

**QUARTER &  
SUBJECT****COURSE DESCRIPTION****BIBLE PASSAGES**

<b>Fall 2014</b> James	The book of James presents steps of spiritual growth; e.g., correct response to trials and temptations; how to practice tongue control; avoiding partiality.	James
<b>Winter 2014–15</b> Proverbs	Spiritual fitness comes through applying God's Word to daily situations, so the student will be challenged to apply Biblical principles to daily life.	Proverbs
<b>Spring 2015</b> Joshua	Principles from the book of Joshua can be applied to living a victorious Christian life; e.g., obey God's commands; move forward by faith; remember that sin always has a price.	Joshua
<b>Summer 2015</b> Current Issues	God's Word has answers to today's issues, such as war, homosexuality, postmodernism, substance abuse, the media, and suicide.	Selected passages throughout Scripture
<b>Fall 2015</b> The Bible	Beginning with inspiration, this course includes Bible study fundamentals and Bible study methods.	Selected passages throughout Scripture
<b>Winter 2015–16</b> Cults & False Religions	Recognizing that the Bible warns against false teachings and presents Jesus Christ as the only way to God, this course helps today's students understand the cults and false religions in our world today.	Selected passages throughout Scripture
<b>Spring 2016</b> Romans	The book of Romans teaches us how to be Right with God and how to have Right Thinking and Right Living.	Romans
<b>Summer 2016</b> Choices	We can learn from the choices made by Biblical characters such as Ruth, Jonathan, Ahab, Nehemiah, Judas, Peter, and others.	Selected passages throughout Scripture
<b>Fall 2016</b> Genesis	God's sovereignty and man's accountability are presented through the major events and characters of Genesis: creation, the Fall, the Flood, Babel, Abraham, Isaac, Jacob, and Joseph.	Genesis
<b>Winter 2016–17</b> Baptist Distinctives	The Biblical distinctives of eternal security, baptism, Communion, church polity, and the priesthood of believers are foundational Baptist beliefs.	Selected passages throughout Scripture
<b>Spring 2017</b> John	Jesus' Public Ministry, Jesus' Private Ministry, and Jesus' Passion Ministry are presented in this study of the book of John.	John
<b>Summer 2017</b> Exodus	Covering events from Israel's slavery in Egypt to worship in the tabernacle, this course deals with events and topics that have significance for today's teens.	Exodus
<b>Fall 2017</b> 1, 2 Timothy; Titus	The letters Paul wrote to Timothy and Titus provide instruction for young people today in the areas of Christian living, Christian service, and godly lifestyles.	1, 2 Timothy; Titus
<b>Winter 2017–18</b> Future Events	This study of "last things" gives an overview of Biblical prophecy and then looks in detail at events from the Rapture of the church to the Great White Throne Judgment.	Selected passages throughout Scripture
<b>Spring 2018</b> Philippians	Paul's letter helps believers realize that joy, an inward quality produced by the Holy Spirit, is expressed in a number of ways, including fellowship, the gospel, harmony, and contentment.	Philippians
<b>Summer 2018</b> Acts	This study on the book of Acts emphasizes evangelism and missions in the early church and challenges today's teens to reach their world for Christ.	Acts





# TRAINING FOR LIFE:

## 1 & 2 TIMOTHY AND TITUS

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### THE DOCTRINAL BASIS OF OUR CURRICULUM

A more detailed statement with references is available upon request.

- The verbal, plenary inspiration of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the shed blood of Christ
- The bodily resurrection and priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church: baptism by immersion and the Lord's Supper
- Biblical separation—ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

**SENIOR HIGH TEACHER**  
**Vol. 66 • No. 1**

© 2013 by Regular Baptist Press  
Printed in U.S.A.  
Alex Bauman, editor



**RegularBaptistPress.org**  
Building Lives by the Book

# HOW TO TEACH *REAL FAITH* LESSONS

**T**hank you for choosing *Real Faith in Life* as your Sunday School curriculum for senior high youth. This material has been designed to help you, a senior high teacher, clearly present God's Word to your students. It will guide you in using active learning methods that allow your students to interact with God's Word for themselves. It offers application ideas that will encourage your students to be *doers* of God's Word, not merely hearers (James 1:22).

Take a few moments to become familiar with the layout of this teacher book and with the other *Real Faith* products: the student book, the resource CD, and the memory verse card pack. All of these products work together. Notice these icons in the teacher book; they will help you know when to use the other products.



Use the suggested item from the **resource CD**.



Refer to the **daily devotions** or the **in-class** page in the **student book**.



Quote (or read) the **memory verse** in class, or use the verse in some other way.



Use the **worksheet** (from the resource CD) as part of a learning activity.

As you look through your materials, you will notice that we have built this course and the individual lessons around a central theme. As you emphasize the theme (and even decorate your room with the theme in mind), we believe your students will have an effective learning experience.

## IN PREPARATION FOR TEACHING . . .

- read the Scripture focus passage(s) several times. Look up words or concepts that you

cannot clearly explain. Use Bible study tools as necessary to help you understand the passage(s).

- do the daily devotions in the student book. You need to know what your students are studying each day.
- memorize the memory verse throughout the week. (Note the suggested activities in the student book.)
- look at the materials list early in the week; note the items you will need from the resource CD.
- choose the activity you will use to focus students' attention on the Bible lesson. Usually two or more activities are suggested. You will not have time to do everything; choose the one best suited for your class. (Remember, this part of the lesson should take only five to ten minutes.)
- work through the Bible study section. Notice the active learning methods. Decide how you will involve your students in the Bible passage. These thirty to forty minutes are the heart of the lesson. Plan them carefully. Make notes in the margins of your book. Strive for maximum participation.
- decide how to apply the Bible truths and bring the lesson to a close. If more than one application idea is suggested, use the one best suited for your class. Don't assume your students will "just get it." Plan these final ten minutes of the class time carefully.
- pray for yourself, your students, and your lesson. The Holy Spirit is your divine Helper. Without Him, you cannot do anything of eternal value (John 14:16, 17; 15:5; 16:13).

## ON SUNDAY MORNING . . .

- make sure you arrive in your classroom before the first student.
- look at your room. Is it attractive and inviting to students?
- commit yourself and your class to the Lord.
- teach with the confidence that God will work in your students' lives.

# NOTES FOR THIS QUARTER

It is your privilege to challenge your students to follow the Lord in courageous obedience. What better way to demonstrate this obedience than by presenting to your students one of the most courageously obedient men in the whole Bible: Joshua.

Joshua's call to service came at a difficult time in Israel's history. He followed Moses, the one who had been used by God to lead Israel out of Egypt and through the years of wandering in the wilderness. Yet you will see that Joshua was a man who proved God, who obeyed His commands, and who was used by Him in a mighty way to lead the Children of Israel from one victory to another.

The theme for this lesson is courageous obedience, and each lesson emphasizes that theme. You may use the free poster that came in your teacher book along with the ideas on the resource CD to decorate your room in keeping with the theme. Notice that a bulletin board display is suggested; each week you may add another Courageous Obedience statement to the display.

The book of Joshua contains twenty-four chapters. Read these chapters as you teach this quarter. Ask God to help you and your students apply the lessons you learn each week so that you and your students live in courageous obedience!

## SENIOR HIGH MATERIALS LIST

- Teacher's personal Bible
- Students' personal Bibles and extra Bibles for visitors or students who do not bring Bibles to class
- Whiteboard and colored markers or chalkboard and chalk
- Pens (assorted kinds) and pencils (well sharpened; with erasers)
- Felt-tip markers (various widths and assorted colors)
- Colored pencils
- Pads of self-stick notes (various colors; ruled and unruled)
- 3 x 5 cards
- Masking tape (or other adhesive for mounting items on the wall)
- Glue sticks
- Scissors for teacher's and students' use
- Poster-size paper or butcher paper
- Construction paper; poster board

# LEADING A STUDENT TO CHRIST

**T**he highest privilege you have as a teacher is the opportunity to lead your students to Christ and help them strengthen their relationship with Him. Be prepared to talk to students about salvation or about other problems or decisions in their lives.

There is no set pattern for talking to someone about the Lord. In each situation, be sensitive to the leading of the Holy Spirit in your own heart and mind and to the needs of the individual teen. Deal with a student separately, rather than in a group. Allow the teen to tell you in his own words what his need is. Don't put words in his mouth. This is his decision, not yours!

## EXPLAINING SALVATION

Stress the need for personal salvation, particularly if the student has grown up in the church. She may confuse her knowledge of Bible stories, her church-centered activities, her parents' salvation, or an external code of conduct with individual faith.

Thoughtfully rephrase the Christian clichés that your students may have heard so often or that may seem like a foreign language to some; e.g., ask Jesus into your heart; ask Jesus to be your Savior; have faith; trust in Jesus. Help the student understand that "trust" is having confidence that someone or something is always right; "Jesus died for me" means that I was condemned to die, but Jesus voluntarily took my place on the cross; "believe" means accepting/deciding that something is true and then acting on it. Don't let the personal nature of salvation become misunderstood through the use of trite phrases or pat answers.

## THE PLAN OF SALVATION

Keep these basic points in mind when dealing with someone about salvation.

- Everyone is a sinner. No one can live up to God's standard (Rom. 3:23).

- Sin's penalty is death (Rom. 6:23).
- God loves us and sent His Son to pay the penalty for our sin. Christ died as our substitute, in our place (John 3:16; Rom. 5:8).
- When a person places his confidence in Jesus and what He did as sufficient payment for sins, Christ becomes his Savior. His sins are forgiven, and he receives God's gift of everlasting life (John 1:12; 5:24).
- Everlasting life begins immediately and is not temporary. (Use any verse where the word "eternal" or "everlasting" is used, such as in John 3:16.) Nothing we can ever do will take us out of God's hand; we are secure (John 10:27–29).
- The Christian should tell others of his decision (Rom. 10:9, 10).
- The experience of the new birth (being born into God's family) is not based on a feeling, but on confidence in God's Word (1 John 5:11, 12).

Encourage the student to pray, no matter how hesitantly. Prayer does not save a person, but it is the means of expressing to God what is in the heart.

Ask the new believer to explain to you what he has done and what has happened in his life.

## DISCIPLESHIP

Encourage the new convert to read the Bible, and explain the importance of prayer. Help him understand how to pray. Point out 1 John 1:9 as God's instruction for dealing with sin in the Christian life.

Make it a priority to follow up with the new Christian. Visit in his home; encourage him to attend Sunday School and church regularly; help him with Bible study and prayer; guide him in his new life as a Christian.

# LESSON 1

# WHY WE FIGHT

## SCRIPTURE FOCUS

1 Timothy 1

## MEMORY VERSES

“This charge I commit unto thee, son Timothy, according to the prophecies which went before on thee, that thou by them mightest war a good warfare; Holding faith, and a good conscience; which some having put away concerning faith have made shipwreck” (1 Tim. 1:18, 19).

## TOPIC

The motivation for Godly living

## THEME

One role of the Scripture is to convict us of sin and lead us to the grace of God.

## DESIRED STUDENT RESPONSE

Each student will recognize the Scripture—in its revealing of

## MATERIALS

(in addition to supplies listed on page 3)

- *Real Faith in Life* student books, lesson 1 devotions (pp. 1–6)
- Piece of wood
- Small can of paint
- Paintbrush
- Old newspaper
- Copies of worksheets 1 and 2 from the resource CD
- Are You Ready? statement for lesson 1 from the resource CD

our sin and God’s grace—as our motivation for Godly living.

### **NOTES TO THE TEACHER**

One of the most difficult times in American history was the Civil War. This is true not only because of the incredible loss of life (over 600,000), but because for many, there was no clear understanding of what the fight was really about. This must have made fighting all the more difficult.

A similar problem faces a Christian teen who does not fully understand the goal of his or her spiritual “fight.” For all of us, living lives of faith and obedience in our culture is a challenge. How much more of a challenge is it to know you are supposed to live a Godly life, but have no idea why—to not understand the purpose behind the Bible’s commands to live for Him?

In 1 Timothy 1, Paul began his letter by laying the groundwork for everything else he would say. Your students will discover what lies behind the commands God gives through Moses, what Paul calls the “law.” The fight is hard enough. Let’s send our students into it knowing why they fight!

### **OUTLINE**

- I. Introduction (1 Tim. 1:1 and 2)
- II. Poor Use of Scripture (1 Tim. 1:3–7)
- III. Proper Use of Scripture (1 Tim. 1:8–11)
- IV. Paul as the Pattern (1 Tim. 1:12–17)
- V. Preparing Timothy (1 Tim. 1:18–20)

### **BEFORE CLASS**

Set up an area in the room that will be visible to all students. Spread newspaper on the floor or on a table. Place the piece of wood, paint, and paint brush on the newspaper for use during the Watching Paint Dry activity.

## **FOCUS THEIR ATTENTION (5–10 MINUTES)**

Choose the activity better suited for your class.

### **MOTIVATION**

In your own words, share this short story:

A boy was playing basketball in his driveway when his contact lens fell out. After searching and searching, he went inside and told his mom he couldn’t find the lens. She went outside and came back in after just a few minutes with the contact lens.

“How did you find it?” the boy asked.

“We weren’t searching for the same thing,” she said. “You were looking for a small piece of plastic. I was looking for \$150.”

Our motives, or why we do something, greatly affect how we perform at that thing. Maybe your approach to God's Word has been like this young man's: you're not really sure what you're looking for or why it matters. Contrast his approach to his mom's. She knew exactly why she was looking and felt very motivated. Because she knew how expensive the lens was, she had a good reason to find it! Today we'll discover our motivation to live out sound Bible doctrine.

### **WATCHING PAINT DRY**

**Ask:** What do people mean when they comment that an activity is as exciting as watching paint dry? (The activity is boring.) Tell students that some paint companies actually hire people to watch paint dry so that they know an accurate drying time of their product.

Have students sit where they can see the wooden board. Then tell students that they are going to watch paint dry for one minute with no talking. Wait for students to settle down to complete silence; then apply a thick coat of paint on the board and watch the clock as a minute passes.

After one minute, ask: How might some people compare watching paint dry to reading God's Word? (They view reading the Bible as boring and irrelevant.) Explain that in today's lesson you'll learn how Paul motivated Timothy—and us—to study and live out God's Word.

## **STUDY THE BIBLE (30–40 MINUTES)**

### **I. Introduction (1 Tim. 1:1 and 2)**

Review Monday's and Tuesday's *Real Faith in Life* devotions. Use the commentary and discussion questions to set the scene for Paul's epistle to Timothy.

- Have you ever considered someone to be family, even though that person wasn't really part of your family? What was it about that relationship that made you feel that way?
- How did Paul refer to Timothy? ("My own son in the faith.")
- Was Timothy really Paul's son? (No.) What does this language suggest about how Paul felt to-





**ward Timothy? (Paul likely led Timothy to Christ, and he had an affectionate father/son kind of relationship with him.)**

First Timothy is a pastoral epistle, meaning it is a letter written by Paul to an individual pastor, in this case, to Timothy. Timothy was called to the ministry as a young man (1 Tim. 4:14; 2 Tim. 1:6), and he ministered with Paul.

On his second missionary journey, Paul found Timothy, the son of a Jewish woman and a Greek man, in Lystra, where he was well spoken of (Acts 16:1 and 2). Apparently impressed with the young man, Paul drafted Timothy to be a traveling companion and ministry partner (v. 3).



**Distribute a copy of worksheet 1 to each student. Ask volunteers to read the passages listed on the worksheet. Guide students to label Paul and Timothy's experiences together on the map. The references and experiences are listed below.**

- 1 Thessalonians 3:2 and 6: Paul sent Timothy to help the church at Thessalonica.
- 1 Corinthians 4:17: On Paul's third missionary journey he sent Timothy to instruct the Corinthian believers.
- Romans 16:21: Timothy was with Paul when he wrote his letter to the Romans from Corinth.
- Philippians 1:1; Colossians 1:1: When Paul was first imprisoned in Rome, Timothy was with him.
- 1 Timothy 1:3: When Paul was freed from his first imprisonment, he left Timothy in Ephesus, the capital of Asia, where Timothy served as pastor of the church .

There is a lot of meaning packed into the short phrase "my own son in the faith" (v. 2). Paul and Timothy had a long history of working together, which must have created a close companionship. Paul would have wanted to be sure Timothy was ready to carry on their work, and in order to do that, Timothy would need to know why the work was so vital!

## **II. Poor Use of God's Truth (1 Tim. 1:3–7)**

**Allow students to choose partners; then distribute a copy of worksheet 2 to each pair. Have pairs read 1 Timothy 1:3–7 and answer question 1. After a few minutes have students share their answers; then use the following commentary to discuss the passage.**



Paul cautioned Timothy to watch out for false teachers who were teaching a different doctrine than Paul had passed on to the Ephesians (1 Tim. 1:3). These teachers were becoming sidetracked by fables and endless genealogies (v. 4). They were also emphasizing questions and speculation above truth that led to godly living (v. 4). Paul also warned against those who had turned aside from the truth and were promoting meaningless debates (“vain jangling,” v. 6). They promoted themselves by using Scripture to gain a desirable social position (v. 7).

It is important to recognize that not only were these false teachers church-going people, but they were even teachers (v. 7)! This was not an outside group, but an inside one, although apparently the group did not have very many members (“some,” v. 3). This is a direct challenge to us. Obviously Paul had started the believers in Ephesus off on the right track, but some had gone astray. If it can happen to them, it can happen to us!

It is not entirely clear what Paul was referring to as “fables” and “endless genealogies,” but the point is they were getting sidetracked by things that didn’t really matter and that were tangent to the truth. These people were using “Biblical” discussions to boost their own ego. Clearly, they were abusing the Bible and using it to make themselves look good, rather than its true purpose: to glorify God.

#### Discuss the following questions:

- What are some examples of meaningless debates Christians might get caught up in today? (Possible answers: what David’s five rocks symbolized; who the Nephilim were in Genesis 6; election and predestination.)
- With what did Paul contrast the meaningless debates (v. 5)? (Charity, or love, that comes from a pure heart, a good conscience, and a sincere faith.)

### III. Proper Use of God’s Truth (1 Tim. 1:8–11)

Ask a student to read aloud 1 Timothy 1:8–11. Then ask volunteers to answer question 2 on the worksheet. Refer students to Thursday’s devotions and the following commentary to discuss this passage.

Paul contrasted a poor use of the Law with a proper use by

Though discussions about these topics may sometimes be legitimate, they can easily devolve into a meaningless debate that has nothing to do with what God intended to communicate in a given passage.



In Luke 5:32, Jesus said He came “not to call the righteous, but sinners to repentance.” This statement is in keeping with the truth Paul wrote in 1 Timothy 1:9 and 10. The Law exists not to teach the saved how to live, but to convict the un-saved of their sin.

The list in 1 Timothy 1:9 and 10 seems to correspond to commandments five through nine of the Ten Commandments (Exod. 20:1–17). The lawless are “murderers of fathers and murderers of mothers” (fifth commandment); “manslayers” (sixth commandment); “whoremongers” and “them that defile themselves with mankind” (seventh commandment); “menstealers” (eighth commandment); and “liars” and “perjured persons” (ninth commandment). The point Paul was making with this list is that such kinds of sinners needed the law in order to bring them to a realization of their sin and their need for Christ’s righteousness.



explaining that its purpose is to convict sinners of sin (1 Tim. 1:8–11). Ironically, the type of people Paul described in verses 9 and 10, insofar as they are convicted by the Scripture, were making better use of God’s truth than the “teachers of the law!”

In the early church especially, a teacher’s belief about the purpose of the law was a dividing ground between true and false doctrine. False teachers insisted that adherence to the Mosaic law would bring the righteousness necessary for salvation. True teachers understood that the law was valuable in showing a person his or her need for a Savior, but the Law itself could not save (Gal. 3:19–26). They taught that righteousness comes only through the blood of Jesus Christ.

**Ask volunteers to share times when they have felt guilty as a result of reading and knowing God’s Word. Encourage them to share how God’s Word helped them change areas of sin in their lives.**

Even though it doesn’t feel like it in the moment, guilt is a gift from God. Just like physical pain is a warning not to do things that will harm your body, guilt is God’s loving way of warning us against destructive and ungodly behavior. God’s primary means of doing this is through the Bible, which is why spending personal time in devotions is so important! Don’t look at your devotions as just a mental exercise, but as a meeting with Someone you love and Who loves you.

#### **IV. Paul as the Pattern (1 Tim. 1:12–17)**

**Instruct pairs to read 1 Timothy 1:12–17 and to answer question 3 on worksheet 2. After several minutes, have pairs share their answers with the class.**

Paul explained in 1 Timothy 1:8–11 that the right use of the Law is to convict us of sin. In verses 12–17, Paul used his own experience as an example of how it works. Christ Himself convicted Paul of his sin on the way to Damascus (Acts 9:5), and the result was an experience of the overflowing grace of God (1 Tim. 1:14).

#### **V. Preparing Timothy (1 Tim. 1:18–20)**

**Read or recite this week’s memory verses, 1 Timothy 1:18 and 19, with the students. Then have a student read verse 20.**

**ASK:** How would the content of 1 Timothy 1 have prepared Timothy to “war a good warfare”? Use the following commentary to discuss Paul’s charge and warning to Timothy.

Paul pointed out the right use of the Law: to reveal our sin and our need for God’s grace (1 Tim. 1:5, 8–11). He showed Timothy a perfect example of God’s grace from his own life (vv. 12–17). He then showed Timothy that our motivation for the fight against sin is the forgiveness and grace of God.

Paul ended on a note that should strike fear into each of us. He mentioned two specific men—Hymenaeus and Alexander—who had made a “shipwreck” of their faith. As you might imagine, the word “shipwreck” here is a negative one. Paul used it to describe a spiritual disaster. He didn’t explain exactly what these two had done, but most likely they had appeared to be true believers, but eventually embraced false teaching and fell away from the faith, showing they were never truly converted.

The idea that someone professing to be a believer could have his or her faith “upset” or “shipwrecked” is alarming, but notice that verse 19 says the shipwreck is a result of rejecting faith and a good conscience. This shows us the importance both of holding onto sound doctrine, as revealed in the Bible, and also of living right. After all, these two had rejected a “good conscience,” and obviously lived and behaved sinfully, even though they knew better.

Let’s make sure not only that we understand the Bible, but that we’re living out the truth in the most practical, every day ways. The result of ignoring our Biblically-informed conscience is nothing short of a shipwreck!

## **APPLY THE TRUTH** (10 MINUTES)

Choose the activity better suited for your class.

### **ARE YOU READY?**

Refer students to the In-Class worksheet in their student books (p. 8). Instruct them to work with their partners to discuss the questions on the worksheet. Encourage partners to pray for each other as instructed on the worksheet.

### **SHIPWRECK!**

Share the following in your own words. Perhaps the most famous shipwreck in history is that of the Titanic. The story of its sinking provides a perfect parallel to the shipwrecked faith described in 1 Timothy 1. At 11:40 p.m. on June 14, 1912, the bow of the ship glanced an iceberg. The damage seemed minor, and

The phrase “according to the prophecies which went before on thee” refers to a spiritual gift that came on Timothy (1 Tim. 1:18; cf. 4:14). This spiritual gift came to Timothy from the Holy Spirit. Probably it was a gift of teaching (cf. Rom. 12:7).



nobody really believed the ship was in danger of sinking, but by 2:20 a.m. the Titanic had sunk, and 1,502 people lost their lives. The real tragedy, though, is that there are several ways the sinking could have been avoided: building a stronger hull, responding to the ice warnings, traveling at a slower speed, steering directly into the iceberg instead of trying to avoid it, and having more life boats. Instead, facts were ignored, and compromises were made.

Likewise, shipwrecked faith happens when the truth of the Bible is ignored, and when small compromises in life are made. What seems like a small compromise can bring down a believer with an otherwise bright future.

Have the students record answers to these questions on the journal page (p. 7). Are there ways you are ignoring the truth of the Scripture? Are there ways you are compromising in your words, thoughts, or behavior? Recognize your foundation for right living as God's grace, and get to work!



Post the lesson 1 Are You Ready? statement on the bulletin board display: To be ready, I must recognize Scripture as the motivation for Godly living.

Ask students to describe a time when learning a new truth affected their actions. Encourage students to complete their week 2 *Real Faith in Life* devotions to learn more about the relationship between truth and action.