

ADULT BIBLE STUDY IN SIMPLIFIED ENGLISH

# TEACHING GUIDE

# Philippians: A Choice to Rejoice

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# Adult Bible Study in Simplified English Teaching Guide

## Philippians: A Choice to Rejoice

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These lessons use the New Life Version (NLV) of the Bible. You can read it online at [www.biblegateway.com](http://www.biblegateway.com) and at [www.studylight.org](http://www.studylight.org). BibleGateway has a free app available for iPad, iPhone, Android phones, and Kindle Fire. If you prefer a hard copy of the NLV, go to [barbourbooks.com](http://barbourbooks.com) (search for "New Life").

# Philippians: A Choice to Rejoice

## *Introduction for Teachers*

### **Welcome!**

The purpose of this Teaching Guide is to provide teachers with a plan for teaching a quality Bible lesson while helping participants improve their English language skills. Use of this material is suggested for International Sunday School classes or any Bible study group taught at a Basic English level.

The Teaching Guide begins with listings of the Lesson Focus, Focal/Background Text, and Memory Verse, all of which provide the premise for the lesson. This information is followed by a teaching plan under headings of Prior Preparation, Connect with Life, Guide the Study, and Encourage Application. At the end of each lesson, Extra Teaching Ideas are provided under those same headings. As the teacher, you may pick and choose from these helps to use along with the student's Study Guide to fit the lesson to your class members' abilities and needs.

### **Pray and prepare**

Prayer is key to every teacher's preparation, as well as an integral part of every teaching experience. We include a time of prayer in every lesson plan, but you can rearrange the plan to place the prayer time at a segment that is most conducive to your class experience. Use your own judgment as to where it best fits into your teaching session.

### **Online Resources and Study Helps**

At **Bible Stories for Use with ESL Students**, you will find free materials, including picture sequence pages for both Old and New Testaments. Go to: <http://pages.suddenlink.net/eslbiblestories/index.htm>. The picture pages cover all important Bible passages and are copyright-free, so you can make handouts and posters for your students.

**EasyEnglish** is a form of simple English developed by Wycliffe Associates (UK). Their website: [www.easyenglish.info](http://www.easyenglish.info) contains Bible commentaries, Bible translations, Bible studies, and other materials written in simple English. They are free for download and use.

At **BaptistWay Press**, you will find additional adult Bible study helps. Go to [BaptistWayPress.org](http://BaptistWayPress.org) and click Teacher Helps > Teaching Resource Items. While these are not specifically coordinated to the Simplified English Teaching Guide, they do coordinate with the theme/Bible passage for each unit.

The **Baptist Standard** online edition provides additional commentary on current lessons at [www.baptiststandard.com](http://www.baptiststandard.com) > Resources > Bible Study (or [www.baptiststandard.com/resources/bible-study](http://www.baptiststandard.com/resources/bible-study)).

### **Which Bible translation is used with these lessons?**

The Bible text printed in this curriculum uses the New Life Version (NLV), a translation (not a paraphrase) which uses a vocabulary of about 1,000 words.

**The NLV is accessed free online at: [www.biblegateway.com](http://www.biblegateway.com) and [www.studylight.org](http://www.studylight.org)**, so it is easily available to your students via their tablet or phone in class.

Bible Gateway also has a free app available for iPad, iPhone, Android phones, and Kindle Fire.

To order a hard copy of the NLV, go to [barbourbooks.com](http://barbourbooks.com) (search for "New Life").

### **Why use the New Life Version (NLV)?**

The NLV Bible often uses simplified phrases to express terms generally familiar to anyone raised in a Christian environment. In the Teaching Guide, these terms will usually be expressed using the NLV terminology, followed by the more common term in parentheses; for example, "proud religious lawkeeper (Pharisee)" or "early preacher (prophet)." The teacher has the option of using the NLV term for new Christians or beginning students or the common term where it will be better understood and less cumbersome in teaching. Once a word or phrase has been introduced in the Word List or teaching procedures, the familiar expression may be used to help students add it to their vocabulary.

This unique translation is gender-correct (same as the King James Version). All pronouns referring to God, Jesus, and the Holy Spirit are capitalized. Short sentences are used with the subject usually preceding the predicate. No contractions are used. Many paragraphs are preceded with captions which summarize the content. There are no footnotes. Most Old Testament quotations in the New Testament are followed by the reference. Most words are limited to one meaning, an important feature for new readers and people learning English as a second language.

# Ideas for Adapting Your Instruction to Video Conferencing, Email, and More

## These are unusual times...

This is our second unit produced during the era of COVID-19 which has disrupted our normal church and meeting routines. Many churches are still not meeting in person, and many classes that do meet in person still have members who have chosen to continue attending virtually due to health risks. We are beginning to anticipate we will never truly return to our “old normal,” so we all must continue to provide Bible study methods to our audiences in a variety of ways: socially distanced classroom settings and virtual instruction.

This page gives you a few ideas for how to adapt these lessons to a method that will meet your students’ needs in an online, prerecorded, or self-guided method. As a teacher, you know best what your class members are able to do and what level of distance teaching will work. We hope you find these ideas helpful.

## Low Tech: Mail and Phone Calls

- **Mail or deliver a hard copy of the Study Guide lessons to each class member.** If your class is small, deliver each lesson weekly. For larger groups, a monthly delivery or mailing might be more practical.
- **Each week, call your members to discuss and review the lesson content briefly.** Personal contact is vitally important in these isolated times; the fellowship and genuine care shown by believers can be essential to those who are living alone.



## Medium Tech: Email

- **Option 1:** Email the Study Guide lesson to your class members each week. In this unit’s download, we have included a folder with these lessons as individual PDFs so you can easily attach each lesson’s Study Guide to your weekly email. Along with the Study Guide, include in your email a few paragraphs to introduce or comment on the lesson material. Encourage them to read the lesson carefully, to read it several times during the week for practice, and to make their own observations about the content.
- **Option 2:** Send a weekly email in which you explain the lesson content in a summarized form. You can send the Study Guide PDF or copy/paste some of its content as you “teach” through the email. Explain the verses; apply them to current situations. If you want to include video links, music links, etc., pull those from the Teaching

Guide. Give a homework assignment to read the next lesson or next Scripture passage.

- **Remember: The Bible verses are what is most important.** Place the verses early in the body of the email (not down at the end). Encourage them to read the verses in their heart language as well as English.

## Medium Tech: YouTube and Texting

- **Make a YouTube video:** Simply turn on your camera phone’s video feature and record yourself teaching the lesson, explaining it as if sitting across the table from a student. Post the video to a private YouTube channel that you create for free, then send your group the video link by email.
- **Create a Text Group:** Give your class a way to communicate with each other for virtual class discussions. Most texting apps on phones only allow a small number of people in a text group (sometimes only 10). Consider using the free “WhatsApp” app as it allows groups of 250 members. Your students will need to download WhatsApp on their phones.



## High Tech: Video Conferencing

If your class members are computer savvy and have high-speed Internet, then video conferencing is by far the most interactive option. As a teacher, you can teach “live,” you can “share your screen” to show a PowerPoint, video, etc., and you can conduct class much as you normally would. Students can see you, see each other, and get that group experience they are missing.

- **Zoom:** (Zoom.us) Zoom allows you to host video meetings for free with up to 100 participants – but free meetings are limited to 40 minutes. To host with no time limit, a monthly subscription is needed. Check with your church staff to see if they already have a subscription you can use. Or one of your class members may have a Zoom account.. Your members will not need a subscription to attend your session.
- **Facebook Messenger Video Chat:** Using Facebook Messenger, add your students to a Messenger group, then click the video chat icon.
- **Facebook Live:** Host a livestream video presentation with your students. They can type their messages via a chat box but cannot see each other.
- **Cisco Webex:** (www.cisco.com) Teach virtually, facilitate group projects, and host webinars.
- **Hangouts Meet:** hangouts.google.com
- **Microsoft Teams:** www.microsoft.com/Microsoft/teams
- **Skype:** www.skype.com

# Philippians: A Choice to Rejoice

## *Suggestions for Teaching*

### General Suggestions

1. Provide language edition Bibles so students can read the focal passage in their native languages.
2. Beginning students may require three sessions to complete one lesson.
3. Review the Word List before beginning the study. Provide Study Guide pages for class to keep vocabulary studies in their notebooks.
4. Prepare 9-12 core sentences which tell the most important part of the Bible focal text. Illustrate each sentence with stick figures and symbols in *picture sequence* form (see details below).
5. Prepare lesson outlines or written materials before class—make your own cling sheets by cutting apart white plastic garbage bags and writing on them with markers. The plastic bags will cling to the wall.

### Bible Comments/Focal Text

1. Help students hear English and practice their pronunciation by modeling phrases and sentence. Allow the entire class to repeat. Be consistent with stress and intonation. Speak naturally.
2. Allow individual students to read a sentence or paragraph at a time. For further practice, ask students to tell sections from Bible comments in their own words.
3. When time allows, pairs may read the lesson again to each other.
4. Class may close books and listen as a native speaker reads the section again.
5. Discuss lesson using “Things to Think About.”

### Memory Verse

1. Challenge class members to say the Memory Verse several times each day.
2. Provide blank paper for students to write Memory Verses.
3. Write phrases or individual words on separate pieces of paper. Give to students to place in order.
4. Write entire verse on board. Read in unison. Erase key words a few at a time. Recite until entire verse is erased and class can repeat by memory.
5. Make a symbol for each word or phrase of the verse.
6. Use the symbols as a reminder for saying the verse.

### Picture Sequencing (Lipson Method)

This method is especially suited for teaching beginners. It consists of a series of pictures with accompanying sentences that tell a story. It may be used solely for oral production (using pictures alone) or for integrated skills (engaging students in reading and writing the story).

You may use real pictures, videotape, pictures that are professionally drawn, or stick figures.

Other benefits include the following:

1. Relaxed, low-anxiety atmosphere as students focus on the pictures and create their own sentences to tell the story

Focus on fluency, not just accuracy

Focus on a message or task rather than form or grammar

Minimal error-correction as students tell the story

2. Pictures (even stick figures) convey meaning in every language.
3. The same set of pictures can be used with more than one level of students by making the sentences easier or more difficult.
4. The use of pictures helps students learn the language in “chunks” rather than words in isolation.
5. The only item needed is a piece of chalk—or a marker, if using a cling sheet or overhead transparency.

Picture Sequence pages for both Old/New Testaments are available free at Bible Studies for Use with ESL Students: <http://pages.suddenlink.net/eslbiblestories/index.htm>. The picture pages cover all important Bible passages and are copyright-free, so you can make handouts and posters for your students.

### Preparation

1. Put a story into sentences that are suitable for the level of your students. Try to tell the story with a maximum of ten sentences. For low beginners, choose the simplest and fewest words possible. Keep sentences in their most basic form, so students can combine sentences later.
2. Draw simple pictures or stick figures to illustrate key points in the story. These serve as prompts for the telling of the story. Other drawing tips:

## Adult Bible Study in Simplified English Teaching Guide

An “x” in a small square beside a picture enables you to cue for a negative as you tell the story.

Direct quotations may be indicated with a cartoon-type bubble.

### Procedure

1. Introduce the story by following your prepared script of sentences (for consistency) and pointing to the pictures as you speak. This will give students the main idea and help them think in chunks of language (as in real-life language use).
2. Introduce the new words as you again reference the pictures. Use props and/or dramatization as needed to establish understanding. Work on individual sounds and word stress as students repeat new words.
3. Lead students in repetition of the story, one sentence at a time, working on sentence stress and intonation.
4. Lead the class in one more repetition of the story (going straight through and continuing to refer to the pictures throughout the story).
5. Ask the class to tell you the story as you cue the story sequence by pointing to the pictures. (You become “stage prompter” at this point.)
6. Then ask for a single volunteer to tell the story. (This may open the door for several more proficient students to use what they know.)
7. Divide the class into small groups of 3-5 students to give each person practice in telling the story. (Inevitably, the most eager student will go first, followed by another “semi”-eager student. By the time it is the least proficient student’s turn, he/she will have learned a lot by listening, will have observed a good model at least a couple of times, and will have bolstered courage for risk-taking.)
8. Follow with questions to review story (begin by naming the setting, the characters, etc.—easy questions).
9. Conclude with life application questions that require some thought and give students opportunity to express opinion, emotion, and their own ideas.

### Lesson Expansion

If the setting and circumstances permit, use these ideas:

- Sequencing pictures (a set for each pair of students) while listening to you or to a taped voice tell the story
- Picture sequencing without hearing the story told
- Matching pictures and sentences

—Scrambled sentences to arrange in order (writing numbers or letters in front of sentences to show sequence; cutting up sentences and moving around to position correct order)

—Strip story (cutting up sentences, issuing one strip per student, asking students to arrange themselves in order, having them retell the story by contributing the portion on their paper strip)

—Cloze (supplying a written copy with every n<sup>th</sup> word blank; students work in pairs to fill in the missing words)

—Dictation (teacher or student telling the story while students write what they hear)

—Provide a copy of the sentences for each student. Ask that they read the story to a partner.

—Ask students to write the story in their own words.

### Bible passage as content for reading

#### Procedure

1. Tell the parable or story using pictures. Use animation and simple sentences.
2. Ask questions about the main idea of the story.
3. Read story aloud while students follow along and underline unknown words. Go over the meaning of these words with the whole class.
4. Intermediate or advanced students: Have students read silently a second time to look for answers to two or three questions about details that you have written on the board. Ask students to discuss their answers with a partner. Then go over answers with the whole class.
5. Beginning or low-intermediate students: Read story again and ask students to repeat it with you line by line.
6. Invite the class to read the story with you in unison.
7. Ask pairs to read the story to each other.
8. Ask for volunteers to tell the story in their own words.
9. Make drawings large enough for the back row to see.
10. Select a list of new words in the story—unfamiliar words that the students would not likely be able to figure out from context (generally 8-10 new words per lesson).
11. List the new words in categories: verbs, nouns, adjectives, adverbs. When listing verbs, you may write both simple present and past tense forms (e.g., eat/ate, walk/walked). Basic beginners would do well to tell the story in present tense, but high beginners could work in present tense, then retell the story in past tense.

## Adult Bible Study in Simplified English Teaching Guide

### Checklist for Successful Classrooms

#### *Right Kind of Input*

1. New language in every lesson
2. Input that is slightly above the students' current level of proficiency
3. Content relevant to the students' real-life needs and interests
4. Language learned in meaningful chunks, not words in isolation
5. Comprehensibility achieved by use of the following:
  - Realia or authentic materials
  - Simplified language (rephrasing, repeating, clear enunciation)
  - Demonstration and multiple examples rather than explanation
  - Lots of gestures and nonverbal language

#### *Low Anxiety Environment*

Students should not be afraid to make mistakes or take risks in language learning. The following factors contribute to a relaxed and comfortable atmosphere and build a sense of community:

- Personally greeting and bidding farewell to students
- Sincere and frequent affirmation
- Minimal error correction from the teacher
- Frequent reference to the culture(s) of the students
- Smiles and laughter that are commonplace
- Connecting with students through eye contact and positioning yourself on students' eye level
- Calling students by name

#### *Checklist for Real-Life Interaction*

1. Pace activities with a balance of noisy/quiet and still/active
2. Attention to different learning styles (visual, auditory, tactile, kinesthetic)
3. Variety in grouping (predominately pairs and small groups of three or five; using whole class in initial presentation and again for feedback and wrap-up at the end)
4. A focus on a task or message rather than form (grammar)
5. Provision for all four skills (listening, speaking, reading, writing)
6. Avoidance of questions for which answers are known
7. Use of information gap activity in which partners have different pieces of information and must ask

- each other questions in order to fill in their gaps of understanding
8. Other useful activities: surveys, interviews, role-play, problem-solving, and interactive games
  9. Review previous material.

Some suggestions based on material developed for the *EFL Training Manual—Beyond our Borders*.

### Meet This Unit's Writers

**Janet Roberts** wrote Lessons 1-2. She has taught ESL since 1976. She trains teachers in Plano, Texas.

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# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 1: The Joy of Community

#### Lesson Focus

To lead adults to understand that community is more than where we live, and that joy is not dependent on circumstances.

#### Focal Text

Philippians 1:1-11

#### Memory Verse

"I always have joy as I pray for all of you." (Philippians 1:4)

#### Word List

**community:** a group of people who live in the same area or who have the same beliefs and interests; a feeling of caring about the other people in a group

**explain:** to say what something means

### Prior Preparation

◆ For Connect with Life #1, write the following questions on the board before participants arrive:

*What makes you happy? What gives you joy?*

◆ For Guide the Study #10, be prepared to lead a class member to become a follower of Jesus.

◆ For Encourage Application #12, copy and cut out the bookmark on the next page, one for each class member.

◆ For Extra Teaching Ideas, Encourage Application, print the following verses on cards to pass out to groups: Deuteronomy 7:9, 1 Corinthians 10:13, 2 Timothy 2:13, 1 John 1:9, and 2 Thessalonians 3:3.

### Connect with Life

1. Write the questions below on the board. As class members arrive, have them write their answers to these questions to get them thinking. When the class begins, discuss these questions. Say: *Today we will be talking about joy, and we will learn the meaning of joy.*

What makes you happy?  
What gives you joy?

### Guide the Study

2. Read aloud Acts 16: 12-15, 40 as a listening exercise (participants listen without looking) to give the full context of the lesson. After reading, say: *The Philippian church started with Lydia and met in her home. Paul and his friend Silas were in prison where the jailer became a Christian. When they left prison, more Christians joined Lydia in her home. The new church was growing, and Paul left to go to other towns preaching about Jesus. Later, he wrote a letter to the church in Philippi. We know this letter as the book of Philippians. Continue the listening exercise by reading Philippians 1:1-11.*

3. Ask a good reader to read the introduction while everyone follows along. Discuss any thoughts.

4. Point out the definition of *community* in the Study Guide and ask if anyone has a question.

5. Ask another class member to read the Study Guide section entitled "Paul's Joy" or have class members take turns reading the paragraphs in this section. Ask: *Where was Paul when he wrote this letter? (in prison in Rome) How would you feel if you were in prison?*

6. Write *Paul's Feelings in Prison* on the board. Say: *As we read Paul's letter from prison, we will make a list of his feelings. Do we see any feelings in the first two verses? (love, peace) As we keep reading, give me more feeling words to add to this list. Say them as you see them.*

#### Paul's Feelings in Prison

Love	Peace
Thanks	Joy

7. Ask another class member to read Philippians 3:1-7 and add to the list as the verses are read. Encourage class members to continue calling them out (thanks, joy, etc.).

8. Ask: *What is faith?* Read Hebrews 1:11 from the Study Guide. Discuss the good things that Paul had from being in community with the Philippians (loving-favor, a growing faith, gifts, prayers).

9. Point out the list on the board and ask: *What was it that made Paul able to feel these things while he was in prison?* Discuss and lead class members to understand that Paul's joy was not about where he was. He had joy because he had community with them and faith in what God was doing.

10. Read Philippians 1:8-11 and the Study Guide section entitled "God's Forever Plan." Answer any questions along the way and to observe the class members' reactions to the gospel. Use the "Things to Remember" section to assess where class members are in their faith journey. Be prepared to share your own testimony and potentially lead someone to Christ.

## Encourage Application

11. Review this week's Memory Verse. Talk about your joy in praying for each member of the class.
12. Pass out the bookmarks that you prepared before class. Discuss each point and answer questions about How To Have Joy.
13. Divide the class into groups of 3-4 and direct them to the "Things to Think About" section. Have each group discuss the 5 questions while you circulate and get to know the class members better.
14. Close the class in prayer, using verses 9-11 to pray over the class.

## Extra Teaching Ideas

### Connect with Life

◆ As class members arrive, ask them to think about a hard time that made it hard for them to feel joy. Write this statement on the board: *Think of a time when your life was so hard that you did not feel joy.*

After all class members have arrived, ask them to share their stories. After the stories are told, say: *Today we are going to learn about a man named Paul who was able to feel joy during a very hard time in his life. We will see how to have joy at all times.*

### Guide the Study

◆ As you or a class member read Philippians 1:1-11, have class members write down the feelings that Paul had from these verses. Say: *While we are reading these verses together, please make a list of the feelings Paul says that he has.* Then have class members share their list with a partner. Have each pair then share their combined lists while you write a list on the board making a master list from all of their lists.

Say: *Sometimes we need to hear that God will never leave us or let us be alone even when things are terrible (Hebrews 13:5).* Point out the list of Paul's feelings on the board and ask if anyone could tell about these kinds of feelings during terrible times.

## Encourage Application

◆ Divide the class into 5 groups. Give each group an index card that you made earlier with the following verses.

Have each group read their verses and write a report about what the verse says about God. After all groups have given their reports, ask: *How would these verses help you when you think of hard times or when it is not easy to feel joy? Which of these verses helps you the most? Say: This week, find joy in all times and share that joy with others.*

*The Lord is faithful & gives strength.*

**Deuteronomy 7:9** — "Know then that the Lord your God is God, the faithful God. He keeps His promise and shows His loving-kindness to those who love Him and keep His Laws, even to a thousand family groups in the future."

*God is faithful.*

**1 Corinthians 10:13** — "You have never been tempted to sin in any different way than other people. God is faithful. He will not allow you to be tempted more than you can take. But when you are tempted, He will make a way for you to keep from falling into sin."

*We are not faithful, but He is.*

**2 Timothy 2:13** — "If we have no faith, He will still be faithful for He cannot go against what He is."

*We can depend on Him to forgive us.*

**1 John 1:9** — "If we tell Him our sins, He is faithful and we can depend on Him to forgive us of our sins. He will make our lives clean from all sin."

*The Lord is faithful.*

**2 Thessalonians 3:3** — "But the Lord is faithful. He will give you strength and keep you safe from the devil."

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### HOW TO HAVE JOY

- ◆ Accept the gift of Jesus by trusting Him and giving Him your life.
- ◆ Remember that Jesus is in control of all things.
- ◆ Pray often and every day. Give all your cares to Jesus.
- ◆ Find a godly community to do life with.
- ◆ Read your Bible. Remember and say to yourself the verses that give you joy.

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 2: A Choice to Rejoice

#### Lesson Focus

To lead adults to understand that hard times in our lives can be used by God to share the Good News with others and for other good in our lives.

#### Focal Text

Philippians 1:12-19

#### Memory Verse

“Because of your prayers and the help the Holy Spirit gives me, all of this will turn out for good.” (Philippians 1:19)

#### Word List

**brave:** strong in heart and not showing fear

**pandemic:** a disease that spreads all over the world, making people sick with many dying

**quarantined:** staying alone in one place for a number of days or weeks to stop the spread of a disease

**rejoice:** to feel or show much happiness

### Prior Preparation

◆ For Connect with Life #1, write the title *Question Words* on the board and write *Why* as the beginning of the list on the left side.

◆ For Encourage Application #8, copy and cut out the bookmark on the next page, one for each member of the class.

◆ For Extra Teaching Ideas/Encourage Application, before class, ask a believing class member to come prepared to share how their life changed after committing their life to following Christ.

◆ For Extra Teaching Ideas/Encourage Application, prepare cards with the following Scripture passages in an easy to read version to use in group work: Genesis 50:20, 2 Corinthians 4:15-18, James 1:2-3, James 1:12, 1 Peter 4:1, and 1 Peter 5:10.

### Connect with Life

1. Begin class by asking class members to read the first paragraph of Lesson 2. Point out the title and the example of question words on the board, then ask them to give you more question words from the first paragraph (who, how, when, what). Have class members read out the rest of each question from the lesson and write them out next to each question word. Ask: *Are there any questions that you asked that are not in this list?* (Add them to the list on the board.) *Are these questions easy or hard? Can we answer any of them?* Allow time for discussion.

Question Words	
Why?	Why is this happening?
Who?	Who can stop it?
How?	How long do we have to stay home?
When?	When will it end?
What?	What should we do?
Where?	Where is God?

2. Read aloud the second paragraph of the introduction. Say: *Listen as I read this next section of Paul's letter to the community of believers in the city of Philippi. Listen for the things that were hard for Paul. (He was in prison. Others were preaching for the wrong reasons.) Think about what kinds of hard questions he may have asked God about these things.*

Read aloud Philippians 1:12-19 as a listening only exercise. Then say: *Now look at the verses on the back page and find the good question that Paul asked that tells us why he was happy (verse 18). Today we will learn how Paul was able to make the choice to rejoice while he had pain, changes, and hard questions.*

### Guide the Study

3. Ask a good reader to read the Study Guide section entitled “Choosing to Trust God’s Plan.”

4. Draw a chart similar to the one below and elicit similar answers from this section. Do this together or in smaller groups first, then ask for reports to fill in the chart.

Problems Paul Had	Choices Paul Made
Not free to go and do	Talked about Jesus
Always being watched by soldiers	Talked to the soldiers
Not free to see others	Wrote letters

5. Ask: *Have you seen people change? As we read this next part, look for who changed and how they changed. (Christian brothers, their faith made stronger, became brave) Have class members take turns reading the Study Guide section entitled “Choosing to Be Changed.”*

6. Have class members continue to read by reading the next section entitled “Choosing to Ask Questions.” Say: *As we read this section, look for all the things that were good. It is easier to make the choice to rejoice when you choose to look for all the things that are good.*

7. Read aloud Things to Remember.

## Encourage Application

8. Review this week’s Memory Verse with the class. Hand out the bookmarks you prepared ahead of class with the Memory Verse and Romans 8:28 on it. Have class members repeat each verse while looking at the bookmark then ask them to turn it over. Write the Memory Verse on the board, underlining each word separately. Have the class read the verse from the board, then erase several words but keep the underline. Have the class read it again and say the words that are missing. Continue to erase and repeat the verse, saying the missing words from memory until all the words are gone and they are saying it all from memory. Say: *Knowing this verse will help you to make the choice to rejoice because you know that whatever the problem, with God’s help and with prayer, it will turn out for good.*

9. In small groups discuss the questions in Things to Think About. Have each group decide on an answer to share with the whole class for each question. Be prepared to share your answers if none are offered by the groups.

10. Close the class in prayer that God will grant wisdom and bravery for class members to make the choice to rejoice when times are hard.

## Extra Teaching Ideas

### Connect with Life

♦ Ask the class: *When have you seen good things happen from bad things?* Invite one or two volunteers to tell their stories. Be prepared to share something in case there is no volunteer. Then say: *Let’s read our memory verse together. We will learn today how Paul saw good things come from the pain, change, and hard questions caused by being in prison. He knew that God uses these hard things in our lives for good.*

## Encourage Application

♦ Ask a believing class member ahead of time to share about the changes in their life when they became a follower of Jesus, or be prepared to share your own testimony.

♦ Pass out the index cards you prepared in advance. Divide the class into as many groups as verses that you have chosen (or put two verses on a card) and have each group write what the verse(s) means to them. Have each group read their verse(s) and share what they wrote with the class.

“You planned to do a bad thing to me. But God planned it for good, to make it happen that many people should be kept alive, as they are today.” (Genesis 50:20)

“These things happened for your good. As more people receive God’s favor, they will give thanks for the shining-greatness of God. This is the reason we do not give up. Our human body is wearing out. But our spirits are getting stronger every day. The little troubles we suffer now for a short time are making us ready for the great things God is going to give us forever. We do not look at the things that can be seen. We look at the things that cannot be seen. The things that can be seen will come to an end. But the things that cannot be seen will last forever.” (2 Corinthians 4:15-18)

“My Christian brothers, you should be happy when you have all kinds of tests. You know these prove your faith. It helps you not to give up.” (James 1:2-3)

“The man who does not give up when tests come is happy. After the test is over, he will receive the crown of life. God has promised this to those who love Him.” (James 1:12)

“Since Christ has suffered in His body, we must be ready to suffer also. Suffering puts an end to sin.” (1 Peter 4:1)

“After you have suffered for awhile, God Himself will make you perfect. He will keep you in the right way. He will give you strength. He is the God of all loving-favor and has called you through Christ Jesus to share His shining-greatness forever.” (1 Peter 5:10)

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**REJOICE!**

“Because of your prayers  
and the help  
the Holy Spirit gives me,  
all of this  
will turn out for good.”  
Philippians 1:19

“We know that God  
makes all things  
work together for the good  
of those who love Him  
and are chosen  
to be a part of His plan.”  
Romans 8:28

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 3: A Win-Win Situation

### Lesson Focus

Though Paul did not know what the future held for him, he had no fear of either death or life because he believed in the purpose of his work and in the rewards of heaven.

### Bible Text

Philippians 1:20-26

### Memory Verse

“Who can separate us from Christ’s love? Can trouble or hard times or harm or hunger? Can nakedness or danger or war? ... No! In all these things we are more than winners! We owe it all to Christ, who has loved us.” (Romans 8:35, 37 NIRV)

### Word List

**determined:** having a strong feeling that you are going to do something and that you will not allow anyone or anything to stop you

**outcome:** something that happens as a result of an activity or process

**situation:** all of the facts, conditions, and events that affect someone or something at a certain time and in a certain place

## Prior Preparation

◆ For Encourage Application #10, prepare index cards of Romans 8:37 in different translations. Suggested translations are the New Life Version, NIV, New International Reader’s Version, New Living Translation, and the New Century Version.

◆ For Extra Teaching Ideas/Connect with Life, make cards with the following verses to be read aloud in class: 1 Corinthians 9:24, 2 Corinthians 2:14a, Philippians 3:14, Hebrews 12:1b, Revelation 2:11, and Revelation 3:5. Print each verse on a separate card.

◆ For Extra Teaching Ideas/Encourage Application, create a poster with the chant from Mercy Me’s song “We Win.” Consider showing a video of the song. A video with lyrics and images can be found at:

<https://www.youtube.com/watch?v=b6opBpYGghs>

## Connect with Life

1. Begin class by asking if any class members like to play sports or watch them on TV. Then say: *Have you ever noticed how often we use the language of sports in our everyday speech? We are going to play a game about this.*

Divide the class into teams. As you call out common phrases we use, teams must identify the sport that phrase came from. You can have teams use a buzzer to signal they know the answer or simply take turns going back and forth between teams. Use the phrases below or add some of your own. Following each turn, clarify any difficulty in understanding of the meaning of the idiom or phrase.

After a few rounds of play, identify the winning team then ask: *Why do you think we use language like this?*

- “Don’t worry, I’m in your corner.” (boxing)
- “Good job! That speech was a slam dunk!” (basketball)
- “The boss asked some hard questions. He had Jim up against the ropes.” (boxing)
- “Congratulations on your promotion! You are in the big leagues now!” (baseball)
- “I give up. I should just throw in the towel.” (boxing)
- “I need to call Ann and touch base with her.” (baseball)
- “Whew! The kids took a long time to go to sleep tonight. They are finally down for the count now.” (boxing)
- “Can you give me a ballpark figure of how much this will cost?” (baseball)

2. Read through the Word List with the class, clarifying their understanding. Then direct class members’ attention to the title of the lesson. Invite volunteers to explain the meaning of the phrase “a win-win situation.” Use the second paragraph of the Study Guide introduction to help define and explain the term.

Ask: *What do we know about Paul as he wrote this letter to the church in Philippi? (He wrote from prison.) How might the conditions of his life be considered a “win-win” situation? After class members have responded with their own thoughts, say: We saw in our last lesson that Paul looked for the good that God was doing around him. We will see that positive attitude again today as we look at Paul’s thoughts about his future. To Paul, he was in a “win-win” situation. We must learn to see life as Paul did.*

## Guide the Study

3. Invite a volunteer to read Philippians 1:20 aloud. Ask: *How would you feel if you were sent to prison? Did Paul feel ashamed? Why not?* Lead the class to understand that Paul was not ashamed of suffering for Christ.

Then ask: *What might make Paul feel ashamed, according to this verse? Help class members to see that Paul wanted only to please God and would only feel ashamed if he failed in that purpose. If needed, use the first two paragraphs of the Study Guide section entitled “Two Strong Beliefs” to provide background.*

4. Say: *This was not the first time for Paul to be in jail. He had been through many troubles by this point. Read this verse again. Does Paul seem ready to give up? Why not?* Invite a volunteer to read the third paragraph in the Study Guide section entitled “Two Strong Beliefs.” Ask: *What do you know about heaven and life after death?* As class members share, write key words in a list on the board under the title “After Death.”

5. Invite a volunteer to read the last paragraph of the Study Guide section entitled “Two Strong Beliefs.” Ask: *What does a person gain when he gives his life to Christ? How do we benefit from knowing Jesus?* List responses on the board under the title “In this Life.”

6. Enlist a class member to read Philippians 1:21 aloud. Say: *Paul did not know how his time in prison would end. He might be set free, or he might be killed. Ask: How would being set free be a “win” for Paul?* Refer back to the “In this Life” list on the board and add to it as class members discuss Paul’s hope of being set free.

7. Ask: *How would dying be a “win” for Paul?* Again, add to the “After Death” list on the board as needed in response to class members’ comments. Ask your reader to read the verse aloud again and ask class members to listen for which outcome Paul seemed to like better.

8. Invite a volunteer to read Philippians 1:22-26 for the class. Say: *Paul wrote in verse 23 that dying would be better. But this does not mean that Paul was so sad that he wanted to end his life. This means that Paul looked forward to being with Jesus in heaven.* Guide the discussion to the understanding that Paul’s view of death was a hopeful anticipation rather than a morbid loss of interest in life.

9. Direct the class to look again at this section of verses and say: *Paul wrote in verse 23 that he felt a strong desire both to live and to die. What made Paul want to live longer?* Help the class to see that Paul’s love for other believers motivated his desire to live.

## Encourage Application

10. Pass out cards with Romans 8:37 in different versions to strong readers. Ask class members to listen for the words that mean to win in each version and list them on the board as the verse is read each time. Clarify their understanding of the words *conquerors*, *overwhelming*, and *victorious*. Ask: *How should this idea make us feel about living and dying?*

New Life Version: **We have power**

NIRV: **We are more than winners**

New Century Version: **We are completely victorious**

New Living Translation: **Overwhelming victory is ours**

NIV: **We are more than conquerors**

11. Discuss question #3 of Things to Think About. Then ask: *How can we overcome a fear of death?*

12. End in prayer that we will determine to live so closely to Christ that we will never need to fear death.

## Extra Teaching Ideas

### Connect with Life

♦ Pass out prepared Scripture cards of the verses below to good readers. Instruct the class to listen as each verse is read and answer the question, “What do all of these verses have in common?” (a reference to sports or winning) Say: *Today we will see what it means to have power and win. No matter what happens to us, we can win if we are living for Christ.*

1 Corinthians 9:24

You know that only one person gets a crown for being in a race even if many people run. You must run so you will win the crown.

2 Corinthians 2:14a

We thank God for the power Christ has given us. He leads us and makes us win in everything.

Philippians 3:14

My eyes are on the crown. I want to win the race and get the crown of God’s call from heaven through Christ Jesus.

Hebrews 12:1b

Let us put every thing out of our lives that keeps us from doing what we should. Let us keep running in the race that God has planned for us.

Revelation 2:11

You have ears! Then listen to what the Spirit says to the churches. The person who has power and wins will not be hurt by the second death!

Revelation 3:5

Everyone who has power and wins will wear white clothes. I will not take his name from the book of life. I will speak of his name before My Father and His angels.

## Encourage Application

♦ Read the Memory Verse together. Say: *Another word for winners is conqueror. Some other versions of this verse say, “We are more than conquerors.” Let’s say that together.* Repeat the phrase, “We are more than conquerors” together a couple of times. Display a poster of the following chant where all the class can see it. Practice chanting it together. Then show the video of Mercy Me’s song, “We Win.” Encourage class members to join in with the chant at the end of the song.

Ain’t no stopping us.

He’s not done with us.

We are more, more than conquerors.

# Teaching Guide

## Adult Bible Study in Simplified English

*Philippians:  
A Choice to Rejoice*

### Lesson 4: Stand for Your Faith

#### Lesson Focus

Through consistency and integrity, believers can stand strong in the face of difficulty and suffering.

#### Bible Text

Philippians 1:27-30

#### Memory Verse

“For this reason, we always pray for you. We pray that our God will make you worth being chosen. We pray that His power will help you do the good things you want to do. We pray that your work of faith will be complete.” (2 Thessalonians 1:11)

#### Word List

**consistently:** always acting in the same way

**hypocrisy:** actions that do not agree with what someone says they believe

**hypocrite:** someone whose actions do not agree with what they say they believe

**integrity:** strength and firmness of someone's actions and words; complete truth and honesty

#### Prior Preparation

- ◆ For Connect with Life #1, make copies of the Consistency Bingo form provided on the next page.
- ◆ For Encourage Application #10, make a poster of the memory verse for this lesson.
- ◆ For Extra Teaching Ideas/Encourage Application, print the following verses in an easy-to-read version on separate cards to distribute to groups: Deuteronomy 31:6, Joshua 1:9, Isaiah 41:10, and Matthew 10:28.

#### Connect with Life

1. Begin the lesson with a game to demonstrate hypocrisy and consistency. Give each class member a copy of the Consistency Bingo form. Write the question starter “Do you \_\_\_\_\_?” on the board. Give clear, firm instructions such as: *You will go around the room asking one another questions from this card. For example, you*

*might ask another class member, “Do you pray every day?” If the answer is YES, ask him or her to write their name in the box for that question. If the answer is NO, go to another person. Only ask each person one question at a time. Call out BINGO when you have names in five boxes in a row.*

Do you \_\_\_\_\_?

Play the game with the class. As you do, break the rules you gave. For example, ask more than one question of each class member and write their names on the card yourself instead of having them sign. Make your actions obvious. Perhaps even win the game by cheating in this way. When someone has achieved a BINGO, have everyone return to their seats.

2. Read through the Word List with the class, clarifying their understanding. Ask: *As we played this game, how did you feel as you answered the questions? What activities did you find that you do consistently? Did any of the questions make you feel bad in some way? Why?*

3. Ask: *Did you learn or notice anything else as you played the game?* (Hopefully, they will have noticed your hypocrisy.) Ask: *Do you trust me more or less after seeing my hypocrisy?* Read the first paragraph of the introduction and discuss question #1 of Things to Think About. Then say: *Today we will talk about the danger of hypocrisy and the benefits of living lives of integrity.*

#### Guide the Study

4. Invite a volunteer to read Philippians 1:27 aloud from the Study Guide. Use the first three paragraphs of the Study Guide section entitled “Stand True” to provide background information on the troubles faced by the church in Philippi. Ask: *Why would trust between church members be important in a time like this? How would hypocrisy hurt that trust? How would integrity and consistency help build trust between church members?*

5. Invite a volunteer to read Philippians 1:28 aloud. Choose a strong reader to read the first paragraph of the Study Guide section entitled “Stand Unafraid.” Ask: *When have you seen fear spread? Then have another strong reader read the next paragraph in that section. Ask: When have you seen courage spread? Why do you think feelings like this can spread among us? How can we use this understanding to help us in times of trouble?*

6. Ask: *If I have an enemy who hates me and wants to cause me harm, should I not feel fear? What does the Bible say that can help me give up my fear?* Lead a discussion on all the ways the Bible encourages us not to have fear. Bring in a review of the previous lesson and Paul's winning attitude of looking to the future with hope.

7. Enlist a class member to read Philippians 1:29 aloud. Ask: *Why do you think God allows us to suffer for Him?*

*Why does He not protect us more? If needed to aid the discussion, have a class member read the first paragraph of the Study Guide section entitled “Stand in Suffering.” Then say: How we look at suffering can change how we respond to it. Ask: How does looking at suffering as a bad thing make us weaker? How does looking at suffering as a chance to serve Jesus make us stronger?*

8. Invite a volunteer to read Philippians 1:30 for the class. Ask another class member to read the first paragraph of the Study Guide section entitled “Stand Together.” Invite class members to recall times when they have seen people come together to face a common problem. Examples could include cleaning up from a natural disaster, encouraging one another after a tragedy, or standing up against an injustice. Discuss question #5 of Things to Think About.

### Encourage Application

9. Direct class members to read question #4 of Things to Think About and discuss it together.

10. Say: *One way we can help people who are suffering is by praying for them. Our memory verse for this lesson is a prayer that Paul prayed for his friends. Display a poster of the verse and read it aloud with the class. Note that Paul lists three specific prayers. Direct class members to turn to the last page of the Study Guide where this verse is provided in two other versions. Read through the verses together, looking at the three prayers one at a time. Ask questions such as: What does it mean to be worthy of God’s choice? Why do we need the help of God’s power to do the things we want to do? What does it look like for faith to be complete? After discussing the verse thoroughly, invite the class to help you put the three prayers in your own words and write them out on the board.*

#### 2 Thessalonians 1:11

For this reason, we always pray for you.  
We pray that our God will make you worth being chosen.  
We pray that His power will help you do the good things you want to do.  
We pray that your work of faith will be complete.

11. Invite class members to pray for one another using this prayer as the class worded it. Demonstrate first by selecting a class member, calling him or her by name, and saying, “I pray for you. I pray that God will make you ....” If class members are

willing, invite volunteers to voice similar prayers for other members of the class.

### Extra Teaching Ideas Encourage Application

♦ Say: *We find the words “Do not fear” or “Do not be afraid” many times in the Bible. Today we will look at four of those places to find reasons we do not need to be afraid.*

Divide the class into four groups. Provide each group with a card giving them their assigned verse in an easy-to-read version. Instruct each group to identify the reason given for why we should have no fear. After a few minutes of discussion in groups, invite each group to give a report of their findings. As they report, write key words or findings on the board.

Deuteronomy 31:6	Do not be afraid	For God will not leave you alone.
Joshua 1:9	Do not be afraid	For God is with you anywhere you go.
Isaiah 41:10	Do not fear	For God will give you strength and help you.
Matthew 10:28	Do not be afraid	For men cannot kill the soul.

### Consistency Bingo

Floss every day	Go to work regularly	Hug someone you love every day	Clean and wash your car regularly	Laugh every day
Exercise regularly	Read your Bible every day	Take walks regularly	Wash dishes every day	Do something fun regularly
Take a shower every day	Talk to your friends regularly	Pray every day	Read for fun regularly	Look at social media every day
Clean house regularly	Check your email every day	Eat fruits and vegetables regularly	Wake up early every day	Pay your bills regularly
Eat breakfast every day	Listen to good music regularly	Read or watch the news every day	Keep your grass cut regularly	Go to church regularly

# Teaching Guide

## Adult Bible Study

in Simplified English

*Philippians:  
A Choice to Rejoice*

## Lesson 5: United by God's Spirit

### Lesson Focus

To help adults see that it is important for Christians to have a humble attitude so that God's church may be united in serving others.

### Bible Text

Philippians 2:1-4

### Memory Verse

"Nothing should be done because of pride or thinking about yourself. Think of other people as more important than yourself." (Philippians 2:3)

### Word List

**conflicts:** strong disagreements between people or groups that results in often angry argument

**humble:** not proud; not thinking of yourself as better than other people

**united:** working together to achieve the same purpose or goal

**pandemic:** an event in which a disease spreads very quickly and affects a large number of people over a wide area or throughout the world

### Prior Preparation

- ◆ Prepare sentence strips for Connect with Life #1.
- ◆ Prepare to share a couple of examples of bravery if you plan to use the Connect with Life activity from Extra Teaching Ideas.

### Connect with Life

1. Before class today, write the following scriptures on strips of paper. As members arrive, pass these out to a few members who are strong readers. To open class, call on these members to read the scriptures aloud. Ask members to listen for the main idea that is contained in all of these scriptures. Call attention to words like *father*, *children*, and *family* in each passage.

Romans 8:15	You should not act like people who are owned by someone. They are always afraid. Instead, the Holy Spirit makes us His sons, and we can call to Him, "My Father."
Galatians 3:26	You are now children of God because you have put your trust in Christ Jesus.
Ephesians 2:19	You are citizens together with those who belong to God. You belong in God's family.
Ephesians 1:15	God already planned to have us as His own children. This was done by Jesus Christ. In His plan God wanted this done.
John 1:12	He gave the right and the power to become children of God to those who received Him.
1 John 3:1	See what great love the Father has for us that He would call us His children. And that is what we are.

2. Guide class members to identify the main idea that Christians are part of God's family. Write the words "God's Family" on the marker board. Then read or summarize the lesson introduction for class members.

## GOD'S FAMILY

3. Say: *The Bible says that living the Christian life is like being part of God's family. In today's lesson, Paul gives the Philippians strong advice about how to live together as God's family.* Then ask class members to respond to Question #1 from Things to Think About from the Study Guide.

### Guide the Study

4. Ask a class member to read Philippians 2:1-2 aloud for the class. Instruct half the class to listen for *questions* Paul asks in these verses. Instruct the other half to listen for *commands* Paul gives in these verses. Paraphrase these and record them on the marker board.

**Questions:**

- Are you strong because of Christ?
- Does being one in the Holy Spirit bring you joy?
- Do you love each other?

**Commands:**

- Give me (Paul) joy.
- Think the same thoughts.
- Have the same love.
- Do not act with pride.
- Do not think about yourself.
- Think of others as more important.
- Do not think only about your own plans.
- Be happy to show concern for others.

5. Comment on these verses by drawing ideas from the Study Guide section entitled “God Unites His Church.” Then guide members to discuss Question #2 from Things to Think About in the Study Guide.

6. Ask another class member to read Philippians 2:3-4. Instruct half the class to listen for the words *your* and *yourself*. Instruct the other half to listen for the words *other* or *others*.

7. Draw attention to the idea that Paul presents the difference between two choices. Paul encourages the Philippians to focus on others instead of themselves. Further comment on these verses by reading or summarizing the Study Guide section entitled “Being Humble Brings Unity.”

8. Divide the class into two groups. Ask one group to discuss their responses to Question #3 from Things to Think About. Ask the other group to discuss their responses to Question #4. Then ask one leader from each group to share the group’s responses with the rest of the class.

## Encourage Application

9. Read or summarize the Study Guide section entitled “Things to Remember.” Guide the class to discuss Question #5 from Things to Think About.

10. Ask the groups from Guide the Study #8 to practice today’s Memory Verse. Lead the groups to practice the two parts of this verse by replying to each other as shown below. Make sure both groups have a chance to practice each half of the verse.

### Philippians 2:3

**Group A:**

*Nothing should be done because of pride or thinking about yourself.*

**Group B:**

*Think of other people as more important than yourself.*

11. Close class by praying that your church would be united and empowered to serve others. Pray that each member would recognize and reject attitudes and acts of pride in his or her own life to help achieve this unity.

## Extra Teaching Ideas

### Connect with Life

◆ As class begins, ask members to spend a few minutes browsing the Internet on their phones to find the bravest person imaginable. Then ask members to share their responses to this question: *What made you choose the brave person you selected from your search?* Affirm responses and say: *Our culture values bravery. This is a valuable character trait, for sure. In the Bible, God looked for another valuable character trait when he was selecting leaders. God looked for people who were humble. Moses, David, Paul, and Jesus all showed that they were humble. In today’s lesson, we will read about the importance of being humble.*

### Guide the Study

◆ As you examine the idea of humility, point out the following scripture that shares Jesus’ description of Himself.

Follow My teachings and learn from Me. I am gentle and do not have pride. You will have rest for your souls.

**Matthew 11:29**

## Encourage Application

◆ After discussing Question #5 from Things to Think About, help the class discover some of the ministries in your church that meet the needs of your community. Invite workers from one or two of these ministries to share with your class about the work they do. Ask these workers to be sure to share how members of your class can unite with them to work in these ministries.

# Teaching Guide

## Adult Bible Study in Simplified English

*Philippians:  
A Choice to Rejoice*

### Lesson 6: Follow Jesus' Example

#### Lesson Focus

To help adults see that fruitful Christians follow Jesus' example by adopting a humble attitude.

#### Bible Text

Philippians 2:5-11

#### Memory Verse

"The person who thinks he is important will find out how little he is worth. The person who is not trying to honor himself will be made important." (Matthew 23:12)

#### Word List

**attitude:** a feeling or way of thinking that affects the way someone acts

**authority:** the ability or right to control people or things

**stubborn:** refusing to change your ideas or refusing to stop doing something; difficult to deal with or to control

### Prior Preparation

- ◆ Prepare several posters like the ones mentioned in Connect with Life #1
- ◆ Locate the video and lyrics for your class to view for Encourage Application #12.
- ◆ Locate appropriate portraits or images if you plan to use the activity from Extra Teaching Ideas/Encourage Application.

### Connect with Life

1. Before class, prepare posters to hang around the room that contain the following quotes about attitude.

- *Attitude is a little thing that makes a big difference.* (Winston Churchill)
- *If you don't like something, change it. If you can't change it, change your attitude.* (Maya Angelou)
- *The only disability in life is a bad attitude.* (Scott Hamilton)

- *Attitude, not aptitude, determines altitude.* (Zig Ziglar)
- *Nothing can stop the man with the right mental attitude from achieving his goal, nothing on earth can help the man with the wrong mental attitude.* (Thomas Jefferson)
- *Weakness of attitude becomes weakness of character.* (Albert Einstein)

2. As students enter class today, encourage them to browse the posters and find one quote that they like. To open class, call on volunteers to share their thoughts and responses to the posters. Then say: *In today's lesson, we will learn that Paul gave important advice to the church at Philippi. His words encouraged them to have the same attitude as Christ.*

### Guide the Study

3. Read or summarize the lesson introduction for class members. Then discuss Question #1 from Things to Think About in the Study Guide.

4. Call on a volunteer to read Philippians 2:5-7 aloud. Instruct class members to listen for the actions of Jesus in these verses. Then list these on the marker board. Point out that Jesus' actions show an example of humility.

#### What Did Jesus Do?

- He did not hold to His rights as God.
- He put aside what belonged to Him.
- He made Himself a servant.
- He became human.
- He was born as a man.

5. Guide the class to discuss Question #2 from Things to Think About in the Study Guide. Draw from the section entitled "Think Like Christ" to lead the discussion.

6. Call on another volunteer to read Philippians 2:8. Ask members to continue listening for the things Jesus did in these verses. Add these to the list on the marker board. Comment on these verses by drawing from the Study Guide section entitled "Be Humble Like Christ."

#### What Did Jesus Do?

- He became a man.
- He gave up His important place.
- He obeyed God.
- He died on a cross.

7. Guide class members to discuss Question #3 from Things to Think About in the Study Guide. Call on volunteers to share their ideas.

8. Refer back to the list on the marker board. Say: *We have already looked at Jesus' humble example in these verses. Now, as I read, listen for God's response to Jesus' humble actions and attitude.* Read Philippians 2:9-11 and list these on the marker board.

9. Discuss Question #4 from Things to Think About in the Study Guide. Use ideas from the Study Guide section entitled “Bring Honor to Christ” to support the discussion.

#### How Did God Respond to Jesus' Humility?

- God lifted Jesus high .
- God gave Jesus the greatest name.
- God will cause everyone to bow to Jesus.
- God will cause every person to say “Jesus is Lord.”
- God the Father will receive honor.

## Encourage Application

10. Share the following information about the way Jesus died on the cross.

11. Read or summarize “Things to Remember” from today’s lesson. Ask class members to share their responses to Question #5 from “Things to Think About” from the Study Guide.

#### Death on a Cross

*The Romans often punished criminals and enemies by sentencing them to death on a cross. The Romans did not invent this kind of cruel punishment. It was used by many ancient people. The Assyrians, Phoenicians, and Persians also punished people this way. Poor people and slaves were often killed this way. Dying on a cross caused much suffering and shame. Jesus did not deserve to die like this. He was not a slave nor a criminal. He was God in the flesh. His willingness to die on a cross is a strong example of humility.*

12. As class closes today, share Hillsong’s contemporary Christian song entitled “Lead Me to the Cross.” Use the link below to share a performance of this song which includes the lyrics.

<https://www.youtube.com/watch?v=StW6ZKHRCFo>

13. Remind class members that Jesus’ death on the cross is the best example of His nature. Jesus is a humble servant who can be trusted in all things. He seeks the good of others at His own expense. He is good, and His love for people is strong enough to endure a horrible death on the cross. Close the class in prayer that members will follow Jesus’ strong example of humility.

## Extra Teaching Ideas

### Connect with Life

♦ Read the introduction from today’s lesson aloud for class members. Ask class members which words they would use to describe the young student from this story named Bill.

Allow time for responses and list them on the marker board.

- |                 |                 |
|-----------------|-----------------|
| • Angry         | • Troubled      |
| • Rude          | • Stubborn      |
| • Disrespectful | • Mad           |
| • Unfocused     | • Selfish       |
| • Immature      | • Strong-willed |

Then say: *In today’s lesson, Paul gives the Philippians strong advice. He encourages them to live with an attitude like Jesus in order to be fruitful Christians. Paul reminds the Philippians that they should follow Christ’s example in this.*

## Guide the Study

♦ While examining Philippians 2:5-7, emphasize the importance of our thoughts. Point out the idea that attitude always begins in the mind. Share the following verses to help make this connection clear for class members.

*Christian brothers, keep your **minds thinking** about whatever is true, whatever is respected, whatever is right, whatever is pure, whatever can be loved, and whatever is well thought of. If there is anything good and worth giving thanks for, think about these things.* (Philippians 4:8)

*For as he **thinks** in his heart, so is he.* (Proverbs 23:7)

*For who has the **thoughts** of the Lord? Who can tell Him what to do? But we have the **thoughts** of Christ.* (1 Corinthians 2:16)

*Do not act like the sinful people of the world. Let God change your life. First of all, let Him give you a new **mind**. Then you will know what God wants you to do. And the things you do will be good and pleasing and perfect.* (Romans 12:2)

*We break down every **thought** and proud thing that puts itself up against the wisdom of God. We take hold of every **thought** and make it obey Christ.* (2 Corinthians 10:5)

## Encourage Application

♦ Locate at least one portrait or digital image of Jesus’ crucifixion. Consider creating a digital slide show of several images. Present these images at the close of today’s class. Allow time for class members to view these and spend time meditating on the cross. Then close in prayer that students will be drawn to Christ’s humble example and follow it in obedience.

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 7: Growing in Obedience

#### Lesson Focus

To help adults see that true joy comes from full and willing obedience to God.

#### Bible Text

Philippians 2:12-18

#### Memory Verse

“Do all things without arguing and talking about how you wish you did not have to do them.” (Philippians 2:14)

#### Word List

**character:** the way a person thinks, feels, and behaves; the qualities or characteristics that make a person who they are  
**mature:** fully developed or formed; developed to a desired level  
**specific:** special or particular; exact  
**tantrums:** angry outbursts by a child or someone who is behaving like a child

### Prior Preparation

- ◆ Gather note cards, pens/pencils, and some kind of container to collect the notecards for Connect with Life #1.
- ◆ Make copies of the Word List Review for Encourage Application #11.

### Connect with Life

1. As class members enter today, hand each one a blank note card. Ask members to write down one memorable piece of advice their parents gave them. Then ask each member to place the notecard in a jar or bowl at the front of the room.
2. To begin the lesson, read some of this advice aloud. Allow time for class members to respond and relate to what you read.

### Guide the Study

3. Read or summarize the introduction to today’s lesson from the Study Guide. Emphasize the idea that Paul’s letter to the Philippian church is full of the kind of advice a parent would give to a child.
4. Ask a volunteer to read Philippians 2:12-13. Explain that these verses describe the relationship between God and His followers. Point out that v. 12 describes Christians. Then point out that v. 13 describes God. Create a chart on the marker board to represent these concepts.

#### Christians...

- Obey
- Keep working to show you have been saved
- Fear God
- Please God

#### God...

- Is working in you
- Is helping you obey
- Is doing what He wants done in you

5. Lead the class to discuss Question #2 from Things to Think About in the Study Guide. Draw from the Study Guide section entitled “God Works in a Christian’s Life” to help guide the discussion.

6. Ask a volunteer to read Philippians 2:14-16. Ask half the class to listen for words or phrases that describe *Christians*. Ask the other half of the class to listen for words or phrases that describe *the world*.

#### Christians

- Be glad you can obey
- Do not argue or complain
- Without blame
- God’s children
- Shine as lights
- Take strong hold of the Word of Life

#### The World

- Sin-loving
- Sin-sick
- Sinful people

7. Ask class members to respond to Question #3 from Things to Think About in the Study Guide. Draw comments from the Study Guide section “Obedience Shines Like a Light.”

8. Ask a final volunteer to read aloud Philippians 2:17-18. Ask class members to listen for any words that have a positive feeling or connotation. List these on the marker board.

- Give
- Life
- Gift
- Glad
- Share
- Joy
- Happy
- Joy

9. Review the list of positive words. Point out that an obedient Christian life is one that brings joy. Ask class members to discuss Question #4 from Things to Think About in the Study Guide. Refer to the Study Guide section entitled “Paul Rejoices in God’s Work” to help direct the conversation.

## Encourage Application

10. Read or summarize “Things to Remember” from the Study Guide. Then ask class members to respond to Question #5 from Things to Think About in the Study Guide.

11. Allow class members to work in pairs or small groups in order to complete the Word List Review. (Answers: *mature, character, specific, tantrums*)

## Philippians 2:16-18

Use the correct word from this lesson’s Word List to fill in each of the blanks below.

Paul cared deeply for the church in Philippi. He was there when the church began. It brought him joy to watch them grow. As the Philippian church grew in obedience, they became \_\_\_\_\_ Christians. They became people of strong \_\_\_\_\_. Paul knew this pleased God. He wrote to the Philippians to encourage them. In his letter, he gave them very \_\_\_\_\_ advice. He said they should not act like selfish children who throw angry \_\_\_\_\_ when they don’t get their way. Instead, they should think of others. They should obey God cheerfully in all things. This would honor God and fill them with joy.

12. Close the class in prayer the every member will experience the joy that comes from following Christ in cheerful obedience.

## Extra Teaching Ideas

### Guide the Study

◆ In discussing Philippians 2:17-18, emphasize that Paul wanted the Philippians to know that true joy is the result of obedience to Christ. Take time to examine several other verses about the joy of the Lord.

### Encourage Application

◆ In discussion Question #5 from Things to Think About in the Study Guide, consider using the example of a lighthouse. Use the following information to help class members understand the history and purpose of lighthouses. If possible, locate a photo or digital image of a lighthouse to help class members understand the illustration.

The first recorded lighthouse was in Egypt. It goes back to the third century BC. A fire was used to mark the port entrance to Pharos of Alexandria. Over the centuries, the lighthouse has become more modern, but the basic function is still the same. Here are some important purposes of lighthouses:

- To guide ships coming into port at night
- To warn of areas that are dangerous spots that may cause shipwrecks
- To help ships navigate and find their way in the dark



[https://en.wikipedia.org/wiki/Lighthouse#/media/File:Aveiro\\_March\\_2012-13.jpg](https://en.wikipedia.org/wiki/Lighthouse#/media/File:Aveiro_March_2012-13.jpg)

## The Joy of the Lord

Do not be sad for the **joy** of the Lord is your strength. (Nehemiah 8:10)

....My followers may have My **joy** in their hearts. (John 17:13)

For the holy nation of God...is peace and **joy** given by the Holy Spirit. (Romans 14:17)

Be full of **joy** always because you belong to the Lord. Again I say, be full of **joy!** (Philippians 4:4)

The Lord gives me a reason to be full of **joy**.... (Philippians 4:10)

You followed our way of life and the life of the Lord...But you had the **joy** that came from the Holy Spirit. (1 Thessalonians 1:6)

....And you have **joy** so great that words cannot tell about it. (1 Peter 1:8)

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 8: Sent to Serve

### Lesson Focus

To help adults see that God values an attitude of service and uses those individuals who are willing to serve Him.

### Bible Text

Philippians 2:19-30

### Memory Verse

“Then I heard the voice of the Lord, saying, ‘Whom should I send? Who will go for Us?’ Then I said, ‘Here am I. Send me!’” (Isaiah 6:8)

### Word List

**affirmed:** said that something was true in a confident way  
**communicate:** to get someone to understand your thoughts or feelings by talking, writing, or some other means  
**sacrifices:** acts of giving up something you want to help someone else  
**prophet:** one of the early preachers who spoke for God

### Prior Preparation

- ◆ Bring a photo album from a recent trip if you plan to use the activity from Extra Teaching Ideas/Connect with Life.
- ◆ If you like, prepare a poster, hand-out or individual strips of the quotations used in Connect with Life #1.
- ◆ Prepare a poster, hand-out or individual strips of the scriptures used in Extra Teaching Ideas/Guide the Study.

### Connect with Life

1. Before class begins, write the following words on the marker board.

**SERVANT—LEADER**

2. To begin the lesson, ask class members if any have heard the term “Servant-Leader” before. Allow time for responses and discussion. Use the quotes from the following list as a springboard for discussion.

Good leaders must become good servants.

**Robert K. Greenleaf**

Everyone can be great because everyone can serve.

**Martin Luther King, Jr.**

The best way to find yourself is to lose yourself in the service of others.

**Mahatma Gandhi**

But you are not to be like that. Instead, the greatest among you should be like the youngest, and the one who rules like the one who serves.

**Luke 22:26 (NIV)**

It must not be that way with you. But whoever wants to be great among you, let him care for you. Whoever wants to be first among you, let him be your servant.

**Matthew 20:26-27**

3. After discussing the concept of *servant-leader*, ask class members to come up with a definition for this term. Write this definition on the marker board.

Here is a definition adapted from Wikipedia:

The main goal of the Servant Leader is to serve. This is different from a leader's main focus on the benefit to their company or organizations. A Servant Leader shares power, puts the needs of the employees first and helps people develop and perform as highly as possible

### Guide the Study

4. Review that terms from this week’s Word List. Divide class members into four groups, assigning one term to each group. Ask the groups to draw a picture or find a digital image that represents their assigned term. Allow each group to briefly present and explain their image or illustration.

5. Ask a volunteer or two to read aloud Philippians 2:19-23. Instruct members to listen carefully for words or phrases that describe Timothy. Then list these on the marker board.

#### Timothy

- Interested in you
- Thinks of Jesus Christ instead of himself
- A true friend
- Preached the Good News
- Like a son helping his father

6. Lead the class to discuss Question #2 from Things to Think About from the Study Guide. Draw comments from the Study Guide section entitled “A Friend to Paul” in order to help guide the discussion.

7. Ask another volunteer to read aloud Philippians 2:24-28. Instruct members to listen carefully for words or phrases that describe Epaphroditus. Then list these on the marker board, too.

### Epaphroditus

- Worked together like brothers
- Like a soldier fighting beside me
- Wanted to see you all
- Was troubled
- Was sick
- Almost died
- God showed kindness to him

8. Lead the class to discuss Question #3 from Things to Think About from the Study Guide. Draw comments from the Study Guide section entitled “A Faithful Servant” in order to help guide the discussion.

9. Ask a class member to read aloud Philippians 2:29-30. Refer back to the descriptions of Timothy and Epaphroditus. Ask members to identify the character traits these two men have in common. Then list these ideas on the marker board.

- Unselfish
- Cooperative
- Caring
- Kind
- Risk-taker
- Sacrificial
- Christ-centered
- Helper
- Friend

10. Invite class members to respond to Question #4 from Things to Think About. Comment on these verses by reading or summarizing the Study Guide section entitled “A Joyful Welcome.”

## Encourage Application

11. Read or summarize the Study Guide section entitled “Things to Remember.” Then discuss Question #5 from Things to Think About.

12. Remind the class of their definition of the term *servant-leader* from Connect with Life #2. Then, practice reciting this week’s Memory Verse .

13. Close the class in prayer that members will look for chances to show true servant-leadership this week. Also pray that members will seek ways to honor and support those who are serving Christ.

## Extra Teaching Ideas

### Connect with Life

♦ Before class, display some photos or other mementos and souvenirs from a trip you took. Invite class

members to examine the things on display as they enter class. To open class, take some time to tell the class about your trip and the things you have on display.

Ask if any members have taken memorable trips and invite them to share a little about their travels. Then, read or summarize the introduction from today’s lesson. After some have shared, guide the class to discuss Question #1 from Things to Think About in the Study Guide.

Then say: *In today’s Bible passage, we will examine a letter Paul wrote to communicate with the church at Philippi when he was far away in Rome.*

## Guide the Study

♦ Explain that Timothy was a beloved friend and co-worker of Paul’s. Share more about Timothy by examining the following verses with the class.

For this reason I have sent **Timothy** to you. He is my much-loved child and a faithful Christian. He will tell you how I act as a Christian.

**(1 Corinthians 4:17)**

If **Timothy** comes, receive him and help him so he will not be afraid. He is working for the Lord as I am.

**(1 Corinthians 16:10)**

The Christians in the city of Lystra and Iconium respected **Timothy**. Paul wanted **Timothy** to go with him as a missionary.

**(Acts 16:2-3)**

And we sent **Timothy** to you. He works with us for God, teaching the Good News of Christ. We sent him to give strength and comfort to your faith. **(1 Thessalonians 3:2)**

I write to you, **Timothy**. You are my son in the Christian faith. **(1 Timothy 1:2)**

I am writing to you, **Timothy**. You are my much-loved son. **(2 Timothy 2:1-2)**

I want you to know that **Timothy** is out of prison. If he comes soon, I will bring him with me when I come to see you. **(Hebrews 13:23)**

## Encourage Application

♦ Invite a missionary or another gospel worker to speak to you class. Ask the speaker to share a testimony of a time when Christians came together to honor and support them in their work. Also, ask the speaker to share specific ways that Christians can support missionaries in their own communities and around the world. Encourage the class to consider one practical step the group could take in order to honor and support your speaker.

# Teaching Guide

## Adult Bible Study in Simplified English

### Philippians: A Choice to Rejoice

## Lesson 9: Lose to Win

#### Lesson Focus

To encourage adults that our lives do not depend on the things of this world, but on the eternal value of knowing Christ Jesus.

#### Bible Text

Philippians 3:1-11

#### Memory Verse

“So now, my Christian brothers, be happy because you belong to Christ.” (Philippians 3:1a)

#### Word List

**artificial:** not natural or real; made or done to seem like something real, but still false

**badge of honor:** something worn to show that a person deserves respect

**opinion:** a belief, judgment, or way of thinking about something

**substitute:** a person or thing that takes the place of something else

### Prior Preparation

- ◆ For Connect with Life #1, secure one real flower and one artificial one.
- ◆ For Guide the Study #3, prepare copies of Philippians 3:1 from several different translations. If you have international students, use translations from the different languages represented in your class as well.
- ◆ For Guide the Study #10, search the internet for pictures of world leaders. Be prepared to show those pictures in class. Be able to identify these people by name.
- ◆ For Extra Teaching Ideas/Connect with Life, collect badges of honor you may have won. Wear them to class.
- ◆ For Extra Teaching Ideas/Encourage Application, be prepared to sing the chorus to “Every Day with Jesus.”

### Connect with Life

1. Show the two flowers you brought to class. Ask class members to compare and contrast the two flowers. Record the likenesses and differences in a chart on the board. Add

to the list the cost of each flower. Refer to the introduction to the lesson for other ideas of the differences. Make note that artificial flowers only look like the real thing but do not have qualities God gave to real flowers.

*Say:* In today’s passage Paul points out the differences in the dead and artificial things he had depended upon before he met Christ and the priceless value of having a close relationship with Christ after his salvation.

### Guide the Study

2. Start by introducing the Word List. Ask the class to supply a synonym and antonym for *artificial*, *opinion*, and *substitute* (fake/real, view/fact, and alternate/original). Make the point that our opinion does not necessarily reveal the truth. Artificial things or our opinions cannot substitute for a real relationship with God.

3. Distribute the scripture cards you prepared for Philippians 3:1 to several students, and comment on why Paul would say his final word, his conclusion, is “Be happy” or “Rejoice.”

*Ask:* If Paul thought he was closing the letter, what was his most important last word? If he was drawing the final conclusion together, what was the most important message he wanted his readers to understand? (Rejoice in the Lord) Point out all the different ways to say this phrase.

4. Invite someone to read Philippians 3:1-6. *Say:* Paul uses three very strong ways of describing the false teachers: dogs, evil-doers, and people who hurt other people. How do these strong words help us to know how Paul felt about false teachings?

5. Begin a chart on the board of the false teachings that were substituted for a relationship with God. Fill in the chart as you go through these scriptures.

False Teachings	Saul	Today	Paul
Do special things to your body to prove you are a Jew	Proven at 8 days	Baptism, Lord’s Supper, church attendance, etc.	Worth nothing
Be from the nation of Israel	Born in Israel, of the tribe of Benjamin		To know Christ
Worship God by the rules of religion	Was a Pharisee, a strict rule-follower	Church membership	
Show you are sincere by working hard at religion	Fought hard against the Church		
Have other people think well of you	No one could find anything wrong with Paul		

6. Say: *Before Paul came to Christ, his name was Saul.* (Add this column to your chart.) Explain that circumcision was a mark on the body that proved one was a Jew. Say: *Good Jews, like Saul's parents, did this thing to babies who were just eight days old. But the false teachers said adults should have this done to their bodies, too.*

Say: *The false teachers thought that the nation of Israel was God's favorite of all the people in the world.* Invite someone to read John 3:16. Ask: *Who does this verse say God loves?* (the world)

Say: *Saul was a Jew from Jewish parents who lived in Israel.* Invite someone to read John 3:3. Ask: *What does this verse say we must do to be a part of God's holy nation?* (be born again) Explain that the nation of our birth does not matter to God.

Explain the significance of coming from the tribe of Benjamin. Say: *There were two tribes that stayed true to God longer than all the others: Benjamin and Judah. The holy city of Jerusalem was in the land of Benjamin. The first king of the nation came from this tribe. Saul was named after this first king. Saul was proud to be from the tribe of Benjamin.*

Say: *The most religious Jews followed a long list of detailed laws they had added to what God said. Saul was a one of these rule-followers before he came to Christ. He was very proud to belong to this group.* Explain that the false teachers thought the opinions of other people proved they were God's children. Point out that everyone had a good opinion of Saul.

7. Add a column for "Today." Ask: *Are there things we think we must do with our bodies to prove we belong to God?* (baptism, Lord's Supper, church attendance, etc.) Ask: *Do these things prove that we are children of God?* (no)

Point out that some people think Jesus is not for other countries. Ask: *What religion do we think people from India practice? China? Africa? South America? North America?* Point out that in all these places there are believers in Christ. Christ is for every nation.

Ask: *How do we depend on our families to give us a relationship with Christ?* Point out that many people are born into a family that practices a religion and they have no choice. Not so with Christ. Every individual must choose to follow Jesus for themselves.

Ask: *How do we depend on our churches to give us a relationship with Christ? Can we show God our church membership card and get into heaven?* (no)

Ask: *Are there people that think all good people go to heaven no matter what their relationship with Christ may be?* Say: *These are artificial things that do not lead to life and joy in Christ. They may look good on the outside, but it is our inner lives with Christ that makes us right with God.*

8. Invite someone to read Philippians 3:7-11. Say: *Everything changed when Saul met Jesus. He changed his name to Paul. As a follower of Christ, the old life of Saul was buried in the new life with Christ as Paul.*

9. Add a column for Paul to your chart. Ask: *What did Paul call all these things in verse 8?* (Write *worth nothing* under Paul and draw an arrow to the badges of honor Saul was proud of.) Say: *In Greek Paul says these things were trash.*

10. Ask: *What does this verse say is so much better?* Write to *know Christ* under Paul. Explain that in Greek this means to have an experience with Christ in a growing relationship. Say: *It is not enough to know about Christ, we must know him personally.*

Show pictures of leaders of several different nations. Ask: *Who are these men?* Elicit names and nations. Ask: *Is there anyone in our class who could say you know any one of these men personally?* *It is not enough to know about Jesus, to recognize Him from a distance. Paul says the most priceless thing is to personally know Christ from experience with Him.*

11. Look at verse 9. Ask: *What is Paul's desire in this verse?* (to be as one with Him) *Do the words be one with remind you of another passage in scripture?* Read Genesis 1:24. Say: *This is God's description of marriage, to be one. Paul knew that a close, family relationship with Christ is the most valuable thing in life.* Ask: *What was Paul's final word to his readers in verse 1?* (Be happy because you belong to Christ.) Joy in the Lord is a protection against false, artificial things we might be tempted to depend on.

## Encourage Application

12. Ask class members to bow their heads as you read the questions from Things to Think About. Invite the class to pray as you slowly read each question.

End in a prayer of confession of our temptation to substitute artificial things for a real relationship with God. Give thanks for the most valuable gift of a relationship with Almighty God through His Son, Jesus.

## Extra Teaching Ideas

### Connect with Life

◆ Consider wearing any pins of achievement to illustrate the badges of honor concept. Be prepared to explain why you received that award and what it means to you now. Point out that these badges are worthless. No one is going to heaven wearing badges of honor given by men. Only God can provide us with the right to be His children. Invite someone to read John 1:12.

### Encourage Application

◆ Consider singing the chorus to "Every Day with Jesus" with the class.

#### Every Day with Jesus

Every day with Jesus  
Is sweeter than the day before.  
Every day with Jesus,  
I love Him more and more.  
Jesus saves and keeps me,  
And He's the One I'm living for.  
Every day with Jesus  
Is sweeter than the day before.

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 10: Keep Going

### Lesson Focus

To lead adults to understand that the past has no hold on us as we press forward to a glorious future with Christ.

### Bible Text

Philippians 3:12-16

### Memory Verse

"All these many people who have had faith in God are around us like a cloud. Let us put everything out of our lives that keeps us from doing what we should. Let us keep running in the race that God has planned for us." (Hebrews 12:1)

### Word List

**champion:** someone who has won

**compare:** to look at two or more things closely in order to decide which one is better

**unique:** unlike anything or anyone else

## Prior Preparation

◆ For Connect with Life #1, use the following link to find the original video of the race mentioned in the introduction to today's lesson.

<https://www.youtube.com/watch?v=yndD-vq2DUE>

◆ For Guide the Study #3, write out the Memory Verse for today on the board.

◆ For Guide the Study #10, make a poster showing Philippians 3:12b in both the NIV and NLV translations.

◆ For Guide the Study #12, print these scriptures on paper large enough to be read by the class:

**Hebrews 8:12:** "I will show loving-kindness to them and forgive their sins. I will remember their sins no more."

**Psalms 105:8:** "He has remembered His agreement forever, the promise He made to last through a thousand families-to-come."

**Matthew 28:20:** "Teach them to do all the things I have told you. And I am with you always, even to the end of the world."

◆ For Extra Teaching Ideas/Connect with Life, enlist someone who is a serious runner to come to class dressed for a race. Secure luggage, water bottles, and a heavy coat.

## Connect with Life

1. Begin today's lesson with the video of Derek Redmond's semifinal race in the 1992 Olympics. Divide the class into three groups. Ask group 1 to listen for the reaction of the crowd. Ask group 2 to watch for the reaction of the officials on the track. Ask Group 3 to watch for the reaction of Derek's father. Show the short video and call for reports.

2. Use the introduction to the lesson to explain that Derek's father said, "Derek, you are a champion." Ask: *What did he mean by that?* Ask someone to read the last paragraph of the introduction in the Study Guide.

## Guide the Study

3. Call attention to the Memory Verse you have written on the board. Read it clearly for the class and then ask them to read it with you. Ask them to read it one more time without your help. Now invite someone to come to the board and erase all the common nouns (*people, faith, cloud, everything, lives, and race*). Ask the class to read the verse and supply the nouns that are missing. Now invite someone to erase the verbs (*have had, are, keeps, put, doing, should, keep running, and has planned*). Point out the past tense verbs (*have had* and *has planned*) Ask: *To whom do these verbs refer?* (the many people who have had faith and God who has planned a race for each of us) *To whom do the present tense verbs refer?* (to believers) Ask the class to read the verse, filling in the blanks.

All these many \_\_\_\_\_ who \_\_\_\_\_ in God are around us like a \_\_\_\_\_. Let us \_\_\_\_\_ out of our \_\_\_\_\_ that \_\_\_\_\_ us from \_\_\_\_\_ what we \_\_\_\_\_. Let us \_\_\_\_\_ in the \_\_\_\_\_ that God \_\_\_\_\_ for us." (Hebrews 12:1)

4. Ask: *Who are these many people who are around us?* (They are faithful people who have run the race before.) *Why would they want us to put out of our lives the things that would keep us from doing what we should?* (They know the prize at the end of the race.)

5. Quickly go over the Word List. Say: *Derek's father had to remind him that he was a champion because he was comparing himself to the other runners. Each of us is unique. There is no one like you in all the world or in all of history. So, the race God has planned for you is also unique. No one will run the very same race you run.*

6. Ask: *In our last lesson, what was Paul's goal in life?* (To know Christ Jesus his Lord) Invite someone to read Philippians 3:12. Use the background information from the Study Guide section entitled "Keep Going" to guide discussion. Ask: *Had Paul achieved his goal? Had he arrived at the finish line?* (No)

7. Using Acts 9:1-22, recall the events of Paul’s conversion. Especially point out the first part of verse 22: “But Saul kept on growing in power.” Say: *Remember, Saul used the name Paul after he met Jesus. Notice that from the very beginning of his walk with Jesus, Paul was growing. And we see today that he was still growing many years later.*

8. Ask: *Can every believer have this growing relationship with God?* (Yes, God desires a growing relationship with every believer.)

9. Read Philippians 1:6 to see that each one of us is a good work of God. Ask: *Have you ever heard someone say, “God is not finished with me yet?” What does that statement mean?*

10. Display the prepared poster of Philippians 3:12b. Call attention to the verb “press on” in the NIV. It is translated “Keep going” in the NLV. Say: *This verb is the same one used to describe the energy Saul had in persecuting the church. Paul did not lose any energy or eagerness when he met Jesus. God used Saul’s energy for a higher calling. Point out the verb “take hold” and “took hold” in the NIV. Say: This is a very strong word in the Greek. It means to hold on very tightly. God took a strong, unbreakable hold on Saul’s life. And Saul took a strong hold on God. He wanted with all his heart and strength to have what God had to offer him.*

**Philippians 3:12b**

“... but I press on to take hold of that for which Christ Jesus took hold of me.” (NIV)

“But I keep going on to make that life my own as Christ Jesus made me His own.” (NLV)

11. Enlist a reader for Philippians 3:13-14. On the board write: “Every runner knows that looking back loses the race.” Ask: *Why would looking back cause a runner to lose the race?* (she slows down, might stumble, get out of her lane) *Why would a runner be tempted to look back?* (to see what the other runners were doing and compare himself to them)

12. Begin a chart on the board and distribute the Scripture pages you made earlier.

We remember:	Our sins and past mistakes
Result:	We become discouraged and stop running or slow down.
<b>God forgets what we remember.</b>	Hebrews 8:12
We forget:	God has planned the race for us to run, and His promises are true.
Result:	We become afraid or lazy and do not trust God.
<b>God remembers what we forget.</b>	Psalms 105:8 Matthew 28:20

As you lead the discussion, ask which scripture speaks to that issue. Place the scriptures in the chart as class members offer them.

13. Say: *When a race is run at the Olympics, there is only one gold medal given to the runner who runs the fastest race. That is not so in God’s kingdom. He says we are all champions. He has a crown for every believer.*

14. Ask: *What should we do about Christians who do not agree with these teachings of Paul?* Invite someone to read Philippians 3:15-16. Ask someone to read the last paragraph in the Study Guide section entitled “Keep Growing.” Point out that judging others or arguing with them will not change their minds. We must be patient and let God change the minds of Christians who have not grown up yet.

**Encourage Application**

15. Point to the Memory Verse on the board. As the class recalls the verse, fill in the blanks with the verbs first. Ask which are present tense and which are past tense. Note that the crowd around us have already shown their faith in God and God has already planned the race for each of us. Notice then that in the present tense we must put off things that would keep us from running the race God has already planned for us. Then fill in the nouns and repeat the verse again.

16. Use the two paragraphs in “Things to Remember” to point out God’s love for us in the past, present, and future. Ask: *How can we experience God’s love in our past, our present, and our future?*

17. Ask: *Who wins the crown for the race we run?* Say: *All believers will one day get the crown from our Father. Every day as we walk with Him, He is telling us we are champions! Our Victory is in Jesus.*

18. End in a prayer of thanksgiving and commitment to keep going, keep looking forward, and keep growing.

**Extra Teaching Ideas**

**Connect with Life**

♦ Enlist a runner to come to class dressed in running attire. Ask them what they do to prepare themselves for a race. Then pile on extra weights, heavy coats, coolers of water. Allow the runner to put off these things and explain why he or she would not take those things into a race. Relate this concept with the Christian refusing to become entangled in the world.



Image source: <https://www.publicdomainpictures.net/pictures/290000/velka/runner-silhouette-15524324080m.M.jpg>

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 11: Living for Jesus

#### Lesson Focus

To lead adults to understand that being “spiritually minded” is to look at earth from heaven’s point of view.

#### Bible Text

Philippians 3:17-21

#### Memory Verse

“If we live in the light as He is in the light, we share what we have in God with each other. And the blood of Jesus Christ, His Son, makes our lives clean from all sin.” (1 John 1:7)

#### Word List

**pattern:** to try to be like something; to behave like a good example

**perishing:** those who are dying or being destroyed

**standard:** something that is good and that is used to determine the quality of other things

### Prior Preparation

◆ For Connect with Life #1, use the following link to find a short video of the life and impact of Fanny Crosby.

<https://www.youtube.com/watch?v=r7YQFv24qJ0>

◆ For Guide the Study #2, 9, and 16, enlist someone to lead in singing the three hymns mentioned in the lesson today. Provide copies of the verses as a bookmark for each student. Sing or read the first verse of “Living for Jesus” and “Rescue the Perishing.” Sing or read “This World Is Not My Home.”

◆ For Guide the Study #6, 7, 12, and 15, prepare posters or write on the board Philippians 2:5, 3:10; Matthew 5:48, 11:29; Luke 19:41-44; and 1 Corinthians 6:19-20 from the New Life Version.

◆ For Encourage Application #20, prepare copies of the rephrasing of verses 2 and 3 from “Living for Jesus” in more modern language as provided on the next page.

◆ For Extra Teaching Ideas/Connect with Life, secure a dress pattern, a house plan, and an embroidery pattern.

### Connect with Life

1. Begin the lesson today by showing the 3-minute video biography of Fanny Crosby. Point out that her focus was always on Jesus. She was thankful that the first face she would ever see would be the face of her Savior.

### Guide the Study

2. Call on the person you enlisted to lead singing to begin with the first verse of “Living for Jesus.”

Living for Jesus, a life that is true,  
Striving to please Him in all that I do;  
Yielding allegiance, glad-hearted and free,  
This is the pathway of blessing for me.

3. Go over the Word List to ensure understanding. Point out that living for Jesus means patterning ourselves after Him. Those who pattern themselves after the world are perishing. They are dying, and being destroyed by sin. Jesus has set the standard for our lives.

4. Invite a volunteer to read Philippians 3:17. Ask: *What does the sentence “Do what I say but not what I do” mean? Why might someone say this?*

5. Ask: *What does it tell you about Paul if he could say “Live your lives as I have lived mine”?* Point out that there are many examples of people who live their lives for Jesus. Ask: *What was the standard Paul said we should use to measure the lives of others around us? (Do their lives agree with God’s Word?)*

6. Enlist someone to read Philippians 2:5 and 3:10. Ask: *What pattern did Paul follow for his life? (Jesus Christ)*

7. Invite someone to read Matthew 5:48 and 11:29. Ask: *What was the pattern Jesus wanted His followers to use in living their lives? (Himself)*

8. Point out that believers in Philippi lived in a very wicked time and culture. They did not change the culture by rebelling, complaining, or protesting. Their lives made the culture change. When people were leaving their sick on the side of the road during the Black Plague, Christians stepped in and took care of them. It was Christians who started the first hospitals and children’s homes. Just like Jesus, we must be different from the culture around us.

9. Call on your singer to sing the first verse of “Rescue the Perishing.” Point out that the words for this song were written by Fanny Crosby.

Rescue the perishing, care for the dying,  
Snatch them in pity from sin and the grave;  
Weep o’er the erring one, lift up the fallen,  
Tell them of Jesus, the mighty to save.

Refrain: Rescue the perishing, care for the dying,  
Jesus is merciful, Jesus will save.

10. Invite someone to read Philippians 3:18-19. Ask: *How concerned are you about those around you who do not know Christ? In our culture, how do we treat those whose lives are sinful? What was Paul's reaction to enemies of the cross? (He wept for them.)*

11. Say: *Notice that Paul did not cover up the terrible sinful lives of some people in the church in Philippi. What did he say about them in verse 19? Have you ever seen someone who was proud of living a sinful life?*

12. Invite someone to read Luke 19:41-44. Explain the context of Christ entering Jerusalem one week before he would be killed and then rise again. Ask: *Why would Jesus be weeping for a city that would soon be putting him to death? What did Jesus do to help our sinful world? (He paid the price for our sin.) What should we be doing to help our sinful world? (pointing others to Christ who paid for our sin)*

13. Recall Philippians 3:10 in which Paul said he wanted to understand and share in the sufferings of Christ. Ask: *Why is it hard for us to understand how sin breaks the heart of God? (We want to look away, to ignore it, or to judge it.) How should we be thinking about our sinful world? (We should be sorry and seek ways to lead people to Christ.) Say: If we share in the sufferings of Christ, our hearts will break like His for sinful people.*

14. Discuss the Gnostic belief that the body and soul were not connected. They believed that God came to save souls and that bodies did not rise from the grave. They thought it did not matter what they did in their bodies since God had saved their souls.

15. Ask someone to read 1 Corinthians 6:19-20. Ask: *How does this verse prove that our bodies matter to God? (a command to honor God with your body)*

16. Call on your singer to sing "This World Is Not My Home."

This world is not my home  
I'm just a-passing through  
My treasures are laid up  
Somewhere beyond the blue  
The angels beckon me from heaven's open door  
And I can't feel at home in this world anymore.

17. Invite someone to read Philippians 3:20-21. Ask: *Is God interested in the way we think? Do our minds also belong to God? Recall the context of Matthew 16:23. Jesus was focused on winning eternal life for sinful men. He was going to Jerusalem to be our sacrifice. But Peter was focused on this world. He did not want Jesus to die. Jesus said Peter was standing in the way of God's plan because he was thinking how man thinks.*

18. Ask someone to read the second paragraph in the Study Guide section entitled "This World Is Not my Home." Use the next paragraph to lead a discussion about being prepared for Christ's return.

## Encourage Application

19. Recall the songs you sang in class today. Lead the discussion to the understanding that our lives, our bodies, and our minds belong to God. We are good examples that point the perishing to Christ when we live by God's standards.

20. Invite your singer to lead in the rephrasing of the last two verses of "Living for Jesus."

Living for Jesus through earth's little while,  
My dearest treasure, the light of His smile.  
Such love compels me to answer His call,  
Follow His leading and give Him my all.

O Jesus, Lord and Savior, I give myself to You;  
For Your great love compelled You to give Yourself for me.  
I have no other Master, my heart shall be Your throne;  
My life I give, now on to live  
O Christ for You alone.

21. Dismiss in prayer for greater awareness of God in every moment of our lives this week, to be a clearer example of His love and kindness, and to better understand how God feels about our world.

## Extra Teaching Ideas

### Connect with Life

♦ Display the patterns you brought to class. Point out that many dresses or shirts can be made from this one pattern. Many homes could be built from this one house plan. Many things could be embroidered with this one pattern, etc. Say: *I could share this pattern with a friend who could produce a new item from it. Jesus was the pattern for Paul's life. Paul's life became a pattern for new Christians who had never met Jesus in the flesh. We can all pattern our lives after Jesus and become examples for new believers.*

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 12: Be Full of Joy Always

### Lesson Focus

Worry is the greatest threat of joy.

### Bible Text

Philippians 4:1-9

### Memory Verse

“Be full of joy always because you belong to the Lord. Again, I say, be full of joy!” (Philippians 4:4)

### Word List

**book of life:** the record of those who are right with God and will have life that lasts forever

## Prior Preparation

- ◆ For #1, prepare a Worry Circle Poster.
- ◆ For #3 and #7, prepare suggested posters or PPT slides.
- ◆ For #5, #10, #11, and #12, prepare larger illustrations of those shown.
- ◆ For # 8, bring instruction examples.
- ◆ For #15, select an appropriate song or hymn.
- ◆ For Extra Teaching Ideas/Encourage Application, bring a party hat and noisemakers. Find a recording of “Don’t Worry, Be Happy” (<https://www.youtube.com/watch?v=2PlgN0ta6E8>).

## Connect with Life

1. Make a Worry Circle Poster beginning with your life, church, city, the country, the world. Ask class to list current worries to fill in the chart. 

2. Explain that today’s lesson is about the joy we have in the Lord and not letting fear rob us of that joy. Say: *Philippians 4:1-9 gives advice for how to have joy.*

## Guide the Study

3. Post a Teaching Outline poster or prepare a PowerPoint slide for the class to see during the lesson. Include the Memory Verse:

### Philippians: A Choice to Rejoice

#### Lesson 12: Be Full of Joy Always

Philippians 4:1-9

#### Memory Verse

“Be full of joy always because you belong to the Lord. Again, I say, be full of joy!” (Philippians 4:4)

#### Lesson Outline

Stay True (Philippians 4:1)  
Agree with One Another (Philippians 4:2-3)  
Be Full of Joy (Philippians 4:4)  
Lessons for Joy (Philippians 4:5-7)  
Think and Do What is Right (Philippians 4:8-9)

4. Ask a volunteer to read Philippians 4:1 from the last page of the Study Guide. Then ask class to underline the words “brothers” and “friends” in the verse. Instruct them to circle the word “joy” and the phrase “Keep on staying true to the Lord.” Discuss the importance of these words.

5. Ask a volunteer to read Philippians 4:2-3. Talk about the importance of unity in the body or family of the church. Lead the class to discuss the following questions from Things to Think About in the Study Guide:

(1) *What things about living with others give joy? What makes it hard?*

(2) *What are the most important things about faith that keep us together? How do we keep from letting what is not important divide us?*



(Point out the cross in the word “Together.”)

6. Call on a volunteer to read Philippians 4:4. Discuss the difference between deep joy from God and happiness which comes from having everything go as you want.

7. Share the “Be Full of Joy” Responsive Reading. Ask half the class to read the right side and the other the left side of each phrase:

### Be Full of Joy

God is with us ... BE FULL OF JOY!  
All the time ... BE FULL OF JOY!  
When we are in worship ... BE FULL OF JOY!  
When we are at play ... BE FULL OF JOY!  
When we are happy ... BE FULL OF JOY!  
When we are worried ... BE FULL OF JOY!  
When we are at work ... BE FULL OF JOY!  
When we pray ... BE FULL OF JOY!  
When we tell the Good News ... BE FULL OF JOY!  
When we are lost ... BE FULL OF JOY!  
We know God is with us ... BE FULL OF JOY!  
All of the time ... BE FULL OF JOY!  
We know God loves us ... BE FULL OF JOY!  
All of the time ... BE FULL OF JOY!

8. Write the following words or phrases for the class to see: Gentle, Worry, Pray, Give Thanks, Peace.

Ask someone to read Philippians 4:5-7. Show instructions from the back of a cake mix or a manual for putting something together. Explain that Paul is giving instructions in these verses for how to have pure joy.

9. Ask: *What is gentleness?* Say: *Gentleness is inner calmness. It is treating all people with love and respect.* Ask: *How much inner calmness is needed in times and seasons such as we have now?*

10. Share this Swedish proverb: *Worry gives a small thing a big shadow.*

Say: *Of those things we worry about 40% never happen, 30% concern the past, 12% are needless worries about health, and 10% are about unimportant issues. Agree or disagree?*



11. Write on the marker board: “Worry is wrong because it is saying you do not believe that God can take care of you.” Ask: *What do you do when you are worried? Do you:*

- Explode like a bomb
- Turn inside yourself
- Collapse in a heap
- Fall over when the pressure gets too much
- Sway but generally stay in one piece
- Stand firm in everything?

Ask: *What did Paul write about worry? (Don't) What did he say to do? (Pray)* Point out the praying hands and ask for discussion. Be sure to include:

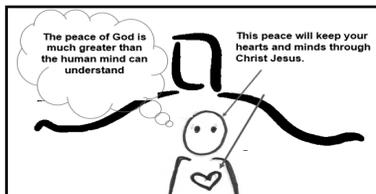
- Pray about everything.
- Pray with thanksgiving



12. Ask class to “doodle” or draw their own illustrations for the words in verse 7:

*The peace of God is much greater than the human mind can understand.*

*This peace will keep your hearts and minds through Christ Jesus.*



13. Ask a class member to read Philippians 4:8 together. Discuss each of the words that suggest what we are to think about. Read from the Study Guide on page 55:

“Paul writes that we should think about what is true, respected, and right. Think about what is true, not false. Think about what is pure, not impure. Think about what we should love, not what is unlovely. Think about what is good, not what is wrong. Think about that which is worth giving thanks for, not that which is shameful.”

14. Discuss the following questions about our thoughts:

- Is the thought based on truth, or is it either false or someone’s opinion?
- Is the thought based on what is pure, or is it impure?
- Is the thought based on what helps you and others to do better and walk with Christ, or is it sinful?

- Is the thought based on the things of God, or is it the things of the world?
- Is the thought based on the love and beauty of God, or does it take you away from Christ?
- Is the thought based on what makes you a better person, or does it judge others and hurt them?
- Is the thought helping you to be more faithful to Christ, or does it bring shame and guilt?
- Is the thought based on what is good and praiseworthy, or does it keep you from being known as a good follower of Christ?

## Encourage Application

15. Sing, “Rejoice in the Lord Always and Again I say Rejoice,” or “If You Want Joy, Real Joy, Let Jesus Come Into Your Heart.”

16. Close with prayer that each person may live lives full of joy and peace, trusting God without worrying.

## Extra Teaching Ideas

### Connect with Life

♦ Say: *You’re not what you think you are, but what you think, you are.* Ask class to discuss what this means.

### Guide the Study

♦ Print the following words on a poster or PowerPoint slide. Use as an outline to discuss Philippians 4:10-23. Then ask class to give the verse that matches each phrase:

- |  |   |
|--|---|
| 1) Stay true to the Lord. (v. 1)                 | 6) Have faith in God’s peace. (v. 7)        |
| 2) Agree as Christians should. (v. 2)            | 7) Think good thoughts. (v. 8)              |
| 3) Be full of joy always. (v. 4)                 | 8) Keep doing what you have learned. (v. 9) |
| 4) Let all people see how gentle you are. (v. 5) | 9) God will be with you. (v. 9)             |
| 5) Do not worry. Learn to pray! (v. 6)           |   |

## Encourage Application

♦ Plan a “Be Full of Joy” Celebration:

Ask class to read together Philippians 4:4: “Be full of joy always because you belong to the Lord. Again, I say, be full of joy!”

Put on the party hat and explain that Paul does not say be full of joy only on your birthday or a holiday. He tells us to be full of joy always, even on boring days or days when things are not going our way. We should be full of joy in the Lord always, because He has loved us, and provided for us, and protected us, and promised to be with us. Pass out the noise makers and count to three...( 1... 2... 3... ). Celebrate with noise.



Play, “Don’t Worry, Be Happy.” Discuss the difference between God’s joy and the world’s joy.

# Teaching Guide

## Adult Bible Study in Simplified English

### *Philippians: A Choice to Rejoice*

## Lesson 13: It Is Well with My Soul

#### Lesson Focus

We can live joyful lives in praise to God because He has the power to give us inner peace, joy, and happiness.

#### Bible Text

Philippians 4:10-23

#### Memory Verse

“... I have learned to be happy with whatever I have ... I can do all things because Christ gives me the strength.”  
(Philippians 4:11b,13)

#### Word List

**content:** to feel peaceful happiness; to be pleased or satisfied with what one has

### Prior Preparation

- ◆ For Connect with Life #1, draw a large “Wellness Figure” on a poster and bring markers.
- ◆ For Connect with Life #2, prepare for class to sing “It is Well with My Soul.” For more about the hymn’s author, see (<https://thememoirofawriter.com/2017/09/20/behind-the-hymn-it-is-well-with-my-soul/>).
- ◆ For Guide the Study #3, prepare Teaching Outline poster.
- ◆ For Guide the Study #5, verses 11, 12, and 13, prepare suggested posters or charts.
- ◆ For Guide the Study #5, verse 14, enlist volunteer actors.
- ◆ For Extra Teaching Ideas, locate picture from the Bible Project (BibleProject.com) (<https://dma9sdczpu5q0.cloudfront.net/media/Posters%20Download/56-Philippians-FNL.jpg>), and video ([www.bible.com/videos/3102-philippians-the-bible-project](http://www.bible.com/videos/3102-philippians-the-bible-project)). Prepare lesson review poster. Bring a glass half-filled with water.

### Connect with Life

1. Display a body outline on a large roll of paper. Give markers to class members as they arrive and ask them to write something that shows that a person is doing well (in their heart, soul, mind, and/or body). Ask: *Would a person that has these things be considered “well?”*



2. Sing, “It is Well with My Soul.” Share the story of the author, Horatio Spafford: His son had died, his wife and four daughters were in a ship wreck and only his wife had lived. He wrote these words on a ship at the spot where his daughters had died.

Explain that today’s lesson is on how to be well, or content and happy, even when times are hard. Review past lessons and remind the class that Paul is writing from prison in Rome and he has learned to be happy. Ask class to consider their own wellness as you study the lesson.

### Guide the Study

3. Present Teaching Outline poster:

#### Philippians: A Choice to Rejoice

#### Lesson 13: It Is Well with My Soul

Philippians 4:10-23

#### Memory Verse

“... I have learned to be happy with whatever I have ... I can do all things because Christ gives me the strength.” (Philippians 4:11b,13)

#### Lesson Outline

Learn to be Happy (Philippians 4:10-12)  
Learn Where to Find Strength (Philippians 4:13-17)  
Learn to Give (Philippians 4:18-20)  
A Final Greeting (Philippians 4:21-23)

4. Read aloud the Memory Verse. Ask volunteers to read the four passages of Bible verses listed in the Teaching Outline poster. Pause to allow time for questions about the meaning of difficult words and phrases. Allow class time for discussion of what the passage means to them.

5. Use the following discussion ideas for the verses in Philippians 4:10-12. Begin by explaining that believers in Philippi had sent Paul a gift of money. The gift showed that the believers were thinking of him. Paul does not write about this until the end of his letter. He writes that money was not as important as the love that came from the believers:

- **Verse 10:** Ask: *What is Paul’s reason for being full of joy?*

- **Verse 11:** Paul said he had learned to be happy with whatever he had. Say: *Another word for happy is to be content.* Ask class to turn to the first page of the Study Guide and read the definition (to feel peaceful happiness, to be pleased or satisfied with what one has). Display and read this longer definition:

#### Content, Full of Joy, Happy

An inner sense of rest or peace that comes from being right with God and knowing that He is in control of all that happens to us.

Remind the class that Paul had learned to be happy by walking with Jesus since he became a believer.

- **Verse 12:** Fill in a chart using the words Paul wrote showing when Paul said he had learned the secret to be

happy during good times or bad times:

Paul Had Learned to be Happy	
with little	with much
hungry	full of food

- **Verse 13:** Make a large poster with the words “I can’t do it” as shown. Take scissors and cut off ‘t. Show the sign. Ask: *How does this apply to verse 13? What did Paul say?* (“I can do all things . . .”).



- **Verse 14:** Call on volunteers to present a mime (silent drama) of this verse. Say: *Paul is in prison and others bring in a chest with money (or perhaps food and clothing).* Use a map to point out the trip from Philippi to Rome. State that it was between 700 and 1200 miles and could take from six weeks to three months.



- **Verse 15:** Ask class to describe how it would feel if Paul had written you to say how much it meant for you to help him.

- **Verse 16:** Explain that other churches had helped Paul while he was with them. Sometimes Paul worked as a tentmaker to earn his own money. But the church in Philippi was different. This church gave after he had left them to go to other places. Say: *This church had a heart for missions anywhere.* Discuss: *Do you have a heart for those who are not believers? Do you have a heart for missions so that you are willing to give, when it might cost you something?*

- **Verse 17:** Say: *Jesus said, “We are more happy when we give than we receive” (Acts 20:35).* Ask: *How did the church at Philippi show they did that?*

- **Verse 18:** Review the following: *Some say that if they only had more, they would give more. The believers in Philippi gave first. They did not wait until they had more. We begin with what God has given us. Then God will help us do more.*

- **Verse 19:** Talk about how giving is a part of worship. Say: *We worship when we give to the work of Jesus Christ. That is why it smells sweet to God.* Ask: *Do you please God by giving to His work as a part of worship?*

- **Verse 20:** Ask: *Do you think this sounds like the ending of the letter?* Say: *We know we are doing the right thing if it brings glory to God. Paul’s time in jail brought honor or glory to God. Everything that comes to us can be used to show the greatness of God.*

- **Verse 21-23:** Point out that these are the final verses of the book of Philippians. Say: *It is a goodbye and also another greeting.* Explain that now Paul gives a final greeting, from his fellow workers, from other believers,

and from the house of the emperor, Caesar. Say: *Paul wanted to make sure every person received his greeting. No one was unimportant to him.*

Explain that the second greeting was from those who travelled with Paul, such as Timothy.

Say: *The third group of people who greeted the Philippians were all those who belong to Jesus. These are probably the believers in the church at Rome.*

Last, was a greeting from the house of Caesar. Point out that even though Paul was in prison, God used him to reach many around him with the Good News.

Paul closed his letter with a prayer for the Philippians. Paul’s heart was that the Philippians would experience the loving-favor of God day by day.

## Encourage Application

6. Ask: *How do you end an email when you write? Do you write your name, or use some other words? Recall the words, “And God be with you,” from Lesson 12. Discuss the value of a written letter, even today. Ask class to write someone this week to encourage them as Paul did in his letter to the Philippians.*

7. List the people Paul sends greeting from and how he has been able to share the Good News, even in Caesar’s house.

8. End with prayer that our lives be filled with the joy of knowing Jesus and sharing His love with everyone.

## Extra Teaching Ideas

### Connect with Life

◆ Fill a glass halfway with water. Read the first paragraph in the Study Guide. Ask: *How would you describe this glass?* Say: *We learn in this lesson from Paul how our faith teaches that our glass is full.*

### Guide the Study

◆ As a review, show the nine-minute Philippians video from the Bible Project and display this poster:



◆ Discuss Philippians 4:10-23 using the following:

1. Be grateful for whatever you receive
2. Do not forget what God has done for you in the past
3. Do not think always about yourself
4. Look to Christ to give you strength
5. Trust God to meet every need