

As disciples of Jesus, to give ourselves to any mission but multiplying disciples would be to veer from the course on which Christ set us when He saved us. As we consider the command of Jesus in Matthew 28:18-20, we cannot deny the responsibility we've been given to not only be disciples, but to also make disciples. Sadly, it appears that many churches lack intentionality regarding the implementation of an actual disciple-making strategy. They may have grand marketing schemes to attract people to attend services and to participate in programs, but without a strategy for multiplying disciples, the church will fail to reach its potential for kingdom impact.

The Disciple Cycle is a plan for investing in new or existing believers to nurture them into a healthy understanding of their identity. Jesus gives us a pattern of what He intended for His disciples when He called His first followers in Mark 1:17. Jesus says to Simon and Andrew, "Come, follow Me, and I will make you fishers of men." Clearly, there are two distinct actions Christ calls His disciples to follow and fish. Later in Mark 3:13-15, as a part of His selection of the apostles, it is clearly stated that Jesus' expectation was two-fold; He wanted them to "be with Him" and He intended to "send them out." Christ's call to every disciple is a call to walk in fellowship with Him (follow/be with Him), and work in partnership with Him (fish/send them out).

The series of lessons that make up the Disciple Cycle are built around a backdrop of teaching that comes from 2 Corinthians 5:16-21. Disciples will be trained to embrace that their first priority (front tire) is their walk - praying, studying His Word, and obeying His teachings. Secondly, (back tire) disciples are learning how to work as ambassadors - bringing in sinners, building up saints and sending out servants. Finding proper balance in these areas will help every disciple live with purpose, making their investment in the fulfillment of the Great Commission - ALL for the sake of God's glory.

Ideally, the Disciple Cycle process should involve a small group of new or existing believers and should be led by a disciple-maker (facilitator) and, when possible, at least one apprentice. The apprentice should be someone who has been taught the lessons earlier and is now willing to assist in sharing the experience with the next generation of believers. Suggested meeting time would be 1 to 1.5 hours. To enhance the reproducibility of the process, it is best to divide each session into the following three parts:

1. "Review/Accountability Time" allows the disciple (learner) to review what was learned in the previous session and give an account for how the lesson has been applied practically throughout the week.
2. "Teaching Time" includes the passage of Scripture that will be read and discussed by the group. Through a participative approach learners will discover new truths from God's Word.
3. "Practice Time" not only gives learners the opportunity to retell or practice what has been learned but also encourages them to think specifically about how they will obey what has been taught. During this time, it is important to encourage learners to set goals for whom they will share the content during the coming week, after which we should pray for them and hold them accountable during the next session.

Lesson 1 Curriculum Guide: The New Creation

Lesson Objective: Learners will understand the basic call of a disciple of Christ—to glorify God as they walk with Him and work for Him.

Resources: Two outline “man” figures and a half sheet of paper per learner, Lesson 1 cards

ACCOUNTABILITY TIME

Have learners break into small groups. Facilitators ask questions to determine what is going on spiritually with learners. *What are you reading in God’s Word? What is He teaching you? How are you applying it?* Pray over what has been shared.

TEACHING TIME

2 Corinthians 5:16-21: Have learners read the passage out loud two or three times listening for answers to three questions: *What happened? How did it happen? Why did it happen?*

What happened? We became a NEW CREATION (v. 17) The old has gone/the new has come. Give each learner two “man” figures. On one man, have learners list sins that identify their old man in black ink. Encourage them to be specific: pride, lust, anger, jealousy, selfishness, lack of self-control, gossip, etc. Leave the second man blank [new man]. Showing your “old” and “new” man remind learners that for anyone in Christ, we are a new creation- the old has gone/the new has come.

How did it happen? The GREAT EXCHANGE (v. 21) Lead learners to answer: *Who was it that had no sin? (Jesus) What did God give to Him? (Our sin) What do we receive in exchange? (His righteousness)* Explain using the “man” figures. [Show “old” man] *This is what we were—sinful. Because of our sin we could not be in fellowship with Holy God. Yet God loved us so He sent Jesus [show clean/new man] to become sin for us. Jesus didn’t go to Calvary with His sin; He went with my sin and your sin [put old man on new man, as if on the cross].* **RECALL:** *What happened? (We became a NEW CREATION- the old has gone/the new has come.) How did it happen? (THE GREAT EXCHANGE—My sin exchanged for Jesus’ righteousness).*

Why did it happen? To bring God glory as we WALK with Him and WORK for Him (v. 18) *God created us so that we could have a relationship with Him. Our sin keeps that from happening. God reconciled us to Himself and made us new so that we could WALK with Him. Not only that, but He has given to us the ministry of reconciliation. We are not only called to WALK with Him but also to WORK for Him.* Explain using motions...

OUR WALK

Our walk is healthy when we:

- **Speak to Him through Prayer** (Hands together palms facing, as if praying)
- **Listen to Him through Bible Study** (Hands held palms up with pinkies touching, as if holding a Bible)
- **Love Him through Obedience** (Arms crisscrossed over chest)

OUR WORK

As ambassadors of Christ, we are called to:

- **Bring IN Sinners** (Bring arm behind you and forward above shoulder as if saying, “Come on!”)
- **Build UP Saints** (Arms down by side, palms up, bring hands upward to bend at the elbows)
- **Send OUT Servants** (Hands in front of chest, palms facing out, push hands out)

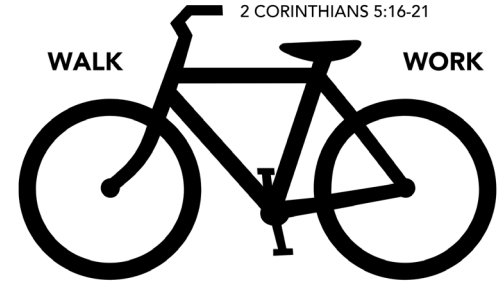
Drawing: Have learners draw a bicycle on a half sheet of paper. Write across the top bar 2 Corinthians 5:16-21. Walk through the Three questions: *What happened? How did it happen? Why did it happen?* Write WALK as the “fender” of the front tire, explaining our WALK always comes first. Ask, *“How do we walk with God?”* (Have learners answer with motions). Write WORK as the “fender” of the back tire. Ask, *“How do we work for God?”* (Answer with motions). Divide the back tire into three sections and write IN, UP, and OUT. Explain that an illustration will accompany each lesson to help remember what is learned.

PRACTICE TIME

Break into small groups. Facilitators lead learners to “re-teach” the lesson to each other—asking the what, how and why questions, explaining with the “man” figures, and using the motions learned. Pray, asking God to help each one not only learn how to walk with and work for Him, but to put it into practice.

Pass out two Lesson 1 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.

THE DISCIPLE CYCLE



Lesson 2 Curriculum Guide: Living the New Life

Lesson Objective: Learners will discover facts about the new creation: We're free! We're filled! We're not finished!

Resources: Bicycle drawing along with "old" and "new" man figures from Lesson 1, Lesson 2 cards



ACCOUNTABILITY TIME

Break into small groups. Facilitators ask questions from Lesson One. *What happened?* (We became a new creation—the old is gone/the new has come.) *How did it happen?* (The Great Exchange) Have a volunteer explain using the old/new man figures. *Why did it happen?* (For God's glory so we can WALK with Him and WORK for Him) Have learners tell how we "walk" and "work" using the motions learned. Ask learners to share how they have been walking and working this past week. Pray over what has been shared.

TEACHING TIME

Review memory verse from Lesson 1 (2 Corinthians 5:17). Explain: *There are many things a new creation looks like, but in this lesson we will focus on two things we are and one thing we are not.*

We're FREE! Have learners read Romans 6:6-7 out loud several times. Ask, "Who do these verses say has been crucified with Christ?" (Our old self--Show old man). *Remember it wasn't Jesus going to the cross with His sin* (Show clean/new man). *He was pure but took our sin to the cross* (Put old man on top of new man). *If our old self has been crucified what are we?* (DEAD!) Have learners look at their old man. *Where once we were in bondage to these sins, if we have made the GREAT EXCHANGE we are now dead to these sins.* Lead them to say of their "old man"—"I'm dead to pride," "I'm dead to jealousy," "I'm dead to..." Reread verses. Ask, *if our old self was crucified and we have died, then what are we?* (We are free!) *Free from what?* (Our sin!)

Motion: Hold wrists crossed over chest "in bondage." Pull out "breaking free" saying, "We're free!"

We're FILLED! *We want to answer two questions about being filled—With Whom? And with what?*

With Whom? Read Galatians 2:20a, 4:6 focusing on "Christ lives in me." Explain: *When we made that GREAT EXCHANGE we did not only receive Christ's righteousness, but we received Christ Himself living in us. God has revealed himself to us as God the Father, God the Son and God the Holy Spirit—three distinct persons yet one GOD. Christ lives in us through His Holy Spirit.*

Recall: We are filled with whom? (The Holy Spirit)

With What? Read Galatians 5:22, 23a. *If we are filled with the Holy Spirit then we are also filled with His fruit. What do these verses say the fruits of the Spirit are?* Write the fruits of the Spirit on the new man. **Motion:** Hold hands up with palms out as if receiving something, bring into heart in "filling" motion saying, "We're filled!" **Recall with Motions:** *There are two things we are. What are they? (We're free!) Free from what? (Our sin) And we are what? (We're filled!) With Whom? (The Holy Spirit) And with what? (The Fruit of the Spirit) And there's one thing we are not...*

We are NOT FINISHED! Have learners read Philippians 1:6 out loud several times. *Who is at work in our lives? (God) This verse says that He who began a good work will do what? (Carry it to completion.) What does that imply? (We are NOT finished!) So if I'm dead to this [Show old man] and I'm filled with this [Show new man filled with fruit], then why does my life sometimes look more like this dead man? Does that mean I'm not saved? (No!) Our old self is waging war against the work of the Spirit. **We have a choice.** What does God's word say about this old man? (It's been crucified with Christ.) It is dead! We have to **choose** to say, "I'm dead to (this sin)..." and live it! In reality we will not choose that every day. When we choose the wrong response—and we all will—we must remember we are NOT FINISHED and we must also remember God's GRACE in the process.* Have someone read Galatians 2:21. *Do not set aside grace! God loves us, He has forgiven us and made us a new creation so we can walk with Him and work for Him.* **Motion:** Move hands palms down crisscrossing back and forth while shaking head "no" saying, "We are NOT finished!" **Recall with motions:** *Two things we are— ("We're FREE!") Free from what? (Our sin) And we are ("We're FILLED!") With Whom? (The Holy Spirit!) With what? (The Fruit of the Spirit) And one thing we're not— ("We're NOT FINISHED!")*

Drawing: Using the bike illustration, draw an outline of a "new man" on the inside of the front tire at the top.

PRACTICE TIME

Break into small groups. Facilitators lead learners to explain the two things we are and one thing we are not as a new creation using the "old" and "new" man figures, along with the motions learned. Pray, asking God to help each one to faithfully live out their life in Christ, remembering that they are FREE, FILLED, and NOT FINISHED.

Pass out two Lesson 2 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.

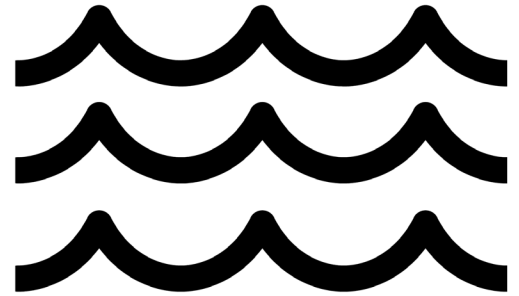
Lesson 3 Curriculum Guide: Baptism – Philip and the Ethiopian

Lesson Objective: Learners will be encouraged to identify with Jesus' death, burial & resurrection through believer's baptism.

Resources: Bicycle drawing from previous lessons, Lesson 3 cards

REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators have learners "retell" the key points from lessons one and two using the old/new man figures along with the motions learned. If need be, use the PRACTICE TIME section from each of the previous curriculum guides for guidance. Ask learners to share what they have been reading in the Word this week and what God has been teaching them. Pray over what has been shared.



TEACHING TIME

Explain the background for this story. *Stephen had been stoned and the early church began to face persecution, causing all those in Jerusalem (except the apostles) to be scattered. Philip (a deacon), began to preach Christ in Samaria and had a vibrant ministry. The Bible says that because of what was going on "there was great joy in the city."* Read or tell the story of Philip and the Ethiopian from Acts 8:26-40. After reading/telling, retell the story asking questions in sequential order (ex. *Who came to Philip? What did the angel tell him to do?* etc.). Have learners retell the story sentence-by-sentence beginning with you, the leader, (*Now an angel of the Lord said to Philip, "Go south to the road—the desert road—that goes down from Jerusalem to Gaza"...*) and then giving prompts to keep the story flowing accurately. Continue until the story is completed. In so doing the story will be shared at least three times. Ask what they learn from this story, pulling out (but not limited to) the following key points:

- God led Philip to a divine appointment. An angel told him to "go south." He listened and was obedient. The Spirit told him to "go to that chariot." He listened and was obedient. God had a plan for a lost person to hear. He did not give Philip the plan in detail, but He led him step-by-step. The Ethiopian came to know Jesus because Philip chose to listen and be obedient.
- Philip had a great ministry going on in Samaria, but He was willing to be uprooted and inconvenienced.
- Philip was called to share with someone other than a Jew—someone not like him. We should willingly cross over cultural and racial lines for the sake of the gospel.
- The Ethiopian eunuch had a limited knowledge of God and had been to Jerusalem to worship. He was seeking truth as he read Old Testament scripture, but he had not yet heard nor understood the gospel. God used Philip to help him understand that Jesus had come to reconcile sinners to God by His death and resurrection. Believing the gospel, the eunuch was saved and baptized. We should not assume that those around us who are "religious" are saved. They may have some knowledge or beliefs about God, but not a complete understanding of salvation. We have the opportunity to share the message that leads to salvation.
- When the eunuch heard the message about Jesus he believed in Him and wanted to be baptized. Explain the symbolism of baptism with an illustration of a wedding ring. The ring does not make us married, but rather lets people know we are married. In the same way, baptism does not save us! Believing that Jesus died for our sins and rose again, we are baptized as a public profession of our faith in Him, and our commitment to submit to His Lordship. Through baptism, we willingly identify with Jesus' death, burial, and resurrection. We proclaim that we (our old sinful ways) have died with Christ and that we have been raised to live a new life that brings glory and honor to Him.
- When was the eunuch baptized? Immediately after he believed the gospel message. Have you been baptized? Have someone read Acts 2:37-39. What does this passage tell us? We need to repent and be baptized. Both are an act of obedience. If you have not been baptized, would you be willing to do so?

Drawing: Have learners draw the baptism symbol (three lines of water) after the "new man" on the front tire of the bicycle.

PRACTICE TIME

Break into small groups. Facilitators lead learners to retell the story of Philip and the Ethiopian. Ask them to share what they learned from the story. Ask them to identify the next step God wants them to take. Pray over what has been shared, challenging learners to be attentive to the Spirit this week (as Phillip and the Ethiopian were), and to willingly obey.

Pass out two Lesson 3 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.

Lesson 4 Curriculum Guide: Prayer – Speaking to God

Lesson Objective: Learners will discover a model for prayer based on Matthew 6:5-15.

Resources: Half-sheet of paper per learner, pens, bicycle drawing from previous lessons, Lesson 4 cards



REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators lead learners to retell the story of Philip and the Ethiopian and explain the key points. Ask learners to share what God has prompted them to do this week (Be baptized? Share with others?) How did they respond? Allow learners to share what their prayer life has looked like this week, what they have been reading in the Word and what God has been teaching them. Pray over what has been shared.

TEACHING TIME

Explain: *In this lesson we will begin looking at a healthy walk by learning from Jesus a model for how to pray.* Read or tell the story of Jesus teaching on the subject of prayer as recorded in Matthew 6:5-15. Have learners share what they learn about prayer in this story. Highlight the things that Jesus tells His disciples not to do (“do not be like the hypocrite...”, “do not keep on babbling like the pagan...”) as well as what He tells them to do. Point out that Jesus instructs them to use a model for their prayer, the Lord’s Prayer. Note that this prayer is not to be recited thoughtlessly, but rather it serves as a reminder for what they are to focus on as they pray. To help learners retain this knowledge and pray appropriately, share how our hands can serve to help us remember Jesus’ model for how to pray. Have learners take the half-sheet of paper and on both sides trace an outline of their hand. Have a volunteer read Matthew 6:5-15 out loud while learners listen for answers to the following questions: *Whom do we pray to? How do we pray? Where do we pray? When do we pray? and What do we pray?* As you walk through the passage unpacking the following key points, have learners fill in their hand illustrations.

LEFT HAND

- **Thumb:** Whom do we pray to? Our Father in heaven (v. 6, 9)
- **Pointer:** How do we pray? In faith, believing He sees us, knows what we need and will answer in one of three ways: yes, no, or wait. He is our Father. We can trust His answer. (v. 8)
- **Tall Man:** Where do we pray? Private place (v. 6) While there is nothing wrong with praying together publicly as seen in Acts 2:42, in private is where we are most personal with God.
- **Ring:** When do we pray? Daily—throughout the day (v. 11)
- **Pinkie:** What do we focus on as we pray? We will use the other hand to answer this.

Recall: Holding up each finger, ask questions and have learners answer: Whom do we pray to? How? Where? When? What? Split group down the middle and have one side use fingers and ask the questions and the other side answer. Switch.

RIGHT HAND

- **Thumb: PRAISE**—“Our Father in heaven, hallowed be Your name...” Speak of everything you can to praise Him.
- **Pointer: PLANS**—“Your kingdom come, Your will be done on earth as it is in heaven.” Submit to His plan.
- **Tall Man: PROVISION**— “Give us today our daily bread.” Request God to meet needs, yours and others.
- **Ring: PARDON**— “Forgive us our debts, as we also have forgiven our debtors.” Look also at v. 14-15.
- **Pinkie: POWER/PROTECTION**— “And lead us not into temptation, but deliver us from the evil one.” Ask God to make His power real in your lives so you can overcome temptation. Ask Him to also protect and deliver you from the enemy.

Recall: Holding up each finger, have learners say the key words of what to pray with the examples given several times (ex. hold up thumb, say: PRAISE—Our Father in heaven, hallowed by Your name. Hold up pointer, say: PLANS—Your kingdom...etc.) Split group down the middle and have one side hold up fingers and tell the key words while the other side gives the example (i.e., Side one: PRAISE/Side two: Our Father in heaven, hallowed be Your name, etc.). Switch.

Drawing: Have learners draw “praying hands” symbol on front bicycle tire (WALK) after the “baptism” illustration

PRACTICE TIME

Break into small groups. Facilitator leads learners to “re-teach” the lesson to each other using their fingers on each hand to share key points of a healthy prayer life. Pray, asking God to help each learner take seriously their commitment to walk with their Father in order to build their relationship with Him.

Pass out two Lesson 4 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.

Lesson 5 Curriculum Guide: Bible Study – Listening to and Obeying God

Lesson Objective: Learners will understand the importance of a daily time of Bible study in order to listen to and obey God.

Resources: Bicycle drawing from previous lessons, Lesson 5 cards

REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators lead learners to use their hands to explain the elements of a healthy prayer life. Ask learners to share what their prayer life has looked like this week, what they have been reading in the Word and what God has been teaching them. Pray over what has been shared.

TEACHING TIME

Explain that Jesus had been teaching His followers on the mountainside. Read or tell the story of the Wise and Foolish Builders as found in Matthew 7:24-29. After reading, retell the story asking questions in sequential order (ex. *Jesus told His followers that everyone who hears these words of mine and puts them into practice is like whom? The wise man who built his house upon a rock. What happened after the wise man built his house on a rock? The rain came down, the streams rose, and the winds blew, etc.*) Have learners retell the story sentence-by-sentence, beginning with you, the leader, (*Jesus told His followers that everyone who hears these words of mine and puts them into practice is like...*) and then giving prompts to keep the story flowing accurately. Continue until the story is completed. Ask what they learn from this story, pulling out (but not limited to) the following key points:

- *To whom was Jesus comparing the wise builder?* (Those who heard His Word and put it into practice) *The foolish?* (Those who hear and do not obey)
- *What was common to both builders?* (They both built. They both faced a storm.) Building on the foundation that is firm does not remove us from the storm but rather assures us that the storms we face are not powerful enough to destroy us.
- Jesus taught that a person's response to the Word of God would become the foundation on which their life would be built. In the story Jesus makes a distinction between those who hear His word. Those who hear and obey were likened to the wise builder who survived the storm. Those who hear but do not obey were likened to the foolish builder whose house was destroyed. Jesus emphasized that the foundation is not merely the Word of God, it is hearing AND obeying.
- Read Hebrews 4:12 and reflect briefly on what is said about the Word of God.

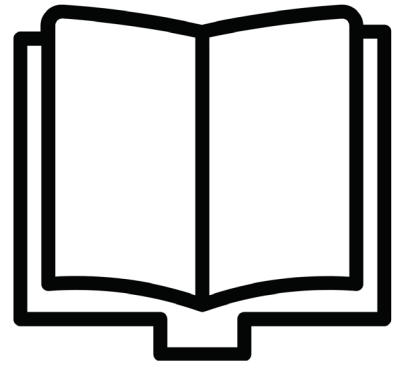
NOTE: Encourage participants to commit to a daily time of studying the Bible using the SWORD method. Prior to reading, one should pray and ask the Lord to speak clearly to them. As they read a chapter they should ask: 1) What does this say about God - the Father, the Son, and the Holy Spirit? 2) What does this say about mankind? 3) Does this reveal a specific sin that I should confess and repent of? 4) Is there a specific command to obey or an example to follow? 5) In summary, what would God want me to Know? Be? Do? *Remember, the wise person hears and obeys the Word of God.*

Drawing: On the bicycle front tire (WALK) after the praying hands illustration, draw a Bible. Remind learners: Your commitment to your relationship with Christ will be as shallow or as deep as your commitment to the time you spend in His Word.

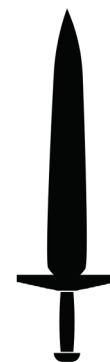
PRACTICE TIME

Break into small groups. Facilitators lead learners to retell the story of the Wise and Foolish Builders. Ask them to share what they learned from the story. Lead learners to discuss storms they may be facing or have faced and how their foundation saw them through. Recall what the parts SWORD stand for. Pray, asking God to help learners be committed to a daily Bible study time—reading to hear from God, with a commitment to obey His instructions.

Pass out two Lesson 5 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.



Father?
Son?
Holy spirit?



Sin to Confess
and Repent?

Command to obey?
Example to follow?

Mankind?

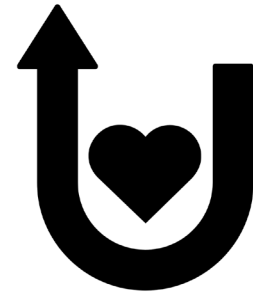
Summary:

**Know?
Be?
Do?**

Lesson 6 Curriculum Guide: Zacchaeus – Assurance of Salvation

Lesson Objective: Learners will recognize the importance of faith, repentance and the assurance of salvation.

Resources: Bicycle drawing from previous lessons, Lesson 6 cards



REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators lead learners to recall what the SWORD method stands for and to retell the story of the two builders. Point out: Jesus said that those who hear these words of mine and puts them into practice are like whom? (The wise man) And those who hear these words of mine and do not put them into practice are like whom? (The foolish man) Ask learners to share what their prayer life and Bible study time has looked like this week. Ask them what they have heard from God this week and how they have responded. Pray over what has been shared.

TEACHING TIME

Read or tell the story of Zacchaeus as found in Luke 19:1-10. After reading/telling, retell the story asking questions in sequential order (ex. *Jesus entered what city and was passing through? There was a man there, what was his name? What was he?*) Have learners retell the story together in order with you, the leader, giving the first sentence (*Jesus entered Jericho and was passing through...*) and then giving prompts to keep the story flowing accurately. Continue until each learner has had a turn or the story is completed. Ask what they learn from this story, pulling out the following key points, but not limited to:

- *Zacchaeus had a believing heart. His faith was evidenced by Jesus declaring him to be a 'son of Abraham' (See Galatians 3:6-7 to explain if needed).*
- *Zacchaeus repented of his sin. Repentance is seen in a heart change (greedy to generosity) and in action (his desire to make things right with those he offended).*
- *Zacchaeus was assured of his salvation. Jesus said, "Today salvation has come..." Salvation is a finished work.*

The right response to the gospel is FAITH and REPENTANCE and leads to the assurance of salvation.

Drawing: Summarize the story with a picture: HEART—Zacchaeus had a believing heart. He believed in faith, like Abraham. U around the heart— Zacchaeus repented of his sin. He made a U-turn. He turned from his sin to follow Jesus. Arrow on one end of the U— The arrow is pointing heavenward reminding us that we can be assured of our salvation. Jesus said, "Today salvation has come to this house..."

NOTE: When we have made the Great Exchange (our sin for Christ's righteousness) our salvation is settled. Our sanctification, however, is an ongoing process. Have learners recall the two things we are as a new creation and one thing we are not: *What are we? (We're free!) Free from what? (Our sin) And we are what? (We're filled!) With whom? (The Holy Spirit) And with what? (The Fruit of the Spirit) And there's one thing we're not— (We're not finished!).* Sanctification is a process but salvation is immediate. Have learners take out the bicycle drawing from previous weeks. On the bicycle front tire (WALK) after the Bible illustration, draw a heart with a U around it. Put an arrow on one end of the U.

PRACTICE TIME

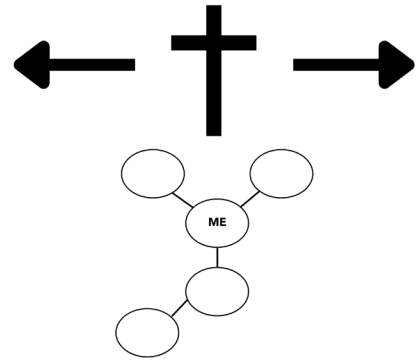
Break into small groups. Facilitator leads learners to retell the story of Zacchaeus. Ask learners to share about their time of decision—when they heard God calling them, they believed and repented of their sins. Allow them to tell how their life has changed since they came to know Christ. Challenge them to look at their own life to see if there are offensive things they should turn away from. Recall the end of the story when Jesus stated that He came to seek and to save the lost. Are we seeking the lost? Ask them to begin thinking of people they know who are close to them but far away from God. Pray, thanking God for the gift of salvation; asking Him to reveal to each learner where they stand with Him; and to begin providing opportunities for them to be able to share truth with those who do not have the assurance of salvation

Pass out two Lesson 6 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.

Lesson 7 Curriculum Guide: Sharing Your Testimony

Lesson Objective: Learners will use the framework of the Zacchaeus story to develop their personal testimony in a way that can be easily shared with those in their circle of influence.

Resources: A piece of paper per learner, bicycle drawing from previous lessons, Lesson 7 cards, white board or other visual display



REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators lead learners to retell the story of Zacchaeus. Ask, what were things Zacchaeus needed to repent of? Has the Lord revealed anything to you this week that you need to repent of? Ask learners to share what their prayer life and Bible study time has looked like this week, and how they are responding to what they are hearing from God. Pray over what has been shared.

TEACHING TIME

Say: *In the last lesson we learned about Zacchaeus. In this lesson we're going to frame that story with the following diagram: ← † → (Before Christ/How he came to Christ/After Christ)* Asking for answers to the following questions, use brief key points to fill in the diagram on a visual display. (←) *What was Zacchaeus like before he came to know Christ?* (†) *How did he come to know Christ?* (→) *What was he like after he came to Christ?*

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|------------------------------|---|--|
| ← | | → |
| 1. Chief tax collector | 1. Had a desire to see Jesus | 1. Heart changed (greedy to generous) |
| 2. Wealthy by dishonest gain | 2. Did something radical, positioned himself to see Jesus | 2. Repentance seen, wanted to make right what was wrong/repaid |
| 3. Bad reputation, "sinner" | 3. Jesus spoke, told him to come | 3. Assured of salvation |
| | 4. He obeyed and welcomed Him gladly | |

Explain that we see a similar framework for how Paul's testimony was shared in Acts 22:1-21 and 26:1-23. Similarly, we can use this framework to craft our personal salvation testimony. Give learners a piece of paper and ask them to create three columns with the following symbols as the header for each of the columns. Under each symbol have them write three or four brief statements to describe that particular part of their testimony, thus creating an outline for how they might share with someone else. Encourage them to try and keep their testimony brief - three minutes or less. Sharing our testimony with someone is a fantastic way to give glory to God and to direct a conversation towards spiritual things. Once the spiritual conversation is started, encourage them to follow the Holy Spirit's lead regarding how to proceed with sharing the Gospel and calling for a response. Give learners several minutes to develop their testimony on paper, and then have them turn to someone in the group and practice sharing. Listen for ← † → and coach where needed.

Divide learners into three groups having each look up one of the following passages: John 1:35-42; Acts 16:16-34; Acts 10:22-46. Have each group read the passage and give a quick summary. Ask: *From these passages, what seems to be the pattern for how the message moved from one person to many?* (One finds truth and then it moves to those closest to them.) Remind learners that our calling is to walk with and work for Christ. Recall with motions what make a healthy walk and work. Say: *If our work entails bringing in the lost, our example from Scripture is to start with those closest to us.* Give learners the Lesson 7 OIKOS map card and ask them to prayerfully consider people who are close to them but far from God. Ask them to list their names as God reveals them and to commit to pray daily for them and for opportunities to share with them.

Drawing: Have learners take out their bicycle picture and draw the ← † → illustration on the back tire in the "in" section, reminding them that we can bring "in" sinners by sharing our testimony with them. Have them draw the OIKOS map in the "out" portion reminding them that we are to take the message "out" to those close to us but far from Him.

PRACTICE TIME

Break into small groups. Have learners share their testimony with the group, listening for a clear change of heart. Pray over those listed on the cards and for learners to be open to opportunities to pass on their testimony. Ask God to help them speak boldly for His honor and glory.

Give out the Lesson 7 testimony cards and ask them to take time this week to fill in their statements and practice!

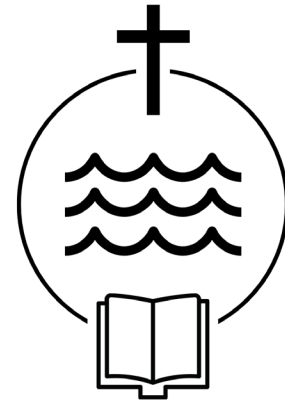
Lesson 8 Curriculum Guide: The Great Commission

Lesson Objective: Learners will understand Christ's authority, along with His commission to "Go and make disciples."

Resources: Bicycle drawing from previous lessons, Lesson 8 cards

REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators lead learners to tell what Zacchaeus was like before he met Christ (←), how he came to know Christ as his Savior (†) and what he was like after meeting Christ (→). Ask a volunteer to share their testimony, while learners listen for ← † →. Allow learners to tell their experiences from sharing their testimony this week. Ask what they are reading in God's word and how they are obeying it. Pray over what has been shared.



TEACHING TIME

Say: *Jesus was the most unique man who ever lived. There are three distinct things we see about Jesus that make Him unique: 1. His birth: Can you think of anything that makes His birth unique? (It was prophesied; proclaimed by angels; born of a virgin; God was His Father; came to reveal God to mankind) 2. His life: What was unique about His life? (Taught with authority; healed people; sinless; heart of compassion) 3. His death: What was unique about His death? (He prophesied His death, burial and resurrection; was killed as a common criminal though He had done no wrong; rose again; resurrection could be verified—tomb was empty and He appeared to many witnesses.)* So we see that Jesus was unlike anyone else who ever lived in His birth, His life and His death. After He died and rose again, Jesus said something very important to His disciples before returning to heaven. Read Matthew 28:18-20. Lead group in discussing this command of Jesus, allowing learners to pick out the key points as you explain further.

ALL AUTHORITY: Everything Jesus tells us to do comes from the One who has **ALL AUTHORITY**. Share an illustration: *I'm driving along and a man is standing in the middle of the road holding up his hand to stop. Am I obligated to stop? (No) What if that man has on a uniform with a badge on it that says "Police?" Am I obligated to stop? (Yes) Since Jesus has all authority, we are obligated to obey Him. And what does He tell us to do? GO: Go where? ALL NATIONS.* There are no boundaries. The scope of God's vision is global. It may mean we get on a plane, but first we are all called to go across the street. *As we go, we are to do what? MAKE DISCIPLES.* What is a disciple? (A follower of Christ) We have an example of what that looks like in Jesus with His disciples. It was about relationship. We are called to not just bring people to church but to do life with them. *What do we do as we make disciples? BAPTIZE.* Through baptism one identifies with Christ publicly. Remember it is a symbol like a wedding ring which does not make us married, but rather lets people know we are married. In the same way, baptism does not save us, but it shows the world we belong to Christ. *Along with baptizing them we are called to what? TEACH THEM TO OBEY.* We are to teach them not just for knowledge sake, but for obedience. There should be life transformation, which is why we stress accountability. *Are you obeying what you are learning? We teach with an expectation that disciples will obey. Obey what? EVERYTHING JESUS HAS COMMANDED.* We are not free to pick and choose what we teach or what we obey, regardless of whether it offends or makes us uncomfortable. *As we go and make disciples what is Jesus' promise to us? I WILL BE WITH YOU FOREVER.* Jesus is going to ascend to His Father, but He promises He will be with them. *How? (Through His Holy Spirit) Remember Galatians 2:20a, "I have been crucified with Christ and I no longer live, but Christ lives in me."* Ask learners what may hinder them from obeying this commission to go and make disciples. Possible answers: fear, rejection, may think someone else will do it, etc. Knowing that Jesus (the One with ALL authority) is with us, we can have confidence to move forward in obedience as disciple-makers in our world.

Drawing: Have learners draw a globe on the front tire after the Zacchaeus (Lesson 6) illustration. Explain the symbols. Cross: We lift up Jesus to the world (globe) as the One who reconciles us to God. Water: Baptize in the name of the Father, Son and Holy Spirit. Bible: Teaching them to obey everything He has commanded.

PRACTICE TIME

Break into small groups. Have facilitator lead learners to recap the three things that made Jesus unique. Also have them go over the Great Commission, along with the key points. Ask learners to get out their OIKOS map with their list of people who are far from God. Pray over these names and ask God to grant opportunities for learners to share their testimony. Remind them of the two builders. Ask, *"Jesus said those who hear these words of mine and put them into practice are like whom?"* (The wise builder) Challenge them to go forth this week in obedience, knowing that Jesus—the One with all authority—not only has commanded them to go, but goes with them.

Pass out two Lesson 8 cards to each learner—one to keep and one to share, pointing out the memory verse to learn. Ask learners to keep practicing their testimonies, looking for opportunities to share!

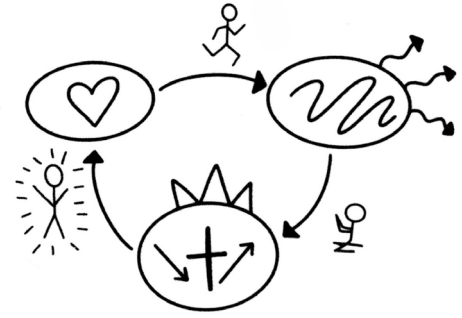
Lesson 9 Curriculum Guide: Sharing the Gospel

Lesson Objective: Learners will become familiar with the 3 Circles method of sharing the gospel.

Resources: Bicycle drawing from previous lessons, Lesson 9 cards

REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators lead learners to explain the key points from the previous lesson on the Great Commission. Ask if anyone has allowed God to work through them this week in obedience to His command to go. Ask for a volunteer to share their testimony. Have learners listening for ← † →. As time permits, ask what they are reading in God's word and how they are obeying it. Pray over what has been shared.



TEACHING TIME

Say: *In the last lesson we were given a command. What was it? (To go and make disciples) We can't make disciples of lost people, but we did learn how to share something to see if they are interested in hearing more. What was it? (Our testimony) While "our story" is not enough to bring people to salvation, "God's story" (the gospel) is! Today we are going to learn how to effectively communicate the gospel to those around us. 3 Circles is a very simple method of walking someone through the plan of salvation using a drawing and a few key verses. Refer to the 3 circles drawing to explain these concepts: 1) God's perfect design: a personal relationship with Him 2) Brokenness caused by our sin 3) Our empty efforts to escape brokenness 4) God's provision: the death and resurrection of Jesus Christ 5) Our response: turn from sin and trust in Christ alone 6) Restored to God's perfect design: New Creation.*

Romans 3:23: This verse tells us there is a standard—the glory of God, which is His holiness. Sadly, we fall short of it. *Why? (We're all sinners) Because we fall short, we are incompatible with God, unable to have a relationship with Him.*

Romans 6:23: There is a consequence for our sin. *What is it? (Death) Separation from God now and for eternity. So in a nutshell, we cannot have a relationship with God because of our sin and His holiness. We deserve death but we have been given a gift. What is the gift? (Eternal life through Christ) To understand this gift more let's look at...*

Romans 5:8: Holy God loves sinners. He sent Jesus to die to pay for our sin. We receive this gift because someone took our punishment of death and died in our place. Think about a gift for a minute. If I tell you I want to give you a gift—this Bible—it's here in my hands... when does it really become yours? When you take it! God offers to everyone the gift of eternal life, but there is something we must do to receive this gift...

Romans 10:9-10: *What must we do to be saved? (Confess with our mouth Jesus as Lord/Believe in our heart that God raised Him from the dead.) If God raised Him then what does that imply? (He died) If we will do this, confess with our mouth that Jesus is Lord and believe in our heart that Jesus died for our sin and that God raised Him from the dead, what does it say will happen? (You will be saved)*

Romans 10:13: *Who can be saved? (Everyone who calls on the name of the Lord) Clarify it doesn't say those who go to church, teach Sunday School, give to the poor, etc.*

Ask learners if they have called on the name of the Lord, if they have recognized that they are sinners and cannot have a relationship with God because He is holy. Recognizing that they deserve death, but knowing Jesus paid the price for them, have they called on His name—confessing with their mouth that He is Lord and believing in their heart that God raised Him from the dead? **Note:** If you have—then you are saved! Now it is time to pass on the good news to your family and friends about how they too, can have a relationship with Holy God.

Drawing: Have learners draw the 3 Circles diagram in the "IN" section of the back tire after the Testimony symbol.

PRACTICE TIME

Break into small groups. Have partners take turns sharing the 3 Circles with each other. Challenge them to look at their list and make a plan for who they will share with this week. Have them share their plan. Pray, asking God to give them courage and confidence to share the 3 Circles!

Pass out two Lesson 9 cards to each learner—one to keep and one to share.

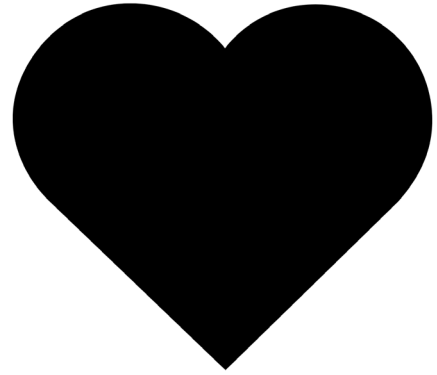
Lesson 10 Curriculum Guide: The Great Commandment

Lesson Objective: Learners will understand the Great Commandment and the importance of living it out.

Resources: Bicycle drawing from previous lessons, Lesson 10 cards

REVIEW/ACCOUNTABILITY TIME

Have learners break into small groups and share the 3 Circles with a partner. Facilitators ask questions concerning their “walk” and their “work”—*What are you reading in God’s Word and how are you applying it? What has your prayer life looked like?* Allow them to share how they have shared their testimony or the gospel this week. Have learners take out their OIKOS map. Pray over names, along with what was shared.



TEACHING TIME

Read or tell the Parable of the Good Samaritan as found in Luke 10:25-37. After you read/tell, retell the story asking questions in sequential order (*Who was having a conversation with Jesus? What did he want to know? How did Jesus respond? What did the expert in the law recite? What does Jesus say about his response? Why does the expert in the law ask, “Who is my neighbor?” Jesus tells a story about a man. Where was the man going? What happened to him?* etc.) Have learners retell the story sentence-by-sentence, beginning with you, the leader, (*On one occasion an expert in the law stood up to test Jesus...*), and then giving prompts to keep the story flowing accurately. Continue until the story is completed. Ask what they learn from this story, pulling out (but not limited to) the following key points:

Loving God: *How does this story say we are to love God?* (Love the Lord your God with all your heart, soul, strength and mind) *What does that mean?* Love with heart (passions, affections, purposes), soul (feelings, desires), strength (actions), mind (thoughts). God must be our first love and we must love Him with everything we are and have! *Do we?*

Loving Others: *How is love for a neighbor demonstrated in this story? What was the Samaritan doing in this story?* (Traveling) *What did he do when he saw the injured man?* (Took pity on him and bandaged his wounds) Seeing a need he was willing to put off his agenda, use his own resources (his oil, wine, donkey, silver AND time) to care for the man. *Do you think it was easy or hard for the Samaritan? Was it quick? Cheap? How does this story say we are to love our neighbor?* (Love like we love ourselves) *If someone beat you up what would you want? If you are hungry and hadn’t eaten in a week—what would you want?* The Samaritan looked at the hurt man and chose to do what he would want someone to do for him. Whatever we want for ourselves we must also want for our neighbor to experience. *Are we willing to put off our agenda? Are we willing to use our resources and our time to love others?*

Who is our neighbor: *Was the Samaritan a relative of the hurt man? Was he even the same race?* Our neighbor is anyone God puts in our path! We should not discriminate or make stereotypes about who our neighbor is. Everyone is potentially our neighbor and we should have the kind of compassion towards them that we would like to be given to us!

Knowing vs. Doing: The expert knew the answer to his own question (Love the Lord... and neighbor as yourself). Jesus said, “Do this and you will live.” *What was the expert’s response?* (He wanted to justify himself so he asked, “And who is my neighbor?”) He knew the answer the first time, but he wasn’t doing it. Continuing in the story, Jesus identifies two men who first came upon the injured man. *Who were they?* (A priest and a Levite) Both knew the law; they were people who worked in the temple. Think back, *what did we learn from the wise and foolish builders?* Jesus said, “Those who hear these words of mine and put them into practice” are like whom? *Is it enough to know the right thing to do? What is important?* GO AND DO LIKEWISE.

Drawing: Have learners draw a heart after The Great Commission illustration in the front tire.

PRACTICE TIME

Break into small groups. Facilitators lead learners to retell the story. Ask learners to share what God may be teaching them personally through this story. Lead learners to ask the Holy Spirit to examine them and to truly ask, “How am I doing regarding my love for God and others? Have someone look up John 14:15. How do we show our love for God? (Obey Him) Do I love God with all my heart? Soul? Strength? Mind? Do I love anything or anyone more? Do I truly love my neighbor as myself? Pray over what has been shared.

Pass out two Lesson 10 cards to each learner—one to keep and one to share, pointing out the memory verse to learn. Remind learners to continue practicing their testimony and the Romans Road, looking for opportunities to share them. Ask them to also be looking for opportunities to love this week. Love is costly...let’s be willing to expend ourselves in order to demonstrate the love of Christ to others!

Lesson 11 Curriculum Guide: Giving – The Widow’s Offering

Lesson Objective: Learners will understand the concept of Biblical giving.

Resources: Money: a five dollar bill and a penny (optional); bicycle drawing from previous lessons, Lesson 11 cards

REVIEW/ACCOUNTABILITY TIME

Facilitators ask learners to retell the Parable of the Good Samaritan. Allow them to tell about opportunities they have had to share their love for God and others this past week. Ask what they are reading in the Word and how they are responding to it. Remind learners of the importance of putting into practice what God is teaching them. Pray over what has been shared.



TEACHING TIME

(Optional) Hold up a five dollar bill and a penny. Ask learners which is more, (Obviously, learners will say the \$5 but our story will demonstrate value is not found in the amount.) Read or tell the story of the Widow’s Offering as found in Mark 12:41-44. After you read/tell, retell the story asking questions in sequential order (*Where was Jesus sitting? What was He watching?* etc.). Have learners retell the story sentence-by-sentence, beginning with you, the leader, (*Jesus sat down opposite the place where the offerings were put...*), then giving prompts to keep the story flowing accurately. Continue until the story is completed. Ask what they learn from this story, pulling out (but not limited to) the following key points:

Extravagant LOVE: *What were the rich people throwing in? What did the widow put in? What did Jesus say about her gift? (She put more into the treasury than all the others). What did we learn last week about how we are to love God? Does her giving look like she’s honoring that command?* The widow clearly demonstrates her extravagant love for God as she gave everything she had.

Radical FAITH: *The widow put in only two very small copper coins, worth only a fraction of a penny. How then, could Jesus say that she gave more than all the others? (They gave out of their wealth, money was left over. She gave out of her poverty and put in everything, all she had to live on.)* The widow demonstrates her radical faith in God as she gives sacrificially to Him everything she has to live on, trusting that He is going to continue providing for her.

Other Points to Note: Give us this day our daily bread—widow was living this concept from the Lord’s Prayer. *Are we exempt from giving when times are tough? Are we exempt from giving when we have little to give?* Our gift in faith honors God—whatever it is.

Drawing: Have learners draw two coins on the bicycle front tire after the heart symbol. Explain: To help us remember the key points of this story, I like to think of the two coins as representing the widow’s LOVE and FAITH. We also should consider WHAT our giving should support. In the Old Testament, followers were called to give a tenth of all that they had. That is a good place to start, but in light of the example of the early church in Acts, it seems we are called to give above and beyond that. If God has called us to fulfill The Great Commission and The Great Commandment, we can be assured that it would be God-honoring to use our sacrificial gifts to support both of these endeavors. *What is The Great Commission? What is The Great Commandment?*

Note: We can evaluate our giving by remembering the two coins and asking: Does this gift I am offering express my extravagant love for God? Does this gift express my radical faith in God? Does this gift have the potential of furthering the work of the Great Commission? Does this gift have the potential to meet the need of my hurting “neighbor?”

PRACTICE TIME

Break into small groups. Facilitators lead learners to retell the story of the Widow’s Offering. Remind learners: The amount of the gift does not determine the value of the gift, what’s left over does! Pray, asking God to help each one settle in their heart what they are called to give in order to express their extravagant love and their radical faith, and to further the gospel and meet the needs of those who are hurting.

Pass out two Lesson 11 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.

Lesson 12 Curriculum Guide: Celebrating the Lord's Supper

Lesson Objective: Learners will understand and partake of the Lord's Supper.

Resources: Bicycle drawing from previous lessons, Lesson 12 cards



REVIEW/ACCOUNTABILITY TIME

Break into small groups. Facilitators lead learners to retell the story of The Widow's Offering, pointing out the two things her giving demonstrated as well as the two things our giving should support. Ask learners if God has spoken to any of them about their giving and how they are responding. Ask also if anyone has shared their testimony or the gospel. Allow learners to share what their prayer life has looked like this week, what they have been reading in the Word and what God has been teaching them. Pray over what has been shared.

TEACHING TIME

Explain the background for this story: *The Israelites had been slaves in Egypt for 400 years. It was time for God to deliver them from their bondage. He sent many plagues on the Egyptians, but Pharaoh's heart remained hard and he would not let the people go. God told the Israelites He would send one final plague: all of the firstborn sons would die. He gave them instructions to carefully follow to avoid this plague: sacrifice a lamb, taking its blood and putting it on the door frames of the houses. On that night, God would "pass over" the Israelite homes that were, by faith, marked with the blood, but He would kill all the firstborn sons of the Egyptians. God did as He said and spared the Israelites. He called them to remember this occasion by having a celebration each year called the Passover. Our story today takes place during this memorial celebration.* Read or tell the story of the Last Supper from Luke 22:7-20. After you read/tell, Retell the story asking questions in sequential order (ex. What day was it? What did Jesus send Peter and John to do? etc.) Have learners retell the story sentence-by-sentence, beginning with you, the leader (*Then came the day of Unleavened Bread on which the Passover lamb had to be sacrificed...*). Ask what they learn from this story, pulling out (but not limited to) the following:

- Jesus knows all things. He knew where to send them and exactly what they would find. He knew what was ahead of Him.
- Jesus gave them a new covenant. The old covenant was based on a promise God made to Abraham to send a deliverer. The law served as a standard to which we could never measure up. The sacrificial system was a way that by faith, people could have their sins atoned for—but it never totally wiped them out. They had to do it year after year after year. The old covenant was a foreshadowing of a permanent solution. The new covenant was the fulfillment of the promise. Jesus died once for all. In the new covenant Jesus made, the bread was to be symbolic of His body which has been given for us and the cup was to be symbolic of His blood which has been poured out for us.

Note: The "Lord's Supper" was to become a memorial meal for believers to remember what Christ had done on their behalf. It was not to be taken as a religious exercise but rather as an act of remembrance, whereby Christ is honored as the Savior of the world. 1 Corinthians 11:17-34 confronts believers who were eating the "Lord's Supper" in an unworthy manner. By appropriately looking in the following 4 directions, we can safeguard this meal for its intended purpose:

- **Look Back:** No longer is the celebration about the lamb's blood that was put on the doorposts, but rather about His sacrifice made for us. Look back at His sacrifice but also look back and remember our sin. Our sin separated us from God, but now because of Jesus' death, burial and resurrection we've been reconciled to God. (v. 26)
- **Look In:** Examine our hearts (v. 28). If we are eating to remember that Jesus has died and paid for our sin—are we still living in that sin that He redeemed us from? Are there things that need to be confessed and repented of?
- **Look Around:** Consider other parts of the body (v. 18-21). Paul confronts the Corinthian believers for being selfish and insensitive towards others. There was division in the body. As we take the Lord's Supper, we remember that God is not pleased with division. Look around. Are our relationships healthy with one another?
- **Look Ahead:** Paul said in taking this meal we are proclaiming Christ's death until He comes. As we anticipate His return we should not only seek to be prepared (living holy and pure lives) but we should also make sure that those around us are prepared (go and make disciples).

Drawing: Have learners draw the symbol of the cup after the giving symbol on the front tire of the bicycle.

PRACTICE TIME

Instead of breaking into small groups, take the Lord's Supper together with the leader reviewing the story as you go. Challenge learners to take the four looks in preparation to eat it in a worthy manner.

Pass out two Lesson 12 cards to each learner—one to keep and one to share, pointing out the memory verse to learn.