

# STEPS TO MATURITY

**Leaders' Guide  
Books One & Two  
(Ten Lessons)**

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# STEPS TO MATURITY

## Books One & Two (10 Lessons) Leaders' Guide

### INTRODUCTION:

The "Steps to Maturity" course is a 10 week discipleship course which is designed to help a young believer grow in his/her faith and to understand more about the disciplines of the Christian life. It is published in two parts, book one and book two, each containing five lessons and is available from LeadersServe. (This guide may also be used for the same lessons published as lessons one to ten. The content is the same; only the printing format is different. The booklets each have five lessons and are printed in booklet format. The 10 lessons are printed on A4 paper. This guide will use "Book One: Lesson One" etc. If you are using the 10 lessons, what is noted here as "Book Two: Lesson One" will be lesson 6.)

The course requires some study on the part of the student, reading a chapter of the Bible each day, and memorizing a verse each week. It can be used by an individual but it is more effective when used in a class with others doing the same lessons.

This guide is to assist you as you teach the lessons in the class. You may be a pastor or someone with the burden to help new believers. This guide will give you the tools that you need. It is to be used as a supplement to the student's booklets.

If you are teaching the course to a class you will need to decide how to structure the class. You can make it as formal as you wish and may even decide to have a graduation at the end. We suggest that you meet once a week for one hour with the students.

If a certificate is to be awarded the requirements of the course should be strictly adhered to and some discipline maintained. The teacher must keep a record of attendance and lateness for this purpose and see the student's work. The requirements are as follows:

- a. Do all lessons (includes daily readings)
- b. Learn all 10 memory verses
- c. Attend at least 7 of the ten lessons
- d. Three late arrivals equals one absence. (If you are strict with this the students will take the class very seriously!)

The normal class schedule for one hour is as follows:

- 5 Min. Worship
- 10 Min. Memory Work, marking attendance etc.
- 40 Min. Lesson Discussion, Activity
- 5 Min. Closing

At the **first meeting** you will do the following:

- Welcome students to the course.
- Get a record of their names and get acquainted if you don't know them.
- Explain requirements of the course as you have decided.
- Hand out the books that the students will be using.
- Read through the "Introduction" pages. Show the students where the daily bible readings and memory verse are for the first lesson (p. 6)
- Talk about memorizing verses. They should be learned with the TOPIC, REFERENCE, and

then the verse. This is important so that the student can be able at the end of the course to say a verse that relates to "Sin" without any hesitation. Go over the first verse as an example. (p. 6 in Book One). The student should learn every word starting with the topic, e.g. "Assurance. Romans 10:9. That if you confess..."

--Pray and close the meeting.

It is important for you to be disciplined with time so that the students will know that you start on time as well as finish on time. It is better to leave the students wishing for a bit more than wishing you would release them! Remember that they may have other responsibilities that need their attention.

The lesson schemes in this guide have three parts:

The **introduction** which involves revising, checking work and hearing memory verses, etc.

The main part is the **discussion** questions which should be studied by the teacher in advance. There are questions for you to ask the students as well as suggested responses and additional material that you can teach them. You need to go through the questions carefully before class time and make sure that you have understood what is being talked about. Some of the things are given to help you better understand the subject and you will not have time in class to look up every verse and make every comment. The questions to ask are in **bold print**; the suggested answers and comments are in parentheses ( ). When leading the discussion as much as possible allow the students to think about the answers and often they will be able to come up with the right answer. If so, you don't need to give what is written here; just summarize the point and continue to the next one.

When you are leading the discussion you will need to discipline yourself on time with these questions or you won't make it through the lesson in the one hour time.

Finally there is a short **activity** which should help to apply the teaching.

In the **appendix** you will find several useful teaching aids. Included is a sample attendance record for students, and a handout for lesson three and a certificate of completion. The **student record** is for you to use as a teacher to record the student's progress. You should photocopy it first so that you can use it again for a later class. The **handout** for lesson three can be photocopied and given to the students. The **certificate** may be photocopied for your students if you choose to use it. Keep the original neat and clean for best results. Please do not modify these teaching aids in any way without permission from the Author.

## Book One: Lesson One "What is a Christian?"

### Introduction:

- Check the work of the students in their books. Confirm that they have answered all the questions, have done the daily readings, and have learned the verse.
- Testimonies from weekly readings. Allow anyone to share something that God has taught him/her from the daily readings.
- Review verse Rom. 10:9,10 Make sure the students say, "Assurance. Rom. 10:9,10, That if you confess..." Allow several to say it.

### Discussion:

- 1) What is a Christian? Have students give their definitions from the first question in the book.
- 2) What are some of the changes that have happened in your life since you were saved? (Question two from the book. Allow several to share what they put. ) The change is so great that it is called being "born again" in John 3.
- 3) Discuss the "**Romans Road**" to salvation. These are verses that all come from the book of Romans explaining the way of salvation. This will aid in personal understanding of the meaning of salvation and also to use to lead others to Christ. Encourage students to write them in their Bibles as you go through them. Take time to look up each verse and ask a student to read the verse. Then make sure that they understand the meaning by giving the explanations below:
  - a. **Rom. 3:10, 3:23** These two verses establish our need for salvation. *All* have sinned. This includes every person rich and poor, educated and uneducated, etc. No one is exempt from this problem which separates us from God.
  - b. **Rom. 6:23** This verse teaches that the wages of sin is *death*; we deserve death, it is our just due. Since all have sinned, all deserve to die. Salvation, by contrast, is a gift, not deserved and freely given.
  - c. **Rom. 5:8** This verse teaches the substitution of Jesus Christ for us. This idea is central to our understanding of salvation; what I deserved Jesus took for me so that I might be set free. This is the good news of the gospel. The question arises, "How can I receive this gift?" The last two passages will answer that question.
  - d. **Rom. 10:13** What does "call on the Lord" mean? (To cry out in desperation for help from God.)
  - e. **Rom. 10:9-10** These verses give two conditions for receiving salvation: Confession and Believing. To **confess** is to agree with God; to **believe** is to understand and put your trust in. It is more than a head knowledge; it must lead to an action on our part to put our trust in Christ for salvation. Note that the confession is done with the mouth. This teaches us the importance of telling others that we have been saved.

There are many other outlines of salvation, for example the "Four Spiritual Laws" that you may be familiar with. The important thing is that every believer has a good understanding of the need for salvation and how God has answered that need as well as being able to explain it to someone else.
- 4) Talk about **assurance** of Salvation. This is an area that we all struggle with, esp. new believers. It is crucial that this issue be resolved for a new believer. Ask, "**When we don't feel saved how can we know that we are saved?**" (Allow discussion. Then talk about feelings vs. facts. Sometimes we don't feel saved. Then we have a choice to make, whether to base our salvation on how we feel or one the facts of the word of God. Even when we don't feel saved we must stand on the facts of God's word. The next verse will help with this.

5) **Read 1 Jn. 5:13.** Ask, "Why does God want us to know that we are saved?" (We will spend a lot of useless energy if we don't know. Satan will always have us off guard, wondering about our salvation. It will be difficult for us to grow in our salvation if we are not certain of it.)

**Activity:** Have students group in pairs of two to give a 2-3 minute testimony each of how they met Jesus and how their life has changed.

## Book One: Lesson Two "Victory over Sin"

### Introduction:

- Check student's work in their books.
- Review verses Rom. 10:9 and 1 Jn. 1:9
- Allow testimonies from daily readings

### Discussion:

- 1) Ask, "What is sin?" (Allow several responses, then look at **1 Jn. 3:4**. This verse says sin is "lawlessness" or breaking God's law. The Bible also describes sin in other ways. Read the following verses and find how sin is described in them. **Rom. 3:23** "missing the mark" **Is. 53:6** "going our own way" Explain that sin includes many "little" things like lying, greed, unforgiveness, etc. in addition to the "big" sins of murder, sexual sins etc.. See **Rom. 1:29-32**, **Eph. 4:31**, **1 Cor. 6:9-11** and **Rev. 21:8** for lists of sins. Look esp. at the surprising ones.)
- 2) Ask, "**What happens to us spiritually when we sin? Are we no longer saved?**" (Allow responses. It should be made clear that sin does affect our **fellowship** with God but not our **relationship** as sons. Sons are sons whether good or bad, but disobedience will affect the fellowship with the father. God gives us the power to stop sinning and expects us to live a holy life. At the same time we are human and as we grow in Christ we will sin. It is important for a new believer to recognize that his relationship with God is secure. He is not saved one minute and condemned the next. This does not mean that we are expected to keep sinning; we must learn to confess our sin and turn from it. Those who deliberately refuse to allow the Holy Spirit to change them will finally lose their relationship with God. However, we are not dealing with that issue here.)
- 3) Ask, "**Is temptation sin?**" (No, Jesus was also tempted. See **Heb. 4:15**. It is not a sin to be tempted. All of us face temptations which Satan wants to use to lead us to sin. **James 1:13-15** shows how temptation can lead to sin. **1 Cor. 10:13** shows how we can have victory over temptation. There is always a way out.)
- 4) **What is the solution to sin?** (Confession. Remember the memory verse for this lesson. Use God's power and his word. Scripture that is memorized can greatly help us overcome sin. Encourage a specific confession, not general. "Lord I gossiped" instead of "Lord I made a mistake.")
- 5) **Read Lk. 19:1-10. What does this passage teach us to do after we have sinned?** (To repay or make restitution. We may sometimes need to make restitution for wrongs committed to clear our conscience. This may involve repayment where possible or at least confessing the sin to the person involved. We should follow the leading of the Holy Spirit on knowing when we need to take this step. Generally, a good rule to follow is to confess it to God and see if that brings peace. If not, more steps may be needed and the pastor may be able to advise what steps to take.
- 6) **Read Acts 24:16.** This verse teaches that we should strive to have a **clear conscience** before God and men. This is the aim of confession and restitution. Heb. 10:22 speaks of the power of the blood to cleanse our consciences. Col. 3:15 talks of the "Peace of Christ" ruling in our hearts. Emphasize to the students that God wants us to live in freedom from the guilt and power of sin. This is possible even for a new believer.

### Activity:

Divide the students into groups of two, preferably males with males and females with females. Ask them to take two minutes each and share an area of sin that they are currently struggling with in their lives; then pray for each other. Conclude with a group prayer for victory over sin. (This may seem strange to the students, but we need to encourage them to be open about their struggles so that they may receive victory in their lives.)





## Book One: Lesson Three "The Bible: Our Guide"

### Introduction:

- Check the student's work.
- review memory work
- allow testimonies from daily readings or a victory over sin from last week.

### Discussion:

- 1) **How do you explain what the Bible is to someone who had never heard of it?** (The student's can read from their response to the second blank in the lesson. Discourage religious clichés such as "God's word". They are true but meaningless to an unbeliever. Try to get a simple explanation that an unbeliever could understand.)
- 2) Share with the students briefly about the **origin** of the Bible. Explain that some of the Bible was first transmitted orally, with people recalling the stories. Later it was written down in Hebrew and Greek. It was copied very carefully by hand. It was placed in different "books" with different human authors and subjects. Some of the books are written as messages from God; some as the history of God's people and others as messages to different people or churches. The early church came to accept the books that we now have as the Bible. Our English, Swahili and other language translations come from copies of the originals. Occasionally, especially in the newer versions there will be footnotes explaining any small differences in the original writings. There are many different versions of the Bible in English, each with their own strengths and weaknesses. Encourage the students to read a version of the Bible that they can easily understand.
- 3) Discuss the power of the Bible. (The students were to write what they found on another paper. See p. 10.) **What does Jer. 23:29 say about the Bible?** (It is like a fire and hammer) **In what way is the Bible like these?** (Fire cleanses and purifies; it also consumes. A hammer breaks in pieces.) **How does Heb. 4:12 describe the Bible?** (As a sword; able to cut and pierce our lives.) Because of the power of the Bible to affect our lives it is crucial that every Christian studies the Bible as much as possible. This is what will help him grow more and more.
- 4) **According to our memory verse (2 Tim. 3:16) what is the Bible useful for?** (Teaching, rebuking, correcting and training in righteousness.) **Do you have anything to share from their meditation of this verse?** (see p. 10. This should bring out some insight on how the Bible teaches, rebukes, corrects and trains.)
- 5) Discuss the **divisions** of the Bible. (If you have been able to make copies of the handout in the appendix give them to the students. If not, write them on a chalk board or on papers. You can also use the table of contents in the students' Bibles as you go through the descriptions below.)

In the O.T. we have the **history** books: (Genesis to Esther) This includes the law (1st five books) and history books. They are more or less chronological in order, that is, the order in which the events took place. **All of the O.T. fits chronologically within these books.** In other words, all the prophets lived during the time of these books although the books of prophecy come much later in our Bibles. Often when reading through Kings or Samuel a prophet will be mentioned. That is the time that they lived and wrote.

Then we have **Poetry** (Job to Song of Songs) then **Prophecy** (Isaiah to Malachi). In prophecy we have what are called "major" and "minor" prophets. The major ones are not more important but simply longer writings than the "minor" ones.

In between the testaments there is a period of approx. 400 years.

In the N.T. we have the **Gospels** (Matthew to John). These give the story of Jesus' life. The first three are called the "synoptic" gospels because they see things very similar. Then is **history** (the book of Acts). Most of the rest of the N.T. fits into this history chronologically.

Then we have **Paul's letters** (Romans to Philemon); then **general letters** (Hebrews to Jude) and then one book of **prophecy** (Revelation).

Ask several questions to help the students digest this material. **How many books are there in the Old Testament?** (39) **How many in the New?** (27) **Total?** (66) **In which section do we find Psalms?** (Poetry) **John?** (Gospels) **2 Chronicles?** (History)

Each book is divided into **chapters** and each chapter is further divided into **verses**. These divisions were done later and are not a part of the original writings.

Encourage those who are not familiar with their Bibles to use the table of contents to find passages. There is no reason to be ashamed of needing to use the table of contents. As they use their Bibles more and more they will become familiar with where to find the books. It is also good to memorize the books in order, this will help in finding different places.

6) **What is meditation?** (Meditation is simply to reflect slowly and carefully on a scripture.

Meditation allows God's word to change our lives. It impresses truth upon us and God can speak to us as we think and reflect. One way to meditate is to put emphasis on one word at a time, thinking about the meaning. The students were to have done this with their memory verse, 1 Tim. 3:16.

**Activity:** Have students meditate privately on Joshua 1:8 for 3 minutes. Then share what they found. .

## Book One: Lesson Four "Power in Prayer"

### Introduction:

--Check the student's work.

--review memory work: Rom. 10:9; 1 Jn. 1:9; 2 Tim. 3:16; John 15:7

--allow testimonies from daily readings.

### Discussion:

- 1) **The book defined prayer as "Talking with God." How is this different from talking to God?** (Talking *with* implies communication back and forth. God desires fellowship with us. and wants to talk to us as well as listen to us.) **What do you do mostly in prayer, talk "to" or "with" God?** (This is a personal response but most people do more talking "to" God than "with" him. Encourage them to spend more time listening to God.)
  - 2) **Why do we find it difficult to pray?** (Satan knows the power of prayer so he discourages us, it takes time, it takes effort and discipline, etc.)
  - 3) **What are the three different types of prayer mentioned in the book?** (Praise, confession, and petition.) **What does each one mean?** (This is explained in the book but it is important that the students have understood the differences. There are other types of prayer such as adoration, thanksgiving etc., but for simplicity we have just used three. Some people use A.C.T.S. [adoration, confession, thanksgiving, and supplication] as a guide.) **Are our prayers balanced in these three areas?** (If not, encourage the students to develop more of a balance.)
  - 4) **Read Luke 11:1-4.** Note that prayer is something that we learn, even the disciples needed to learn how to pray. Look at the Lord's prayer in vs. 2-4 and ask the students to **identify the three different types of prayer** (praise, confession and petition) in the prayer. (Praise, v. 2; confession, v. 4; petition, vs. 3,4)
  - 5) **What things hinder prayers?** (Students should have answered on p.17: sin, unforgiveness, doubt or unbelief, wrong motives.) **What other things can you think of that hinder prayers?** (not persevering, demonic interference, etc..)
  - 6) **Read 1 Thes. 5:17. What does it mean to pray "continually"?** (Certainly we can't be always physically praying, but we need to be continually in an attitude of communicating with God. We can pray as we walk, as we work, etc..)
  - 7) Look at the **practical tips** at the end of the lesson, p. 17. Emphasize #3 and #4. **What are some of the "meaningless words" that are often used in prayers?** (Many good words and phrases become meaningless after many repetitions. For example, "Holy Father, Eternal God, and other titles that are true but often are used without thinking.) **How can a list of prayer requests be helpful?** (It helps us remember things that are important to us. It also helps us to pray for more things at different times by following the list. We won't forget certain items if we write them down.)
- Activity:** Ask each student to quickly give one *personal* prayer request. (The request should be personal; not something for others or for the church or nation. This will build more closeness in the group.) Then spend several minutes in prayer. Have everyone begin with praise, then confession, and then pray for his or her neighbor's petition. .

## Book One: Lesson Five "The Holy Spirit"

### Introduction:

--Check the student's work.

--review memory work. This time mix references, verses and topics. For example, say "Rom. 10:9" and have a student give the topic, the reference again and then the verse. Or say the first part of the verse, "That if you confess with your mouth..." and have the student give the topic, reference and finish the verse. This helps to make sure that the students are getting the verses well and are able to use them in more different ways. (Rom. 10:9; 1 Jn. 1:9; 2 Tim. 3:16; John 15:7; Acts 1:8)

--allow testimonies from daily readings

### Discussion:

- 1) **Who is the Holy Spirit?** (As Christians we believe the Holy Spirit is God. Look at **Acts 5:3,4** for one reason why we believe this. The Holy Spirit here is spoken of being lied to and later it says that God was lied to. For this and other reasons we believe that the Holy Spirit is a part of the trinity, one God existing in three persons or parts. Time will not allow in this lesson for a complete discussion of this teaching.)
- 2) **What are the five works of the Holy Spirit that were taught in the lesson?** (Giving assurance, teaching us truth, giving power to change, giving power for witnessing and giving spiritual gifts.) **Can you give an example from your life of how the Holy Spirit has done one of these things?**
- 3) **What is the baptism of the Spirit?** (It is a special event at which the Holy Spirit takes more complete control of a person's life and is usually evidenced by a supernatural gift, i.e.. tongues or prophecy. See Acts 2:4; 8:15-17; and 10:44-46.)
- 4) **Read Eph. 5:18. What does it mean to be filled with the Holy Spirit?** (The lesson said to be controlled by). This is a continual filling, not a one-time event. It is good to be baptized by the Spirit but it cannot replace being continually controlled by the Spirit. The Holy Spirit wants full and complete control of our lives.
- 5) **Read Gal. 5:22-23. How is this fruit an evidence of the presence of the Holy Spirit in a person's life?** (Only the Holy Spirit can produce these things in our lives. They are completely opposite of our sinful nature. The gifts of the Spirit can be duplicated by Satan i.e. miracles, tongues, etc.. but the fruit cannot be duplicated. We should seek to have more and more of the fruit in our lives.)
- 6) **Read Eph. 4:7. Explain that "Grace" here refers to a spiritual gift. A spiritual gift is a special ability that God gives to believers to do a work in his kingdom.) Does every Christian have a spiritual gift?** (Yes, "Each of us has been given..." We may not yet know what it is or we may not be using it but each believer has a gift.) **Read vs. 11-13. From these verses what is the purpose of spiritual gifts?** (To build up the body of Christ. Some are given to "prepare God's people for works of service". All are given to unify.) Look at **Rom. 12:3-8. What are the dangers of gifts mentioned here?** (There are two dangers with spiritual gifts: to think we are too important or to think we are not at all important. Both are wrong. Each gift is needed and is important in the body of Christ.)

**Activity:** Try to identify the spiritual gift(s) of each student. Ask each one what he/she thinks his/her gift is. Allow the others to affirm the stated gift. If they don't know ask the other students if they have an idea about that person's gift. If they know each other well they are likely to know the person's gift.

Conclusion:

You have now completed the first book and are ready to continue the course with book two. Make the necessary arrangements for the students to purchase the second book and schedule the date for your first meeting.

## Book Two: Lesson One "The Church" (Or Lesson Six)

### Introduction:

- Check the student's work.
- review memory work from this lesson and from the first book. You may choose a person and let him choose a verse; then get another person to do another one until all are covered. (Rom. 10:9; 1 Jn. 1:9; 2 Tim. 3:16; Acts 1:8 and Heb. 10:25)
- allow testimonies from daily readings
- remind students, if applicable, of course requirements: to do all the lessons, learn all the verse and not miss more than three classes in both books (three late arrivals equals one miss).

### Discussion:

- 1) **How would you describe the church to a Chinese person who had never heard of Christians?** (The church is not the building, it is the people.) Scripture uses different terms to describe the church. Look up each of the following scriptures and have the students tell how the church is described in the verse: (1 Pet. 2:5 & Eph. 2:20-22) a building, (Rom. 12:5) a body, (Eph. 1:22,23 & Col. 1:24) the body of Christ and (Eph. 2:19) members of God's household  
**In the lesson we used "the body of Christ". In what ways is the church the *body of Christ*?** (We are connected to him as the head. We carry out his activities. We are his hands and feet, we are all joined together, we each have different functions, etc.)
- 2) **Read Eph. 2:14-18. How does the church demonstrate to the world that Jesus has destroyed the barriers that divide us?** (By loving each other and working together in spite of differences in background, tribe, economic status, education etc.) **What must we do so that this continues to be a reality?** (We need to continually strive to love and accept each other; we must not allow Satan to cause divisions, etc.) **How will the world know that we belong to Jesus according to Jn. 13:35?** (If we love each other!)
- 3) **Read 1 Cor. 12:12. What are the "parts" that we need in the body of Christ?** (We need pastors, teachers, administrators, servers, encouragers, people who set up benches, count money, visit others, give money, wisdom, prophets, people with mercy, etc..) **What happens if someone is not doing his job?** (Something is missing in the church. Something will fail to be done or will be done poorly.)
- 4) **What were the four things that happen at church from the lesson?** (teaching, fellowship, breaking of bread, prayer and worship). **Think about our church. In which area is it strong? Where does it need improvement?** (Allow discussion. Make sure both strengths and weaknesses are mentioned before continuing.) **Is any church perfect?** (No!, See 1 Cor. 3:1-4 and Phil. 4:2,3)
- 5) **Why is it important to be committed to a local church?** (For correction, for accountability, for opportunities to serve, etc.. A person who is not committed to the local church will tend to leave when there are problems rather than allowing God to work thru them and to develop character in their lives. God has no plan for Christians without churches! Each of us should be attached to a local fellowship. At this point you may talk about membership requirements in your church and encourage any students who are not yet members to join. Emphasize that although the church is not perfect, God wants each of us to be actively committed and growing with the church of which we are a part.)

**Activity:** Discuss the following questions with each person responding if time allows. **What have you learned about the church in this lesson that you can put into practice in your life? In what way can your gift be used in the church? What do you enjoy doing in the church?**

## Book Two: Lesson Two "Worship" (Or Lesson Seven)

### Introduction:

- Check the student's work.
- review memory work (split into groups of two and have students revise with each other as you have normally been doing with the whole class.)
- allow testimonies from daily readings or answered prayers.

### Discussion:

- 1) **How did the lesson define worship and what does it mean to you?** (Actively acknowledging the worth of God is the definition from the lesson. Make sure that the students have understood that worship is active, eg. that each one is to be involved and also that it recognizes the worth of God in our lives. Our worship does not increase the worth of God, but it increases our recognition of it.)
- 2) **Read John 4:24. What does it mean to worship in "Spirit and truth?"** (At least it means that God is concerned about the heart and attitude of the person who is worshipping. He knows when we are truly worshipping and when we are just going thru the motions. It is very possible even in a lively worship service to have persons just singing with their lips but their hearts are far from worshipping God.) **What are ways that we can worship God wrongly?** (With sin in our lives, to impress others, etc.)
- 3) **Read Hebrews 12:28-29. How can we worship God with "Reverence and awe"?** (We can show respect to him in the way we dress, by coming on time to the service!, with an understanding of his greatness, etc.) **What actions are not appropriate in a worship service?** (Allow discussion on this question. There may be many different opinions. The heart of the issue is not whether or not the action is liked or disliked by people, but whether or not it shows God reverence and awe.) **Does God have a particular "style" of worship that he likes best?** (It seems that what he likes is a heart that is focused on him and not on the form since scripture indicates that many different styles are acceptable to him--see #4. There are many different cultural expressions of worship and some may be more meaningful to you than others, however, God is more concerned about our heart. We should not feel that our style is the only one with which God is pleased and he is certainly not happy when we look down on other styles of worship.)
- 4) **The students were to look up several verses on p. 9 and write their answers on another paper. What instructions did they find about worship?** (Allow the students to respond and if possible list them on a blackboard or a blank paper.) Allow discussion with the following questions: **Were there any surprises to you? Which ones are hard for you to do?** (In the end the students should realize that there are many correct ways to worship the Lord and they cannot all be used at once [for example it is impossible to be silent before him at the same time as shouting!] We should seek to use different ways of worship to keep our worship fresh and exciting. If any of the students are involved in leading worship, encourage them to try some of the things they are learning in this lesson.)



- 5) Discuss the student's experience in worship. **What activities have they found helpful? What ones hinder worship? How can corporate worship be made more meaningful?** (These are personal answers and should serve to encourage the students to think more about worship so that it becomes more meaningful to them.)

**Activity:**

Prepare ahead of time to have a short worship service, 5-10 minutes. Use some different styles than the student is used to. Read a scripture such as Rev. 4:11, have a time of silence, maybe kneeling down. You may sing more lively songs and encourage raising of hands, clapping or other body motions. Write down on a paper the songs that you can sing and some of the different things you have learned in this lesson. Keep it short, but it should give students a taste of what they have been learning and a feel of different styles than the ones to which they are accustomed...

## Book Two: Lesson Three "Witnessing" (Or Lesson Eight)

### Introduction:

- Check the student's work.
- review memory work
- allow testimonies from daily readings

### Discussion:

- 1) Ask one or two students, **"How did you get saved?"** (Look for the details of what God used to speak to them. Was there an evangelist? A friend? A paper? After allowing them to respond note to the class that in almost all cases God has used someone to pass his message. The emphasis of this lesson is that we are all called to do that work.) **What is a witness?** (Simply one who tells others what has happened to him). **How does this definition help you when you think of witnessing?** (It makes it sound like something anyone can do.) **Read Acts 8:4-5. Who did the witnessing in these verses? Was it the church leaders?** (No, it was the members of the early church who were being persecuted and scattered. The important point here is that each of us has a responsibility to be a witness of what God has done in our lives. God expects each one of us to represent him since we are his children.) **Read Mt. 10:32,33. How is it possible to "disown" God?** (By failing to tell others about him; by pretending that we aren't saved around certain persons, etc.)
- 2) Ask students for the **4 reasons** given in the lesson **that we should witness**. (It is a natural result of our meeting Jesus, we are commanded to share, the need is so great, and it will strengthen our faith. Make sure that the students have understood the reasons and have no questions about any of them.) **Read Phil. 1:6. How does witnessing strengthen our faith?** (It causes us to dig for answers, it makes our testimony known, it helps us to become bolder in testifying to others, etc..)
- 3) **What reasons did the lesson give that it is difficult to witness?** (Fear and not knowing what to say). **What does it indicate when we are fearful?** (That we fear man more than God, lack of trust, concern about our own reputation etc..)
- 4) **What other reasons might hinder witnessing?** (Disobedience-see Acts 9:10-19 where Ananias was obedient-what if he had not been?; sin in our lives; etc..)
- 5) **Read 1 Pet. 3:15. How can we be more prepared to take advantage of every opportunity?** (Pray for opportunities to witness. Think about our testimony and what we can tell people. This is especially important if we are newly saved. A good testimony will clearly speak of a change that has come in our lives since we were saved. Memorize scriptures such as the ones we used in the first lesson, ask God to help us, etc..)

**Activity:** Have two students do a brief play with one as an unbeliever and the other as a believer trying to witness to him/her. If time allows repeat with other students. Discuss with the following questions: How convincing was it? Was it natural? Was it believable? How can it be strengthened? Encourage students to go back to the "Romans Road" that they learned in Book One: Lesson One that gives them a good outline to use in witnessing.)

## Book Two: Lesson Four "Baptism and Communion" (Or Lesson Nine)

### Introduction:

--Check the student's work.

--review memory work: Rom. 10:9; 1 Jn. 1:9; 2 Tim. 3:16; Jn. 15:7; Acts 1:8; Heb. 10:25; Ps. 29:2; Rom. 1:16; Mt. 28:19-20

--allow testimonies from daily readings

### Discussion:

- 1) **Read Rom. 6:3-7. What does it mean to be buried with Christ?** (Our old self-thoughts, attitudes, actions has died and needs to be buried.) **What does it mean to be raised with him?** (We are empowered to live a new and victorious life in him. We are called not only to leave the old life but also to live the new life.)
- 2) Look at **Acts 1:4-5** for another meaning of baptism. **What is the baptism talked about here?** (Baptism also represents the baptism in the Holy Spirit, not water baptism. He is poured out on the believer's life. See also 1 Corinthians 12:13 on this idea. This is not the primary teaching of this lesson but it will be good for the student to realize that there are different types of baptism.)
- 3) **Who is eligible for baptism?** (Only those who have repented and begun a new life in Christ. This is why we don't baptize infants or very young children. See the lesson and Acts 2:38) **Does baptism save anyone?** (No, see 1 Peter 3:21 which was used in the lesson). **Is baptism the same as church membership?** (No, it brings one into the body of Christ but joining a specific local fellowship is usually done at a different time.)
- 4) Ask if there any questions about baptism, who is eligible, what it represents, what it does, etc. and give time for response.
- 5) **What are other names for communion?** (The Lord's supper/table; Holy Communion, etc..) **What does the word "communion" mean by itself?** (Communion means to fellowship with or participate in. We can have communion with a brother or sister. When we have this fellowship with God we call it "Holy communion.")
- 6) **What do the two symbols of communion (bread and wine) represent?** (The body and blood of Christ.) **What happened to Jesus' body that we are called to remember?** (It was severely beaten, abused, and crucified. A very painful experience.) **Why should we remember the blood?** (It represents the life that he gave for us. These questions are really covered in the lesson, this is for revision and any clarification that is needed.)
- 7) **Read 1 Cor. 11:27-32.** Explain that communion is a time for self-examination of our Christian lives. It is a serious matter to participate in communion with unconfessed sin in our lives. It is dangerous to take communion too lightly. Another common danger is to feel so unworthy that you don't participate. No one is really "worthy" to receive the Lord, even symbolically, into one's life. As long as we are willing to confess our sin we should not avoid taking communion. We need to avoid both extremes.
- 8) **Are there any questions about communion?**
- 9) **What can we do to make these symbols of our Christian experience more meaningful?** (Allow time for response and answer any questions that arise.)
- 10) Emphasize that these two things (baptism and communion) are done universally by the church, sometimes in slightly different forms or with different emphasis but still they are done all over the world where people meet together in the name of Christ.

**Activity:** Choose either baptism or communion. Ask the students to reflect in silence on the meaning of this event. After 2-3 minutes have them share any insights they learned.

## Book Two: Lesson Five "The Christian Family" (Or Lesson Ten)

### Introduction:

- Check the student's work.
- review memory work: All ten verses.
- allow testimonies from daily readings

### Discussion:

- 1) **What did you learn about the family from this lesson?** (Allow students to share insights.)
- 2) To think more about God's original plan for the family ask, **What do you think Adam and Eve's relationship was like before sin entered the world?** (They loved and respected each other, met the needs of the other, listened, cared, shared openly, etc. It was a wonderful relationship in every way. When sin entered the picture everything changed and the family has suffered ever since. But Jesus came to destroy the works of the devil and one of them is to restore the home to God's original plan. This should be our goal, to return to what God planned in the garden of Eden.)
- 3) **Read Eph. 5:21-6:4.** Then discuss the following questions:
  - a) **What instructions is the wife given in this passage?** (Submit and respect vs. 24, 33) **What does it mean to submit?** (This is a much misunderstood word. To many it means that the woman is not supposed to think, she only obeys. Some take it to mean that the man is better than the woman. Neither of these views are biblical. Submission simply means that the woman respects the authority of the husband and does not fight against his leadership. This does not mean that women are inferior to men; it means that for order in society and in the home God has given the man the role of leadership.) **What does Paul tell both persons to do in v. 21?** (They are to submit to each other. Both the husband and wife should both seek to meet the needs of the other and to put the other persons needs, and wishes above their own. If this was done it would change many marriages.) **How should the wife show respect to the husband?** (She should show respect by the way she talks to him and the way she talks about him to others. She should thank him for what he does in the home. When the husband knows that he is respected by his wife it makes it much easier for him to lead in a right manner.)
  - b) **What is the husband to do?** (Love his wife.) **How is he to love her?** (Like Christ loved the church and like he loves his own body. At first glance it looks easy for men to love their wives but when Paul gives these examples it becomes much harder. This is a radical kind of love that tells men to give themselves and their own selfish desires up for their wives. Most men are not willing to do this. They want to be the "boss" and to be served. But Jesus was the "boss" yet he served the disciples and the church. He "gives himself up" for the church!)
  - c) **What are the children to do?** (Obey) **From the lesson, does this apply only when the parents are saved?** (No. God cannot honor the life of a child who is disobeying their parents. For young children it is the role of the parents to teach their children to obey. Disobedient children are a reflection of the failure of the parents to teach obedience. This is one of the greatest challenges of parenting, to produce children that obey quickly and without argument.
  - d) **How can fathers exasperate, (embitter or provoke) their children?** (wrong discipline, anger, not loving the mother, lack of respect... etc..)
- 4) **How can family devotional time be improved?** (Make it interesting, keep it at the level of the children, avoid long prayers, etc....)

**Activity:** Write a short paragraph, entitled "The ideal family is...". Allow one or two to read theirs to the class.

The course is finished at this point. Encourage the students with what they have done:

- Memorized 10 scriptures with references
- Read 70 chapters from the Bible
- Studies 10 different topics basic to Christian life
- Learned much from the class times

Encourage the students to continue growing in their Christian life, continue memorizing and reading the Bible, and fellowshiping with other believers to grow stronger. The discipline that they have acquired of reading a chapter every day should continue. Suggest that they begin reading now in the New Testament, one chapter each day. Encourage them that growth is a continuous process and they should take advantage of any other opportunities to grow that exist in your church.

# BOOKS OF THE BIBLE

## OLD TESTAMENT

### History

Genesis  
Exodus  
Leviticus  
Numbers  
Deuteronomy  
Joshua  
Judges  
Ruth  
1 Samuel  
2 Samuel  
1 Kings  
2 Kings  
1 Chronicles  
2 Chronicles  
Ezra  
Nehemiah  
Esther

### Poetry

Job  
Psalms  
Proverbs  
Ecclesiastes  
Song of Songs

### Prophecy

#### Major

Isaiah  
Jeremiah  
Lamentations  
Ezekiel  
Daniel

#### Minor

Hosea  
Joel  
Amos  
Obadiah  
Jonah  
Micah  
Nahum  
Habakkuk  
Zephaniah  
Haggai  
Zechariah  
Malachi

400 years between OT and NT.

## NEW TESTAMENT

### Gospels

Matthew  
Mark  
Luke  
John

### History

Acts

### Paul's letters

Romans  
1 Corinthians  
2 Corinthians  
Galatians  
Ephesians  
Philippians  
Colossians  
1 Thessalonians  
2 Thessalonians  
1 Timothy  
2 Timothy  
Titus  
Philemon

### General Letters

Hebrews  
James  
1 Peter  
2 Peter  
1 John  
2 John  
3 John  
Jude

### Prophecy

Revelation

Number of books in the OT \_\_\_\_\_

Number of books in the NT \_\_\_\_\_

Total books in the Bible \_\_\_\_\_

## Steps to Maturity Attendance Record

Note: Mark if student is on time; put "L" for late attendance

[illegible]



# Certificate of Completion

This is to certify that

\_\_\_\_\_

Has successfully completed the 10-lesson,  
“Steps to Maturity” course

Certificate issued on \_\_\_\_\_

By: \_\_\_\_\_

[Type here]

Notes:

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