to sin. Practical steps may be taken to overcome the effects of emotional reactions that may lead us to sin, and also to mold our emotions to respond in appropriate, controlled, and even beneficial ways.

5. *Intellectual Appeals*

The intellect is a great gift of God, but may be used by Satan to deceive us or to overrule the positive influences of God, others, or our own emotions (e.g. guilt). In contrast to the physical and emotional appeals, which tempt us to do what we know is wrong, intellectual appeals (e.g. false doctrines) attempt to convince us that actions or beliefs are not really wrong. Protective actions and attitudes can protect us from misusing our intellect to justify sin in ourselves and others.

6. *A Basis for Decisions*

The influence of the world and of Christ form two opposing world views--two contrasting sets of foundational assumptions, ultimate goals, and decision-making processes. Choosing the mind of Christ involves more than merely resisting the influences of Satan, but requires moving in an opposite direction to reduce the influences of Satan, and to increase the influences of Christ and our usefulness to Him, and relating all decisions to our life's purpose, which is to please God.

7. *Positive Decision Making*

All decisions should be based on our adopting the mind of Christ and governed by the desire to increase His influence in our lives. Choices that may seem complicated, or for which there is no right or wrong, can be simplified when approached with proper life-goals and priorities.

8. *Goal Setting*

Good decisions--good use of time and resources, and wise and prepared living--are possible only by having clear direction in life. Clear directions are set by looking toward a single goal (heaven) and carefully planning the objectives for this life that will lead to that goal. Without this long-range vision, little will be accomplished, and little strength will be available for near-term difficulties.

9. *Review*

Lesson Content Summaries

1. *The Beginning of the Conflict*

- The World Before and After the Fall
- The Fall and its Consequences on the World
- Relative Strength of the World

2. *Progressive Service*

- Competition between two Masters
- The Progression of Temptation
- Avenues of Temptations
- Bible Examples
- Progressive Captivity (Service)

3. *Physical Appeals*

- Natural Desires Defined, and Their Purpose
- The Effect of Natural Desires on Us
- Bible Examples
- Overcoming/Controlling Fleshly Desires

4. *Emotional Appeals*

- Emotions Defined, and Their Purpose
- The Effect of Emotions on Us
- Bible Examples
- Overcoming/Controlling Emotions

5. *Intellectual Appeals*

- The Nature and Use of the Intellect
- Bible Examples of Intellectual Seduction
- Controlling and Using the Intellect

6. *A Basis for Decisions*

- Review of Alternate World Views
- A Positive Approach for Decision Making
- Bible Examples

7. *Positive Decision Making*

- Practice Decision-making

8. *Goal Setting*

- Building on the Goal of Heaven
- Application to Life's Decisions

9. *Review*

- Review of Major Points and Major Texts of Each Lesson

Lesson 1 – The Beginning of the Conflict

Objectives (At the end of the class the student should be able to...)

- List three consequences of the fall on the earth.
- Compare or contrast the consequences of what Adam and Jesus did.
- Describe how the conflict between the flesh and spirit works within each of us.
- Find references to: the Fall, Contrast of Jesus and Adam, and Flesh/Spirit struggle.

A. Introduction. Men of all times and most religions have a concept of a struggle between right and wrong, good and evil. The Bible, especially the teachings of Jesus, explains the origin and nature of the conflict, and provides guidance in how to be a part of the winning side of the battle. (Exercise: Give examples of current struggles between good and evil in society, in the family, and in an individual's life.)

B. The World Before the Fall - Gen 1:26-31; 2:1 5-25

1. Describe the relationship of man to God, and man to nature, before the Fall.
2. Was sin possible? Was it present? Was it likely?

C. The Fall and its Consequences - Gen 3

1. What special circumstances did Satan select to tempt Eve?
2. What was necessary for her to decide to eat the fruit?
3. Was Adam's sin more likely after Eve had sinned? Why?
4. Was Adam deceived? (See I Tim 2:14)
5. List the consequences of the Fall on: a) the serpent, b) the woman, c) the man.
6. Were new relationships or new phenomena introduced into the world by God?
7. Was the likelihood and frequency of sin increased after the fall? Why?

D. History of the World after the Fall - Gen 4: 16-24

1. Who was Cain and what was his history?
2. Several civilizations grew out of the lineage of Cain. Do you think they would be inclined toward good or evil? (See 6:1-2)
3. Describe the "progress" made by the descendants of Cain (vs 17, 20, 21, 22, 23). Do you think this kind of "progress" increases the likelihood of sin? Did it? (6:5)

E. Progress against the Forces of Evil - Rom 5:12-21

1. The effects of the actions of what Bible characters are contrasted in this text?
2. How did sin enter the world? How did it spread (12)? How did death spread (12)?
3. Study the text of Rom 5: 12-21 using the chart below as a guide.]

| <i>Reference (Rom 5)</i> | <i>Adam</i> | <i>Christ</i> |
|--------------------------|--|--|
| 12,18 (similarity) | Sin & death entered the World through one man (for all sinned) | Through one man's righteous act came life (to those that receive it, v 17) |
| 15 (contrast) | Through one offense many died | The gift, by the grace of one man, abounded to many |
| 16 (contrast) | Judgment came from one offense to condemnation | The gift from many offenses brought justification |
| 17 (comparison) | If, by one man's offense, death reigned [over men] | [Men], who receive the gift will reign in life through one. |
| 19 (similarity) | One man's disobedience made many sinners | One man's obedience will make many righteous |

4. Is one's acceptance or imitation of Adam or Jesus the discriminator between grace (life) and condemnation (death) (see v 12 & 17)?

F. Competing Forces in our Lives – Rom 8:5-11; 18-25

1. What are the two forces that compete for our minds and lives?
2. By what avenues does the “flesh” influence the mind? Give examples.
3. By what avenues does the “Spirit of God” influence the mind (vs 9, 10)
4. Is this power for evil, exerted through the creation, pleasant? Is it permanent?
5. What final victory do we await? (vs 21-24)

G. Summary. Beginning with the Fall, the influence of Satan increased, and is exercised through the physical or “fleshly” world. Satan, through the world, competes to control each person, and each person makes a mutually exclusive choice to submit to God or Satan. Christians, empowered and informed by the Spirit of Christ, wage a battle against the world’s influences.

In this course we will examine the nature of the influences of the world with which we struggle, and discover, from Bible teaching, ways in which we may overcome the world.

H. Memory Work – I John 5:3-5; 18, 19

For this is the love of God, that we keep His commandments. And His commandments are not burdensome. ⁴For whatever is born of God overcomes the world. And this is the victory that has overcome the world—our faith. ⁵Who is he who overcomes the world, but he who believes that Jesus is the Son of God?

¹⁸We know that whoever is born of God does not sin; but he who has been born of God keeps himself, and the wicked one does not touch him. ¹⁹We know that we are of God, and the whole world lies under the sway of the wicked one.

Lesson 2 – Progressive Service

Objectives (At the end of the class the student should be able to...)

- List the progression of sin (James 1) beginning from enticement to death
- List and explain the three avenues of temptation from the World (I John 2)
- Give examples of the appeal of the world used to tempt Eve
- Describe the mutually exclusive nature of service to the World or to God (Eph 4)
- Give two examples of the progressive nature of service to the World or to God

A. The Progression of Sin – James 1:13-15; 21-25

1. What influence is not responsible for tempting man?
2. What internal element is involved?
3. Are there external triggers that cause a desire to be conceived?
4. What is born? What does sin become when it is full grown?
5. What must be removed in order for the Word to save us (21)?
6. What is required beyond hearing the Word of God?

B. Avenues of Temptation – I John 2:15-17

1. What two loves are contrasted? Are they compatible?
2. What are the three things that describe “everything in the world”?
3. What category of temptations might the “lusts of the flesh” be?
4. What does the lust of the eyes emphasize – appearance or substance?
5. What are the things that men are (improperly) proud of?
6. Notice how each of these avenues are used in the temptations of Eve (Gen 3:6).
7. Think of several examples of temptation and describe how one or more of these appeals is used.

C. Two Kinds of Progress – Eph 4:15-27

1. Into what are we to “grow up”?
2. Describe the alternative progression in which the Gentiles live.
What part of their nature is affected (17-19)?
Will this change make it more likely they will sin?
3. Besides putting off the old self, what happens to those who are taught the truth in Jesus?
4. What practical examples of the putting off and putting on are given?

D. Practical Applications

1. Think of a specific temptation that is particularly troubling to someone. Trace the progression from enticement to sin, as described by James 1. Discuss how that sequence can be eliminated by clever decisions at various points.
2. For the same temptation, list alternative activities aimed at building holiness that will reduce even the occasions of enticements. Be prepared to share your example with the class.

E. Summary. The appeal of the world works through our physical, emotional, and intellectual needs to move us toward sin and then toward the habitual practice of sin. Decisions we make to overcome sin and temptation (or not) cause us to grow: either in our ability to withstand temptation or in the depth of submission to sin.

F. Memory Work – Matthew 6:24 *No one can serve two masters; for either he will hate the one and love the other, or else he will be loyal to the one and despise the other. You cannot serve God and mammon.*

Lesson 3 – Physical Appeals (Lust of the Flesh)

Objectives (At the end of the class the student should be able to...)

- Describe why God created us with natural desires.
- List at least three ways by which to determine whether a desire is good or bad.
- Describe the way in which a physical desire acts upon us.

A. Natural Desires and Their Purpose – Genesis 1:31

1. Name some desires that are common to humans. What purposes do they serve?
2. Did God create us with these desires? (Genesis 1:31)
3. Note the desire of which Paul speaks in Philippians 1:23. Compare this with the desire ("lust") of which Jesus speaks in Matthew 5:28. Are desires good or bad?
4. Is it possible to control (even deny) fleshly desires? (see 1 Corinthians 10: 13) Can this knowledge help us when facing temptation? Of what should we beware? (vs.12)
5. Choose a basic physical need and explain how it might be overruled by our will if we were absolutely determined to do so.

B. The Effect of Natural Desires On Us – Romans 6:12

1. What desire did Esau possess? (Genesis 25:29-34) How did he seek to satisfy it? What reference is later made to this decision? (Hebrews 12:16)
2. What desire did David have? (2 Samuel 11:1-5) How did he respond? What resulted? (vs.5) What other sins resulted? (w.6-27) Could David have avoided this situation?
3. What desire did Amnon possess? (2 Samuel 13:1-15) How did it affect him? (vs.2) What did it cause him to do? How did he feel after his action? (vs.1 5)
4. Do physical desires cause discomfort? Can the discomfort grow or diminish based on our thoughts? Can it grow when an opportunity to fulfil a desire arises? What happens to the perceived discomfort when the desire is satisfied? (Graph to be presented in class.)
5. Do all of these observations suggests some hints about how we can control (or even avoid) desires to do unlawful things?

C. Determining Whether Fulfilling a Desire is Right or Wrong – Romans 6:12

1. Explain how desires are bad or good (think of examples to illustrate) based on the:
 - object of the desire.
 - means and method used to gratify the desire.
 - effect on our self-control.
 - effect on our service to God.
 - appearance or influence on others (1 Thessalonians 5:21,22)
2. When we fulfill unlawful desires, what further damage do we do to our spiritual health? (Ephesians 4:19; Romans 6:12; 2 Peter 2:19)

D. Overcoming and Controlling Fleshly Desires - 1 Corinthians 10:13. Look at these passages and find practical ways to overcome and control our desires:

- Matthew 5:27-30
- 2 Timothy 2:22
- 1 Corinthians 6:18
- Romans 13:14
- Ephesians 5:4
- 1 Corinthians 15:33

E. Summary. God created man with physical desires which make us aware of our needs. When we satisfy these needs as God directs, we please God and find contentment. When we satisfy them by our own means (as suggested by Satan), we sin and become enslaved to our desires. Fleshly desires are avoided and conquered by following God's counsel.

F. Memory Work – 1 Corinthians 10:13 *No temptation has overtaken you except such as is common to man but God is faithful, who will not allow you to be tempted beyond what you are able, but with the temptation will also make the way of escape, that you may be able to bear it.*

Lesson 4 – Emotional Appeals

Objectives (At the end of the class the student should be able to...)

- Describe how emotions are related to our behavior.
- Describe what good purpose emotions serve.
- Name the key element that will enable us to modify our emotional responses.

A. Emotions and Their Purpose

1. Name some common emotions. What causes each to arise? Do they influence our ability to think clearly (e.g. make decisions)? Do they have physical effects on us?
2. Do they motivate to action or inhibit activity?
3. Did God create us with the capacity for emotion? (Genesis 2:18,25; 3:10; 4:5)
4. What proper purpose do emotions serve? (Philippians 4:4; Hebrews 12:28)

B. How Emotions Affect Us

1. Do emotions affect our behavior (cause us to make different choices)? Give an example.
2. How did Saul react to David's defeat of Goliath (1 Sam 18:7,8)? What did this cause Saul to do? (1 Sam 18:9; 19:1) Was Saul's concern real or imagined? (1 Sam 24:10)
3. What did Peter question about his connection with Jesus (Matt 26:69-75)? How does this contrast with his previous profession (Matt 26:33-35)? Why the difference?
4. Are emotions good or bad (Col 3:5-8; II Cor 7:10)?
5. Are emotions related to physical desires (Gen 25:29-34; Heb 12:17; II Sam 13:14-15)?

C. Controlling Our Emotions

1. What is the proper role for our emotions? What must we determine about them? Upon what should we base our emotion? (Ex.-Acts 8:35-39)
2. Is there to be emotional involvement in serving Jesus? (Matt 22:37; Col 3:23)
3. Can we control our emotions? (Gal 5: 16,22-26) Can we condition ourselves so that events that in the past have evoked wrong emotional responses no longer do so? What practical steps can help us to do that (see Jas 1:21; II Pet 1 :6)?
4. Give practical examples of how knowledge (which includes faith) can help to overcome:
 - jealousy (see Lk 12:15)
 - fear (see Lk 12:5)
 - grief and sorrow (see I Thes 4: 13, 14)
 - [your example here]
5. What must we do with improper emotions? How can we do this? (Col 3:8-14)

D. Practical Applications. Think of an emotional response that is typical for you. Determine whether it helpful or detrimental to your relationship with God. Depending on your answer, decide how it can motivate you to greater service or how you can overcome that reaction.

E. Summary. God has made us with a personality possessing different emotions. Our emotions can motivate us to service or deprive us of our peace of mind. They affect our behavior, often causing us to act improperly or clouding our thinking during a decision. While these emotions can be overcome in the moment, and sin avoided, it is important that we shape our emotional responses, using our knowledge of God's word as a basis for how He wants us to feel. A failure to mold our emotions according to the character of Christ can lead us astray or destroy our confidence in God.

F. Memory Work – James 1:19-20 *Therefore, my beloved brethren, let every man be swift to hear, slow to speak, slow to wrath; 20 for the wrath of man does not produce the righteousness of God.*

Lesson 5 – Intellectual Appeals

Objectives. (At the end of the class the student should be able to...)

- Describe what makes human reasoning valid or invalid.
- List at least two actions or attitudes of false teachers.
- List two protections against the appeal of intellectual seduction.

A. The Nature and Use of the Intellect

1. Did God create man with an intellect? What purpose did man's intellect serve in the beginning? (Gen 2: 16, 17, 20; 1 :26) Did responsibility accompany intellect?
2. Does God use our intellect as part of His plan to communicate with us? (see Acts 28:27) Does God place a premium on intellectual ability in His appeal to man? (see I Cor 1:26)
3. What crucial link does our intellect play in our service to God? (Matt 13:23)
4. How did the serpent appeal to Eve's intellect in persuading her to sin? (Gen 3:16)
5. Did Satan attempt to convince Eve that the act was not really wrong? (see John 8:44)

B. Bible Examples of Intellectual Seduction

1. By what wisdom does God appeal to man? (I Cor 2:6,7) What is the difference between God's wisdom and worldly wisdom? (see I Cor 1:21)
2. Of what threat did Jesus warn? (Matt 7:15)
3. What tactics do false teachers use? What attitudes do they display?
 - a. II Pet 2:3
 - b. II Pet 2:10
 - c. II Pet 2:12
 - d. II Pet 2:14
 - e. II Pet 2:18
 - f. Col 2:4,8
 - g. What appeal may also be at work in false teaching? (see II Pet 2:14,18)

C. Controlling and Using the Intellect

1. What principle is important in the use of our intellect? (I Cor 3:18) What does this suggest about the basis for any decision related to our behavior?
2. What are some of the safeguards God has given us against the appeal of the intellect?
 - II Pet 1:12-15
 - I Pet 3:15
 - Heb 5:14
 - II Tim 3:16,17

D. Symptoms of Intellectual Seduction

1. Questioning the Wisdom of God's Commands
2. Speaking for God
3. Dependence on Natural / Human Wisdom
4. Undue Respect for Intellectual Credentials
5. Disrespect/Ridicule for Authority & Advice (especially when unpleasant)
6. Changing Positions on Truth after the Temptations have arisen.

E. Summary. God gives each of us a mind which enables us to choose how we live. Satan, through his children, often appeals to us by using reasoning that somehow seeks to subvert the wisdom of God. Our responsibility is to appeal to God's wisdom and form our conclusions on the basis of principles it teaches us.

F. Memory Work - I Corinthians 1:25-27 ...*Because the foolishness of God is wiser than men, and the weakness of God is stronger than men.*²⁶ *For you see your calling, brethren, that not many wise according to the flesh, not many mighty, not many noble, are called.*²⁷ *But God has chosen the foolish things of the world to put to shame the wise, and God has chosen the weak things of the world to put to shame the things which are mighty.*

Lesson 6 – A Basis for Decisions

Objectives (At the end of the class the student should be able to...)

- Describe what is meant by a "world view".
- List two contrasting world views; explain how they form alternative bases for decisions
- List several questions one might ask that would form a good basis for decision making and relating them to a proper world view.

A. Introduction. We have seen that the influence of Satan in the world (physical, emotional, and intellectual) can be overcome. We have also seen that through using our mind we can begin to change those desires, emotions, and knowledge to be less susceptible to appeals of the world (Read Rom 8:5, 6, 10, 11). Counsel these Bible characters about overcoming and then reducing the temptations they faced.

1. Amnon (II Sam 15:1-15)
2. Saul (I Sam 18:1-9)
3. The Christians to whom II Peter was written

B. Definition of a World View. Col 3:1-17 - "World view" is a term that has come to mean the mental model of the operation of all things, including man and his behavior. It is the fundamental explanations from which all other truth is to be determined.

1. Give examples of several models of the existence of the universe and man's origin.
2. Now, notice how holding each of these positions influences decisions.
3. Notice how Col 3:1-4 sets a goal for which vs 5-17 are some of the practical steps to achieve (see especially vs 5 & 12: "therefore," and vs 17: "whatever you do ... ")
4. Try to state (and write) succinctly a Christian's world view.

D. Two World Views Contrasted. Philippians 3:12-4:1

1. Does Paul have a single-minded goal?
2. Is Paul expecting to be a special case in this goal?
3. Is there another world view that some follow? Describe it.
4. Describe the practical consequences of Paul's goals in His decision making.
5. Draw a diagram that might represent the way in which Paul might make a decision.
6. (see, for example, Rom 1:9-15; 15:20-26; I Cor 9:4-6; 15-18)
7. Try to diagram an opposing world view.

D. Bible Examples of Decision Making. How would you counsel each of the following men as they faced their decisions?

1. Lot (Gen 13:5-11)
2. Solomon (I Kings 11:1-5)
3. Rehoboam (I Kings 12:1-11)

E. Summary. The influence of the world and of Christ form two contrasting sets of foundation assumptions for decision-making. Choosing the mind of Christ involves more than resisting the influences of Satan, but rather requires accepting goals and moving toward those goals in every decision we make. The result is that we reduce the influences of Satan, and increase the influences of Christ and our usefulness to Him.

Lesson 7 – Positive Decision Making

Objectives (At the end of the class the student should be able to...)

- Describe a list of questions that would help in decision making.
- Apply the information presented in the previous lessons to key decisions.

A. Practice Case.

Cadmus really enjoys movies. He has all the subscription services, cable, and goes to a new movie nearly every weekend. He knows all the actors and their films. Many of the movies he watches have very bad language and explicit immorality, but, he says, "Once you get used to it you can pretty much ignore it and enjoy the movie for its entertainment value." He recently heard a sermon that made him angry because the preacher issued a blanket condemnation of all movies with profanity and immorality as sinful. He has come to you claiming that the Bible nowhere condemns seeing or hearing about sin. "In fact," he points out, "you can't help seeing sin anyway if you live in this world." What is your reply?

B. An Approach to Moral Dilemmas. Many of life's moral dilemmas come from situations in which the questionable behavior is associated with some activity (work, dating, family, entertainment) that is necessary or desirable, and not explicitly sinful. The following is a suggested approach to decision making in such cases.

0. Identify the specific activity or situations that are causing the dilemma.
1. Determine what the Bible teaching on what is clearly wrong or right, forbidden or required. There is no choice about obedience in these clearly defined areas.
 - a. Determine the necessary repentance and corrective actions.
 - b. Set a schedule of accomplishment for these actions.
2. Determine if the influence or opportunity of the world will increase. Will:
 - a. It create more situations in which improper desires or emotions will be stirred?
 - b. It create additional opportunities for fulfillment of wrong desires?
3. Determine if the responsiveness to the world's influences will increase. Will it:
 - a. Increase our responsiveness or attention to wrong desires?
 - b. Modify our emotions, thoughts, or desires to be less in keeping with what is right?
 - c. Decrease our self-control? Create poor habits? Hinder beneficial activities?
4. Determine the degree to which the decision supports or hinders our life goals and plans in service to God.
 - a. Which of our life goals does it support? Is it necessary? Are there alternatives?
 - b. Does it potentially detract from the accomplishment of spiritual goals?
 - c. Can the activity be modified or redirected to better serve one's goals?
 - d. If necessary, develop an action plan to remove, replace, or modify the activity.
 - e. Set a schedule of accomplishment for these actions.

C. Symptoms of Wrong or Dangerous Thinking:

1. "It's just a natural thing." or, "Lots of people do it ... "
2. "Just one time won't hurt anything." or, "As long as you don't go too far, its okay."
3. "I just can't help it ... " or, "I was so [angry, lonely, scared] that I lost control. .. "
4. "It makes me angry that people are on my back about this all the time."
5. "I don't see anything "wrong with .." and "...might do some good ..." "...no harm done ... "
6. "I just don't see how God can expect ... " or "It doesn't seem fair that I have to ... "
7. "Do you think its a sin if a person just " or "Where does the Bible say it's wrong?"
8. "I don't see that that [--] has anything to do with my religion."
9. "What I do with my own [money, time, life, etc.] is my business."
10. "I know people in the Church who do a whole lot worse things than [...]."

D. More Cases.

1. Daedalus is a Christian who has a job in the entertainment industry that requires a great deal of client contact. On many occasions there is heavy drinking, and often, in the homes of clients or associates, cocaine and marijuana are used. He feels that drunkenness is clearly forbidden in the Bible, but also feels that the casual, controlled use of alcohol and drugs is not a sin, and are, he argues, "really just part of my job". Some Christians have confronted him about it. He mentions to you that he resents their "meddling in my private life". How will you respond?
2. Philandrea is a single Christian who is dating someone whom she loves very much. She and her boyfriend have often talked of marriage. He is very responsible, is handsome, has a great career, has wonderful parents, has great manners, has never been married, likes her dog, is great fun to be with, has a lot of neat hobbies, etc.. Lately he has been insistent that she "show her affection" with more intense and intimate touching, and he has begun discussing sexually explicit topics. She is afraid that if she does not comply with his wishes it will spoil their relationship and her happiness. What is your advice?
3. Cleopatra is a Christian and a psychology student at a major university. She knows what the Bible says about the role of women in the church, but she cannot help feeling that there is injustice in this arrangement. In her words: "Half of the qualified leaders are excluded from leadership." In fact, whenever an announcement about "the men of the congregation" is made, or a preacher mentions the subject, she feels angry. She recently discovered some books with new ideas about the role of women in the church and wonders whether she should invest the time to read them. What is your advice?
4. Marcus has been a Christian for 15 years and has a good, steady career. He has been offered a promotion to move to a city in another state. He has some debts and could use the extra income to pay them off. However there is no church in the new city. If he does not take the job, it will probably be the end of his rise in the company. What should he do?
5. Memnon works for a company that sends out teams of men to do jobs at various locations. The men in Memnon's team are very worldly, use bad language, and talk constantly of vulgar topics. Memnon's chances of getting another job are very slight, but he feels he needs to get away from this influence because he has found himself thinking about the things his team members talk about. What can you suggest?
6. Adonis is a new convert who is not, and has no desire to be, married. He has been involved in sexual activities with both men and women. He is troubled because he has just heard a lesson defining and condemning fornication and can't understand how God can expect an unmarried person to live without any sexual fulfillment just because he is not married. He has been taught all his life that sexual desires are a natural instinct, just like hunger, which all people have whether they are married or not, and which must be satisfied. What course of action would you recommend for Adonis?
7. Adeleus is a good Christian wife and mother. Another Christian couple that she has known for several years is having some marital problems, and the husband has called her several times to ask her for advice about dealing it his problems. They have had a few long conversations, usually about spiritual topics, and he has recently confessed that he is having doubts Bible with him. Since her husband travels quite a bit, and is not really interested in that kind of study, she is considering meeting her friend for an evening study. What would you advise?

Lesson 8 – Setting Goals for the Future

Objectives (At the end of the class the student should be able to...)

- List three roles to which you aspire as part of your service to God.
- For each of the roles, be able to state the character qualities you must develop.
- Explain how to develop an action plan to develop several key qualities you require.

A. Role models in the church. Think of two or three mature Christians in the local church here whom you respect for their faith and usefulness in the kingdom, and whom you wish to imitate (see Heb 13:7, I Cor 11:1, and Phil 4:9).

List the qualities you admire in them.

What growth do you require to have these same qualities?

B. Growing up. By what process do people grow to have different, better qualities?

- I Tim 4:13-16; Heb 5:14
- II Pet 1 :5-11
- Eph 4:13-16

C. Goals for the future. Which of these roles are included in your goals for future service to God? Add additional roles if you like. For each role selected, list the qualities required.

| <u>Role</u> | <u>Qualities Required</u> |
|--------------------------------|---|
| Evangelist | <i>Bible knowledge, speaking skills, study skills, ability to speak to non-Christians, patience with weak, courage...</i> |
| Husband / Father | |
| Wife / Mother | |
| Leader in Public Worship | |
| Children's Bible Class Teacher | |
| Adult Bible Class Teacher | |
| Personal Work Teacher | |
| Elder/Deacon (or his wife) | |
| Care-giver for older people | |

D. Making Plans. From the list of qualities above, list two or three that you need to develop. Plan several activities and near-term accomplishments (with completion dates) that will support this development. (Example shown below)

| <u>Qualities</u> | <u>Activities/Accomplishments</u> | <u>Start/End Dates</u> |
|------------------------|---|------------------------|
| <i>Bible Knowledge</i> | <i>Memorize books of the Bible; Take classes in Old Testament; Set up study with good Bible student; Attend a school that teaches Bible; Start & Keep Bible study note-book; Learn contents of every book of Bible; Learn contents of every chapter in Acts....</i> | |

Lesson 9 Review (List of Lesson Objectives)

Lesson 1

- List three consequences of the fall on the earth.
- Compare/contrast the consequences of what Adam & Jesus did.
- Describe the conflict between the flesh and spirit within us.
- Find references to: the Fall, Adam/Christ contrast, the flesh/spirit struggle.

Lesson 2

- Describe the progression of sin (from James 1) from enticement to death.
- List the three avenues of temptation from the world (from I John 2).
- Give examples of the appeal of the world used by Satan to tempt Eve.
- Give an example of the progressive nature of service to the world or God.

Lesson 3

- Describe why God created natural desires.
- Illustrate how even a strong physical desire may be overcome by our will.
- List three tests to determine whether satisfying a desire is right or wrong.
- List three principles about physical desires that will help to overcome them.

Lesson 4

- Describe how emotions work. (What triggers? Effects? Results?)
- List at least two very useful purposes our emotions should serve.
- List the key element in modifying our emotions.

Lesson 5

- List at least two attitudes of false teachers (from 11 Pet 2).
- Explain how false teaching may relate to physical or emotional desires.
- List three symptoms of intellectual seduction.
- List two protections against false teaching.

Lesson 6

- Illustrate how one's world view influences his decision-making process.
- Describe Paul's decision-making processes using his plans to go to Rome (Rom 1, 15) as an example.
- Sketch a diagram that illustrates the hierarchy of decision-making.
- Give a suggested response to the question "Do you think it's a sin to ____?" that will help to explore the bases for a specific decision.

Lesson 7

- List four questions that will help in making difficult decisions.

Lesson 8

- List 3 roles to which you aspire as part of your service to God and list the character qualities you must develop.