

# **Come Follow Me**

## **Advisor's Guide**

**International version, second edition, 2017**



**Tim Green**

First published in the United Kingdom in 2014 through Lulu.com.

This Second edition is also available as a free download on [come-follow-me.org](http://come-follow-me.org)

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### ***A request to readers***

This is a second edition of Come Follow Me Advisor's Guide, which has improved on the first with the help of many people's comments and recommendations. If you have any suggestions or comments, kindly send your suggestions using the feedback form at the end of this book.

This course depends a lot on case studies, testimonies, real-life stories, poetry and pictures from the Muslim world. Please help us prepare future courses by sending any examples you have like this that are relevant to believers from Muslim background, whether in Muslim majority countries or in the West. Please also suggest web resources, including video clips, to supplement the study book.

In addition to Come Follow Me, there are now more website based materials available for BMB discipleship, including those found at [www.bmbtraining.org](http://www.bmbtraining.org). Part B of this Advisor's guide can be downloaded lesson by lesson from [come-follow-me.org](http://come-follow-me.org).

**Thank you.**

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## Acknowledgements

My heartfelt thanks are due to all those who helped with this project through their encouragement, critique and prayers. Many people helped on the *Come Follow Me* study book and are acknowledged therein; some of them (such as Sue and Rachel) also gave valuable ideas for this Advisor's Guide, as did Scott and Malcolm.

Jacob contributed many creative ideas, especially with the 'cultural clues' to explain Muslim worldview and cultures and in formatting the first edition. For the second edition, Penny began the process of adapting the lesson guidelines, and Jen did an excellent job of developing these further, contributing many new ideas and uploading for publication.

I thank my family and especially my wife Rachel. Together over the years we have shared the joys and heartbreak of many who came to Christ from Islam; they tread a long and sometimes lonely path in following Jesus. Rachel has graciously put up with my ever-extending target completion dates for this project (on which I started work more than a decade ago!) and has given invaluable help in revision and proofreading.

A big 'thank you' to you all.

## Please Read this First

The *Come Follow Me* course is for people of Muslim background who have started to follow Jesus Christ. It aims to help them grow strong in him and in his community.

The *Come Follow Me* course has three elements:

1. the learner's course book, for home study to prepare for discussion;
2. this advisor's guide, to help you lead the discussion times;
3. you, the advisor! Books don't make disciples. Disciples make disciples.

Under God's hand, you can have a great influence in the life of a new believer: as their advisor, mentor, encourager, role model, intercessor and friend. *Come Follow Me* is just a tool to use in the context of a discipling relationship. This Advisor's Guide will help you use that tool effectively, whether with an individual believer or with a group.

This Advisor's Guide has two parts. ***In Part A, please invest five minutes to read 'How to use this course'.*** This is important because the study method and context may be new to you. Afterwards, read other sections of Part A according to your need. The **'cultural clues'** chapter contains important guidance for those less familiar with Muslim cultures. We recommend that you read these clues each week, as they are divided up by lesson.

***Part B gives step-by-step guidelines for each lesson.*** They include discussion questions and detailed guidance, to help two kinds of Christian advisors: those who are unfamiliar with Islam, and those who are inexperienced in crafting discussion questions. If you are already familiar with both these aspects you may have less need for the detailed lesson guidelines. But you could still take them as a starting-point to develop your own discussion questions.

In any case, please make sure that with the learners you discuss the course book questions which are marked 'for discussion' or 'personal response'.

Head-knowledge alone is not enough, and this course helps believers from Muslim background (BMBs) change at three levels:

- 'the head', with a transformed worldview based on God's Word;
- 'the heart', touching areas of emotion, motivation and attitudes;
- 'the hands', with a practical task each week for the learners to put into practice.

This Advisor's Guide may be freely downloaded, printed or reproduced for personal use, as found on our website [come-follow-me.org](http://come-follow-me.org).

Thank you!

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# **Part A:**

# **General Guidelines**

# How to use this Course

Please definitely read this section. It will help you maximise the benefit from the course.

## Who and what is this course for?

It is for *Christ's followers from Muslim background*, or those who are close to deciding for Christ. It helps them take first steps in discipleship. Mature believers will also benefit, because the course helps them reflect on issues relevant to Muslim culture and to discuss these with others.

## What is the learning method?

This course cannot be completed just through self-study. It is to be used in a relational way. The course method each week is for the learners to:

1. firstly, *learn from the study book* themselves through personal home study;
2. secondly, *interact with you (and others if possible)* in discussion, typically once a week;
3. thirdly, *put the teaching into practice* in the context of their daily lives.

In more detail:

- The *'home study' stage* involves active learning not passive reading. It requires learners to do something after each short section of teaching:
  - Some questions help learners *remember* what they have just read;
  - Some questions help them *understand* and *apply* the teaching to their lives;
  - Some questions help them *reflect* on their attitudes and talk to God about them;
  - Some questions help them be ready to *share* their experiences in the discussion time;
  - Also the pictures and examples help learners to *connect* God's Word with life experience.
- The *discussion stage* makes the material alive and relevant. Learners voice their own opinion and listen to others' opinions. This breaks down old attitudes and brings new motivations.
- The *'practical task' stage* gives the learners something to *do* before the next meeting. It prevents the lesson from being just being theory and makes it a part of their lives.

## Is it for use with individuals or groups?

This course can be used in either way, and there are advantages and disadvantages of each. You will be guided by circumstances according to who is available to study the course. If it is possible to bring together a small group of BMBs, this strengthens their interrelationship and allows them to gain experience in leading discussion. Individual mentoring is important too. But 1:1 discussion can become one-directional, when you ask all the questions and they give all the answers; so try to make it a shared experience, where you are both learning from God's Word and from each other.

Here in the Advisor's Guide we usually refer to 'the learners', to mean either singular or plural. Also, instead of 'his or her' we use 'their' to include male and female. All the discussion questions can be used with groups or with individuals, though a few of the learning activities require a group.

## Must all twenty lessons be covered at one go?

Not necessarily. Twenty weeks without a break is a very long course! So feel free to do it in two halves with a break in the middle; or just select the lessons which are relevant to your learners.

## What is the format and timing of the discussion time?

There is no fixed time or format. You may vary them as needed, but a typical discussion session might last at least 1½ hours (including refreshments) and would include:



- Refreshments and chat (at the beginning or end)
- Opening prayer
- Review of last week's practical task
- Review of this week's home study
- Discussion of selected questions from the lesson
- Discussion of a Bible passage
- Sometimes, a video clip or an activity
- Practice of a memory verse
- Closing time of prayer, including personal prayer requests

In the discussion time, do not simply go through all the material in the study book. This becomes tedious. Anyway, the learners should already have covered this before coming for discussion, so you need not revise it all. Nor should you add much fresh teaching in sermon format. Instead, concentrate on those practical discussion points which help bring life change for the learners.

### **Is this course based on the Bible?**

Yes, very much so. It is rooted in the conviction that the Bible is God's Word and that we as Christ's followers (both the learners and the advisor) need to understand and obey it. *Come Follow Me* is based on 1 Peter, which was originally written to guide new Christians in a context of pressure.

The course has as its backbone is an inductive study of 1 Peter, taken in sequence from the first to the last chapter (though not covering quite all of the verses). Springing from this backbone, like ribs, are twenty topics important for relevant to believers of Muslim background (BMBs). These ribs link with relevant teaching from other parts of the Bible.

Each lesson has a memory verse to summarize its theme. These verses are drawn from 1 Peter and other books, and are collected for your convenience in the Appendix of this Advisor's Guide. To aid memory, short verses are selected for memorization, or else short sections of longer verses.

### **Why does the study book look so simple?**

It was originally written for a context where few people have the opportunity for higher education. Therefore, it uses easy-to-read text, with concrete examples and pictures. But this does not mean the concepts are simple. Personal study of these lessons provides a springboard for the discussion time leading to in-depth reflection, transformed worldview and practical discipleship. Concrete examples make discussion and application easier than if it was just abstract teaching. Also, a person disciplined through this course has an easy tool to disciple others. This makes the discipling more reproducible.

### **Why is this Advisor's Guide so detailed?**

It is written to help a wide range of advisors. Some of them need more help in creating discussion questions, others need cultural guidelines. We have also suggested feedback for discussion questions. Experienced advisors will not need this, but it is all included here so that you can select what is relevant for you.

If there are too many questions to cover in each week's discussion time, just select the ones which are relevant to your learners. But please try to include the ones which are marked 'for discussion' or 'personal response' in the study book lesson.

### **Does each learner need their own copy of the study book?**

Yes, and so does each advisor. You may obtain these via our website: [come-follow-me.org](http://come-follow-me.org)

## Your Role as Advisor

### The book is the teacher

The book itself gives the teaching in a simple way. It asks easy questions and it even gives the answers at the end of each lesson. The picture of the 'teacher' reminds the learners of the main points. This makes your task easier, because you do not need to write the lessons yourself. You should not use the discussion time to give a sermon, but rather to help the learners explore and apply the teaching which has already been given in the book.



### You are a mentor and friend

The learners look to you as their mentor. You are their role model, advisor and friend. They will watch you carefully. Your example is more important than your knowledge. As one Afghan believer said, *"when I asked for Bible study... I was studying the person who was discipling me"*.

Remember that learners are adults, not children. They have many experiences of life which they can contribute to the group. Therefore, in the discussion time, ask them lots of questions. Ask them about their opinions and experiences. Help them to think for themselves. Make sure that they do the 'practical task' each week. Be a good model for them. Care for them. Pray for them. Share their joys and sorrows. As crises arise, help them to face them with a godly attitude.

Meet up with your friend informally outside of the weekly meeting. Have them over for a meal, or go out to do something fun together. Do normal things together. You would be surprised how much they pick up from watching your actions and reactions, how you deal with stress, how you forgive others, your habits, your family life.

### Disciples make disciples

A study book cannot make a disciple. Only disciples make disciples. Someone helped you grow as Christ's disciple. Now it is your turn to help someone else grow. These days more Muslim people are turning to Jesus than ever before. But evangelism without discipling brings limited fruit. May God use you as his co-worker, to see fruit multiplied in the lives and families of his dear people coming from Islam to follow Jesus Christ.

## How to lead each Lesson

### Before each Meeting

1. At least two days before the meeting, prepare the lesson yourself, as if you were the learner. Write your own answers to all questions. Don't take short-cuts.
2. Read the 'Aims' for the lesson. Our suggested aims are in the top left hand box, at the start of each lesson in each week's guidelines. For example, here are the Aims for lesson 9:

<b>Lesson 9: Reasons for Persecution</b>	
<b>Aims for each learner:</b> a. Be sure that nothing can separate us from God's love. b. Understand that persecution will definitely happen but God uses it for our good. c. Learn to act wisely to avoid unnecessary persecution. d. Memorize 1 Peter 2:21.	<b>Cultural clues:</b> <ul style="list-style-type: none"> <li>• Advising BMBs in persecution</li> </ul>
	<b>Prepare:</b> Pieces of paper with words from Romans 8:36 (for q.12)

All these Aims have something for the members to do this week:

- 'be sure' is an *attitude*.
- 'understand' is an aspect of *knowledge*;
- 'learn to act wisely' is a *skill* to put into practice;
- 'memorize' is a good way to bring God's Word right inside their hearts and lives.

3. Next, read the Guidelines for this lesson. We have given you detailed guidelines to help you step-by-step. Choose those discussion questions which are relevant for your learners. Later, as you gain more experience, feel free to write your own discussion questions according to the needs of your members and the aims of the lesson.

4. Read the 'Cultural Clues' for the lesson, especially if you are not familiar with Muslim cultures.

5. Prepare the items mentioned in the box, if you plan to do that learning activity.

6. Finally, pray for each member of the group. Ask God to help you be a good advisor.

## During each Meeting

1. Welcome people as they arrive. Serve refreshments if you wish.
2. Follow the steps under 'Opening' to start the meeting. For example, for Lesson 9:


<b>Opening</b>
<p><b>Pray for the lesson. Review last week's practical task:</b> What did you do to serve our community or a needy person or someone in authority? How did the other person respond?</p> <p><b>Lesson 9 home study review:</b></p> <p><b>Question 1:</b> for you, leaving you an example, that you should follow in his steps (1 Peter 2:21).</p> <p><b>Question 2:</b> 1) world, hates; 2) God, persecution; 3) act foolishly; 4) Christ's steps</p> <p><b>Introduce today's topic:</b> Today's topic is persecution, and it is a very hard subject. Maybe our discussion will bring tears because of hurt we have experienced. But God uses persecution for good, and can heal our pain as we talk about these things.</p>

It is important to 'review last week's practical task'. This shows the learners that this course is not just about learning truths but about putting them into practice. Also, it shows you how they are making progress in discipleship and where they still face challenges. Just ask learners to report on how they completed the practical task, but do not re-open discussion on last week's topic as you need to press on to the new lesson topic.

The purpose of the 'home study review' is to make sure that the learners have completed the home study and they can remember the main teaching points. If doing the course informally, ask the learners to shut their books and answer the questions orally. If doing it formally for credit, then make copies of the Lesson Review as a written test for each learner to complete with closed books. Their tests can be marked afterwards (by you), or at the time (by each learner marking the next person's test).

3. Then lead the discussion, using the discussion questions you previously selected. If you run short of time, at least make sure you cover the questions marked 'for discussion' or 'personal response' in the study book. In some later versions of the study book, these questions are marked with the discussion icon (right). If you are not experienced in group discussion methods, read the guidelines 'Leading Group Discussion' on page 8. Questions involving inductive bible study are marked with a bible icon, e.g.



<p><b>Read 1 Peter 1:3-7</b></p> <p> • According to verse 4, where is our inheritance? <i>In heaven</i></p> <p>• Will it ever 'perish, spoil or fade'? <i>No – unlike our earthly inheritance!</i></p> <p>• According to verse 5, what shields us at this present time? <i>God's power</i></p>
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4. You as advisor should not speak too much of the time. Instead, the learners should speak more. Therefore, whenever it comes to reading a paragraph from the study book or a passage from the Bible, it is better for a learner to read this out, not you.

5. Some answers to discussion questions are given for your help in grey italics, as in the above example. Please first try to encourage your learners to answer questions, e.g. by repeating the question or pointing to the right verse, before giving the answer yourself, if no one can answer. These grey italics also give extra cultural hints and reminders for your help throughout the lesson. E.g.:

**Question 17:** Read the second paragraph.

- What is your opinion on this question? *The 'right' or 'wrong' answer depends on circumstances. A person in danger of their life needs to consider moving to another place for some time. However, if not in danger they should try if possible to live quietly at home until the situation improves. They should try to prove they are still loyal to their family even though they follow Jesus Christ.*

6. In some lessons, we have included suggestions for learning activities lessons, or film clips to view. These are marked with the ball icon (left). Where preparation is required for these activities, this will be noted in the 'prepare' part of the Lesson title box. If you find other good clips or learning activities to fit with the lessons, please let us know about them.



Most discussion times will also give a chance to review the memory verse for that week. In some later versions of the Study Book, the memory verse is marked with the memory verse Icon (right). For ease of reference, there is a table of memory verses on page 70 of this book.



To help your learners to memorise each week's memory verse, you could record someone reading the verse and send it to the group to listen to throughout the week. This will be especially helpful for those used to learning orally.

7. At the end, follow the steps in the box to close the meeting. For example, here is the box at the end of lesson 9:

<b>Conclusion</b>	
<p><b>Obeying today's teaching:</b></p> <ul style="list-style-type: none"> <li>• What difference will today's lesson make in your life?</li> <li>• <b>Read together the practical task.</b> Learners can use a similar process to today's reflection to meditate on one verse each day.</li> </ul>	<p><b>Pray together:</b> Ask people to pray short prayers, thanking God for his strong promise in times of persecution. Pray for believers suffering persecution in other countries, especially Christ's followers of Muslim background.</p>

## After the Meeting

1. If your group has marks for tests or attendance, record these. It is also a good idea to give marks for a) completion of homework (especially any questions marked for group discussion), b) contribution in discussion and c) doing the practical task. In some situations, this helps learners to take part more seriously in the course, and to gain more from it. In other situations, it may be better to keep it informal.

2. Consider if you led the discussion well. Ask yourself these four questions:

- "Did I talk too much?"
- "Did all members take part in discussion including the quiet and shy members?"
- "Were my questions clear to understand and good for discussion?"
- "Did the lesson fulfil its aims and was it practical for our lives?"

Learn from experience and try to improve any weak areas next week.

3. Keep praying for the learners during the week.

## Leading Group Discussion

*Here are some guidelines if you do not have much experience in leading discussion.*

- Don't talk too much yourself! You should ask questions, not give a lecture. Adults learn more this way and they enjoy it more. Good questions should:
  - be easy to understand
  - be relevant to the lesson
  - open up discussion (not close it off with a one word answer like 'yes' or 'no')
- Give an opportunity for every member to take part in discussion. Ask the talkative ones not to speak too much. Help the shy ones by asking them easy questions (and don't allow others to answer on their behalf.)
- If group members cannot understand a question, do not give the answer yourself, but ask the same question again in a different way.
- Don't let the discussion stray away from the main point.
- If a member gives an answer which is 'wrong' or does not help the discussion, do not shame them by saying 'you are wrong'. Instead, ask what other members think. Usually they will give a better answer. Or you can say, 'Thank you for your contribution, which we appreciate, but have you considered this aspect too?'
- Concentrate on the practical aspect of each lesson, so that each member of the group goes away with something to apply to his or her life.
- Let the members ask you questions. If you don't know the answer, tell them you will find out before the next meeting. They will respect you more for this than if you pretend to know the answer. Make sure that you fulfil this promise by bringing your answer to the next meeting.
- When it's time to read out a Bible verse or a section from the study book, ask one member to do so. This gives them more chance to be actively involved. It is a good way to get shy members to take part in discussion.
- If you are working with multiple languages, you might ask someone from each language group to read it out in their version, or you could read it once in English and then give learners time to read it in their own language.

## Discipling believers of Muslim background

*If you have little experience in discipling a Christian of Muslim background, and especially if you are in the West, please read these pages.*

Jesus Christ calls us to make disciples of people from all cultures. However, this does not mean making them western Christians. There are good and bad points in all cultures. All of us should let God's Word shine on our cultural blind spots, whether we are from the West or the East. For instance, is it more 'biblical' to wear eastern or western clothes? To eat with our hands or with a knife and fork? To pray with our hands together or with palms turned upwards? To value individualism or sharing? To focus just on our nuclear family or also to care for wider relatives? With many of these practices God welcomes cultural variety, and in some of them there are good things we can learn from believers of Muslim background.

However, God's Word challenges other aspects of culture, whenever these are infected by human sinfulness. Discipleship includes learning to value honesty above honour, to forgive those who hurt us, to have a right attitude to the opposite sex, to put God first in all our decisions, etc. These and other issues arise from a mix of personal background and culture. How can you find out the relevant issues for your friend(s)? By spending time with them, listening to them and praying for them. Ask questions about their own upbringing and family life. Remember that individuals are all different. So find out by asking.

Many Muslim cultures have much in common. But remember that they vary too. Pakistanis, Iranians and Arab are not the same! Even within those cultures there is variation between different ethnic groups or socio-economic classes. So ask your friend about their cultural upbringing: what they like about their culture and what they don't like. Sometimes after receiving Christ they reject their old culture. But their long-term psychological health is better served by integrating some aspects of their old culture with the new, rather than suppressing them altogether

Find out too about the struggles faced by 'believers of Muslim background' (BMBs). Some common issues they face after turning to Christ are:

- Leaving behind their former home, family and culture. This can lead to profound *loneliness* and a sense of *losing their identity*.
- Active *persecution* by family members. This can lead to a striking sense of *rejection*.
- *Shame* imposed by their former community.
- *Lack of structure* in the Christian faith, compared with Islam which gives people a clear framework to follow.
- *Lack of community* among Christ's followers compared with what they are used to.

BMBs in the West may face less severe problems in some areas, along with additional challenges due to their situation. For instance, when Muslim migrants become Christ's followers in the West, they have to cope with two identity transitions at the same, one arising from migration and the other from conversion.

Because of these issues, the *Come Follow Me* course has been developed around 1 Peter, with a special focus on questions of identity. It teaches that we are 'God's chosen people', precious to him and bonded to each other in Christ.

Understanding people's stories is key to the success of this course. It will enable you as the Advisor to understand many of the joys and difficulties that former Muslims face in following Jesus. It will also help you to make a link between the course material and the lives of the learners you are discipling. In addition, it will allow you to understand why the material covers the topics it does with its focus on topics like persecution,

which do not often feature in other discipleship courses. A meal/refreshment time before or after the discussion can really help build up your friendship and trust with the learners in order that they will feel able to share their story.

Finally, it's all about caring. Love makes the biggest impact. Love covers a multitude of cultural blunders! Love means being available to your friend when they are confused and hurting. It means giving hospitality when they are missing their family. It means keeping in touch with them by phone and text, not just in the formal ways of emails and meetings. One BMB said, *"I gave up my family in order to follow Jesus, and all I got in return was meetings!"*

It is hoped that more materials and training will gradually become available to help equip Christians to care for and disciple believers of Muslim background. These would mostly be relevant in other Western contexts too. Please email [comefollowmecourse@gmail.com](mailto:comefollowmecourse@gmail.com) for information on this.

### Other courses that might be helpful to you:



**Friendship First** is a six-session DVD & discussion course which helps Christians to gain confidence and skills to make friends with Muslim people and to begin sharing Christ with them. For those with no background understanding of Islam, this course will give you a basic foundation in understanding Muslims and responding to Islam, which would also be helpful for those running Come Follow Me. See: [friendshipfirst.org](http://friendshipfirst.org)



**Joining the Family** is a six-session DVD & discussion course to help Christians welcome, support and learn from believers of Muslim background. The teaching content comes from 25 filmed interviews with believers of Muslim background and experienced mentors. The course method combines film interviews with guided discussion in small groups. Each session ends with a practical learning activity to do before next time. Find out more and watch the promo video at [joiningthefamily.org](http://joiningthefamily.org).



## Muslim Terms and Cultural Issues

### Limited use of Muslim terms

For the learners to understand new ideas, it can be helpful to start with a bridge from their old ideas. This helps them compare and contrast the old with the new. It also helps them explain the Christian message to their Muslim friends in a way that makes sense and doesn't sound too foreign.

Therefore, to a *limited* extent this course uses a few Muslim terms as a starting-point, and as a bridge to take them from their familiar world to the new world of Christian teaching. For instance, when we talk about Christ's *shariah* (law), it helps learners reflect on their former *shariah* as Muslims and to realize that their new way of obeying Christ as Lord is different.

### A glossary of terms

The following Arabic terms are mentioned in this course. Here we give them with a typical English spelling, without technical markings, and with their basic general meaning. More sophisticated spellings and definitions can be found in relevant books. Good introductions to Islam from a Christian perspective include *Friendship First* by Steve Bell, *Cross and Crescent* by Colin Chapman.

<i>Dua</i> (ch 5)	personal prayer
<i>Hajj</i> (ch 20)	pilgrimage
<i>Halal</i> (ch 15)	ceremonially clean
<i>Injil</i> (ch 1)	the Gospels, the Gospel
<i>Jinn</i> (ch 18)	spirits
<i>Kafir</i> (ch 2)	infidel
<i>Kalima</i> (ch 1)	lit. 'a word' also used for <i>shahada</i> (see below)
<i>Murtadd</i> (ch 2)	an apostate who has abandoned Islam
<i>Paradise</i> (ch 1, 9, 20)	Muslim concept of heaven
<i>Qibla</i> (ch 20)	the geographical focal point of prayer - for Muslims, Mecca
<i>Salah/Namaz</i> (ch 5)	ritual prayer done five times daily by Muslims
<i>Sawm/Roza</i> (ch 17)	fasting done in the month of Ramadan by Muslims
<i>Shahada</i> (ch 13, 20)	witness or testimony. Especially the Muslim creed "There is no God but Allah, and Muhammad is His apostle"
<i>Shariah</i> (ch 17)	religious law and way of life
<i>Shirk</i> (ch 3)	idolatry, associating something with God
<i>Sunnah</i> (ch 17)	example or pattern for living (for Muslims, this is especially Muhammad's example)
<i>Tawrat</i> (ch 4)	the books of Moses, Pentateuch
<i>Ummah</i> (ch 7,14)	Arabic term for the worldwide community of believers
<i>Zabur</i> (ch 6)	the Psalms
<i>Zakat</i> (ch 17)	compulsory charity-tax for Muslims

The 'five pillars', mentioned in ch 20, are the five fundamental Islamic practices; *shahada*, ritual prayer, fasting, *zakat* and *hajj* (see definitions above).

### Muslim cultural issues

Most lessons in this course are written with specific cultural issues in mind. These are explained with the Advisor's notes for each lesson. However, remember that not all BMBs are influenced by these to the same extent, so you should adapt the application of the lessons to your particular learners.

## Frequently Asked Questions

### **In what languages is the study book available?**

The course is currently translated into English, German, Arabic, Dari, Farsi, Bengali and Central Asian Russian, with other languages, including Amharic, Urdu and Pashtu are currently under translation. Please see [come-follow-me.org](http://come-follow-me.org) for the latest updates on these languages, and links to purchase all available languages.

### **How may the study book be obtained in different countries?**

Via a link on [come-follow-me.org](http://come-follow-me.org), most language editions will be available from a Print-on-demand publisher which can ship worldwide. Some publishers have also printed locally, for example German, Arabic and Dari are available from [Orientierung:M](http://Orientierung:M) in Germany. Up to date publishing information is available on the website.

### **Is it available online or as a download?**

The study book is not designed as a document to read off a screen. Rather, it is a workbook for the learner to write their responses, and then bring it along to the discussion time so that with the advisor they can discuss the practical application. This process of active learning is a more effective way to learn than simply passive reading.

For these reasons, there is no plan to make the study book available online. Possibly a writeable version to use on a tablet may be considered later. However, this Advisor's Guide is available as a free download from our website.

### **Is the course suitable for oral learners?**

In one way, the course method is already oral, because the key part of it is the discussion time. Also, non-literate learners can memorize the Bible verses, discuss the pictures in the study book, and carry out the practical tasks.

However, the home study element does require the skills of reading and writing. For any learners who cannot read easily or at all, follow these guidelines:

- For each of these people, find another member of the group to be their helper. Beforehand they will go through the lesson together, to help the non-reader (or slow reader) understand the main teaching. Then in the meeting they will sit together, and the helper will help them find the right place or picture in the book. The helper might be a member of the family, or another person.
- Remember that the non-readers in the group have as much experience of life as those who can read. Their opinion is just as valuable. Make sure they have equal opportunity to contribute to the discussion so that all members can benefit.

### **Does the course refer directly to Islam?**

The *study book* does not mention Islam directly. This is partly for security reasons, since it was originally written for believers in a very restrictive Muslim country, where anything in print which might be thought critical of Islam could endanger them (this is less of a problem in the West). It was also because the focus is not on Islam but on following Jesus and his teaching. However, the course deliberately tackles issues which arise

for Christ's followers from Muslim background. There is also limited use of Muslim terms as a bridge to take the learners to a new Christian meaning, as explained in the section 'Muslim Terms and Cultural Issues'.

This *Advisor's Guide* does refer more directly to Islam, in order to guide advisors who might lack the cultural background, and also because we assume there won't be a security issue. However, if necessary we could consider producing an edition for use in contexts where it would not be helpful to mention Islam. Please contact me if you think such an edition is needed.

## Feedback Requested

We are thankful for the many people who have already given their valuable feedback as they have used this course, much of which has been put towards this revised second edition of the Advisor's Guide. We welcome further feedback and ideas for improvement for future editions. Please feel free to answer any of the feedback questions below and email us.

1. Which discussion questions should be improved, and how?
2. Which 'cultural clues' can be improved or added to?
3. Are there further guidelines on any topic that should be added to this guide?
4. Should the Bible translation underlying this course be the New International Version (widely available) or the New Living Translation (easier for second language English readers)?
5. What video clips or learning activities would you suggest for the lessons?
6. What examples from Muslim culture, or case-studies of Christ's followers from Muslim background, would you suggest for future courses of this type?

**Please send feedback to [comefollowmecourse@gmail.com](mailto:comefollowmecourse@gmail.com). Thanks for your help!**

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## Cultural clues

*Read the cultural clues for each lesson as you prepare that week, these are written specifically for those with a limited understanding of Muslim culture, and are important in giving cultural background for each week's lesson.*

### Lesson 1

#### Starting points with BMBs

The starting-point of this lesson is a conversation between a Muslim and Christ's follower. This Muslim's attitude is rather typical, though not all Muslims are the same.

'Come Follow Me' is designed for those who are already Christ's followers, but Lesson 1 explains the steps to faith because:

- This helps you, the advisor, check the spiritual understanding of the learner(s).
- Any who have not previously prayed to receive Christ, have the opportunity to do so.
- It gives learner(s) a simple way to explain these steps to a Muslim seeker.

The steps to faith described in this lesson are fairly standard, except for the last step about 'joining Christ's community' which is often underemphasized in Western presentations of the gospel. It is extremely difficult for believers from Muslim background to survive without fellowship. For them 'Christ's community' may be an organized church, an informal group of BMBs, or even meeting secretly with another believer, but some kind of fellowship is vitally important. We will study this more in Lesson 7.

#### New believers and counting the cost

It is realistic to point out the potentially high cost for Muslims to follow Jesus. However, some believers from Muslim background think it is off-putting to overemphasize this. Although question 13 describes the cost, question 14 makes clear that it is worth it. Ask for God's guidance about how to balance these truths according to the situation of the learner(s).

### Lesson 2

#### Jihad

When Westerners hear the word 'Jihad', they often think of religious extremists in the news. But the Arabic word jihad only means a 'struggle'. It includes armed conflict, which in Islam is technically called the 'lesser jihad'. The 'greater jihad' is the struggle to submit oneself to Allah's moral standards. It is a similar concept to the 'spiritual battle' we fight against sin. It may be helpful to explain it in this way. However, be sensitive to the learner(s). If the term jihad means religious extremism for them, then do not make the analogy.

#### Postures of prayer

In the picture in question 20, the palms are turned upwards in prayer, not clasped together. Have you ever asked yourself why Christians typically bow their heads, close their eyes and join their hands in prayer? There is nothing wrong with it, but Scripture never commands us to do so when we pray, and actually gives examples of many postures. Muslims often pray to Allah with their palms up, and your learner(s) will be familiar with this. It can be a helpful way of depicting how we come to God empty-handed, asking Him for mercy. If you wish, ask the learner whether they previously prayed this way and whether they would still like to do so as Jesus' follower.

## Lesson 3

### Calling God 'Father'

For Muslims, Allah is completely transcendent and he shares his divinity with no one. For them, the Arabic word *shirk* means associating any creature with God himself. Muslims believe that fatherhood is a human concept connected to sexual activity, so to call God 'Father' would be *shirk*. But when we call God 'Father', we are emphasizing his nearness to us and the relationship he wants to have with us through Christ, not implying that he is human as we are. This is explained more in Lesson 3.

### Nearness to God

Muslims often view Allah as distant and unreachable. Even though they speak of him as 'closer than the vein in our necks', yet this does not mean two-way communication. The notion of a close relationship to God is foreign to most Muslims, though the Sufi strand of Islam seeks after it. The Christian idea of God is radically different – God has actually sought us to save us, and he invites us to call him 'Father'.

## Lesson 4

### Experiencing the Trinity

Muslims may turn to Jesus Christ without fully understanding his divine nature, or how this connects with the Father and the Holy Spirit in the Trinity. Afterwards they want to make sense of it, so Lesson 4 explains a little about the triune God, without going into full detail as this is an introductory course. The main emphasis is on how we experience God the Father, God the Son and God the Holy Spirit in our lives, even if we don't fully understand him.

Some believers of Muslim background have turned back from following Jesus, partly because they received no satisfactory explanation of the Trinity, so it is an important topic. Also, they need a simple way to defend this doctrine to Muslims who will attack them on it. However, we cannot be fully satisfied intellectually on this topic, and sometimes it is an excuse for moral failure. You as advisor will need to discern how deeply to go into this discussion with your learner(s) at this time.

The Holy Spirit makes God real to us, giving us access to the Father and gradually making us more like Jesus. Because of the emphasis on self-effort in Islam, this lesson stresses that only by the Spirit's power can we live as God wants. This is very important for former Muslims. According to this lesson we need to be filled every day with God's Spirit, asking him to control more and more of our lives. The lesson seeks to avoid controversy over specific Pentecostal doctrines.

### Sacrifice and covenant

Though the Quran and Hadith do not officially teach that sacrifice takes away sin, popular Islam often teaches that sacrifice in some way takes away sin. This is depicted in the Muslim feast of *Eid al-Adha*, when Muslims remember the sacrifice Abraham was willing to make of his son (compare Genesis 22). However, even though some Muslims think that sacrifice does remove sin, they do not relate it to a covenant that God makes with the one who offers the sacrifice.

By contrast, in Exodus 24, animal sacrifice was not just for the removal of sin, but also a sign and seal that God's people are bound to him by a strong bond we call the 'covenant'. In the New Testament, Christ sealed the new covenant by his blood. Your learner(s) should understand that although Christ's sacrifice sets free from past sins, it does not mean we are free to go and sin again! Instead, we are bound to him strongly. We will study this more in lesson 15, questions 17-22.

## Discipleship in Sufi thinking

Sufi practices are widespread in many (not all) Muslim countries. Those who strongly follow the Sufi way, find a spiritual guide/teacher called '*murshid*' in Arabic or '*pir*' in Urdu. This man has strong authority over his 'disciples' who take an oath to obey him in everything.

Depending on the background of your learners, this analogy might help them understand how strongly we are committed to following Jesus Christ (though your learner(s) might not like to call him their '*murshid*').

## Muslims, the Holy Spirit & Gabriel

The Course Book here at question 8 mentions answer a) because many Muslims think the Holy Spirit is a name for the angel Gabriel (*Jibrail* in Arabic).

## Lesson 5

### Theology of prayer

In Chapter 3 we noted how the Christian concept of knowing God as Father – in an intimate and personal way – is foreign to Muslims. This affects prayer as well, since Christians view prayer as deeply relational. For Muslims, the compulsory ritual prayers are mainly seen as a way to remember Allah throughout the day and to earn his favour. Although Muslims also have informal prayer (called '*dua*') and some do mystical meditation, yet those who become Christ's followers are delighted to find a new relationship with God they had never known before. You may like to ask the learner about their experience of prayer before and after receiving Christ.

### Sufi meditation

The Sufi mystics have had a big influence in some Muslim traditions. Sufi poetry uses human love as an allegory of the soul's longing for God; the lover in search of the beloved is the human in search of God (while in Christianity it is the other way around!). Sufi meditation involves rhythmic chanting called *dhikr* (Arabic) or *zikr* (Urdu) with the aim of achieving a trance-like state and feeling God's presence.

### Muslims, prayer and '*wudu*' cleansing

Muslims always do the ceremonial washing called *wudu* before they carry out the ritual prayers. It is seen as a way of cleansing oneself before coming to prayer. Your learner(s) might find it helpful to think of confessing our sins as being like a spiritual *wudu*, though of course it is God himself who cleanses us, not the act of confession. However, if this analogy does not resonate with the learner(s), there is no need to push it.

### Making a prayer list

The suggested prayer list starts on a Friday because this is the weekly holiday in some Muslim countries. In other places, it is Sunday. Writing the names of Muslim friends and family members might not be wise if the learner is living with them and if they might discover the course book. You could also suggest one of a variety of prayer list apps available for smart phones including 'PrayerMate' which allows for the creation of a or prayer topics and rotates them daily.

## Lesson 6

### Muslims and the inspiration of scripture

Muslims have a different understanding of holy writings to Christians. For them, the Quran is Allah's eternal word, written in heaven and revealed through the Angel Gabriel to Muhammad. Muhammad merely wrote down in Arabic exactly what Gabriel dictated. Christians, however, believe that God inspired or literally 'breathed into' humans to write Scripture. God used the human writing process for his divine purpose and saved it from error. Muslims see the Arabic Quran as the only word of Allah; all translations fall short of this status. Christians believe that the Bible can be translated into any language and still remain just as much the Word of God.

Most Muslims believe that the Bible has been changed. Your learner(s) may be convinced of its reliability but may still need help in how to explain that to their Muslim friends. Also, they may be puzzled about variations in the wording of different translations, or about why so much of the divine scripture describes the activities of humans.

### Storylines and God's self-revelation

The Bible is structured as a great story spanning from Genesis to Revelation – from creation to new creation. At the core of this story is God sending himself to us. The Quran contains statements about Allah's character, and prescriptions for living according to Allah's standards; it has a mix of short stories throughout, but they are not in chronological order and there is no unifying narrative running through it. In Islam, God revealed himself by sending a book, but in Christianity, God revealed himself by sending himself, and this self-sending is at the centre of the Bible's story.

## Lesson 7

### Two special stones

Millions of Muslims have gone on pilgrimage to Mecca, where the black stone of the Ka'ba marks the very centre of their devotion. But for us, Christ himself is the even more precious stone at the centre of our devotion, and the cornerstone of our 'spiritual house'!

### Healing a divided identity

One British Pakistani girl grew up confused about her identity, torn between the British part of her and the Pakistani Muslim part of her. When she turned to Christ she said she found one new identity, and it was 'astounding'. The Bible passage which spoke to her most powerfully about this was the one we have just studied, 1 Peter 2:9-10.

### Ummah

Muslims have a deep sense of belonging to a worldwide community which they call the ummah. For them, the ideal ummah is the community that follows the Law of Allah (*shariah*) and in theory should be governed by Islamic leaders (*caliphs*). This global community is demonstrated visibly at the annual pilgrimage, when Muslims from many countries gather in Mecca, all dressed alike. In practice however, divisions and discrimination (including racial discrimination) mean that the Islamic ummah falls far short of its ideal.

In some ways, this is similar to the Church's ideal of global community, which Christians worldwide do not always live up to. Some Arabic translations of 1 Peter 2:9 use the word '*ummah*' for God's people, and it may be helpful to discuss with your learner(s) similarities and differences.

## **Weighing up the risk**

In some Muslim countries, there is a risk when believers meet together. Sometimes informers penetrate a group, pretending to be believers themselves. They obtain names, contact information and photos of the believers in order to expose them, and this can bring a lot of damage. In such situations believers are wise not to expose themselves to everyone straightaway, but to get to know them slowly and carefully. The Holy Spirit will show them whom they can trust more and whom they should trust less. They will be very careful about having any photos and videos of their group. However, there is also a risk the other way.

If everyone is like Majid and refuses to trust others, the community of believers can never grow. Also, isolated believers grow cold in their faith. They will have no one to help them in time of need. And if their children never enter the community of believers, they will go back to the old religion. If believers want the best for their children's future they have to find their place in the community of Christ. Therefore, there is some risk if we meet with other followers of Jesus, but there is a bigger risk if we do not.

In the West, believers of Muslim background who join a church are not usually in physical danger. But in some situations, they may still want to be discreet (for instance, to avoid causing embarrassment to their families). It should be their choice whom they tell when. Christians should not gossip about them to Muslims.

## **Lesson 8**

### **BMBs and the Muslim community**

Muslims who turn to Christ often feel torn between their old Muslim community and their new community in Christ. Family and community ties are very strong in Islam, and those who follow Christ often face hurtful rejection by those they love the most. How may they seek to mend those relationships over time? And will they find a new 'family' in Christ's community which is as close as the old one? These are pressing and painful questions for most BMBs. Lesson 8 teaches that Christ's followers belong to two communities, the old and the new, and that they should try to play their part in both so far as possible. (This is true of all first generation believers, but the conflicts are often acute for those from Muslim background).

## **Lesson 9**

### **Advising BMBs in persecution**

Christians in the West can sometimes have a skewed view of persecution. We may underplay its effects or we may glamorize it. For BMBs who are experiencing persecution it is important to counsel them wisely, at both practical and psychological levels. Practically, it is usually best for BMBs to remain in their family and community, responding patiently to opposition until it settles down. In cases where there is severe danger, a BMB may be wise to flee to safety, but even then to try to rebuild contact with the family over time. Danger to life is unusual for BMBs living in the West.

Psychologically, it is important to realise how deeply hurt BMBs feel when rejected by their families, and how much they miss them afterwards. A key aspect of turning persecution to good, is to gain God's perspective on it, which is the main aim of this lesson.



## Lesson 10

### Revenge and forgiveness

This lesson was originally written for a country where the 'cycle of revenge' has had devastating effects over a whole generation. Although not all Muslims advocate revenge, yet it is a strong undercurrent in many Muslim cultures. Sinful human nature found in all cultures, combined with a desire to 'look strong' and to 'restore honour' in traditional societies, mean that many Muslims assume it is natural to take revenge. Therefore, Muslims who encounter Christ's command to love our enemies (this week's memory verse) find it a radical new teaching, and many have been drawn to him as a result.

Many BMBs hold hurt and resentment in their hearts towards those who persecuted or rejected them for their faith (as in Question 15, for example). Release from this is very important to help them move forward in Christ. It is for this reason that the topic is stressed so much in this lesson, and is illustrated repeatedly. Discussion of this topic may release strong emotion, but may this lead to healing!

Question 5 draws a contrast between Jesus who died forgiving his persecutors, with leaders who died on the battlefield cursing their enemies. The hint is to recall the leader Hussein, whose death at the battle of Karbala in 680AD is remembered strongly by Shia Muslims, and which stands in contrast to Christ's death. It might or might not be appropriate to mention this to your learner(s), depending on their attitude to the Shia form of Islam.

## Lesson 11

### Marriage in Islam

Among Muslims as in all cultures, some marriages are harmonious and some are full of conflict, so it is hard to generalize. Muslim family life is often attractive in many aspects, though there may also be hidden abuse and heartbreak.

Islamic scholars vary in their interpretation of the Quran's teaching on marriage, and some male-dominated societies oppress women more than the Quran itself does. However, this course tackles concepts that are widely held in Muslim societies, e.g. that a man may beat his wife or divorce her easily, he may marry up to four wives, and that one valid reason for taking another wife is if the first does not bear a son. The wife also has rights under Islam, though these are less extensive than the husband's. In principle, marriage is more of a contract than a covenant.

This lesson aims to help your learner(s) re-examine their imbibed notions of marriage and build a more Biblical foundation. Common Muslim concepts are tackled throughout this chapter, in contrast to Biblical teaching, and question 10 deliberately brings these to a focus using a widely-known Quranic verse 'your women are your fields' (Surah 2:223). The Bible's teaching of one man staying married to one woman for life, and of the husband showing sacrificial love to his wife, are especially important. Lesson 11 only makes a start in this big topic, and if your learner is already married or preparing for marriage it may be good to give more teaching. This also applies if they would like more discussion on bringing up children.

### Motherhood in Islam

In Islam, the mother is highly esteemed. Muslim sons are commanded to give high respect and loyalty to their mothers and there is usually a stronger emotional bond to the mother than to the father. Also, traditionally in most Muslim cultures the bride leaves her own parents at marriage and joins her husband's family, but there is no 'leaving and cleaving' for him. Hence his emotional loyalty may remain stronger to his mother than to his wife, and the mother may manipulate this to her

advantage and the bride's disadvantage. This lesson addresses these issues. But these are only generalizations, and in more westernized settings the joint family system is not quite so strong.

## Lesson 12

### Disputes and how to solve them

All humans in all societies have disputes at different times, and Muslim societies are no exception. The three 'bad ways to solve disputes' described in Questions 7-10 are found quite often in Muslim societies, reinforced respectively by cultural values of revenge, avoidance or hierarchy. Gossip also complicates matters. Of course, these problems are found in other societies too.

Many Muslims come from honour/shame cultural contexts. That is, their idea of right and wrong is closely related to their status in their local community. If a family is publicly shamed in a community, they may feel justified to restore their honour by getting revenge. The Near Eastern culture of Jesus' day may have had these tendencies. For those in the West, Jesus' teaching to forgive usually confronts the personal level. But for those from honour/shame cultures, Jesus' command might specifically speak to the communal level, where revenge may run in family feuds for generations.

After their initial delight at joining the community of Christ's followers, BMBs very frequently encounter conflict and grow disillusioned. Learning to work through this and come out the other side is an extremely important step in their discipleship. This includes learning how to deal with disputes in a constructive, not destructive way. Lesson 12 sets out some practical steps to help them put this into practice.

### Does God have emotions?

In Islam, the Creator is separate from his creatures and unlike them. Muslims deny that human actions can make him glad or sad, or that he feels our pain, because this sounds like dragging him down to our level or making him in our own image. Yet for Christians, the incarnation reveals a God who is willing to come down to our level and to share our pain. Jesus Christ felt strong emotion (compassion, anger, joy, grief) and gives us a picture of what God is like. When BMBs realise this, it changes their view of God, for he feels their pain (see Lessons 11, 18) and is saddened when they sin (as here in Lesson 12).

## Lesson 13

### Muslims and witness (*Shahada*)

For Muslims, giving witness primarily refers to reciting the Islamic creed (*shahada*): "There is no God but Allah, and Muhammad is His apostle." The *shahada* is central to Islamic identity and is one of the 'pillars' of being a Muslim. It is whispered in the ear of a newborn infant and chanted in the five-times-daily call to prayer.

For Christians, the earliest witness was that Jesus Christ is risen from the dead, and that he indeed is Lord (Rom 10:9). This witness is central to our Christian identity, and so it might be useful to use the word *shahada* to describe to BMBs the act of giving witness to Christ's resurrection and Lordship. However, your learner(s) may dislike using Islamic terminology in this way, so be sensitive to their preference.

In the New Testament, the Greek word for 'testimony' also means 'martyrdom', and the same linkage is found in Arabic. A witness (*shahid*) who gives testimony (*shahada*) can become a martyr (*shaheed*). This is literally true for BMBs who die for their faith, like Mehdi Dibaj in this lesson. Many Iranian Christians are inspired by the example of him and other Iranian martyrs for Christ. Lesson 13 makes these connections and the learner(s) may find them quite meaningful.

For BMBs, it is a real struggle to know how, when and to whom they should speak of Christ to their Muslim family members. They may feel fear about witnessing or guilt about not witnessing. The learner(s) might be quite emotional as they speak of their struggles in this area, and their longing for family members to find Christ. Let that emotion be expressed.

## Boldness or Caution?

For some BMBs, their witness and spiritual growth are damaged because they are too fearful to tell others about Christ. By contrast, others spoken out very boldly and quickly, and this too can be damaging when it provokes the wrong kind of conflict at the wrong time. Therefore, many experienced disciplers feel that it is best for BMBs to prepare the ground gradually for explaining their new allegiance, but not to stay secret for ever. How quickly to 'come out' as Christ's followers this depends on circumstances, including the attitude of the family, and whether freedom in that country is very restricted or more open (as in the West).

Also, bear in mind that there is a middle position between being 'secret' and 'open'. Many BMBs are open about their faith to some people whom they trust, and closed to others. Opening up is a gradual process. However, sometimes BMBs find that their faith is exposed to their Muslim relatives accidentally or suddenly, and they need to be ready for this too, with appropriate answers.

This whole topic of how to give witness is extremely important for BMBs. Lesson 13 seeks to open up the issues in a balanced way, but how these are applied will vary from one learner to another. Therefore, much wisdom and prayer is needed in advising individual believers.

## The 'Bridge' diagram

The diagram in Supplement 2 is similar to the well-known 'bridge diagram' but adapted for Muslim culture in the following ways:

- It does not show any picture of God.
- It shows God above us, not at our level.
- It speaks of the Straight Path not the Bridge.

However, it is also possible to keep the picture horizontal as in the traditional Bridge diagram, and to build on the Muslim concept that we have to cross a narrow bridge to Paradise. Most Muslims are taught that this bridge is 'narrower than a human hair' and many are worried that they will fall off it and not reach Paradise.

We can explain that Jesus Christ is the only one who can carry us safely across that bridge. The story is told of a man Blondin who crossed the Niagara Falls on a tightrope and offered to take others across on his back. Most refused, but one trusted him and got on his back. Blondin carried him safely to the other side. Jesus Christ offers to take us safely to Paradise but we have to entrust ourselves to him. As part of this lesson you might want to show a short video clip about Blondin as suggested in the lesson plan.

Feedback requested: Please show your learner(s) the diagram in both versions: vertical (as in the course book) and horizontal (as with the bridge to Paradise). Ask them which version will communicate better with a Muslim. Please give your feedback to [comefollowmecourse@gmail.com](mailto:comefollowmecourse@gmail.com) so we can change the course book later if needed.

# Lesson 14

## BMBs and baptism

Baptism is an important step for BMBs. It marks their allegiance to Christ and to his community. However, their Muslim families and community see this step as a mark of betrayal. In their view, the person being baptized rejects their old family and brings great dishonour on them. This makes the family and community very angry, and in some Muslim countries they might even kill the believer.

There is less risk in the West, there will probably still be severe hurt and rejection. It is important to be aware of this and to try to reduce the shock and shame for the family so far as possible.

Therefore, in preparing a BMB for baptism, don't just think about the spiritual dimension but also the social implications. Discuss with the person:

- When is the right time for them to be baptized? (Usually God will show this to them by His Spirit, so don't rush the process; but when the time is right, don't hold back either).
- Which people should be present at the baptism? (At least some close trusted friends; but what about the wider church, or what about Muslim relatives? Discuss these questions with the believer, as circumstances vary).
- Will the believer tell their Muslim family beforehand? (This depends a lot on the family situation)
- Will photos be taken at the baptism and will there be any control on their spread? (With digital photos and Facebook this is a very important question! Public spread of baptism photos may bring danger to the believers and will certainly bring dishonour to their family. The most sensitive point is when the BMB is going under the water, ESPECIALLY if it is a male baptizing a female. Such photos should be strictly controlled. But group photos afterwards, of the newly baptized person with their Christian friends, are less sensitive).
- For female BMBs, what steps will be taken to guard their modesty as they come out of the water? (Thin clothes cling when wet. Wear thicker clothes and have a towel ready to wrap around as soon as she comes out of the water).
- Can a baptism certificate be given? (This is no problem in the West but can be a danger in strict Muslim countries, for both baptizer and baptized. But some proof of baptism is important. Discuss it.)

## Ritual washing in Islam

In Islam, it is compulsory to carry out wudu (ritual washing of one's head, arms and feet) before the five-daily set prayers. Less frequent is the full bath or *ghusul* which is believed to cleanse major impurity. New Muslims are taught that all their old sins are washed away when they convert to Islam, and many of them do the full *ghusul* as a symbol of that. However, those who turn from Islam to Christ often focus more on baptism as a symbol of rising to a new life than of washing away sin.

## Lesson 15

### Shariah and law-keeping in Islam

Lessons 15-17 tackle a very important topic for those who turn to Christ from Islam. This is because 'law' is so important in Islam. Indeed, the Arabic word '*shariah*' is not merely law in its narrow sense, but a whole way of life. As Muslim scholar Badru Kateregga wrote, *shariah* is "the detailed code of conduct for Muslims to follow, both in their private and public lives". It tells a person "how he should eat, receive visitors, buy and sell, slaughter animals, clean himself, sleep, go to the toilet, lead a government, practise justice, pray" (Kateregga & Shenk: *Islam and Christianity*, Uzima Press, Kenya (1980), pg.67). Thus, sincere Muslims want *shariah* not only to mould their own lives, but also the whole of society and culture. This obedience is believed to bring Allah's blessings in this life and rewards in the next life.

People who leave Islam may be glad to be free of this detailed code of conduct but it leaves them with puzzling questions to work through. What place if any does 'law' have in the Christian life? If it has no place, are we free to do whatever we please? If it does have a place, then what is its nature and essence? Why do we obey this 'law of love': to seek reward or out of gratitude? How can we work out the specifics of, for instance, when to fast and how much to give? What principles guide us

in obeying Christ as Lord when there are so few detailed guidelines as compared with Islam's *shariah*?

Thus, the theological background to Lessons 15-17 is different from the West. In some respects, it is closer to the Bible's theological background (though there are differences too between the law of Moses and the *shariah* of Islam). The purpose of God's law in the Old Testament, its abuse by the Pharisees and the new 'law of love' taught by Jesus, are all highly relevant to BMBs.

If the material in these chapters is new to you, ask your BMB friend(s) to comment on it from their perspective. Some former Muslims will be helped by understanding that in Christ we live under a new kind of *shariah*. Others have an emotional reaction against the word *shariah* because of its baggage from their past, but they still need to understand the concept that we serve a new Master and are not free to do as we wish.

## Muslims and the straight path

Every day Muslims pray, "guide us on the Straight Path". They are taught that thousands of prophets came to teach God's straight path. Only some of these are named in the Quran and, interestingly, most of those are from the Bible: Adam, Noah, Abraham, Moses, David, Jesus and a few others. (Muslims call them Adam, Nuh, Ibrahim, Musa, Dawud and Isa).

Muslims believe that all these prophets came to show humans the 'straight path' of God's *shariah*, so that by following this they can earn his rewards and blessings. However, even if we know what is the straight path and want to follow it, are we actually able to do so? If not, why not? This is the theological starting-point of Lesson 15.

## 'Major' and 'minor' sins

Muslims are taught that some sins are more serious than others. God may overlook 'minor' sins such as telling a lie, but 'major' ones are more liable to punishment. Also, if someone has the 'intention' (*ne-ah*) in their heart to do something but does not actually do it, it is not sin. This stands in contrast to Christ's teaching that lust in the heart is a sin, like adultery (see question 13).

This section teaches that Christ's holy law actually sets a very high standard. In a moral sense, it is harder to keep than the *shariah* of Islam, even if it appears easier from a ritual point of view.

# Lesson 16

## Muslims' motivation for obedience

Lesson 16 continues the discussion of God's law, which began in Lesson 15 (see there for a general explanation). The starting-point in this lesson is the contrast between obedience to God's law out of a hope for reward or fear of punishment, and obedience springing from gratitude for all he has done for us. This is a fundamental shift of outlook when a Muslim turns to Christ.

We love because God first loved us, as shown by Christ's death on the cross. Therefore, in response, we want to obey the 'law of love' which is to love God with all our hearts, and our neighbours as ourselves.

## Muslims, BMBs and hospitality

Many BMBs come from cultures that highly value hospitality. By contrast, Christians in the West have much to learn in the area of welcoming people into our homes. If a BMB came unannounced to your home, would he be welcome even without making an appointment beforehand? If people in

your church tell a BMB they are her 'family', will they be ready to take her in when her own family throws her out and she needs a place to live?

## Lesson 17

### BMBs and the detailed guidelines of *Shariah*

After summarizing the main teaching on God's law from Lessons 15 and 16, this lesson asks how Christ's followers can act on this practically, when we don't have the same kind of detailed guidelines that are found in Islam.

We look in particular at two of Islam's 'pillars' where Muslims are told exactly what to do. They must fast from sunrise to sunset for the month of Ramadan and must give away a fixed amount of their wealth as zakat (charity-tax). What should Christ's followers do on these matters? This lesson teaches biblical principles, while recognising that different churches apply them in different ways. So, as mentor, feel free to teach your own church practice, but remember that the most important thing is for the believer to understand the principles. Try to strike a balance between giving the person specific guidelines if they want them, but not controlling their lives. Help them to obey Jesus as Lord and to follow his lead above all.

### BMBs and Ramadan

In many Muslim countries, Ramadan is a special time for family solidarity. Be aware that this is a time of year when BMBs may specially miss their families. (Another lonely time is at Christmas, when Christians are busy with their own families and forget that the former Muslim is left isolated without anyone to celebrate it with).

For BMBs still living with their Muslim families, Parveen's dilemma is a real one, whether or not to join in the Ramadan fast. Some Christians believe that this can be an appropriate way to show family loyalty; the believer can fast for Jesus' sake not out of Islamic duty, and it avoids unnecessary persecution on a non-essential matter. Other Christians believe that it is important to take a stand and break with the family on this matter, to show a clear witness and avoid deception. But then, is not fasting a good witness, if it makes Muslims think Christians are lazy in this matter?

Discuss these different viewpoints with the learners, bearing in mind that much depends on their family situation. And if they decide not to fast in Ramadan, will they try fasting at some other time, as the Lord leads?

### Muslims and giving

In the zakat or charity-tax, the amount is fixed at 2.5% of Muslims' disposable capital each year (not their income), with some detailed guidelines on how to calculate this once a year. Individuals are free to choose where to give it, so long as it meets certain criteria such as helping the poor or the spread of Islam. Also, many Muslims give voluntarily during the year for these purposes, or for mosque expenses etc.

## Lesson 18

### Muslims and magic

Westerners may be surprised to find out that 'fate' and 'magic' are important concepts for many Muslims across the world. Historically, these beliefs were already present in many cultures before the people became Muslim, and the resultant mix is known as 'folk Islam'. Also, in Islam itself, Allah is seen as remote. If he decides everything beforehand and humans can do nothing to change it, this emphasizes fate as controlling their lives. Moreover, because Allah is viewed as being so high

up, Muslims are not sure if he cares deeply about their problems or listens to their prayers, so they seek help from other spiritual mediators who seem to be more accessible. All these factors influence Muslims today.

The search for answers to prayer or spiritual powers or hidden knowledge, leads some Muslims into actual occult activity. After turning to Christ, they may need deliverance from bondage. For others, it may be more of a general cultural influence, e.g. of tying amulets on wrists or vehicles for 'protection'. Others may have had little previous influence like this.

Lesson 18 gives biblical teaching on this topic. But merely to point out wrong activities is less effective than examining the underlying worldview. If BMBs can truly trust in Christ who came all the way down to our level (thus feeling our pain) and then rose high above all spiritual powers (so having victory over them), then at times of need they will be more likely to turn to Christ himself for help than to alternatives. Also, Christ's death overcame the powers of darkness and frees us from living in fear of these evil powers.

## Muslims and spiritual powers

Many Muslims believe in 'spiritual powers' such as:

- Angels, including some named in the Bible like Gabriel (Jibrail), as well as personal angels who record every person's good and bad deeds;
- The 'evil eye', an unseen jealous influence which can cause harm to people, such as a baby who is praised for being beautiful;
- Fate, according to which people's destiny is already written down and they can do nothing to change it;
- Jinn, spirit beings which can be good or more often evil, for instance causing illness or insanity;
- Evil spirits, similar to the biblical concept.

Group members may describe different practices used by Muslims to ward off evil influences, including: amulets for people or vehicles, charms, pictures of an eye etc.

Muslims commonly also believe in *baraka*, the invisible 'blessing' which attaches to holy people or holy places (including saints' graves), and which they seek to absorb by coming physically close. Sometimes people tie cloths on trees near these shrines as a reminder of prayers or vows they made there. Or they may take a vow of allegiance to spiritual guides (called *pir*, *murshid* or *marabout* in different parts of the Muslim world), obeying them blindly and seeking their mediation with God.

Some Muslims give an offering as *sadaqa* (e.g. offering money or sacrificing a black goat) to seek a particular purpose such as healing. This is different from the annual *qurbani* sacrifice offered in memory of Abraham.

## Giving condolences

In most Muslim cultures it is common to visit the bereaved immediately someone has died, to sit with them and share their grief. It is an important way to show solidarity, and is closer to the culture in Bible times (e.g. John 11) than in the West today.

However, the typical way Muslims try to offer comfort is to say 'it was Allah's will', we just have to accept our fate. In question 6 we suggest that the BMB can offer a deeper kind of comfort, based on a different view of God: a God who comes close and shares our suffering.

## Lesson 19

### Foot washing in Muslim cultures

Many Muslims live in cultures where feet are considered to be very dirty, much like in Jesus' day. To 'lift one's heel' against someone or to throw a shoe at someone, is seen as a great insult. Washing someone else's feet, then, is a profound way of demonstrating Jesus' humble example.

### Leadership issues in BMB groups

Disunity is distressingly common in BMB fellowships, both in Muslim countries and in the West. For an individual Muslim to become Christ's follower is hard; for those followers to come together as a group is harder; for that group to remain united under mature leaders is harder still. Good leadership of BMB groups is a hugely important topic!

The 'Come Follow Me' course is for new believers, so it hardly touches on issues of leadership. These are briefly introduced here in this lesson, but you can follow this up more in future, when the learner(s) are ready for it.

## Lesson 20

### Muslims, pilgrimage and paradise

For Muslims, it is a religious duty to make the pilgrimage to Mecca at least once in their lives if they can, though this is only possible for a small proportion of the world's Muslims and is seen as a privilege. This course has made hints about Islam's 'pillars' in different ways, though not putting too much stress on them since some BMBs prefer to make a clean break from Islamic concepts.

In this lesson, the comparison is made with the Christian life as a pilgrimage to heaven (the famous book *Pilgrim's Progress* does this too). In Islam, heaven is described as a paradise with many pleasures. In Lesson 20, the main joy of heaven is taught that we will be with God himself and enjoy his close presence forever. Muslims believe they will pass over a narrow bridge to paradise. It is as narrow as a hair and they may easily fall off it.

### Jerusalem and Zionism

This is a hot topic in discussion with Muslims, and BMBs are often caught in a dilemma. Their Muslim upbringing may have taught them to hate the Jews and to react strongly against Zionism. But, becoming Christ's followers, they have to grapple with understanding God's covenant with the Jewish people in the Old Testament and with passages which celebrate 'Zion'. Moreover, they encounter different Christian interpretations of prophecy about the Jews, including some Christians who seem to support all actions of the modern state of Israel and even to view Arabs as their enemies. Yet if BMBs take a very pro-Israel stance it confirms the impression among their Muslim relatives that they are traitors. All this can be confusing and hurtful for BMBs. So how can they fit it all together in their heads and their hearts? This lesson only touches on this issue very briefly and you don't need to go into detail, but you should be aware of its sensitivity.

In lesson 20 on pilgrimage, discussion might turn to the question of Jerusalem. These days Arabs and Jews both want control of Jerusalem. Which side should Christ's followers take? Different Christians have different opinions on this. Some relevant points are:

- Christ's followers should always be on the side of justice, and assess the actions of both Jews and Arabs accordingly.
- Jesus changed the direction for prayers (the 'qibla') so Jerusalem is not the centre of our faith.
- Some Arabs follow Christ, and some Jews also follow Christ. Christ's people from either nation are our spiritual brothers and sisters.



# **Part B:**

# **Lesson Guidelines**

# Introductory Meeting

## Aims for each learner:

- a. Be excited about the course and committed to complete this week's home study.
- b. Understand how to do the home study for each lesson.
- c. Pay for their course book or promise to bring the money next week.

## Prepare:

Obtain study guides for each student.

## Opening

**Introductions:** If this is a new group, ask everyone to introduce themselves. They could say something about their life, work or family if appropriate. However, if some members prefer not to say too much till they trust the group, that's OK.

**Open in prayer:** Ask God to help us all benefit from doing this course together.

## Explaining the Come Follow Me course

### “What?” – the course content

**Study Books:** Give one Study Book to each learner.

*Preferably they should pay something for the book, as they will value it more this way. But it is your choice whether to ask for money. For any non-readers or slow readers, see the section on oral learners in 'Frequently Asked Questions' in Part A of this Advisor Guide.*

**Open the study books to page v:** Contents.

- Ask one member to read out the list of topics.
- Ask members to share in pairs which lessons they most look forward to, and why? Then they should share this with the whole group.

### “Why?” – the course purpose

**Course purposes:**

- The purpose of this course is to help us grow as Christ's followers.
- We are all learners together, me as well as you. Together, we want to draw close to God, get to know him better, trust him, obey him and play our part in Christ's community.
- Explain: “One group of Afghans who studied this course together said ‘the strength of this book is that every brother and sister, young or old, has the opportunity to freely share their thoughts, questions, problems and pains – as they've experienced in their lives. It is this that makes the student interested and they open up, and can pray, not only for themselves but for others’.”
- Ask: “Are you looking forward to learning together like that Afghan group?”

### “How?” – the course method

**Open the study books to page iv** and look together at the diagram.

- Explain: This course uses three methods in combination each week:
  1. **The home study** helps us remember and understand the teaching;
  2. **The discussion** helps us express our opinions and learn from others;
  3. **The practical task** helps us to obey the lesson in our daily lives.
- What is the purpose of each part: the home study, the discussion and practical task?  
*This question is to help the learners understand the study method.*

**Open the study books to page vi:** Guidelines for the learner.

- Each learner should read out one sentence.
- Ask if there is anything which anyone does not understand.

**Looking at lesson 1****Open together lesson 1:** Becoming Christ's follower (page 1).

- Read the first two paragraphs with the heading 'The purpose of our lives'. Also read the speech bubble which comes next.
- Ask in your own words, what is the purpose of your life? *Discuss. The learners should give their own opinion. You as advisor should also share your opinion.*
- One person should read out question 2 then say the answer. Show how to check the answers at the end of the lesson.

**Checking your answers:**

- The book is your teacher. That is why it gives you the answers at the end of each lesson, so you can check your own answers. But this does not mean you should just copy from the book! First write your own answers, then check if you got them right.
- When the answer says 'personal response' or 'for discussion', there is no 'correct' answer because everyone has their own opinion or experience.

**Questions for discussion:**

- In Lesson 1 Answers, what answer does it give for question 5 or 13? *'Personal response'.*
- Does this mean you should leave these questions blank and not write anything? *No it doesn't mean this! Each member should still write their own opinion and be ready to talk about it in the discussion. Learners often skip writing these personal responses, which is why we stress it so much.*
- Why is it important to write our personal answers to such questions, and not leave them blank?" *When we write something, it makes us think more deeply about it. And we will remember it better. Also, we have something ready to share with others in the discussion*

**Home study****Completing the study book lesson each week:**

- Before our next meeting, please complete the whole of Lesson 1 in your own time.
- At the end, please do the Lesson Review. The questions in Lesson Review are a summary of the ones you have already answered in the lesson. Therefore we have not given you the answers. If you don't know the answers, revise the lesson again.

**Conclusion****To finish the introductory meeting:**

- Ask if anyone has any further questions.
- Explain the time and place of the next meeting.
- Remind learners to go through lesson 1 of the study guide before the next meeting.

**Pray together:**

Ask God to speak to each of us this week as we start this new course.

# Lesson 1: Becoming Christ's follower

**Aims for each learner:**

- a. To consider if he or she is Christ's follower or not.
- b. If not yet Christ's follower, to know how to become one.
- c. Memorize Matthew 11:28.

**Cultural clues:**

- Starting points with BMBs
- New believers and counting the cost

**Prepare:** Optional video clip for Q.15-18.

## Opening

**Pray for today's lesson.**

**Lesson 1 home study review:**

**Question 1:** Practise saying together the memory verse (Matt 11:28). Reading it, how do you feel?

**Question 2:** Ask what the learners wrote in their book.

*They can each answer in turn. Or they can swap books and check each other's answers.*

**Introduce today's topic:** Today we learn how Jesus Christ called Simon Peter to become his follower, and how we too can become Christ's followers.

*Explain that there isn't enough time to discuss every question. But encourage people to ask about any question you skip if they didn't understand it, and also to raise other questions they have as you go along.*

## Discussion

### Introduction (and Questions 1-2)

**Introduction:**

Ask two people to read the two men's views of the purpose of life. Ask the teacher's questions in the bubble.

- What is the purpose of your life?  
*Share your own purpose last.*



### Becoming Jesus' follower (Questions 3-4)

**Question 3:** Read together the passage in the box. Ask:



- One person re-tell the event in your own words.
- Imagine you are Simon. What different feelings do you have when you see Jesus do this miracle?
- What four steps did Simon Peter take to become Jesus' follower?

*The others can fill any gaps.*

*Probably: Amazed at his power. Sinful in his presence. Privileged to be called.*

1. Turn away from sin.
2. Understand the cost.
3. Entrust yourself to Christ.
4. Join Christ's community.

### First step: Turn away from sin (Questions 5-11)

**Questions 8-10:** Read the first paragraph of question 8 and look at supplement 2 (page 151).

- Ask two people to read the words of Imran and Shafiq. Which one will Jesus wash clean? Why?
- Let's each think about ourselves. Are we more like Imran or Shafiq?
- What is the difference between mere regret and real repentance?
- If Shafiq has truly repented, how will we know?

*If there is time, you could ask learners to explain supplement 2 to each other.*

*Shafiq, because he knows he needs Jesus.*

*Personal responses.*

*See q.9. Repentance is going in a new direction, a change of lifestyle.*

*His lifestyle will change.*

## Second step: Understand the cost (Questions 12-14)

### Question 12:

- How do you think Simon felt as he considered the cost of following Jesus?
- Have you faced a similar choice in your own life? Have you made a decision yet?

*If the learners trust each other, they may say whether they have already received Christ or are still considering the cost.*

### Question 13-14: Read Jesus' words in the box.

- In your opinion, what is the meaning of this story?
- What answers did you write for question 13?
- Is it worth this high cost to follow Jesus?
- What answer did you write for question 14?

*Following Christ may cost a lot, but he is worth it. He is more precious than the finest pearl! It is worth it to follow him.*

*He paid an even greater price.*

## Third step: Entrust yourself to Christ (Questions 15-18)

**Play the Trust Game:** *This activity could be good for some ages and types of people, but not all. Decide if it is appropriate for your learners. Or watch a youtube clip about Charles Blondin, and adapt the questions.*



- Put group members into pairs of similar height and weight, and of the same gender. One person is the Faller and one the Catcher. The Faller should stand upright with their feet together, and facing away from the Catcher. The Catcher should have one leg in front of the other, arms extended, ready to catch the Faller.
- The Faller should ask if the Catcher is fully ready, and then start to fall backwards, keeping their body stiff. The Catcher should catch them safely before they fall too far!
- Swap Catchers and Fallers.

### Trusting the catcher:

- How did it feel to completely entrust yourself to the Catcher?
- Entrusting ourselves to Jesus Christ is a bit like entrusting ourselves to the Catcher. It can feel scary at first, but when we find he catches us every time, we learn to trust him more.

### Question 16: Read the three examples given. *Tired child, patient and passenger.*

- Why do these three people trust the other? *Because they think the other person is trustworthy.*
- Can we trust Jesus in the same way? *Yes, he is more trustworthy than any human.*
- What do we trust him to do for us? *E.g. to forgive our sins, come into our lives, give us power to do good, protect and guide us, bring us safely to heaven.*
- Remember how you felt during the 'falling' activity. Can you trust Jesus in this same way in every area of your life? *Personal responses.*

## Fourth step: Join Christ's community (Questions 19-20)

**Question 20:** Read the teacher's words in the speech bubble.

- Which three kinds of people does the teacher describe?
- Which of these people are you?



*Those who are already Christ's followers, those who are ready to become followers, those who want more time to think about it. You decide if it is better for the learners to speak now or just to think about it quietly.*

## Conclusion

**Obeying today's teaching:** What difference will today's lesson make for you? **Read together the practical task.**

- Do you have a friend you could do this task with?
- Complete Lesson 2 study before next week.

**Pray together:**

Thank God that we can know him personally in Jesus Christ.

## Lesson 2: New life in Christ

**Aims for each learner:**

- a. Be excited about their new life in Christ.
- b. Memorize 2 Corinthians 5:17.
- c. Understand that we receive a new identity, a new birth and a new nature.
- d. Be committed to fight a spiritual battle against the old nature.

**Cultural clues:**

- Jihad
- Postures of prayer

**Prepare:**

Optional video clip for Q.19.

### Opening

**Pray for today's lesson. Review last week's practical task:**

- Someone please read the Practical Task from Lesson 1.
- Did you think carefully about this? We will talk about it later in today's discussion.

**Lesson 2 home study review:**

**Question 1:** a) new; b) chosen people

**Question 2:** old, new

**Question 3:** personal responses *check that all learners wrote something in their books*

**Question 4:** Christ, new, old, new

**Introduce today's topic:** Today we will learn about the new life our Lord Jesus Christ gives us. This includes a new identity, a new birth and a new nature. That's exciting!

### Discussion

#### Introduction and Questions 1-4

**Questions 1-4:** Read together 1 Peter 1:1-2. *If learners don't yet have a Bible, print out the passage.*



- Who wrote this letter under God's guidance? *The apostle Peter. This is the same Simon Peter we learned about in Lesson 1.*
- With what words does Peter describe the people who received this letter? *'God's elect' (chosen ones) but also 'scattered', 'exiles and foreigners', who are not fully at home in this world.*
- How does it feel to be far from home, to be a foreigner? *Personal responses. See question 3.*

#### Our new identity (Questions 5-7)

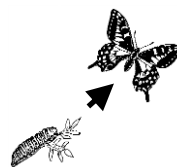
**Question 5:** Read the whole question.

- Have you ever been called infidel (*kafir*) or apostate (*murtadd*)? *These are common attacks on believers from this background.*  
How did it feel?
- But what is our new identity in God's sight? *This is wonderful, especially if our community reject us.*
- How does it feel to be "God's chosen people"?

#### Our new birth (Questions 8-13)

**Question 8:** Look at the picture of the caterpillar and butterfly

- When a caterpillar becomes a butterfly, is it the same creature as before or different ?
- How is this example like the new birth we have in Jesus Christ?



*In one way it is the same, but it has gone through a kind of 'new birth' so now it looks completely different and can fly high.*

*In one way we are the same people as before, but the spiritual change in us is as big as when a caterpillar becomes a butterfly. The differences will show in our lives and we will live in a new dimension of God's Spirit.*

**Question 11:** Read the verse in the box (1 Peter 1:3)

- Who gives new birth to those who follow Christ?
- Why does he do this?
- What does this new birth give us?

*God himself, the Father of our Lord Jesus. Because of his great mercy. A living hope. We can be confident of our new life in Christ. It will continue even after death*

**Question 12:** Read what the doctor says and ask three people to read the three responses.

- Think of the doctor being like Jesus, offering new birth to people who are spiritually sick.
- What kind of person is patient A like?
- What kind of person is patient B like?
- What kind of person is patient C like?
- So, how do we receive the spiritual new birth?



*A: Someone who believes Christ but is afraid to follow him.*

*B: Someone who does not believe Christ at all.*

*C: Someone who believes Christ's offer and trusts him and receives him into his life.*

*By trusting Christ's offer, like patient C. We say to him 'please come into my life'. See q.13*

**Question 13:** Read the speech bubble. *Invite anyone who has not taken this step to talk to you in private.*

## Our new nature (Questions 14-16)

**Questions 14-15:** Different learners may read the different comments in the speech boxes.

- What about us, how have our feelings or character changed since we became Christ's followers? What did you write in question 15? *Remind learners to write their personal responses in the study time so they have something ready to share. Any learners who do not yet follow Christ cannot answer this question but they could comment on changes they saw in the life of a believer.*
- After sharing, or at the end of the session, thank God together for these changes in our lives.

## Our spiritual battle (Questions 17-20)

**Question 17-18:** Look at the pictures in question 18.

- Which people are showing their old nature? Which are showing their new nature?
- What 'old nature' things do you struggle with?
- Read the verse in the box in question 17. What must we do to win the battle against our old nature?



*Put off the old, put on the new – like changing clothes.*

**Question 19:** Read the farmer's parable.

- What do the goats represent?
- In what ways are you feeding the black goat?
- What kinds of things could you do instead to make the white goat stronger?

*Optional: Show video of a black & white goats fighting. Search youtube: goat bucks fighting or visit <http://www.youtube.com/watch?v=HG24G-dGzrQ> As the advisor, you too should share your own struggles. Explain that this is an ongoing struggle. God lives in us by his Spirit and gives us strength to win. Philippians 4:13.*

**Practise together the memory verse:** *Question 20 uses the old NIV version for this verse*

Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new is here! (2 Cor 5:17)

## Conclusion

**Obeying today's teaching: Read together the practical task.**

- What difference will today's lesson make in your life?
- Keep going with the home study! It's really important that you come prepared each week to share what you have learned.

**Pray together:**

Thank God for the changes he has made in us, and ask him to help us fight daily the spiritual battle.

## Lesson 3: God the Father

### Aims for each learner:

- a. To rejoice to speak to God as Father.
- b. To explain at a basic level why Christ's followers call Jesus the Son of God.
- c. Memorize 1 John 3:1.
- d. To grasp God the Father's unconditional love and try to model this love towards children.

### Cultural clues:

- Calling God 'Father'
- Nearness to God

### Prepare:

'Father's love letter' video clip or song during the conclusion.

## Opening

**Pray for today's lesson. Review last week's practical task:** Did you fight against three bad habits from your old nature? How was this for you? Was it a struggle? Did you make progress?

### Lesson 3 home study review:

**Question 1:** a) Father; b) Father

**Question 2:** a) True; b) True; c) True

**Question 3:** Great love the Father, lavished upon us, children of God, is what we are.

**Introduce today's topic:** Muslims think that to pray to God as Father is blasphemy or *shirk!* (see 'Cultural clues'). But in a spiritual way this is possible. As Christ's followers, it is our great privilege.

## Discussion

### Jesus called God 'Father' (Questions 3-9)

**Question 4:** Read the passage in the box.

- How many times did you circle 'Son' and 'Father'?
- Why do our Muslim friends object to the titles Son and Father?

- *It should be Son 4 times, Father 4 times.*
- *They think Christians teach that God had physical relations with a woman to produce a son. But this thought is offensive for Christians too.*

**Question 6:** We saw how the Old Testament used 'son' for some special people who lived close to God, showed some of his qualities, or ruled with his authority.

- In this passage which phrases speak of Jesus Christ being close to God his Father?
- Which phrases speak of Jesus Christ sharing the qualities of God his Father?
- Which phrases speak of Jesus Christ ruling with the authority of God his Father?

- *'The Father loves the Son and shows him all he does'.*
- *'Whatever the Father does the Son also does'. 'For as the Father has life in himself, so he has granted the Son also to have life in himself'.*
- *'Whoever does not honour the Son does not honour the Father, who sent him'. 'And he has given him authority to judge'.*

**Question 7:** Read the first paragraph.

- Can you think of any examples from your culture when you call someone a 'son' but it does not actually mean a physical son?

**Question 8:** Read the first paragraph.

- What claim did Jesus Christ make which shows that he shares God's very nature? *'Anyone who has seen me has seen the Father'.*

Read the rest of question 8. *Divide into pairs. One person should take the role of Christ's follower. Take three minutes to explain briefly to the other person, as if to a non-Christian, why we use the title 'Son of God' for Jesus Christ. Now swap around, so that the second person now explains the same thing to the first person.*



## We too may call God Father (Questions 10-18)

**Question 11:** Read 1 John 3:1 and then the first paragraph of question 11.

- We can call Jesus Christ the Son of God. Discuss the bigger step we take when we call God our Father, through Christ.
- Why can we speak to God as our Father in a spiritual way?

*Because God has adopted us as his spiritual children, through Jesus our 'older brother'.*

### Discover the memory verse 1 John 3:1 in a practical way.



- Write each word on a different piece of paper and mix them up.
- Ask the learner(s) to arrange them in the right order and recite the verse.
- Then remove 2 or 3 pieces of paper and recite the verse again.
- Continue this until the learner(s) can say the whole verse without any piece of paper.

**Question 12:** Read the whole question.

- What are some differences between our human father's love and our heavenly Father's love?
- Does God love us always, or only when we are good?
- Should we love our children always, or only when they are good?

*Our human fathers might love us according to our achievements, but our heavenly Father loves us however we are.  
Always.  
Always.*

**Question 13a:** No one has a perfect relationship with their earthly father.

- Do you want to say what your earthly father was like when you were growing up?

*Encourage people to share, but be sensitive that some may have unpleasant memories and may not want to share, or to dishonour their fathers.*

**Question 13b:** Read the second and third paragraphs of question 13.

- Do we ever fear that God would be like that father who let his son crash to the ground?

*Let the learner(s) describe their fears honestly. Then assure them that God will never let us down! He has promised 'Never will I leave you, never will I forsake you' (Hebrews 13:5).*

**Question 14-15:** Read the box in question 15 (Luke 15:20-24)



- What is very surprising about the father in Jesus' story?
- What do you think Jesus Christ is teaching us about God in this story?

*He welcomed back his son who had brought him so much dishonour.*

*God is like the generous father. He welcomes us back and forgives us even when we have brought him so much dishonour!*

**Question 16:** Read Nazir's story in the box.

- Have any of us faced an experience like Nazir's?
- What is the difference between Nazir's father and our heavenly Father?

*They may not yet have been rejected, but maybe it will happen later when family find out about their faith in Christ.*

*Our heavenly Father will never reject us!*

**Question 18:** Read the entire question. Repeat together this verse from the *Zabur* (Psalms).

**'Though my father and mother forsake me, the Lord will receive me.'**

## Conclusion

**Obeying today's teaching:** What difference will today's lesson make in your life? **Read together the practical task.**

- Do you have a friend you could do this task with?
- Keep going with the home study!

**Watch:** 'The Fathers love letter' which can be found on youtube in various languages.

**Or Sing:** A song about the Father's love.

**Pray together:** Thank God that we can rely on him more than any human father and that he always welcomes us even when our parents reject us.



- How are the examples in this lesson helpful to you? *personally in our lives.*

**Experiencing the Trinity:** Read 1 Peter 1:2-9.

*These verses show how we can experience God as Trinity even though we don't fully understand him.*



- In verses 2 & 3, what have God the Father, God the Spirit and God the Son done for us?
- In verse 5, what shields us during our lives on earth?
- In verse 6, how should we respond even in trials?
- Although we can't see God or fully understand him as Trinity, how do we feel towards him? (v.8-9)

*The Father: knew us beforehand, chose us, given us new birth. Jesus' blood sprinkles us. His Spirit makes us holy (sanctifies us), for obedience to the Son.*

*God's power.*

*We should rejoice.*

*We love him, we believe in him, we are filled with inexpressible and glorious joy, we are receiving the salvation of our souls.*

**Question 12:** Read the first paragraph including the bullet points.

- Up until now, which things in this list has the Holy Spirit enabled you to do?
- So is it essential or optional for God's Spirit to be active in our lives?

**The Holy Spirit makes us holy (Questions 13-16)**

**Continue demonstration:** *Take the glass with stones, say:*



- No one wants to drink this dirty water! Like this glass, if our lives are full of sin and shame like these dirty stones, we need to be cleaned.
- What can we do to make this glass clean? *removing the stones, cleaning the glass with pure water- demonstrate this by removing the stones and pouring clean water into the cup until it is full.*

**Question 14:** Read the whole question.

- What do you think it mean to be holy? Give examples.

*To be fully holy is to be like God! e.g. our thoughts are pure, we build others up, we do no wrong etc.*

**Question 15:**

- What standard should we aim for?
- Is it possible for humans to become holy like God?
- According to what we read earlier, who makes us holy?

*God's standard- We must be holy because he is holy.*

*No, it is impossible in our own strength. In many religions, those people who try hardest to be holy become the most disappointed when they fail.*

*God's Spirit who is holy makes us holy, (v. 2). Like clean water which can clean the dirty glass, we are cleansed by his Spirit.*

**Question 16:** Memorise the verse in the box (1 Peter 1:15) and pray together with uplifted hands, asking God to fill you more with his Holy Spirit.



**The Holy Spirit fills our lives (Questions 17-20)**

**Question 20:** Read the whole of question 20. *Illustrate this paragraph using the glasses and water. Use a jug of water and glasses, with a tray or bowl underneath to catch the overflowing water.*

God fills us by his Spirit as we pray and live close to him each day. Sometimes the filling is sudden, sometimes gradual. His command is to keep on being filled. Every day we must keep being filled more and more and more!

**Conclusion**

**Obeying today's teaching:**

- What difference will today's lesson make in your life?
- **Read together the practical task.**
- If you have a Bible or New Testament, bring it next week.

*If possible, help students who don't yet own a Bible or NT obtain one. Ideally, NIV (2011) or their own language.*

**Pray together:** Now is a chance to confess to God any 'dirty stones' in our lives that is making us unclean. *Allow a time of quiet for people to do this on their own. You could use stones to demonstrate this. Ask God for the Holy spirit to cleanse us, make us Holy and fill us every day to overflowing.*

# Lesson 5: Talking with God

## Aims for each learner:

- Be able to talk with God throughout each day.
- Understand that prayer is talking with God, not just a ritual.
- Learn that prayer includes confessing, thanking and asking.
- Memorize the Lord's Prayer.

## Cultural clues:

- Theology of prayers
- Sufi meditation
- Muslims, prayer and 'wudu' cleansing
- Making a prayer list

**Prepare:** Headings for activity (Q.14), paper or flash cards, pens, scissors, sticky tack.

## Opening

**Pray together. Review last week's practical task:** Did you pray each day for God to fill you with His Holy Spirit? How did you see the Holy Spirit at work in your life each day?

**Review last week's memory verse (1 Peter 1:15):** Ask everyone to repeat it.

## Lesson 5 home study review:

**Question 1:** a)

**Question 2:** apologizing, thanking, requesting. *In any order.*

**Question 3:** pray continually

**Question 4:** The Lord's prayer as in Question 14.

**Introduce today's topic:** Look at the picture in question 1. God is like a great King. Why does he listen to us? *Because he is our heavenly Father who loves to listen to his children!*

## Discussion

### Talking with God as Father (Questions 2-5)

**Question 3:** Read the first paragraph.

- Why do we not need the intercession of holy men to bring us close to God? *We are God's spiritual children, so we have the right to come close to Him ourselves!*

**Question 4:** Read the first paragraph.

- On which of these answers did you put a tick? *We can talk to God about everything!*
- Which things do you find it hard to talk to God about? Why?

### Ritual and personal prayer (Questions 6-10)

**Question 9:**

- For what reasons do people say ritual prayers? Why do they do informal prayer? *e.g. people often do 'salah' (ritual prayer) to earn merit, or 'dua' (informal prayer) to meet a need.*
- What should be our highest motive in prayer? *To come close to God and live in his intimacy.*

**Question 10:** Read the first paragraph and the box (1 Peter 1:8).

- Have you ever felt this 'inexpressible and glorious joy'? Describe how you felt.
- Some people try to experience this closeness to God through chanting (*dhikr* or *zikr*) but how we do reach God's heart? *Through Jesus Christ himself. He is the way to our Father's heart!*

### Pray continually (Questions 11-13)

**Question 12-13:**

- What does 1 Thessalonians 5:17 command us to do? *We should pray continually.*
- How is this possible in practice? *e.g. By his Spirit we can be close to God all day, see the quote in question 13. Or an example from learners' lives.*
- From the list in question 13, which option did you choose? *It is a good habit to develop. Learners*
- The last option listed is 'before each meal'. If your

circumstances allow, have you made this your habit?

- Read the speech bubble at the end of question 13.

*living with Muslims may not have the opportunity, but some may be able to do so as a witness.*

## The Lord's prayer (Questions 14-15)

**Learning the Lord's prayer:** Jesus' disciples once asked him: "Teach us to pray". He taught them the Lord's prayer. *Ask someone to read out Matt 6:9-13 in each learners' language. Then learners should write each sentence of the prayer on separate paper strips in each language. Mix up the strips on a table (not the floor!) and ask learners to put them in the correct order.*

If your participants are asylum seekers, the authorities may ask them to say the Lord's prayer during the asylum process, so it is important for them to learn it by heart.

- Do we earn any religious merit by praying the Lord's Prayer? If we recite it ten times instead of one time, will that give us more merit?

*No! The Lord Jesus said, 'When you pray, do not keep babbling on like the pagans, for they think they will be heard because of their many words' (Matt 6:7).*

- In which language do you think it is better to pray, in English, Arabic or in your own language?

*Some say Arabic is best. But we can pour out our thanks and needs to our Father more freely in our own mother tongue.*

## Apologizing, thanking and requesting (Questions 16-22)

**Question 15:** The Lord's prayer includes 3 types of prayer: apologizing, thanking and requesting. *Ask learners to sort each sentence of the Lord's prayer under into these types of prayer using 3 headings. You could either stick them on a wall or lay them out on a table.*

**Question 17:** Read the whole question.

- How can we be sure that God will forgive and cleanse us when we say sorry to Him?

*Because He promises this. 1 John 1:9 says 'If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness.'*

**Question 20:** Together, read Matthew 7:7-11 from the Bible.

*Learners may need help finding the passage. Lesson 6 explains how to look up Bible verses.*



- In verse 7, what commands does Jesus Christ give?
- In verse 7, what promises does Jesus Christ give?
- What point is Jesus making in verses 9-11?
- Give an example of how God has answered your prayer.
- So why do we not always receive what we want when we pray?

*Ask, seek, and knock.*

*It will be given, you will find, the door will be opened. These promises are repeated in verse 8.*

*Our heavenly Father is good, and he loves to give good things to his children.*

*Sometimes what we ask for would not be good for us. So if the son asks for a snake would a loving father give it? No, never. When we do not receive what we want, we can still trust God as our loving Father. He is not punishing us. He knows our needs.*

**Question 22:** Whose needs can we pray for? Which options did you tick in question 22?

## Conclusion

**Apply:** What difference will today's lesson make in your life? How will you change the way you pray?

**Review: Go over the practical task.** Discuss how to make a prayer list. Encourage them to write names in the box, if it is safe to do that. You could recommend to them a prayer app, such as 'prayer mate' to try.

**Encourage:** Keep going with the home study! Bring your Bible or New Testament next week.

**Pray:** Use the Lord's prayer to inspire your prayers. Ask God to help us live close to him and 'pray continually'.

# Lesson 6: God's Word for us

## Aims for each learner:

- Start the habit of a dedicated time with God every day.
- Learn three steps to use in this time with God.
- Be able to find a reference from the Bible.
- Be eager to read the Bible.

## Cultural clues:

- Muslims and the inspiration of Scripture
- Storylines
- God's self-revelation

**Prepare:** Notebooks to give out as Journals (if possible, also bring an example journal). If learners don't yet have a Bible in their own language, find out how they can get one in hard copy or at least access one digitally.

## Opening

**Review last week's practical task:** Did you say the Lord's Prayer last week? *Pray it together now. You could use the strips of paper from last week to reassemble and then pray one sentence each.*

## Lesson 6 home study review:

**Question 1:** a) Adnan; b) they grow weak and die.

**Question 2:** 'b' is the only fully correct answer. Sentence 'a' is not correct because it says 'only'

**Question 3:** Old, New

**Question 4:** Prepare; Read; Pray

**Introduce today's topic:** When you love someone, how do you show that love? *E.g. you spend time with them, talk with them, listen to them.* Last week we learned how to talk to God, today we will learn how God speaks to us through his word, the Holy Bible. *Ask someone to read Psalm 19:9-10.*

## Discussion

### Thirsty for God's Word (Questions 1-5)

**Question 1 & 2:** Look at the pictures in question 1. Then read the verse in the box.

- Do we really thirst for God's Word as much as a baby thirsts for milk?

### The Holy Bible is God's Word (Questions 6-10)

**Question 8:** Read the whole question. Some non-Christians think the Bible seems like a human book. It was written by humans and talks about human history.

- How can we explain that it is still the Word of God? *writers "wrote his words by means of His Spirit"*
- How do we know it is not corrupted? *Thousands of early manuscripts are available to translators in museums- they give us confidence that we have the original text.*

**Question 10:** Read the first paragraph.

- In what languages was the Bible originally given?
- Do you know who translated the Bible into your mother tongue? Do you have a copy?

Translating the Bible doesn't mean we are altering the original text. It allows us to hear God speaking in our own mother-tongue!

*You can find out who translated different languages on Wikipedia, search '[bible translations by language](#)'.*

*Bibles in many languages can be bought from the Bible Society in your country. Digital and audio versions of the Bible can be found online in many languages, e.g. [www.biblegateway.com](http://www.biblegateway.com). Some Bible apps for smart phones have multiple languages and/or audio. E.g. 'mybible', 'Andbible', and 'bible.is'.*

### The different parts of the Bible (Questions 11-15)

**Question 12-14:** Show learners each part using your Bible.

- Which part of the Bible includes the *Tawrat* (Books of Moses) and *Zabur* (Psalms)?
- Which part is known as the *Injil* (Gospel)?
- Does the New Testament cancel the Old

*Tawrat & Zabur = Old Testament.*

*Injil=New Testament. Often the whole New Testament is called the Injil. Strictly speaking each gospel is an 'Injil'.*

*No, we need both of them. Together they*

Testament? Why not?

*form God's precious Word- the story of God's interaction with people through history.*

**Question 15:** Open Bibles at the 'List of Contents'. Help the learners to find 1 Peter 1:3 & ask one person to read it.

- If we set aside a special time each day to be with God, it helps us grow strong and healthy, like baby B at the start of this lesson.
- How can we do this practically?

*Every learner should find the place in their own Bible or New Testament.*

*If learners have different translations, explain how the words vary slightly but this helps us to see different aspects of the meaning in the original Greek language.*

## Daily time with God (Questions 16-22)

**Question 18:** Read the whole question.

- What did you write for parts a) and b)?
- For our daily time with God, we should each choose the time and place which suits us best. What will help you make it a regular habit?

*Ask each learner to answer. If any members left these answers blank in their books, remind them to fill all the answers.*

*When we do this, we have to think about our opinions and so we learn much more.*

**Question 22:** Read the second paragraph. *Ask each learner to share their opinion.*

## Supplement 1: My daily time with God

**Step 1: Prepare:** If you were going to meet the king, how would you prepare? *Shower, dress well.*

- How can we prepare to come to God? *Ask learners to explain step one.*

**Prepare together:** e.g. Read the prayer together but ask each one to name sins privately to God.

**Step 2: Read:** What is Step 2 in our daily time with God?

- What should we do in this Step?

**Practice Step 2 by studying 1 Peter 1:13-15 together.**



- Read 1 Peter 1:13-15 out loud, *then ask learners to read it to themselves.*

*If working in multiple languages you could ask someone to read out each language.*

- Which phrase especially leaves its impression on you?
- What will you do to remember this important point? *e.g. write it in a notebook, memorize it etc. Give out journals, show example journal.*
- What will you do to obey this thing God has told you today?
- No baby would suck milk into its mouth and then spit it out again! But that is what we do if we read God's Word and don't obey it!



*Encourage learners to start a journal to write down verses, prayers, how they want to obey etc. You could give them a notebook to help them with this. If possible show them an example of your own journal.*

**Step 3: Pray** What is Step 3 in our daily time with God?

- Prayer is talking with our heavenly Father. What different things can we talk with God about? *See the different phrases of Step 3 which are in bold font. Pray now using these steps.*
- Last week we talked about making a prayer list to pray for others. Has anyone made or used one this week? How did that go? *Encourage all to write a list eg. in the back of the journal.*
- Do you have any other ideas or questions about how to have a daily time with God?

## Conclusion

**Obeying today's teaching:** What difference will today's lesson make in your life? *Everyone should share (even you).*

- **Read together the practical task.** This week's task is very important. Next week we will ask you to share what you learned.
- Is there anyone you could meet with to do this on a regular basis (e.g. weekly)?

**Pray together:** Ask if anyone has any particular needs this week and pray for those needs. Thank God that he loves us and wants to spend time with us every day.

Pray that he would help us to establish a healthy habit of time with him.

# Lesson 7: Members of Christ's church

## Aims for each learner:

- Be committed to join the local group of believers.
- Learn three descriptions of Christ's church from 1 Peter 2.
- Memorize 1 Peter 2:9.
- Be able to find different passages in 1 Peter.

## Cultural clues:

- Two special stones
- Healing a divided identity
- Ummah
- Weighing up the risk

**Prepare:** Lego or other building blocks, one large brick or base plate for a 'cornerstone'. See introduction.

## Opening

**Pray for the meeting. Review last week's practical task:** Did you manage to spend dedicated time with God each day? Did it help you keep close to your heavenly Father? For those who didn't manage it, what were the obstacles? How could you overcome them this week?


### Lesson 7 home study review:

**Question 1:** a) house; b) chosen; c) family

**Question 2:** Jesus Christ

**Question 3:** chosen people, royal priesthood, holy nation, God's special possession, declare the praises, called you out of darkness into his wonderful light (1 Peter 2:9).

**Introduce today's topic:** *Tip out some Lego or other building blocks of mixed colour or size.*

-  Can anyone live in this pile? No- the bricks need to be joined together to make a house! Put down a large brick or base plate and together start to build a house with different bricks. Today, we will learn about Christ's community - the church, or the community of believers.

## Discussion


### Introduction (Questions 1-2)

**Question 1:** Read the account of Majid, the speech bubble and question 1.

- What did you think of Majid? What did you write for question 1? *In some countries Christ's followers from Muslim background can meet freely; in other places it may be dangerous.*
- Read the teacher's speech bubble after question 2.

### A spiritual house (Questions 3-10)

**Question 3:** Turn to 1 Peter 2:4-8 *Ask one person to read.*

-  In v.5 what are we, the living stones, being built into?
- Verses 6 and 7 describe a 'cornerstone'. What part does a cornerstone play in a building?
- Who do you think is the precious cornerstone described here? *Jesus Christ, who is chosen by God (v.6) and precious to his followers (v.7) but rejected by others (v.7) who will be judged by him (v.8).*

Check each learner can find the place. 'a spiritual house'.

*It sits at a bottom corner and sets the direction for all the walls. Point to the base corner at the bottom of the lego building.*

*If appropriate for your group, contrast our Cornerstone with the black stone which is the centrepiece of Islam's prayer ritual.*

**Question 6:** Read the last paragraph.

- What is the correct answer? *b)*
- In our town, what are the best places for Christ's followers to meet? *Discuss options.*

*In some countries, there is no institutional church, in other countries there are plenty of places for believers to meet. Even so, a fellowship group of Christ's followers from Muslim background might choose to meet in a home, not a church building.*

**Question 7:** Read the second paragraph, beginning with 'The Lord Jesus told his followers...'

- Here today, are we at least two or three people gathered in Jesus' name?
- So, is Jesus present with us in a special way? *We can't see him, but he is with us by his Spirit.*
- Have you sensed his presence when you meet with other believers to worship? (see Q.9)



## A chosen people (Questions 11-18)

**Read 1 Peter 2:9-10:** Which phrase in verse 9 do you like the most, and why?

- How does verse 10 make you feel? *It means a lot to some believers of Muslim background because it assures them so strongly of their new identity in Christ and his community.*



**Who are we?** A game to practise the memory verse, **1 Peter 2:9**. Ask one person, 'who are we?' They answer 'a chosen people'. That person asks the next person 'who are we?' and the answer is 'a royal priesthood' and so on. Repeat it round the group, until everyone is confident with the phrases.

**Question 14:** Read the entire question.

- From what different nationalities or ethnic groups have you met Christ's followers?
- What do you find in common with them?
- In your situation, is it better to meet just with believers of your own ethnic group or in a mixed group?

*Like these different coloured/sized bricks we are all different, but we are all needed to make a beautiful worldwide community of believers.*

*There are practical advantages of both, and different ways to combine both. Discuss these options.*

**Question 15:** Read the first part of the question.

- According to this verse, to what has God called us?
- For what purpose has God chosen us?
- Therefore, what should we do?

*Out of darkness, into light.*

*To 'declare his praises', see verse 9.*

*Tell other people about God's great deeds and his goodness.*

**Question 16:** Look at this picture. These two brave ladies know that Christ called them to shine for him. What opportunity do you have to tell anyone about God's wonderful deeds?

## A family (Questions 19-22)

**Question 22:** Read the question. Discuss the questions in bold.

- **Read the teacher's speech bubble.** How would you describe yourself and your faith to your Muslim family?
- Would you prefer to tell them 'I have become a Christian' or 'I am a follower of Jesus Messiah' or something else?
- What would these different terms mean to them and other Muslims?

*If we obey God's Word we will accept one another as brothers and sisters in Christ. We don't lose our ethnic or social identity but our identity in Christ is even stronger.*

*In some contexts, the word 'Christian' is associated with alcohol, pork, sexual promiscuity and being anti-Muslim. In other contexts, there may be a more accurate understanding of 'Christian'. The Bible uses various terms to refer to believers. Our choice of labels is personal and depends on our situation.*

## Do you need Christ's church? (Questions 23-25)

**Question 24:** Read the entire question. What did you write here?

- What about Majid, do you think he can keep warm as Christ's follower without others?
- Look again at what you wrote in Q.1. After today, what advice would you give to Majid?

**Question 25:** Like the house we built, we need strong links to be a strong community of Christ.

- How can we continue building this community here?
- What opportunities do you have or can you make to meet with other followers of Christ?

## Conclusion

**Obeying today's teaching:** What difference will today's lesson make in your life?

- **Read together the practical task.**
- Do you have at least one other believer to meet with this week? *If someone doesn't, they could meet with someone else from the group, or with you.*

**Pray together:** Thank God for our brothers and sisters in Christ and ask him to help us trust one another. Ask God that he would build us into a strong spiritual community.

# Lesson 8: Members of two communities

## Aims for each learner:

- Want to serve both their birth community and their new community in Christ.
- Be willing to submit to those in authority, for the Lord's sake.
- Memorize 1 Peter 2:17.

## Cultural clues:

- BMBs and the Muslim community

**Prepare:** Paper, marker pens.

## Opening

**Pray together. Review last week's practical task:** Did you meet with at least one follower of Christ? How did this help you? Did it give you spiritual strength?

### Lesson 8 home study review:

**Question 1:** a) spiritual; b) earthly

**Question 2:** submit

**Question 3:** Show proper respect to everyone, love the family of believers (1 Peter 2:17)

**Introduce today's topic:** What different communities do we belong to? (*eg. family, workplace, street, church*). Ask everyone to share about their communities, write them down with a marker to refer to at the end.

Today let's discuss how we can belong to two communities at the same time, and how we can try to serve both of them.

## Discussion

### Members of two communities (Questions 1-5)

**Read 1 Peter 2: 11-12:** *Everyone should find the passage.*



- Why does verse 11 call us 'foreigners and exiles' or in another translation 'temporary residents'?
- Non-Christians watch our behaviour closely. How should we live among them, according to verse 12?

*Because our true homeland is with Christ forever, see Q. 1.*

*Live such good lives that they recognise it even though they accuse of us of doing wrong.*

**Question 2:** Read the first paragraph.

- In what two communities does God call us to serve him?
- If someone says, 'we don't need to serve our earthly community, all that matters is our spiritual community', what answer would you give?

*The spiritual community of Christ's church, & the earthly community (or 'birth community') in which we live.*

*Discuss. According to 1 Peter chapter 2, God has called us to serve in both communities.*

**Question 4-5:** Read question 4 b).

- What did you write here? Please share your experiences.
- According to what you wrote in Question 5, what is the best way to 'silence the ignorant talk of foolish people'?

*Allow time for everyone to share if they want to.*

*Doing good.*

### Doing good (Questions 6-9)

**Question 7:** Read the first paragraph.

- Which answers did you tick here?
- Can you think of any other ways we could 'do good' for our community and nation?

**Question 8:** Read the second paragraph.

- What ideas did you write here?
- Out of all the ideas in questions 7 and 8, which ones can you put into practice?

*Each learner should choose at least one action point which is relevant to their situation.*

## Submitting to our government (Questions 10-13)

**Read 1 Peter 2:13-17:** *Ask a learner to read this text, once in each language if in mixed group.*



- In verse 13, what does God command us to do? *'Submit to every human authority'.*
- For whose sake should we submit? *'For the Lord's sake'.*
- According to verse 16, does being free in Christ mean we can do whatever we like? *No, we are not free to do evil. Instead we are 'God's slaves'. We will learn more about this in Lesson 15.*

**Question 13:** Read the entire question.

- What did you write for this question?

*Discuss. In such situations believers have to decide where they can compromise on minor issues and what are the essential issues where they 'must obey God rather than humans' (Acts 5:29).*

- If you work in a shop and your boss tells you to cheat the customers, what would you do? Respond in the light of what we have just learned from the apostle Peter's example.

*Discuss. This is hard! We don't want to disobey God but we don't want to lose our jobs either.*

## Submitting to our boss (Questions 14-20)

**Read 1 Peter 2:18**

- To whom is this verse written?
- In your opinion, what would be hard about working as a slave?
- Should the slaves in verse 18 submit just to the 'good and considerate' masters or also to the 'harsh' ones?
- If we have an unfair boss, or people who don't appreciate the work we do, what comfort and strength can we draw from 1 Peter 2?
- Do any of us have a situation where we find it hard to submit someone in authority over us? Please share.

*Slaves.*

*E.g. you work very hard but receive no pay and no freedom.*

*Both.*

*We submit for the Lord's sake, (v.13 & 18), v.20: if we suffer for doing good it is commendable before God.*

*We will pray at the end for these situations.*

**Question 19:** Look at the two men.

- Would you prefer your son to become an honest trash collector or a dishonest lecturer?
- What do you think the Lord would want?



**Practice the memory verse, 1 Peter 2:17a:** *Show proper respect to everyone, love the family of believers.*

- Who can recite 1 Peter 2:17a from memory? *Encourage everyone to say it once.*
- Which words tell us to play our part in our earthly community?
- Which words tell us to play our part in our spiritual community?

## Conclusion

**Obeying today's teaching:** What difference will today's lesson make in your life? Did anyone already start to apply this lesson in their lives?

**Read the practical task.**

**Encourage:** Look at the list of communities you wrote at the start. How can you serve them? Go back to questions 7 and 8 and decide a task to do for one community in the next week, or else do one of the practical tasks suggested in the study book. And keep going with the home study!

**Pray together:** *Pray in pairs or groups if appropriate.*

Pray for any group member in a situation where it's hard to submit to an unjust government or a harsh boss.

Ask God to help us find ways to serve our earthly and spiritual communities this week, and to submit to those in authority, for Christ's sake.

# Lesson 9: Reasons for persecution

## Aims for each learner:

- Be sure that nothing can separate us from God's love.
- Understand that persecution will happen, but God uses it for our good.
- Learn to act wisely to avoid unnecessary persecution.
- Memorize 1 Peter 2:21.

## Cultural clues:

- Advising BMBs in persecution

**Prepare:** Pieces of paper with words from Romans 8:35 (for q.12)

## Opening

**Pray for the lesson. Review last week's practical task:** What did you do to serve our community or a needy person or someone in authority? How did the other person respond?

### Lesson 9 home study review:

**Question 1:** for you, leaving you an example, that you should follow in his steps (1 Peter 2:21).

**Question 2:** 1) world, hates; 2) God, persecution; 3) act foolishly; 4) Christ's steps

**Introduce today's topic:** Today's topic is persecution, and it is a very hard subject. Maybe our discussion will bring tears because of hurt we have experienced. But God uses persecution for good, and can heal our pain as we talk about these things.

## Discussion

### First reason – The world hates us (Questions 1-6)

**Question 1-2:** Read all of question 1 and the first part of question 2.

- Which answers did you put for q.2? Or have you experienced persecution in other ways? Are you still facing persecution?

*Stop now and pray together for anyone in the group who is facing persecution now or is still hurting from earlier opposition.*

*Let each person talk about his or her experiences. This is an important time of sharing and may bring tears, assure people that this is okay.*

**Question 5:** In the box, read the true story of Haim. What emotions do you feel?

### Second reason – God allows persecution (Questions 7-13)

#### Read 1 Peter 1:3-7



- According to verse 4, where is our inheritance? *In heaven*
- Will it ever 'perish, spoil or fade'? *No – unlike our earthly inheritance!*
- According to verse 5, what shields us at this present time? *God's power*
- When we face 'all kinds of trials' how should we respond, according to v.6? *We greatly rejoice.*
- What does verse 7 say our faith is like? *Like gold, indeed 'of greater worth than gold'.*
- Why does a goldsmith pass gold through fire? *To refine it, e.g. turning 9 carat gold into 24 carat.*
- So, why does God allow us to pass through persecution? *To prove our faith, and to make us pure, patient and strong. His refining fire turns our 9 carat faith into precious 24 carat faith!*

**Question 10:** Read the entire question. What answers did you tick? How do you feel about this?

*Only a) is the 'correct' answer. However, the purpose of this discussion is for the learners to be honest about their personal doubts and struggles. Then they can open themselves up to God's Word in an honest way, so God can change their thinking and give them strength to trust that He is good even in times of suffering.*

**Question 11:** Read the entire question. What did you write for part b)? *Share from your own life too!*

**Question 12:** *When passing through severe difficulties, believers sometimes feel that God is abandoning or punishing them. The following exercise helps them be more deeply confident that God still loves them and will never let them go. Beforehand, write on separate pieces of paper the words 'trouble', 'hardship', 'persecution', 'famine', 'nakedness', 'danger', 'sword'. Also write on two more papers 'can separate' & 'cannot separate' and place these on the table or floor. Finally, write a paper with the word 'death'.*

- Read **Romans 8:35**. Which of these things can separate us from the love of Christ? Each person take one paper and place it under the heading 'can separate' or 'cannot separate'.
- Read **Romans 8:36**. Does this verse describe Haim's family as they faced death together?
- Read all together with one voice **Romans 8:37-39**. Could even death separate Haim's family from Christ's love? *No! They went straight to be with God.*

Put the paper saying 'death' with the other papers under the heading 'cannot separate'.

- Can anything separate us from Christ's love, anything at all? *No, not even death!*

### Third reason – We sometimes act foolishly (Questions 14-17)

**Question 14:** Read the question after Shakeel's story:

- What is your opinion on this?
- Did Shakeel face necessary persecution or unnecessary?
- How should we avoid unnecessary persecution?
- Should we avoid necessary persecution?

*Remind learners that the home study helps them to take part in the discussion time better.*

*E.g. he behaved foolishly by bringing embarrassment to his family, running away from home, insulting his father.*

*Unnecessary.*

*E.g. by respecting our elders, supporting our families, trying not to bring them shame, so far as possible.*

*We must not deny the name of Christ. But we might choose to move location, see q.17.*

**Question 17:** Read the second paragraph.

- What is your opinion on this question? *The 'right' or 'wrong' answer depends on circumstances. A person in danger of their life needs to consider moving to another place for some time. However, if not in danger they should try if possible to live quietly at home until the situation improves. They should try to prove they are still loyal to their family even though they follow Jesus Christ.*

### Fourth reason – We follow in Christ's steps (Questions 18-22)

**Read 1 Peter 2:19-21:**



- How does verse 20 describe unnecessary suffering?  
*'How is it to your credit if you receive a beating for doing wrong?'*
- How does this verse describe necessary suffering?  
*'If you suffer for doing good and you endure it, this is commendable before God.'*
- If we have to suffer persecution, whose footsteps do we follow, according to verse 21?  
*Our master Jesus trod the 'path of thorns' and it is an honour for us to place our steps in his!*

**Review and reflect on the memory verse 1 Peter 2:21:** *As well as learning verses from the Bible, we should meditate on them. This helps us hear what he is saying to us through the verse and how he wants us to respond. You can demonstrate this during the lesson using the following steps:*



- 1) Ask everyone to quieten their hearts before God. Ask God to speak to all of us through his Word.
- 2) Ask everyone to slowly speak the memory verse once out loud.
- 3) Each person should repeat the verse quietly to themselves multiple times, listen to what God is saying and reflect on each part of the verse. *Allow at least 5 minutes for this.*
- 4) Ask God to show each of you how he wants you to respond. *Allow a few minutes for this.*
- 5) Share in the group or in pairs about what God spoke to you through this verse and how you will respond.

## Conclusion

**Obeying today's teaching:**

- What difference will today's lesson make in your life?
- **Read together the practical task.** Learners can use a similar process to today's reflection to meditate on one verse each day. *NB the correct questions are 1,3,7, 9,11,15,18,20,22 - not as in the study book 2013 edition.*

**Pray together:** Ask people to pray short prayers, thanking God for his strong promise in times of persecution. Pray for believers suffering persecution in other countries, especially Christ's followers of Muslim background.

# Lesson 10: Reacting to persecution

## Aims for each learner:

- Truly believe that forgiveness is better than revenge.
- Take steps to forgive a person who hurt him/her.
- Memorize Matthew 5:44.

## Cultural clues:

- Revenge and forgiveness

**Prepare:** For q. 4, write out & cut up copies of Matthew 5:44.

## Opening

**Last week's practical task:** Did you manage to reflect on the suggested Bible verses each day? How was this for you? Which verse struck you the most?

## Lesson 10 home study review:

**Question 1:** forgiveness

**Question 2:** Love your enemies and pray for those who persecute you.

**Introduce today's topic:** Look at the introduction, two people should read the two men's words: Have you ever felt like either of these men? *Allow learners to share how they have felt without challenging their views at this point.* Today we learn about how God wants us to react to persecution, and especially how we can forgive our enemies.



## Discussion

### The cycle of revenge (Questions 1-3)

**Question 2:** Look at the picture together.

- What example did you note where you have seen this cycle of revenge happening?
- Forgiveness is hard and revenge is easy. But which of them makes the damage worse?

### Forgiveness instead of revenge (Questions 4-16)

#### Question 4:

- How did Jesus teach us to break free from the cycle of revenge? *He taught us to love and forgive our enemies.*



*Write out and cut up copies of the memory verse, Matt 5:44. Ask each learner to put the words in correct order.*

**Question 5:** Read the entire question.

- What did Jesus pray as spikes were hammered into his hands? *'Father forgive them'.*
- Was Jesus Christ a weak leader or strong? What did his strength enable him to do? *forgive*
- What can we learn from his example? *To forgive is not a sign of weakness, but of strength/courage.*
- Who will give us the strength to forgive our enemies? *Jesus, by the power of his Spirit living in us.*

#### Read 1 Peter 2:21-25:



- According to verse 22, did Jesus deserve to suffer? *No, 'he committed no sin'.*
- Look at verse 23. Instead of seeking revenge or cursing his persecutors, what did Jesus do? *He did not retaliate; made no threats. Instead, 'he entrusted himself to him who judges justly'.*
- Look at verse 24-25. What has Jesus Christ done for us? *He carried our sins on the cross, healed us with his wounds, brought us scattered sheep back to the Shepherd.*
- How do you feel, remembering that Jesus Christ did all this for you?
- It is very hard to love our enemies and pray for those who persecute us. So why should we try to do it? *Christ forgave us first and set us free. He himself gives an example for forgiving our enemies. He commands us to do it. Forgiving breaks the cycle of revenge, and releases us from bitterness.*

**Why forgive?** *To go deeper on this topic if time allows.*



In pairs, learners should read **Matthew 18:21-35**, discuss for a few minutes and then feedback what they learned to the group. If appropriate, they could retell or act out the story.

**Question 9:** Read the first part of Farid's story.

- If Farid had carried out his plan of revenge, what would have been the results?

*He would have given in to Satan. His workmates might have retaliated, adding to the 'cycle of revenge'.*

**Question 10:** Read the second part of Farid's story.

- What good result came about because Farid forgave instead of taking revenge?

*His workmate was deeply touched, and later became Jesus' follower.*

**Read out what also happened:** After writing the forgiving letter, Farid went home. But he was still very worried about losing a whole month's wages. He said, "I couldn't sleep that night, tossing and turning until I finally got up to pray on the balcony. Just as I was about to go back indoors, someone threw a stone onto the balcony. Attached to the stone was a letter from another Christian whom I had not met for months for security reasons. The letter contained the same amount of money as my wages. I was amazed: how faithfully the Lord cares for me!" ([www.pneumafoundation.org/pi\\_7\\_2003.jsp](http://www.pneumafoundation.org/pi_7_2003.jsp))

- If you were Farid receiving this letter, how would you feel? *Discuss the likely emotions.*

**Question 12:** Read Miriam's story & the question.

- Why do you think God met Farid's financial loss in a marvellous way, but not Miriam's?
- What set Miriam free from hating her relative?

*She chose to forgive. Then joy filled her heart!*

*We don't know. God knows what is best for each of us and works for good in our lives. Sometimes he shows us a miracle to strengthen our faith, as with Farid. Sometimes he makes us go the hard way to strengthen our endurance, as with Miriam.*

**Question 13:** Read the question. What did you write here?

*Sometimes it is right to protest, especially on behalf of other Christians. Sometimes the apostle Paul protested when he was unjustly treated (e.g. Acts 16:35-37). But it should always be lawful protest, not revenge.*

**Question 15:** Read the story. Did this believer find it easy to forgive those who beat him? *No.*

- He said he suffered through not forgiving his persecutors. What do you think he meant by this? *Probably that he suffered a lot from the bitterness inside him.*
- When have you held on to resentment and refused to forgive? What was the result for you?
- If you then forgave that person and let go of resentment, what difference did this make?

**Now read the sentence after the box and the speech bubble.**

- Can you think of someone who has hurt you? Think of that person's name in the blank spaces, and say it quietly under our breath. *Give time for people to do this quietly. Learners are not asked to speak the name aloud or write it down, to avoid disclosing confidences.*
- Were you able to do that? How did it feel to say those words?

## Joy in our sufferings (Questions 17-19)

**Read 1 Peter 4:12-16.** *Everyone should open the passage in their Bibles.*



- What was your favourite verse in this passage, and why?
- Describe an occasion when God gave you joy in the midst of suffering.

## Conclusion

### Obeying today's teaching:

This week take time to ask God if there are others you need to forgive. It is hard and you cannot do it in your own strength. No one can force you to forgive, but if you choose to forgive, God will give you the strength to carry it out. Then it will release great joy in your life!

### Who could you tell about today's topic?

You could share with that person the story of the unforgiving servant (Matthew 18:23-35).

### Pray together using the practical task:

Lead learners through these steps in prayer:  
**First** ask God to show us one person we need to forgive.

**Then** read steps 1 & 2 slowly.

**Pray** the prayer in step 3 together, each person quietly saying the name of the person they want to forgive.

**Read** out the last step. Pray for each of us to receive strength to keep forgiving in this way.

# Lesson 11: Husbands and wives

## Aims for each learner:

- Understand God's design for marriage: one man united with one woman for their whole life.
- Want to please their spouse above themselves.
- Believe that men should give priority to their wives above their mothers.
- Memorize Genesis 2:24.

## Cultural clues:

- Marriage in Islam
- Motherhood in Islam

**Prepare:** Paper and pens, consider issues to discuss for q.3.

## Opening

**Last week's practical task:** Were you able to forgive someone who has hurt you? What difference did that make in your life? *Speak privately with any members who do not speak or found forgiveness difficult.*

## Lesson 11 home study review:

**Question 1:** leaves his father and mother and is united to his wife and they become one flesh (Genesis 2:24). **Question 2:** one, one, whole **Question 3:** a) submit; b) considerate **Question 4:** I

**Pray for today's Lesson, Introduce today's topic:** Our relationship with our spouse is the most important human relationship we have, even more than with our parents. Today's topic is God's design for marriage. *It is important to adapt today's lesson, e.g. if your learners are unmarried. We suggest single-gender discussion groups, with a leader of the same sex. Focus on the questions more relevant for your learners. This topic is important, so don't rush it, and come back to it later if needed.*

## Discussion

### God's design for marriage (Questions 1-11)

**Question 2:** Read each statement and ask:

- Do you personally agree with this statement?
- Why or why not?

*These answers are coming from a biblical viewpoint, based on the teaching of men and women made in God's image, but Christian views can vary on some aspects of gender roles.*

**Question 3:** Revise the memory verse, Genesis 2:24.

- What is God's design for marriage? *See the question.*
- What should happen between them, in body, mind and spirit? *They should be united - one flesh.*
- In the culture we live in, when and how does marriage start?
- How should it be different for those who follow Christ? *Take time to discuss issues and challenges where you live, e.g. In the west: how to find a partner, dating, living together, sex before marriage, weddings. And make it clear what the difference should be for Christians.*

### Question 5:

Look at the picture.

- What did each of you write for Question 5 a) and b)?



*This is a classic scenario which most learners will recognise. The biblical principle is clear that the wife should come first, but care and respect for his parents is a biblical principle under-emphasised in the West. Read Question 4 together.*

*Discuss the next topic, divorce, sensitively and teach God's grace & forgiveness for believers who have gone through divorce.*

**Question 7:** Read Matthew 19:3-6.



- It was easy in those days for a man to divorce his wife. What does Christ quote in v. 5?
- How can a husband and wife strengthen their marriage, not just physically but also with their hearts and minds?
- In v. 6, does Christ say that marriage is just a human contract, or something greater?

*In fact, some Pharisees taught that a man could divorce his wife if she burnt the food!*

*Genesis 2:24.*

*Spend time together, talk with each other and do things together, as true friends.*

*Islam teaches the idea of marriage as a contract but the Bible says it is harder to break than that.*

*God has 'joined together' so humans should not*



- According to Christ's words in verse 6, why is divorce wrong? *break it (see also v.9). However, sometimes marriages fail even among Christ's followers.*

**Question 9:** Read the question. Which answers did you tick? Why do you think this happens?  
*a), b) and d) are quite common in Muslim societies. There may be rare cases of c).*

**Question 10:** Read the speech bubble and final paragraph. What did you write here?

*This man thinks his wife is like property, but the Holy Bible teaches men and women have equal value.*

**Question 11:** Read the entire question. How does it help us, knowing that God feels our pain?  
*Maybe your learners are in one of these unhappy situations. It helps them to know that Jesus Christ on this earth felt strong compassion for people who suffer and he feels our pain if we are unhappy about marriage.*

## Husbands and wives in 1 Peter (Questions 12-22)

**Question 13:** Read the entire question.

- Why is it sometimes hard for a wife to submit to her husband?
- Why is it sometimes hard for a husband to be considerate towards his wife?

*E.g. The husband may be selfish, domineering or unwise; or the wife may want her own way.*

*E.g. many husbands expect their wives to serve them.*

**Question 15 & 20:** Ask two people to read out what the wife (q.15) and Tariq (q.20) are saying.

- Who are they trying to please – themselves or their spouse?
- What does God want us to care more about: how we can please our spouse or how he/she can please us? Give examples of how you try to please your spouse, or what you find hard about it.



**Question 21 & 22:** Read the first paragraph.

- Can a man maintain his authority at home without beating his wife and children?

*In some cultures, wife-beating is common, but the Bible says 'love [your] wives as [your] own bodies'. Eph.5:28.*

- What does 1 Peter 3:7 say about how a wife should be treated? 'considerate' and 'with respect'.
- Give examples of what this would look like in practice.
- **Read question 22:** What did you write down? *Answers may differ, but the question is to help husbands think about how to be considerate towards their wives in an unselfish way.*

## Christ and your spouse (Questions 23-26)

**Question 24:** Read the true story in the box, and the question below. What is your opinion?

*The spouse may turn to Christ. But even if not, when Christ's follower is patient and loving, it helps to keep harmony in the home.*

**Question 26a:** Read the first paragraph.

- Which answers did you tick, and why?
- How can you 'jointly train your children to be followers of Jesus'?

*E.g. Be a good Christian example; give our children time, attention, love, wise discipline; apologize if we fail; pray for them; pray and read the Bible with them each day; include them when meeting with believers.*

**Question 26b:** Read the teacher's speech bubble. **Adapt this exercise according to your group.**



Give learners paper & pens. In 5 minutes, consider and write down either:

- 5 Practical ideas to strengthen your relationship with your wife or husband.
- **OR**, If not married, 5 areas you want to grow in, in order to become a good husband/wife.

## Conclusion

**Obeying today's teaching:** What was the most important thing you learned about marriage? How will you put this into practice?

- Which of the ideas you wrote down will you do this week?

**Encourage:** Suggest a Christian marriage course if relevant. Offer to talk in private about any questions people have about this lesson.

**Pray together:**

Divide into single-gender pairs or married couples to ask for God's help to obey what they learned about marriage.

# Lesson 12: Solving our disputes

## Aims for each learner:

- Choose a good way to solve disputes, not bad ways.
- Understand and practise three steps to solving a dispute in a good way.
- Memorize 1 Peter 3:11.

## Cultural clues:

- Disputes and how to solve them
- Does God have emotions?

**Prepare:** Consider if the role play will fit for your learners. Prepare a song & a cross for the prayer time.

## Opening

**Last week's practical task:** What did you do this week to help strengthen your marriage or make your spouse happy? How did it go? Or if not married, what practical task did you do?

## Lesson 12 home study review:

**Question 1:** All three are bad ways to solve disputes.

**Question 2:** emotions, talk, give, receive forgiveness.

**Question 3:** peace and pursue it (1 Peter 3:11)

**Introduce today's topic:** Is it possible for us as believers to live in perfect peace and never have disputes? *In theory it is possible, but in practice Christ's followers, like non-Christians, have disputes.*

*However, as believers we should have a better way to solve disputes than non-Christians.*

## Discussion

### Disputes among Christ's followers (Questions 1-5)

#### Question 5:

- From statements a) to e), which ones did you tick?
- In statement f), what example did you write from your own experience?

### God longs for us to solve our disputes (Question 6)

#### Question 6:

- Do you think our actions can make God sad? *Islam teaches that that our actions cannot affect God, but the Bible teaches that they do. E.g. in Genesis 6:5-6, God was 'grieved' by people's sins and 'his heart was filled with pain'.*
- Why do you think our disputes make God sad? *E.g. Christ paid a heavy price to bring us peace, he longs for us to live in peace. Also when we have disputes it is a bad witness to the non-believers.*

#### Read 1 Peter 3:8-12:



- What good actions and attitudes help us live in peace with each other? (v. 8)
- What bad actions should we avoid? (v.9)
- Instead what should we do?
- What else must we do, in verse 10? Why?
- What difference will this passage make to your behaviour the next time you have a dispute with someone?
- Which part of this passage is the memory verse? All repeat from memory.

*v. 8, Live in harmony, love one another, be sympathetic, compassionate, humble.*

*v. 9, Repaying evil with evil or insult with insult. Instead we should repay evil with blessing.*

*v. 10, Keep our tongues from evil and our lips from deceitful speech.*

*Because evil tongues and deceitful speech stir up disputes a lot.*

### Bad ways to solve disputes (Questions 7-10)

**Questions 7-10:** Discuss the three bad ways to solve disputes.

- What negative impact do they have on people and relationships?
- Has anyone experienced any of these bad ways? What were the negative results?

## A better way to solve disputes (Questions 11-23)

What three steps can be used to solve disputes? We will discuss each one.

### Step 1: Bring your emotions to God.

**Questions 11-13:** Why is it best to bring our emotions to God before we go to talk with the other person?

*With God's help, we can control our anger. Then can talk calmly with the other person. If we go in a state of anger, it can make things worse.*

### Step 2: Talk with the other person.

**Question 14:** Read the speech bubbles.

- What is good about their discussion?
- Why do all these things help them solve their dispute?

*They are calm, listening carefully, not interrupting, describing feelings, being honest yet loving.*

### Question 17:

- What did you write here? Why? *When we talk about the problem with lots of people it spreads it far and wide, like seeds on the wind, increasing the hurt and making reconciliation harder.*

- Is it ever good to include a third person, as mediator?

*Discuss. Solving directly between the two people is usually better. But occasionally if they cannot solve it by themselves, it is good to have a mediator whom they both respect, especially where one person in the dispute would try to enforce surrender from the other (see Question 9).*


### Step 3: Give and receive forgiveness.

**Question 20:** Read the speech bubbles.

- In this conversation, who apologizes: Ali or Karim?

*Both of them! They each name the part that was their fault, and they apologize for that.*

### Practice Session – solving disputes in role play (5 minutes plus discussion)

 Divide the group into pairs and allocate to them role play 1 or 2. One person should be person A, one, B, and the pair should act out how they would approach solving this dispute. Afterwards, one or two pairs may volunteer to show their role play to the whole group.

1. Person A previously lent money to his friend Person B, who has not paid it back in time. So, Person A complained about Person B to someone else.
2. A husband and wife invite his relatives to a special meal. The wife (Person B) serves the food late, her husband (Person A) is angry with her in front of the guests. She thinks he humiliated her, and he thinks she humiliated him.

**After seeing the plays: Did they use the three steps? What was it like? What did you learn?**

### Question 22-23:

- Why should we forgive? *God has forgiven us.*
- How many times should we forgive someone? Read and discuss together Matthew 18:21-22.
- Look at the picture in Q.23. Describe your emotions when you got reconciled with someone.
- What can we do if someone refuses to be reconciled? *Read the teacher's speech bubble.*

**Take time for silence as each person brings to God a dispute they have or know about.**

## Conclusion

### Obeying today's teaching:

- What have you learned today that will change how you solve disputes?
- **Read together the practical task.**
- The practical task just prepares the way to talk with that person, but you still need to actually do it. When God says it is the right time, go and talk with that person.

### Pray together: Remember that we are forgiven!

1. Sing together or play a song about forgiveness in either English or your learners language, e.g. 'I'm forgiven'. You could put a cross for people to focus on. Leave a time of quiet to reflect on Christ's forgiveness for us.
2. Ask people to pray quietly asking God to help them to be reconciled with anyone they need to.
3. Pray for blessing and protection over the process of forgiveness and reconciliation for each person this week.

# Lesson 13: Giving witness

## Aims for each learner:

- Want to tell others about Christ.
- Be wise in knowing whom to tell, and when.
- Be able to explain what Jesus Christ has done for us.
- Memorize 1 Peter 3:18.

## Cultural clues:

- Muslims and witness (Shahada)
- Boldness or caution?
- The 'Bridge' diagram

**Prepare:** Optional video clip for q.13

## Opening

**Review the practical task:** Were you able to solve a dispute with someone, or are you still praying for the right opportunity? What happened?

**Praise God for what he has done for us, then pray for this lesson.**

## Lesson 13 home study review:

**Question 1:** a) frightened; b) prepared; c) gentleness, respect

**Question 2:** a) prepared, answer; b) gentleness, respect **Question 3:** see q.10 (1 Peter 3:18)

**Introduce today's topic:** Who told you about new life in Christ? *Ask each person to share.*

We have new life because someone told us about it. In the same way we need to share about our new life and tell others where to find it. Giving witness (*shahada*) is a duty for all Christ's followers.

## Discussion

### Giving witness for Christ (Question 1)

#### Read 1 Peter 3:14-18



- What three important guidelines for witness did we learn from 1 Peter 3:14-15? *'do not be frightened', 'be prepared to give an answer', 'speak with gentleness and respect'.*

### Do not be frightened (Questions 2-7)

**Question 5:** Read the question.

- Which of your Muslim family members yet know you are Christ's follower?
- Do you usually pray more like the man in this picture or like the lady?



**Question 6:** Read the question. What answer did you write here?

- Have you yet faced the 'time of testing' when your Muslim relatives find out you are Christ's follower? If so, what happened and what was the result? *An important discussion, don't rush it.*
- If you have not yet faced this, can you choose when you tell others or might it happen outside your control? *We should be prepared in case it happens at an unexpected time.*

### Be prepared to give an answer (Questions 8-13)

**Question 8:** Ask learners to share what they might say for A, B and C. *Possible answers:*

**A.** *The son shows the father's authority and character. We use 'son of' as a metaphor, not literally. e.g. in Arabic 'son of the road' means a traveller, and in Farsi 'son of Kabul' means a person from Kabul.*

**B.** *We love our ancestors and tribe and family. I follow Jesus Christ who was an Easterner not a Westerner. For the first thousand years most Christians in the world were not westerners, and the same is true again today!*

**C.** *It is not true that the Christians changed the Bible. In the world's museums today are thousands of old manuscripts of the Bible. By comparing them we can have great confidence about the original text of the Bible.*

**Question 9:** Read the speech bubble. What answer would you give this lady?

**Question 10:** Read the question and practice the memory verse.

### Practice: Telling people our good news

**Question 13:** Divide everyone in pairs.



- The first person takes three minutes to explain what Jesus Christ did for humans. He/she should use the answer they wrote for Q.13. They may also use Supplement 2 if they wish.
- Then swap around, and the second person takes three minutes for their explanation.
- Come together again. Did this exercise help you 'be prepared to give an answer'?
- Did you find 1 Peter 3:18 helpful in explaining what the Lord Jesus has done for humans?

**Telling our story from the prophets :**

- We need not start straight away with Jesus and the New Testament. How could you use the Old Testament prophets as a journey to lead us towards Jesus the Messiah?

*Our Muslim friends are very familiar with prophets such as Adam, Noah (Nuh), Abraham (Ibrahim), Joseph (Yusuf), Moses (Musa) and David (Daud). But the Qur'an does not give much detail about them. We can tell our friends that there is much interesting information in the Tawrat about these prophets. Then, using these stories we can show how they point us towards Christ the perfect sacrifice and the solution for Adam's curse.*



*If time allows, watch the beginning of the [Jesus film](#) (the version which starts at creation), or '[the prophets' story](#)' on youtube. Both are about 8 mins and available in many languages.*

## With gentleness and respect (Questions 14-18)

**Questions 16-17:** Read the questions.

- In question 17, what would you do in each of those difficult situations? *The first two situations might change over time, but the third is more serious because it has permanent consequences.*
- In a situation where you have to refuse your Muslim relatives for Christ's sake, how can you do it 'with gentleness and respect'? *Speak with respect, not in anger. Support the family in lots of practical ways and show you love them. Do not do things to embarrass them. Choose the right time.*

## The bread of life (Questions 19-20)

**Question 19:**

- Why is our task like 'one beggar telling another beggar how to find bread'?

*Mehdi Dibaj at his trial made the same point with a Persian proverb. He said, "They object to my evangelizing. But 'if you find a blind person near a well and keep silent then you have sinned'." Six months later he was martyred. His courageous witness cost him his life. The witness (shahid) became a martyr (shaheed).*

- Was it worth it? What do you think?

**Question 20:** Read the story and the question.

- How can we find a balance between rushing to tell our family about Jesus Christ before they are ready and waiting too long?

**Advice from experienced believers includes the following:**

► Let your life show positive changes to your family; ► Don't harshly criticize your family's religion; ► Don't say immediately that you have 'become a Christian'; ► Gradually hint that you find helpful teaching in the Bible; ► If your family directly asks if you are Christ's follower, do not deny it; ► Pray a lot for God to prepare their hearts; ► Tell a more sympathetic family member first; ► Your family might hear you are Christ's follower before you planned to tell them, but God is in control of the situation and it will work for good;

## Conclusion

**Obeying today's teaching:** What difference will this lesson make in your life?

- **Read together the practical task.** What will you share about Jesus?

**Pray together:** Ask learners to share in pairs about who knows about their faith, and then pray for each other wisdom and strength to be good witnesses, especially in our families.

# Lesson 14: Baptism

## Aims for each learner:

- Understand three truths that baptism shows.
- Either look back in gratitude for their baptism in the past, or look forward and plan for their baptism in the future.
- Memorize Matthew 28:19.

## Cultural clues:

- BMBs and baptism
- Ritual washing in Islam

## Opening

**Last week's practical task:** What opportunities did you have this week to witness or share your faith in some way with someone? *For those who haven't, ask 'Are you praying about this?'*

## Lesson 14 home study review:

**Question 1:** of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit (Matthew 28:19).

**Question 2:** a) person; b) sins, washed; c) community **Question 3:** very important

## Introduce today's topic:

Are you like Hamid in the picture? What questions do you have about baptism? We will try to answer your questions today.

**Pray for today's lesson** *or ask a learner to pray.*



## Discussion

### Why should I get baptized? (Questions 2-3)

**Question 2:** Read the question.

- What is the best reason to get baptized? *Because our Lord Jesus Christ commanded it.*
- Do you know what was the occasion when Christ gave this command? *After his resurrection, just before he was raised up to heaven, he commanded his close followers to continue the work he had begun. From that time until today Christ's followers have been making disciples and baptizing them.*
- Who can say the memory verse Matthew 28:19? *Review this asking everyone to say it.*

### What does baptism show? *I am a new person in Christ* (Questions 4-8)

**Question 4:** Read the first paragraph.

- In your own words, explain what baptism shows about our old and new natures. *Our old nature has been put to death and we have risen to a new life with a new nature*

**Question 7:** Read Firaz's story.

- Those who have been baptised, when you came out of the water, did you feel like Firaz?
- What were your emotions?

### What does baptism show? *My sins are washed away* (Questions 9-11)

**Question 10:** Read the first paragraph.

- Does the water of baptism have magic power to wash away our sins? *No*
- What does wash away our sins? *1 John 1:7- the blood of Jesus cleanses us. Water just washes the dirt from our bodies, but baptism is a strong symbol of Christ washing sin from our hearts.*

### What does baptism show? *I have joined Christ's community* (Questions 12-14)

**Question 12-13:** Read the whole question about joining Christ's community

- What would you say to the person who claims, 'I am getting baptized for my own sake, it's

between me and God, and I don't have to join a church'?

*According to 1 Corinthians 12:13, baptism means becoming part of Christ's body- his community. This may be a traditional church or it may not, but we must join the body of believers in some way. We belong to them and they belong to us. Together we are God's chosen people.*

**Question 14:** Without looking at your books, review the three truths: what does baptism show?

- Which one of these is most important for you?

## Is baptism very important? (Questions 15-17)

**Question 15-16:**

- Is it very important for every believer to be baptized? Why or why not? *Discuss.*

### Giving your testimony:



Imagine it is your baptism and that you are giving your testimony to the whole group. What will you say, in five minutes? Use the notes you prepared for question 16.

*Ask one or more people to share their testimony to the whole group or alternatively they could take turns sharing in pairs. You should be prepared to share yours too! Note that BMBs are often called upon to do this, as new believers. Sometimes they are asked to do it too many times and they no longer want to be put on a pedestal. Be aware of this as you ask who would like to practice giving their testimony to the group.*

## When should I get baptized? (Questions 18-22)

**Question 21:** What did you write for this question? *Some suggestions, depending on circumstances.*

- Don't announce it publicly, but instead invite trustworthy people privately;
- Have the baptism in a quiet place where outsiders can't see;
- Only have one camera and let the baptized person decide who will have copies of the pictures;
- With that camera, don't take photos when the baptized person is in the water (photos can be taken afterwards, in a group with friends);
- If there is a baptism certificate, keep it in a very safe place.

**Question 22:** Read the first paragraph.

- What did you write here?

*Discuss together. There is no 'right' answer because it depends on circumstances. Those who waited until they could take baptism with their spouses have often been glad of it. But if after many years the spouse still does not turn to Christ, the believing spouse might feel it is right to go ahead on their own.*

**Note:** Check in learners' books, that they have written something for questions 21 and 22. Writing helps them think about it more seriously and take better part in the discussion.

- **Read the teacher's speech bubble.**
- Yes, even though baptism is a bit risky, we should not be too afraid. It is a time to celebrate!"

## Conclusion

### Obeying today's teaching:

- What difference will today's lesson make in your life?
- **Read together the practical task. If anyone doesn't know who they can talk to, point them to a suitable person.**
- You should do this week's task if you have not previously been baptized. And if you are baptized already, you could meet this week with a member of our group who is still thinking about this step. Give that person your advice and pray with him/her.

### Pray together:

Leave a few minutes of quiet for learners to pray quietly and reflect on when and how they could be baptized. Then ask each person to share one thing they are thankful for and one area where they have a need. Praise God and pray for these needs.

# Lesson 15: The straight path

## Aims for each learner:

- Commit to live for God not for himself or herself.
- Agree that we cannot walk in the 'straight path' by our own efforts.
- Understand why slavery to Christ brings true freedom.
- Memorize 1 Corinthians 6:19-20.

## Cultural clues:

- Shariah & law keeping in Islam
- Muslims & the straight path
- Major' & 'minor' sins

## Opening

**Last week's practical task:** Did you get advice on taking baptism, or give advice on this? What did you decide? *If any member wants to get baptized soon, discuss arrangements after the meeting.*

## Lesson 15 home study review:

**Question 1:** a) law of Moses; b) law of Christ

**Question 2:** Holy

**Question 3:** a), b) and c) are all forbidden in Christ's shariah (law); for d) and e), ask what they wrote.

**Question 4:** 1 Corinthians 6:19-20. See question 21.

**Introduce today's topic:** Do you think the rules in Christianity are easier or harder than in Islam? *Discuss. Let members express any opinion. Over the next 3 weeks we'll learn about a different kind of shariah.*

## Discussion

### Why can't people follow the Straight Path? (Questions 1-4)

#### Look at the picture of the drunk man.

- Why can't this man walk in a straight line? *He is under the control of alcohol.*
- What is the spiritual meaning of this example? *Humans are under sin's control and addicted to it. They cannot walk straight even if they want to.*
- In the ritual prayers (salah or namaz), people pray 'guide me on the Straight Path'. They think God sent thousands of prophets for guidance. But is guidance enough to make them walk on the Straight Path? Why not? *Prayer & prophets are good, but people need power to walk straight.*



#### Question 3: Read the question.

- The book says answer d) is correct, but do you agree?
- How would you explain to a Muslim friend that extra laws, extra prayers and extra work aren't enough to rescue people from their addiction to sin?

*These things help a little at the human level, but they can't deal with the fundamental problem which needs God's power.*

### Clean and unclean (Questions 5-6)

#### Question 5: Read the question.

- Which words did you underline in the box?
- Did halal (clean) food make the Pharisees clean inside? Why not?
- What matters more, unclean food or unclean thoughts?

*'evil thoughts, sexual immorality, theft, murder, adultery, greed, malice, deceit, lewdness, envy, slander, arrogance, folly'.  
No, because their inner sins made them dirty on the inside.  
Unclean thoughts matter more, because they defile our hearts, then unclean words and deeds come out.*

#### Question 6: What did you write?

- Is it easier to clean our hands or our hearts?

*When learners write their opinion, they think more deeply about it and are ready for discussion.*

### God's cure for the unclean heart (Questions 7-10)

#### Question 7: Read the question and repeat the verse together with each person saying their name.

- Who makes us *want* to walk in the Straight Path? Who makes us *able* to do so? *God's Spirit.*



## Living for God (Questions 11-16)

**Question 15:** Look at the options together.

- Answer a) is obviously true, but what about b)? Do minor sins matter? Why or why not?
- What about answer d), telling a lie, or e), sinful thoughts?
- If we have the intention for a sin but don't act on it, is this still sin?

*Maybe they don't matter under Islam, but they do in Christ's shariah because his standards are very high.*

*If Satan tempts us with an evil thought and we resist, it is not sin. But if we deliberately go on thinking about it or plan to do it, this is sin.*

**Question 16:** Read the question.

- Which answers in the list do you think are important? Why? *Answers b), c), e) and g) are from 1 Peter, so they are in Christ's law. a), d) and f) are not from the Injil, so are optional for Christ's followers. Also b), c), e) and g) are about our attitudes and behaviour towards others. In Christ's shariah, these things are more important than a), d) and f) which concern our external appearance or ritual.*

## True freedom (Questions 17-22)

**Read Romans 6:11-18:** *This is a hard passage, read it twice or in two versions to help learners grasp it.*



- Who can explain the main points of this passage?
- In v.11, we should be dead to what and alive to what?
- Verses 12, 13 & 14 tell us three times to fight against sin in our lives. What are these three commands?
- According to verse 14, why is sin no longer our master?
- If we are 'under grace', does this mean that we can do whatever we want? Why or why not? See verses 15-16.
- Verses 17-18 say we are now slaves to righteousness. In your experience, is this a burden or a joy?
- Stop and think: Do you want to be someone who is a slave to sin or who is free to obey God?

*Dead to sin, alive to God.*

*'do not let sin reign' (v12), 'do not offer any part of yourself to sin' (v13), 'sin shall no longer be your master' (v14). We are not under law but under grace.*

*No! Because we must offer ourselves to God as our new master. We are free to obey God, not free to sin.*

*It's a joy. Discussion should include the positive joy of living for God, not just the challenge of fighting sin.*

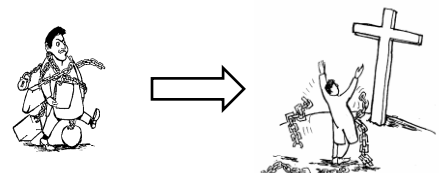
**Question 17:** Read the whole question.

- What did you write here?

*1 Peter 4:2-3 tells us to stop living for our desires and start living for God.*

**Question 19:** Look at the man in the picture.

- Is this man truly free or not? What did you write?



**Question 20:** Here is the same man as before.

- What has happened to his chains? *broken at the cross.*
- How do we get true freedom, by living for ourselves or by living for Jesus Christ? *true freedom comes by becoming Christ's slave. It's strange but true.*
- Let's share examples from our own lives of how Jesus set us free from some bad habit. *As the advisor, give a real example from your own life too and tell the joy of living for God.*

**Question 21:** Read & practice the memory verse (an extract from 1 Corinthians 6:19-20). Each group member should say the verse to the next person in turn, using their name. e.g. 'Umar, you are not your own, you were bought at a price. Therefore, honour God with your body.'

## Conclusion

**Obeying today's teaching:** What is the most important thing you have learned today? What difference will it make in your life?

**Read together the practical task.** It can help us to be accountable to others about specific sins. In pairs, share briefly your personal struggles with anger. This week keep a (honest!) daily record of how you controlled your anger. You could even text each other about it.

**Pray for each other in pairs:**

Thank God that he has set us free from slavery to sin. Ask for his help to be slaves to Christ this week.

# Lesson 16: The law of love

## Aims for each learner:

- To seek to love the Lord with all our heart, and our neighbours as ourselves.
- Be secure that God's love for us does not depend on our love for Him.
- Understand that we owe everything to God, out of gratitude.
- Memorize Mark 12:30-31.

## Cultural clues:

- Muslims' motivation for obedience
- Muslims, BMBs & hospitality

**Prepare:** Bread and Juice for the Lord's supper, if you wish.

## Opening

**Last week's practical task:** How well did you control your anger this week? Divide into the same pairs as at the end of last week and share with each other what went well, and what didn't. *After 5 minutes sharing, pray this prayer, asking learners to repeat after you each phrase:*

Our Father God... Thank you for your promise that if we confess our sins... You are faithful and just... and will forgive us our sins and purify us from all unrighteousness... Please forgive for the angry words we each spoke last week... Cleanse us and fill us afresh with your Spirit... to serve you better this week. In the name of our Lord Jesus Christ, Amen.

## Lesson 16 home study review:

**Question 1: First:** Lord, God, heart, soul, mind, strength **Second:** neighbour, yourself

**Question 2:** love

**Question 3:** a) False; b) True

**Introduce today's topic:** Now we are following Jesus Christ, what rules or law should we live by? *Christ's law or Christ's shariah.* We call Christ's shariah the law of love. Today, let's learn about God's love for us, our love for God and our love for other people.

## Discussion

### God loves us first (Questions 1-5)

Look at the picture of the two servants. Which servant is happier to serve his master? What is the meaning for us? *We serve God in gratitude for saving us. Others serve from fear of punishment.*

**Question 4:** Read the question.

- Are we completely safe and secure in God's love?
- So will he send us to hell, even for a time?
- Why then should we serve God with all our heart?

*Yes, if we are in Christ.*

*No, Christ has paid for all our sins. Most Muslims say they cannot be sure if they will go straight to heaven or spend some time in hell.*

### God proved his love (Questions 6-10)

**Questions 7-8:** Christ's followers worldwide have two special ceremonies. We learned about Baptism before. The other is called the Lord's Supper or Holy Communion. We take part to remember and celebrate the sacrifice Jesus Christ made for us on the cross. **Read the whole of questions 7-8.**

- How often do you take part in the Lord's Supper? Or have you never had the opportunity? *Some groups of believers do it frequently, others less often. Some learners may not have yet taken part.*
- What do they call this ceremony in your group of believers?
- What are your emotions when you take the bread and the grape juice?
- Does your group of believers use wine or grape juice? If wine, is that a problem for you?



*In Muslim countries, most churches use non-alcoholic juice. In the West it varies from one denomination to another. Some BMBs drink alcohol, others do not, so adapt this question to your learners. Where wine is used, a teetotal person might consider that taking a small sip is different from 'drinking' in other settings.*

- Should we let non-believers take the bread and grape juice? *No. It is for Christ's own followers.*

## The law of love (Questions 11-14)

### Read 1 John 4:7-13:



- Which verse says that God is love? How does this make you feel?
- Which verses show that God loved us first before we did anything in return?
- How did God show us his love?
- How should we respond to God's love, according to verses 7 and 11?
- No one can see God himself, yet what can they see when we love one another? See verse 12.

Verse 8.

Verses 9-10.

*God sent his Son (v.9) as an atoning sacrifice (v.10).*

*(By contrast, the Quran teaches that God loves those who make themselves pure.)*

*By loving one another*

*They see that God lives in us and his love is made complete in us.*



### Question 13: Review and practise the memory verse: Mark 12:30-31

- This summary of Christ's law is very short and simple to memorize. But is it simple to obey?
- Who makes us able to obey this law of love? *God's Spirit in our lives.*

**Question 14:** Round which bullet point did you put a circle? Why? *Advisor should share too.*

## Loving our neighbours as ourselves (Questions 15-25)

**Question 17:** Look at the four pictures. Discuss who is obeying Christ's shariah (law).

- In Picture A, why does the husband want to make his wife happy?
- In Picture B, to obey Christ's law, what should the husband do?
- In Picture C, in what ways might God answer this lady's prayer?
- In Picture D, the girl is disobeying Christ's shariah (law). What will be the result?

**Question 19:** Read and discuss the question.

**Question 22:** Read the true story in the box.

- Read the section after the story box. What did you write here?

**Question 24:** Look at the pictures of Farida and Asghar.

- Which one are you like?

**Question 25:** Read the whole of question 25 and the speech bubble.

- What do you think? Is it possible to love our enemies? *See Philippians 4:13!*
- Can you give any real examples of Christ's followers who loved their enemies?
- If people in this world and in our communities, started to love their enemies, what would be the outcome?

*One true story is of Farid in Lesson 10. Another is told in Nik Ripken's book 'The Insanity of God' about a man who spent years in prison, where the guard treated him horribly. Many years after his release he met the guard, who by then was old and sick. The believer prayed for this man and brought him medicine.*

## Conclusion

### Obeying today's teaching:

- 1 Peter 4:8 says "love each other deeply". What difference will today's lesson make in your life?
- **Read together the practical task.**
- Keep going with the home study and practical task each week!

### Pray together:

Take the Lord's supper together if you feel it is appropriate. Then have a time of prayer, thanking Jesus for his body and blood, and praying that he would help each of us follow the law of love.

# Lesson 17: Fasting and giving

## Aims for each learner:

- Start a disciplined habit of fasting and giving under God's guidance.
- Be glad to do this generously and sacrificially, without compulsion or seeking merit.
- Learn two principles of how God guides us.
- Revise Mark 12:30-31.

## Cultural clues:

- BMBs and the detailed guidelines of Shariah
- BMBs and Ramadan
- Muslims and giving

## Opening

**Last week's practical task:** Were you able to help a needy brother or sister in Christ. What did you do? How did that person respond? **Ask someone to pray for today's lesson.**

## Lesson 17 home study review:

**Question 1:** Word, Spirit

**Question 2:** prayer

**Question 3:** a) all; b) as much as possible

**Question 4:** a) God, people; b) love

**Introduce today's topic:** What have we learned so far about Christ's shariah? *See the lesson Introduction.* As Christ's followers we fast & give money with a different motive than in our old shariah.

## Discussion

### How does God guide us on the straight path? (Questions 1-5)

**Question 1:** Look at the two pictures of sheep.

- Which of these pictures is like our old shariah and which is like Christ's shariah? What are the differences?

*Islam's shariah is like the fence, which is strongly constructed to keep the sheep in their right place. Detailed regulations make the boundaries between what is forbidden and what is permitted. By contrast in Christianity there are fewer regulations and it can feel like we don't know where the boundaries lie. But we have Christ himself as our Shepherd. He promises to lead his sheep to good places and keep us safe.*



**Questions 3-4:** Read the whole of question 3 and the first paragraph of question 4.

- How can we hear Christ speaking to us by his Spirit? *The Spirit speaks through our Bibles as we read each day, in quiet ways through our conscience, by bringing an idea strongly into our mind, or a feeling in our spirit. Sometimes he speaks more loudly, through a dream or a clear voice. He also speaks to us through the advice of other believers.*
- But can we make mistakes in hearing the Holy Spirit's voice? *Yes! Sometimes we think it is God's voice when it is only our own sinful desire. Whatever God says to us will never contradict what is written in his Word the Bible. So we should always check that what we 'hear' is not against the Bible!*

### Fasting (Questions 6-14)

**Questions 6-7:** Read the first paragraph of question 6 and the speech bubbles.

- Do you have the same questions as Parveen? Or other questions about fasting?
- From question 7, what two things can help Parveen find answers to her questions?



**Question 8: Why should we fast?** *Split the learners into three groups and assign each group a passage to use in answering the question. Or go through each passage together.*



- In the following Scripture passages, why did the people fast?

**Daniel 9:3-5** – confession of sin, repentance and petition.

**Psalm 35:13** – praying for someone in need.

**Acts 13:2-3** – worshipping, prayer for mission and seeking wisdom for a decision.

**Question 12: When should we fast?** Read the question.

- When should we fast? Is fasting compulsory or optional for us? *The Spirit will lead us to fast.*

**Question 13:** Read the whole of question 13, including the 'stop and think' section in bold.

- What are your personal responses to this question?

**Question 14:** Read the whole of question 14, if this is a relevant issue in your context.

- What reasons did you write for and against Parveen fasting with her family in Ramadan?

*Reasons for:* She can show loyalty to her family even as a follower of Jesus. She can fast and pray for her family to find salvation. If she does not fast, it may cause unnecessary problems and her family will think that Christ's followers are lazy. *Reasons against:* They may think she is still following Islam or is doing it for religious merit. She may be influenced by her former way of thinking that it is for religious merit.

- To what extent does Parveen's decision depend on her circumstances? *E.g. it depends if she is with her family and they are all strict Muslims. For those living independently there is more choice.*
- What about you, in your circumstances?

## Giving (Questions 15-25)

**Question 15:** Read the first paragraph and the speech bubbles.

- Do you have the same questions as Khalid? Or other questions about giving?



**Questions 16-19:** Read the whole of question 16 and the first half of question 17.

- How much of our property belongs to God?
- Should we set a limit on how much we give back to him?

**Read 2 Corinthians 9:6-15:**



Ask group members to read one or two verses each, going around the group, so that everyone has something to read.

*After reading it out, give one minute in silence for each person to think about the meaning.*

- Each person please explain in your own words the meaning of your verse(s).

**Question 21:** Read the question. What is your answer for this question, and why?

**Question 24:** Read the question.

- What did you write here? How can you practically set aside the money and not spend it?
- If you have no income, what other ways can you give to God? *E.g. our time, our voluntary service etc. But most people have at least some money and we should learn to give from that too. Even children can give something out of a small allowance.*

**Question 25:** Read the question. What did you write here? *Ideas include: Help the poor, not just our relatives. Buy gospels or books about Jesus to give to interested non-Christians. Contribute to the costs of our local group of believers. Contribute to believers in Christian service full-time, in our country or overseas.*

## The law of love (Question 26)

**Question 26:** Read the question.

- How can fasting be a way to obey the law of love? *We deny ourselves out of love for God, putting him before our hunger. Also, when we fast and pray for people in need, that shows our love for them.*
- Why is giving money a way to obey this law of love? *Because we show our love for God by giving money back to him, and our love for other people by using the money to help them.*

## Conclusion

**Obeying today's teaching:**

- What difference will today's lesson make in your life?
- **Read together the practical task.** Don't just think about setting aside money to give to God, start this month!

*If you wish, suggest a day of prayer and fasting as a group. You could all fast for a day and come together to pray for some of the time, e.g. for a specific purpose.*

**Pray:** In a few minutes of quiet, ask God to show each of us how and when to fast, and how much he wants us to give. Then pray in groups asking him to help us be generous & disciplined in these things.

# Lesson 18: Fate and magic

## Aims for each learner:

- Be sure of three key biblical truths concerning fate and magic.
- Understand that God is close and he cares.
- Deal with any occult influence from their past life.
- Memorize 1 Peter 5:7.

## Cultural clues:

- Muslims and magic
- Muslims and spiritual powers
- Giving condolences

**Prepare:** As you prepare and lead this lesson, make sure that you as leader are claiming Christ's victory in worship, and in confession of sin. Ask others to also pray for the lesson. The discussion might uncover prior occult influence on your learners, depending on their background, so it is important to be spiritually alert.

**You should start and end the lesson with worship and prayer, proclaiming God's victory together.**

## Opening

**Last week's practical task:** Did you decide, and act on, how much money you will set aside monthly to give back to God? Or did you think of other ways to give generously?

**Lesson 18 home study review: Question 1:** a) fate; b) detests; c) powers

**Question 2:** all your anxiety on him, cares for you (1 Peter 5:7)

**Introduce today's topic:** Who is the most powerful person in the universe? God is all-powerful, and His Son Jesus Christ has conquered Satan and all the powers of darkness. Today we will learn why, as God's chosen people, we need not live in fear of anything – whether fate, jinn, or the evil eye.

## Discussion

### Introduction & Question 1

**Pray together the prayer before Question 1.** On this subject of fate and magic, the devil has told us many lies. Many people have believed those lies for centuries, so they remain in Satan's power. Maybe those false ideas sit in our own minds too. Today let's break them with God's truth!

**Question 1:** Read the question. *Allow time for learners to share their background and understanding.*

- What is your **real** opinion: 'yes', 'no' or 'not sure'? How did you form that opinion?

### God guides our lives, not fate (Questions 2-9)

**Question 2:** Read the question and look at the diagram (*peoples' false idea*).

- Have you ever believed that God is too far away to care? How has this changed for you?

**Question 3:** Look at this diagram (*with the words filled in the blank spaces*).

- Do you know any people who think that fate, jinn and the evil eye influence their daily lives?
- According to the Bible, do these things exist? *Yes (though Christians differ on interpretation).*

**Question 6:** Look at the picture and read the question.

- What did you write for part a)? What about part b)? Why these answers?
- Next time you yourself are suffering, will statement 1 will comfort you more or statement 2?

**Question 7:** Read the diagram: 'What God is really like'.

- What is different in this diagram from the one in question 3? *God, instead of being far away, comes down to our level in Jesus Christ. He really cares for us. He is not too far away to care.*

**Question 8:** Read the question and practise the memory verse. Try this in a group or in pairs:



- The first person asks the second person, "What are you anxious about these days?"
- The second person gives their personal response. The first person then says: "Cast all your anxiety on him because he cares for you (1 Peter 5:7)". The second person does the same thing with the next person, and so on round the group, including you as group leader at the end.

## God detests magic and idolatry (Questions 10-17)

**Question 10:** Read the question. *Muslims in the West do these things somewhat less, but often are still influenced by the underlying beliefs. Ask too about their family's culture.*

- What did you write here?

### Question 11-15:

- What practices are mentioned in these questions? *Some of these are difficult words in the NIV, so be ready to explain the meaning. You need not turn to the passage as our main Bible study is later.*
- What is God's attitude to them all? *He detests them, he hates them and forbids them.*
- Why are these practices a form of idolatry (question 15)? *These practices are like idols if people trust and obey them more than God, because they put created things in place of the Creator.*

**Question 16:** Read the speech bubble. What advice would you give this lady?

*Some suggestions: Above all, she needs to know that God cares for her very much. He feels her sorrow. The 'holy man' is not closer to God than this lady is, in fact she is in Christ and is closer than him. She should not follow two masters, either Christ is her master or the holy man is. She should ask other believers to pray with her for God to give her a child. But his purpose is best, whether or not she has the joy of a child.*

## Jesus rules over all spiritual powers (Questions 18-21)

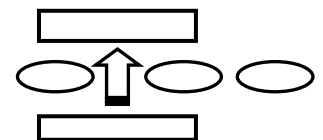
**Question 18-19:** Read and discuss two Bible passages.



- **Mark 1:21-27.** In verse 22, what amazed the people about Jesus? *he taught with authority.*
- How did Jesus prove his authority in practice? *he commanded the unclean spirit and it obeyed.*
- In verse 24, what two important things did the spirit recognize about Jesus?  
*1. Jesus came to destroy the evil spirits. 2. He is the Holy One of God.*
- How did the people react in verse 27? *they were even more amazed than before.*



- Go to the diagram at question 19 and **read 1 Peter 3:21b-22** (from the second half of v.21) Which truths in this passage are shown by the arrow pointing upwards?  
*'resurrection of Jesus Christ', 'gone into heaven', 'at God's right hand'*
- What did you write in the oval spaces? *angels, authorities, powers.*
- On the diagram, who is higher than the jinn and spiritual powers?
- Where are we on the diagram? *seated with Christ & ruling, Ephesians 2:6.*
- If someone puts a curse on you, who is more powerful than the curse?



**Question 21:** Do any of us have experience of Christ defeating evil spirits?

- **Read the section in square brackets.** Some of you may be worried about evil spirits, others may not. If you are, please talk afterwards with me or another experienced believer.

## Can we serve two masters? (Questions 22-24)

**Question 23:** Read the story. What answer did you write?

- Remember this saying, 'If Jesus is not Lord of all, he is not Lord at all!'
- Today we have talked about three important truths to break the devil's lies. What are they?  
*1. God guides our lives, not fate. 2. God detests magic and idolatry. 3. Jesus rules over all spiritual powers.*
- How do you feel at the end of today's discussion?

## Conclusion

### Obeying today's teaching:

- What difference will today's lesson make in your life?

**Read together the practical task:** Carefully go through the questions. Ask God to remind you of any past occasions when these things influenced your life. If there was any such influence, ask another believer to help you pray against it.

### Pray & worship together:

Stand up together and declare against the devil these three truths: God guides our lives, not fate. God detests magic and idolatry. The Lord Jesus rules over all spiritual powers.

# Lesson 19: Serving one another

**Aims for each learner:**

- a. Be committed to use their gifts humbly, to serve each other.
- b. Support the church leaders and understand their responsibilities.
- c. Memorize 1 Peter 4:10.

**Cultural clues:**

- Foot washing in Muslim cultures
- Leadership issues in BMB groups.

**Prepare:** Towels, soap, bowls, warm water

## Opening

**Last week's practical task:** Did you check if there was any influence from magic or holy men in your past? Did you pray with someone? If you still have worries about this, please see me privately.

**Lesson 19 home study review:**

**Question 1:** a) different; b) each; c) for service

**Question 2:** "Each of you should use whatever gift you have received to serve others" (1 Peter 4:10).

**Introduce today's topic:** God has given us various gifts and abilities. Today we will learn how to use these gifts to serve God and serve each other. Even leaders should serve their people!

## Discussion

### Serving one another (Introduction & Questions 1-3)

**Reflection on opening picture:** Jesus washed the feet of his closest friends on the night before he went to the cross. **Read John 13:3-5,12-17.** Then say slowly, with pauses:



"Look at the hands in this picture. Imagine they are Christ's hands."

"Look at the feet and imagine they are your feet. Christ is washing your feet!"

"How do you feel about this? Talk to your Lord now about this now, in your heart."

**What were our emotions when we thought about the Lord Jesus Christ washing our feet?**

**Question 2:** Read the question.

- In the cultures we come from, do leaders serve their followers?
- But our greatest leader Jesus Christ bent low to wash our feet. Therefore, what should we do in response?
- Will leaders lose people's respect by serving them as Christ did?

See the box in Q.1. He says, "I have set you an example". We thank him for serving us, and we like him should bend low to serve each other. In the end, such leaders will gain respect.

### Gifts are for service (Questions 4-5)

**Read 1 Peter 4:10-11 and review the memory verse (1 Peter 4:10).**



- In v. 10, how should we use the gifts God has given each of us? *to serve others*
- Why do you think we should be like 'faithful stewards'? *We should be like a trustworthy manager who does not own his master's things, but uses them well on behalf of the owner.*
- Different Bible passages mention many different gifts. Which two gifts are found in verse 11?
- How should the two people in v.11 use their gifts?
- We should use our gifts for God's glory. Let's say the last part of verse 11 aloud together.

### Different people have different gifts (Questions 6-9)

**Question 9:** Read the story in the box and the paragraph that follows.

- What did you write here? *For example: We all have strengths but we also have weaknesses. We are all 'blind' or 'crippled' in some way. Not one of us is complete and perfect by ourselves. But my weaknesses are your strengths. So we need each other in our local group of believers.*



## Each of us has a gift (Questions 10-14)

**Question 11:** Look at the picture.

- What gift for service has God given to Fayzia?
- How did Laila help Fayzia to recognise her gift?



**Question 13:**

- How can we find out what are our gifts? *see the three arrow points.*
- One group member, please name one way of serving. The next member repeat that and add another way. Let's keep adding to the list to make it as long as we can. *For example: leading the meetings, teaching the Bible, playing a musical instrument, hosting the group, focused prayer, encouraging individuals, reaching out to non-believers, practical support, financial help, cooking, etc.*
- How do these different kinds of service help to build up a local group of believers?

## We should use our gifts humbly (Questions 15-18)

**Question 15:** Read the question.

- What reasons did you write for Samir being leader of the group? What reasons against?
- How could the group help Samir develop in leadership without getting proud?

*An older believer could talk with Samir about his proud attitude. Also, Samir could be given a junior responsibility under the authority of a leader. If he does it well, with a humble attitude, he could be given more responsibility later. Also, if he becomes leader he should not be alone, but in a team of two or more leaders working together.*

**Question 17:** Read the question.

- Who is more important in God's sight, the person who preaches or the person who serves a meal?

*Both are equally important. We should thank those who preach and those who serve meals.*

## Serving as leaders (Questions 19 -25)

**Question 21:** Look at the list of characteristics at the end of this question.

- Which of these leadership qualities did Jesus the Chief Shepherd show? *a), b) & e).*
- How can a Christ-like leader show these characteristics in practical ways?

**Read 1 Peter 5:1-6:**



- In verses 2-3, find three ways in which Christ-like leaders should be different from worldly leaders. *If in doubt, see question 22*
- What promise does verse 4 give to such leaders?
- In what ways can believers help their leaders in their difficult task?. *submit to them (v.5a), pray for them, respect them, encourage them, be grateful to them, not complain about them behind their backs.*
- In verses 5b and 6, what attitude should all of us have in using our gifts?

**Question 25:** Read the second paragraph.

- What did you write here?

**Everyone together, read the teacher's speech bubble at the end of question 25.**

*E.g. The leader who serves is still a leader. They have authority to lead and the people should respect this. Their respect comes not from fear but from love. The leader serves them by sacrificing himself or herself for their benefit.*

## Conclusion

### Obeying today's teaching:

- What difference will today's lesson make in your life?
- **Read together the practical task.**
- Do you have any ideas of ways you could serve others with your gifts?

### Practice serving one another:

Take it in turns to wash one another's feet (men and women separately). You as the leader should start!

**Pray together:** Think again about Christ washing our feet. Ask him to show us how he wants us to serve people and help us serve others as he has served us.

# Lesson 20: Our pilgrimage to heaven

## Aims for each learner:

- Be certain they will reach paradise safely and look forward to it eagerly.
- Learn to recognize and resist the devil's attacks.
- Memorize 1 Peter 5:10-11.

## Cultural clues:

- Muslims, Pilgrimage & Paradise
- Jerusalem & Zionism

**Prepare:** Write or print the quote (see question 22) with 'us' and 'we'. Plan to celebrate the end of the course, e.g. with a meeting to share testimonies and have a meal together.

## Opening

**Start with Prayer then review the practical task:** Did you ask a friend what gifts you have? What did they say? Did you have an opportunity to serve others this week? *Each member should speak.*

## Lesson 20 home study review:

**Question 1:** a) Jerusalem; b) heaven (or paradise)

**Question 2:** a) us; b) Christ

**Question 3:** who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm and steadfast; the power for ever and ever (5:10-11)

**Question 4:** Personal answers. *God wants us to be fully certain. We will not pass through torture first, but will go to be with God in paradise when we die! If any individuals still have doubts, show them from Luke 23:39-43 that Jesus promised even a criminal 'Today you will be with me in paradise!'*

**Introduce today's topic:** We are on a lifelong journey to heaven, or paradise. We have a glorious destination, but on the journey we must fight our enemy the devil. Today we will learn about this spiritual pilgrimage.

## Discussion

### Our spiritual pilgrimage (Questions 1-5)

**Questions 2-3:** Read the whole of question 2 and the first paragraph of question 3.

- On what kind of hajj or pilgrimage do we go as Christ's followers? *A spiritual pilgrimage which lasts our whole life. We are travelling towards our homeland in heaven.*
- These days when Christ's followers pray, why don't they turn towards Jerusalem? *Because our prayers and our lives should not point to an earthly city, but to God himself.*

**Question 4:** Read the question, including 'Stop and Think'.

- Did you think about this and what did you decide?

### Resist the devil (Questions 6-16)

#### Read 1 Peter 5:6-11



- How can verse 6 help us when we are too proud?
- How can verse 7 help us when we are anxious?
- Who is like a lion, according to verse 8?
- Are we able to resist him, according to verse 9?
- Read verses 10-11 together in one voice till everyone has memorized them.



*It helps us be humble.  
It gives us a strong promise, that God cares for us!  
The devil.  
Yes, if we 'stand firm'.*

**Question 7:** Read the whole question and share what you wrote in the three parts:

- What can make Christ's followers become weak? *E.g. if they stop praying and reading God's Word. Or if they hide it for too long that they are Christ's followers (though hiding it for a period is OK).*
- What things can make Christ's followers not alert? *E.g. When they do not realize the devil is tempting them. Then they can fall into sin, such as pride, anger or sexual sin.*
- What things can separate Christ's followers from the flock? *E.g. if they stop joining other believers for fellowship, for example because they are married to a non-Christian.*

**Question 11:** Read the first paragraph.

- Sometimes our hardships seem so great that we think we can endure no more! But **read 1 Corinthians 10:13**. What hope does this give us?
- Can you describe an occasion when you thought you could endure no more? How did God give you strength to stand up under it? *Give everyone the opportunity to share without pressure.*

**Question 12:** Look at the pictures in question 12.

- Which two believers are being attacked through outer difficulties? *Gul (b) and Iftikhar (d).*
- Which two of them are being attacked through inner temptations? *Akhtar (a) and Shireen (c).*
- Describe a time when Satan attacked you through outer difficulties or inner temptations. What happened? What did you learn from it? *This is important, allow time for everyone to share.*

**Question 15-16:** Look at the picture in question 15. Read the whole of question 16.

- Whenever we come to a fork in the road, what choices do we have?
- The devil tempts us to go his way. Who must make the choice to resist this temptation - us or Christ? *We must make the choice. If we go the devil's way it is our fault, not Christ's.*
- For Akhtar and Shireen in q.12, who must choose to turn away from temptation? *They must choose themselves.* Who will give them the strength to make the right choice? *Christ*
- When the devil tempts us, we can resist him if we make the choice to do so. **Read 1 John 4:4**, Christ is in us and he is stronger than Satan!

## Our destination in heaven (Questions 17-22)

**Question 19:** Read the question.

- How can we be certain that God will accept us into paradise?

*Jesus Christ himself will carry us across the bridge to paradise. We have put our trust in him, and he will not let us fall off!*

**Question 21:** Read the true account of Umar *(in the box)*.

- How much do you look forward to being in heaven: a little or a lot?  
*Discuss together. It is fine to be happy and fulfilled serving God on earth, but we should never take our eyes off our true destination, heaven! May we long for it more and more like Umar!*

**Question 22:** Read the whole question.

- Which words in this passage do you love the most?
- What wonderful promises are in this passage! Let's read it again, replacing 'them' with 'us'.

*The extra quotation marks in the NIV text are removed here to make it easier to read through.*

*Ask each learner to speak, and you should also share.*

**To help your learners, write or print out the passage in advance with the replacements already made;** e.g.

*"We will be his people, and God himself will be with us and be our God. He will wipe every tear from our eyes" etc.*



**Question 22:** Look at the picture on the final page and read the words.

- What emotions do you feel?
- Imagine God wiping away all our tears in paradise!

## Conclusion

### Obeying today's teaching:

- What difference will today's lesson make in your life?
- **Read together the practical task.** Each day this week take one phrase. Think deeply on it. Roll it around your mind as a child rolls a toffee in their mouth, enjoying its sweet taste for a long time.
- **Celebrate:** How will the group celebrate completing the course? E.g. a meal together next week, with testimonies of what you have learned from the course? Discuss and make a plan.
- **Discuss** how ongoing discipleship will continue, either as a group or in personal mentoring relationships.

### Pray together:

Everyone should open 1 Peter 5:8-11. In turn, everyone should pray one short prayer based on different parts of this passage.

Pray especially for our 'family of believers around the world undergoing the same kind of sufferings' (v.9)

## Appendix: Bible Memorization Chart

Lesson 1	<b>Matthew 11:28</b> "Come to me all you who are weary and burdened and I will give you rest."	Lesson 11	<b>Genesis 2:24</b> "That is why a man leaves his father and mother and is united to his wife, and they become one flesh."
Lesson 2	<b>2 Cor 5:17</b> "If anyone is in Christ, he is a new creation; the old has gone, the new has come!"	Lesson 12	<b>1 Peter 3:11</b> "They must seek peace and pursue it."
Lesson 3	<b>1 John 3: 1</b> "See what great love the Father has lavished on us, that we should be called children of God!"	Lesson 13	<b>1 Peter 3:18</b> "For Christ also suffered once for sins, the righteous for the unrighteous, to bring you to God."
Lesson 4	<b>1 Peter 1:15</b> "But just as he who called you is holy, so be holy in all you do."	Lesson 14	<b>Matthew 28:19</b> "Go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit."
Lesson 5	<b>The Lord's Prayer</b> "Our Father in heaven..." etc	Lesson 15	<b>1 Cor 6:19-20</b> "You are not your own; you were bought at a price. Therefore honour God with your bodies."
Lesson 6	<b>The Lord's Prayer</b> "Our Father in heaven..." etc	Lesson 16	<b>Mark 12:30-31</b> "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength... Love your neighbour as yourself."
Lesson 7	<b>1 Peter 2:9</b> "You are a chosen people, a royal priesthood, God's special possession, that you may declare the praises of him who called you out of darkness into his wonderful light."	Lesson 17	<b>Mark 12:30-31</b> "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength... Love your neighbour as yourself."
Lesson 8	<b>1 Peter 2:17</b> "Show proper respect to everyone, love the family of believers."	Lesson 18	<b>1 Peter 5:7</b> "Cast all your anxiety on him because he cares for you."
Lesson 9	<b>1 Peter 2:21</b> "Christ suffered for you, leaving you an example, that you should follow in his steps."	Lesson 19	<b>1 Peter 4:10</b> "Each of you should use whatever gift you have received to serve others."
Lesson 10	<b>Matthew 5:44</b> "Love your enemies and pray for those who persecute you."	Lesson 20	<b>1 Peter 5:10-11</b> "And the God of all grace, who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm and steadfast. To him be the power for ever and ever. Amen"