

INFLUENCE

Living and Sharing a Life of Wisdom

Leader's Guide

*A **Flexible** Inductive Study on Mentoring*

BY JAN SILVIOUS AND PAM GILLASPIE

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Under the Influence

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INFLUENCE

Living and Sharing a Life of Wisdom

Influence is designed to flex to the student and it is my hope that this leader guide will flex to you as you teach, giving you direction if you're unsure of where to go, yet providing ample space if you need room to grow in developing your own lesson plans and teaching direction.

Writing a leader guide poses many of the same dilemmas prepping for a class does. When everything is said and done, no matter how much you prepare and I include in this leader material, there will always be questions that lie beyond. Don't let this discourage you. Soak yourself in the Word, prep to the best of your ability, and don't be afraid to say, "That's a great question; we need to look into it a little further because right now I'm just not sure."

Instead of being overwhelmed by the amount of material God has given us in His Word, let's rejoice that we will never, ever run out!

Enjoy!

Inductive Focus: Key Words

One of the basic tools in the inductive toolbox is identifying and marking **key words** in the text. It's usually a simple exercise but it can be difficult in passages where **key words** aren't obvious. This week you'll tell your students to keep their eyes opened for **key words** and **synonyms** throughout the lesson.

Be sure to take time to read through the texts this week since they are relatively short. Then help your class identify and mark the **key words** in each section.

When you look at Deuteronomy 6, read verses 1-9 and help them pick out God's word as key. They should see *command(ment)(s)*, *statute(s)*, *judgment(s)*, and *word(s)* and pronouns that refer to them (like *they* and *them*).

When we come to the end of the lesson that discusses 1 Corinthians 10:1-11 help them identify and mark the **key word** *fathers* and pronouns. A simple way to do this is read the text aloud and have them say the **key word** with you as soon as they see it and mark it. It may sound a little "elementary school" but it's an effective way to make sure everyone is staying together and not missing anything.

Once your class identifies **key words**, show them how they can list information about each one and then ask *Who*, *What*, *Where*, *When*, *Why*, and *How* questions to help them draw out the meaning of the text.

Week One

Wise Friends Lead to Wise Ways

BEFORE CLASS

Hot Topics:

As we set the foundation for our study, we'll look at God's words to Israel as they were poised to enter the promised land. In Deuteronomy 6 He told them how to pass His word on to the next generation. Clearly something went wrong, though, between the time of Joshua and the rule of the Judges. The people followed God while they were surrounded by godly influences but they never took hold of God's Word for themselves. In this section we'll consider the basics of how we pass on truth person-to-person and look at potential pitfalls along the way. We'll also look to 1 Corinthians 10 to see what we can learn from watching the examples—both good and bad—of people we've never met.

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	30 min.	10 min.	Class Basics <ul style="list-style-type: none">• Introductions• Ground Rules• How to Use this Study
Segment 2:	10 min.	10 min.	Inductive Study Basics
Segment 3:	20 min.	10 min.	Get Them Talking
Optional Break	15 min.	OMIT	
Segment 4:	15 min.	10 min.	Inductive Focus: Key Words Deuteronomy 6:1-9
Segment 5:	15 min.	10 min.	Joshua 24:31, Judges 2:8-12
Segment 6:	15 min.	10 min.	1 Corinthians 10:1-11

BEFORE YOU START

HOW TO LEAD THIS STUDY:

The Basics

Well here you are! You've been called to lead a Bible study. What an honor and here is some good news – *Under the Influence* is designed to be flexible to both students and teachers alike, to give newer teachers help they need and seasoned teachers wings to grow their gifts. With this in mind, please use the Leader's Guide to help you to prepare to lead a group. Always remember that it's a guide, not a strict set of step-by-step rules and edicts.

Although presented as an 8-week study with weekly homework, you can extend *Under the Influence* over a longer period with "homework" sections done either at home or during class time. If class time is limited, as is often the case for Sunday School, leaders may choose to work through smaller portions of a lesson together. And so it's possible for you to flex and expand this 8-week Bible study to fill 16-weeks depending on how deep you and your students want to go.

If you have ample time and are running an 8-week study, consider adding an additional week or two for a technology day or a guest speaker on a topic of interest. This can be a pastor, local Bible professor, or someone well-versed on a particular topic in the text. With the advance of technology it's now possible to bring in people from other parts of the country (or world!) to talk to your class via tools like Skype.* This is a way to mix things up and keep the class on their toes with additional material. It also gives you the flexibility to match the class length to the needs of things like, say, the church calendar. Hey, it's reality!

Some of you may be thrilled to be leading because you have the spiritual gift of teaching. Praise God! Go entrust to the faithful who will be able to teach others also! Others of you may have been convinced by friends to lead but you're starting out with a little or a lot of apprehension. It is my deep hope that you will find help in this guide to make your leading experience not only less traumatic but also filled with great joy!

Small groups and Sunday School classes may want to simply talk through the questions that are in the lesson, but study groups will benefit by bringing in additional talk points and materials.

About the Leader Guide

This leader guide is a basic outline, a road map of one way to take a class discussion. Just as there are many ways from Chicago to Chattanooga, there are different ways to run a class.

* Skype is a free service that allows you use the internet to video conference in guest speakers or those who just want to listen in to class. Learn more at www.skype.com.

Leader Notes

Student pages on the left will orient you to where they are in the lesson. Each week we'll suggest a time frame for running the class one or two hours. You'll find additional background information and some suggested class discussion questions as well as application material worked in along the way. Occasionally there will be sample illustrations. While you may choose to use some of the sample illustrations remember that the best illustrations for your class will come from you! Watch for the key points and see how you can weave in first-hand truth-application for your students.

For the sake of space, typically only suggested discussion questions are listed. Occasionally we'll fill in an answer if it's not self-evident. Also, when possible we'll leave space for you to fill in your own thoughts so you don't have to go flipping back and forth between the student book and the Leader Guide. Finally, you may look at the material and think, "There is no way I can cover all this in the allotted time!" If that's the case, you can pick and choose from the elements to craft your lesson.

Inductive Focus

Each week we'll focus on a specific inductive study tool to help your students hone their skills and grow their confidence week by week.

Additional Teaching Segments

If you have the spiritual gift of teaching, keep honing your gift but do remember that your class will *learn* more when they are given opportunities to *discuss* more. So if you weave in additional teaching segments, the more you draw them into reasoning through the Scriptures with you the better off everyone will be! One other caution. Given the amount of time most classes need, you will probably want to weave in just one or at the most two additional teaching segments per class. You'll get the feel of it, but never lose sight of the need to engage your class and get *them* talking about what they're learning!

And one more thought. This is also an area where you can start bringing potential leaders along. Give them opportunities to work on the supplemental teaching from time to time or set them loose to share with the class what they've learned in a **Digging Deeper** section. Always be looking for tomorrow's teachers among today's students!

Starting on Time

One way to start on time each week is to read through the week's Scripture at the beginning of class. It will take between 5 and 10 minutes. In doing this you will reinforce the importance of continually being in the text of Scripture itself. The temptation to stray from the text and head for commentaries can be intense. By read-

CROWD BREAKER:

Although you may want to jump in with both feet, in most cases you'll need to take some time at the beginning of class to get to know one another. I'm not big on crowd-breaker games so I usually tell a quick fact about myself and ask people to pick a question to answer about themselves. Here's a typical selection I give:

1. What's your favorite book of the Bible and why?
2. Tell me about a significant spiritual friendship.

OR

3. Cubs or Sox?

Some people don't like to talk. I like to give the person who isn't comfortable a simple way out of talking. I'm a big Cub fan. If a person doesn't want to talk, I can put a fun spin on a "Cub" or "Sox" answer and everyone still feels comfortable.

Leader Notes

ing the text every week and starting promptly (even if it is just you and your most prompt student!), you will reinforce the importance of the text and gain the added bonus of training stragglers to arrive on time.

This week you'll be doing the lesson in class together, so for today start with introductions and making your students feel loved and welcomed.

START CLASS HERE

SEGMENT #1: CLASS BASICS

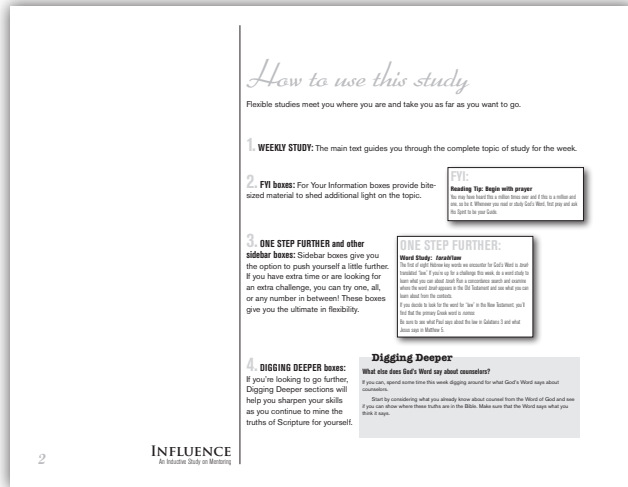
Introductions and Ground Rules

- **Introduce yourself**
- **Have class introduce themselves**
- **Set boundaries**

Be sure to allocate adequate time the first week of class for general introductions and ground rules. If you're teaching men or a mixed group, estimate based on the size of your class. If you're teaching women, take the time you think this will require and double it. Asking everyone to share their name and respond to a specific question will help keep things moving. If you ask for "a little bit about yourself," you're sure to get more than a little bit! Start out by introducing yourself in a concise manner to set the tone. Feel free to use an icebreaker game or other ideas you have to help people connect.

You'll also want to establish ground rules during Week One. The best time to set boundaries in any relationship is the first meeting. A boundary can always be relaxed but it is very difficult to establish or strengthen one if you do not set it properly at the start. This applies to both how you lead your class discussions and how you allow your class to interact with you throughout the week. Depending on your situation, you may ask them to contact you primarily by e-mail and make certain times of the day off-limits. My classes know I rarely answer the phone when my kids are home from school. That is my boundary. When they are home, my primary job is being their mom. Your class will respect this and perhaps even learn the importance of proper boundaries in their own lives from your example.

Let your class know that it is your job as the teacher/facilitator to keep the discussion on track and that from time to time you may have to reel a person in, stop a rabbit trail, or discontinue until after class an interesting, but off-topic discussion. Also let them know that you do not have all the answers. No one has all the answers, not even those who have studied a lifetime. While acknowledging limitations may seem uncomfortable at first, you'll find it is freeing for everyone! If someone asks a question you can't answer, either look into it further yourself or (preferably) assign it to the questioner for further study. This will draw out future teachers. They are the ones who'll come back with it answered and prepared to share. Assigning questions also helps people begin discerning what makes a germane question.



page 2

Leader Notes

Encouraging your class to ask questions and helping them to learn how to ask significant ones is a huge part of your job as a teacher. Still, there are more questions than there are biblical answers for, so sometimes you will simply have to answer with an honest, “I don’t know.”

HOW TO USE THIS STUDY

[page 2]

Basics and Philosophy of Leader Guide

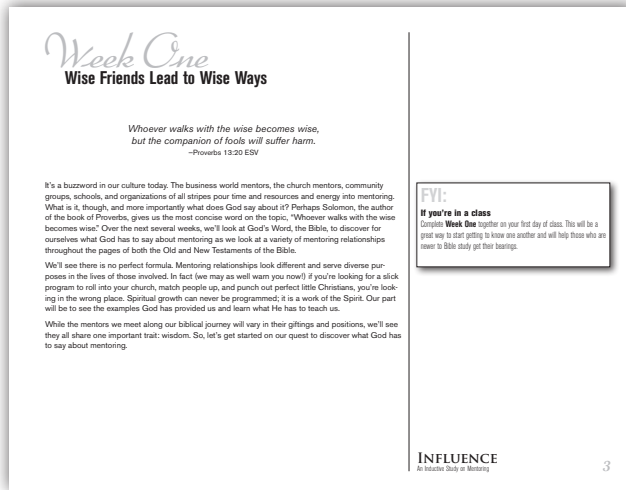
- **WEEKLY STUDY material**
- **FYI boxes**
- **ONE STEP FURTHER and other sidebar boxes**
- **DIGGING DEEPER boxes**

While the study is self-explanatory, reinforce its flexibility with your students. Direct them to the “How to use this study” page of their books and encourage them to find a level of study that brings joy and not guilt. They can do more one week, less the next; they can mix and match and find the fit that is right. You may have students who are overburdened and overbooked. Piling on and guiltning them with a ton of homework will not fix the problem. Rather, help them find the joy and sweetness of God’s Word and ask His Spirit to begin healing through the power of the Word. Take some time to review student page 2 with them and let them know you believe in them and their ability to use this material.

Take special care in stressing the flexibility to long-time *Precept-Upon-Precept®* students as many have a finish-every-question-at-all-cost mentality. Such discipline in studying God’s Word is beautiful. The every-last-question mindset, however, can throw people off with a flexible study like this. Because the study flexes for very advanced students, the volume of material can overwhelm people who force themselves through every question, sidebar, and additional reading. Assure your class that most students won’t finish every question every week by design. If every student finished every week, the study would not be flexing to meet the needs of the most advanced. The goal in letting the material flex is not to have people study less; it is to have each person take the next appropriate step to study and apply more as they are continually drawn into deeper relationship with Jesus.

Week One: Wise Friends Lead to Wise Ways

Class pages



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SEGMENT #2: INDUCTIVE STUDY BASICS

Observation | Interpretation | Application

If your students are unfamiliar with inductive Bible study, be sure to take some time to give them the basics. They will catch up and catch on as we go but giving them an overview will help put them in context! You'll want to impress on your students that inductive Bible study means the Bible is our main source of truth. Before looking for insights from people and commentaries about the Bible, we get into the Word of God itself. We go to the primary source and learn to discover truth for ourselves. Inductive Bible study involves three basic components: observation, interpretation, and application.

1 Observation

This interactive process is well worth the time because the truths you discover for yourself will be accurate and profound. Following are typical examples of what we call the 5W and H questions:

Who is speaking? Who is this about? Who are the main characters? Who is the author speaking to?

What subjects and/or events are covered in the chapter? What do you learn about

the people, the events, and the teachings from the text? What instructions are given?

When did or will the events recorded occur?

Where did or will this happen? Where was it said?

Why is something said? Why will an event occur? Why this time, person, and/or place?

How will it happen? How will it be done? How is it illustrated?

Careful observation leads to interpretation – discovering what the text means.

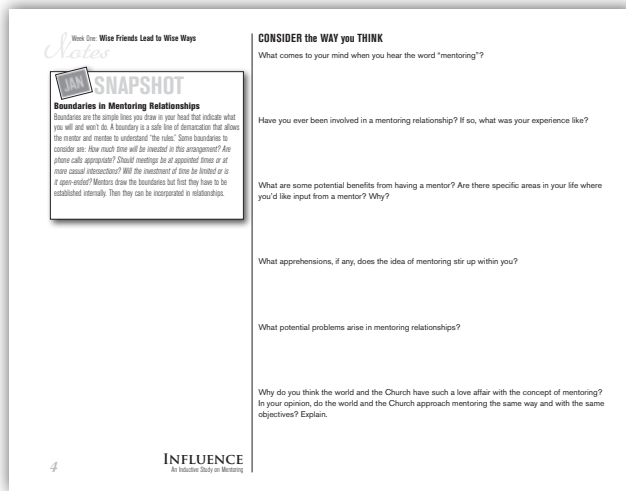
One important feature of observing a text is identifying **key words**. A **key word** “unlocks” the meaning of the text. It is vital to understanding the text and is often repeated. We'll look at this more in a little bit as we practice identifying **key words**.

2 Interpretation

The more you observe, the more you'll understand God's Word. Since Scripture is the best interpreter of Scripture we'll be looking at contexts and cross-references to help us understand the meaning of God's message – what was communicated to the original audience. Observation and interpretation lead to application.

3 Application

After we've observed a text and discovered its meaning, we need to think and live accordingly. Although a text of Scripture will have one interpretation – what the author meant when he wrote to his original audience – there are numerous applications. The result is a transformed life – the more you and I are in the Word of God and adjusting our thinking and behavior to its precepts for life, the more we are changed into the likeness of Jesus Christ! He is the living Word of God who became flesh, the Savior of the world, our coming King of kings!



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SEGMENT #3: GET THEM TALKING

[pages 4-5]

The discussion questions in this guide will typically help students reason further than they have during the week. This week, however, your Leader Guide questions will match the Workbooks since they will be completing the lesson in class.

If you have a small class, involve everyone in the discussion. If you have a larger class, let them discuss in smaller groups and then have the groups weigh in together.

Discussion Question:

What comes to your mind when you hear the word "mentoring"?

Have you ever been involved in a mentoring relationship? If so, what was your experience like?

What are some benefits from having a mentor? Are there specific areas in your life where you'd like input from a mentor? Why?

What apprehensions, if any, does the idea of mentoring stir up within you?

What problems can arise in mentoring relationships?

Why do you think the world and the Church have such a love affair with the concept of mentoring? In your opinion, do the world and the Church approach mentoring the same way and with the same objectives? Explain.

If you could have any person for a mentor, who would it be and why?

What qualities do you think are necessary in a mentor? Which of these do you see in yourself and mentors around you?

Week One: Wise Friends Lead to Wise Ways

Class pages

If you could have any person for a mentor, who would it be and why?

What qualities do you think are necessary in a mentor? Which of these do you see in yourself and those around you?

OBSERVE THE TEXT OF SCRIPTURE

As we begin our study of this topic, it's important to remember our goal will be finding out what the biblical view, God's view, is on mentoring. Because the word "mentoring" just as does not occur in the Bible, we'll look for mentoring concepts, for relationships showing an experienced generation passing truths on to an inexperienced one.

SETTING the SCENE

We know from the greater context that the speaker in this passage is Moses.

READ Deuteronomy 6:1-5:7 paying attention to how God told Moses to instruct the people to pass on truth about Him. **WARNING** the pronouns you and your will help you zero in on some of these instructions.

Deuteronomy 6:1, 5-7

- 1 "Now this is the commandment, the statutes and the judgments which the LORD your God has commanded me to teach you, that you might do them in the land where you are going over to possess it . . ."
- 5 "You shall love the LORD your God with all your heart and with all your soul and with all your might.
- 6 These words, which I am commanding you today, shall be on your heart.
- 7 You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up."

ONE STEP FURTHER:

Beat us to the punch!

If you were teaching an mentee without a study guide, what facts would you go to? What questions would you ask of the text when you got there? How would we take you on a tour of some of the Bible's main mentoring texts, but if you're looking for an extra challenge, if you're looking to be further equipped, make a habit of trying to beat us to the punch. Instead of simply responding to the questions in this book, think beyond it to what questions you'd ask if you were on your own and where you'd find answers. This study will serve you well with the information it leads you to. It will serve you and the Kingdom even better. Though, if it spurs you on to think for yourself as one who is battle and can teach others also.

Record some questions you think need to be answered below along with potential text to explain.

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ONE STEP FURTHER:

Get a Context for Deuteronomy 6:1, 5-7

If you have extra time, read and summarize the rest of Deuteronomy 6. Context—the environment in which something exists—is critical to understanding the meaning of a text. Although we'll give you the context you need for this study, you're always better off checking context for yourself. It is a part of learning to handle texts accurately. Record what you learn about the context from Deuteronomy 6 below.

FBI:

Make Your Own Marks

Please, please please feel free to mark the text whatever way works best for you. As we go through the main texts, we'll suggest simple markings to help you get started, but if you already have a system of symbols and colors, go with that. The suggested markings in the lesson are designed to make it as easy as possible for anyone to jump in without a full marking system, colored pencils, and the resolve to mark every word in their Bible. How will we meet?

DISCUSS with your group or PONDER on your own . . .

As we study mentoring, we'll also learn and practice inductive Bible study skills. You'll be able to use these skills whenever you study the Bible. One basic inductive skill is questioning the text. As we seek answers in our study, we'll ask five W and one H questions—Who? What? When? Where? Why? and How? Let's try it out on Deuteronomy 6:1, 5-7.

Who is speaking in these verses and whose message is he bringing?

Who is he speaking to? How do you know this?

What commandment does he give?

Where should it be fulfilled?

How should it be carried out?

Why is Moses giving the instruction?

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OPTIONAL BREAK

SEGMENT #4: INDUCTIVE FOCUS: KEY WORDS; Deuteronomy 6:1-9

[pages 5-7]

Inductive Focus: Key Words

An effective way to help people identify key words is to read texts aloud together and ask everyone to say the key words aloud as soon as they spot them and then mark the text. Tell them they can go back later to every occurrence, ask questions, and list everything they learn about these words within a chapter.

Read Deuteronomy 6:1-9 aloud and have your students call out and mark every reference to God's commands including synonyms and pronouns (*commandments, statutes, judgments, words, they, them*). Once they've marked these words show them how to use them to question the text and make lists. *What can we learn from the text about God's words and commands? Why are they important? How do we learn them? etc.*

When searching for keys look for words that clarify the passage (frequently they're repeated). If taking a word out leaves the text incomprehensible, you've probably got a key word. Key words "unlock" the meanings of texts.

Key Talk Points Passing truth on starts with knowing truth for yourself.

Passing truth on takes an investment of time.

Passing truth on is a corporate charge.

Context/Comments: In Deuteronomy 6 where the people of Israel are poised to enter the promised land, Moses delivers God's commands concerning how to live and pass truth on to future generations. He tells them to love Him fully and pass His love on daily. Help your class pick out the key word *commandment* (synonyms: *statutes, judgments, words*) in this section.

God commands the people to love Him with all their heart, soul, mind, and strength and to teach their sons to do the same. To Hebrew understanding heart is the center of thinking and reasoning, moreso than the seat of emotions more commonly understood (though even emotions are certainly a mix of apprehensive thought with bodily functions like high blood pressure). The command is to love God with everything we are, to be what we call those who follow us to become. It is impossible to teach this kind of love without living it.

Week One: **Wise Friends Lead to Wise Ways**
Class pages

When are the people supposed to teach?

What can we learn from this text about who and when to mentor?

If you apply these principles, what specific people will you focus on mentoring? What age group? Why?

What does passing along knowledge of God presuppose? Where can this break down?

How can you live these principles? With your children? With others who are following behind you? Think in specifics. How can you demonstrate biblical principles in your life all day long?

Notes
 Week One: **Wise Friends Lead to Wise Ways**

FYI:
More on Questions
 As you ask questions of the text, remember not every word will answer every question. Some words answer *Who?* and *What?* while others answer *Where?* and *When?* Ask questions and follow-up as appropriate and reason through answers you discover. The more you ask, the more you will find.

FYI:
Why the New American Standard?
 While there are a variety of valid Bible translations on the market today, the New American Standard Version provides an extremely accurate word-for-word translation of Scripture from the original languages making it a perfect match for an Inductive Bible Study. When going deep in God's Word through study, always opt for an excellent word-for-word translation. Others are the English Standard and New King James versions.

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Deuteronomy 6:4-5 is referred to as the Shema a transliteration of the Hebrew verb that means “to hear” in Jewish tradition. It is the call for Israel to listen to the one God love Him. Point out to your students that nearly all the “you” references in this section are second person which means the people are being addressed as a corporate body. The nation needs to diligently teach their sons. Then and now, God rewards obedience and punishes disobedience both individually *and nationally*. In the Old Testament there was always a remnant that survived corporate judgments. The Church is also a corporate body ; its members are responsible to one another.

Finally, help your students see that the phrasing in Deuteronomy 6:7 encompasses all of life. It’s pretty obvious that when you sit and when you walk and when you lie down and when you rise up you’re covering the basics of life. We are to love God with everything and pass this truth along all the time.

We need to work at loving, remembering, and passing along, or we jeopardize future generations as we see in Deuteronomy 6:10-12 and the time of the Judges.

Discussion Question:

What needs to be true about you before you can mentor others?

What did God command the Israelites to “invest” in order to pass truth on?

What does God command in Deuteronomy 6:10-12? What are the people in danger of? Keep this in mind.

What similar dangers do we face today?

Week One: **Wise Friends Lead to Wise Ways**
Notes

SNAPSHOT

Jan Silvious On Kay Arthur

Kay Arthur mentored me when I was a new Christian. Neither of us knew that was what was going on. We were just working out our lives, doing what we believed God had put before us in the process. However, Kay allowed me how to "do ministry." I watched her talk to people, ask hard questions, give hugs to those who needed them and speak strong words to her sinners to those who were stumbling. When I was reading and learning, I had no idea that my life would take the course that it did. Becoming an author, speaker, counselor and now a coach was never on my radar. Yet, I can look back and see that had I never met Kay, had she not welcomed me to walk alongside her, and had I not had my eyes open to observe, I would not be doing what I'm doing now.

One of my favorite sayings is, "What might have been does not exist, so don't waste your time!" I am a firm believer in the truth but I can't help but to look back every now and then at "what might NOT have been" if certain people had not played prominent roles in our lives and mentored us, whether we knew it was happening or not.

SETTING THE SCENE . . .
 When Moses died, God raised up Joshua to lead His people Israel into the Promised Land. You can read Joshua's story in the biblical book of Joshua. The text that follows comes from the last chapter of the book of Joshua.

OBSERVE THE TEXT OF SCRIPTURE
READ Joshua 24:31 and **UNDERLINE** the time phrase all the days whenever it appears.
Joshua 24:31
 31 Israel served the LORD all the days of Joshua and all the days of the elders who survived Joshua, and had known all the deeds of the LORD which He had done for Israel.

DISCUSS with your group or PONDER on your own . . .
 How long did Israel continue to serve the Lord?
 Based on the text, why did they continue to serve during this time?

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OBSERVE the TEXT OF SCRIPTURE
READ Judges 2:8-12 and **UNDERLINE** every reference to the generation that arose after Joshua, including pronouns (they, them, etc.).
Judges 2:8-12
 8 Then Joshua the son of Nun, the servant of the LORD, died at the age of one hundred and ten.
 9 And they buried him in the territory of his inheritance in Timnath-heres, in the hill country of Ephraim, north of Mount Gaash.
 10 All that generation also were gathered to their fathers; and there arose another generation after them who did not know the LORD, nor yet the work which He had done for Israel.
 11 Then the sons of Israel did evil in the sight of the LORD and served the Baals,
 12 and they forsook the LORD, the God of their fathers, who had brought them out of the land of Egypt, and followed other gods from among the gods of the peoples who were around them; and bowed themselves down to them; thus they provoked the LORD to anger.

AN APP FOR THAT:

When the ball is dropped . . .

Something happened between Joshua and his elders and the next generation. The people of Israel followed Joshua and his contemporary elders (some who served him for a brief time) but that was it. Even though we're looking at a negative outcome, we still have application. One of many questions we can ask is this: How can we pass on God's Word to us don't end up with a generation that follows us but forsakes God?

DISCUSS with your group or PONDER on your own . . .
 What do we learn about the generation that lived after Joshua and his contemporaries died off?
 Look closely at the verbs in verses 11 and 12 and record specifically what Israel did?
 From what you have already studied in this lesson, how had they been warned to guard against this?

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SEGMENT #5: Joshua 24:31 and Judges 2:8-12

[pages 8-10]

Key Talk Points: Knowledge of truth can die in one generation.

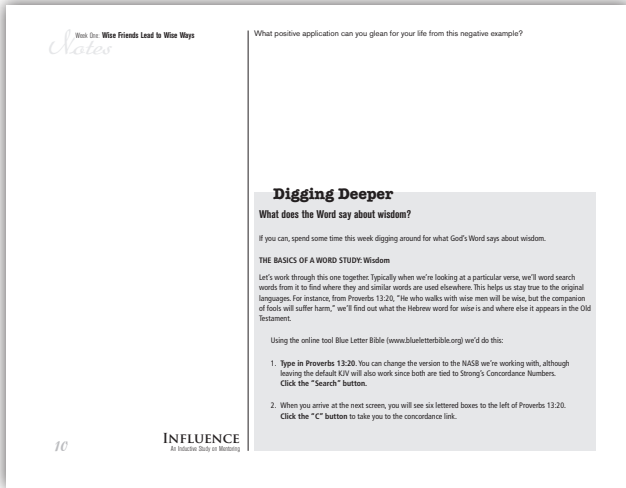
People won't serve a God they don't know and remember.

Context/Comments: Between the times of Joshua and the Judges, Israel dramatically turned away from God. The masses obeyed God for the time Joshua and the elders who survived him lived. Then they dropped the baton of truth and subsequent generations plunged into sin and reaped judgment and lasting consequences. "Law" and ritual behavior can hold people in check for a time but only truth sets people free and causes them to persevere. Children are a great example of this principle. A parent's truth-based *rules* can keep a child on a straight path for a time, but eventually that child will make his own choices. If he knows *truth*, he will be able to stand; if he knows only rules (even truth-based rules!), he will eventually fall.

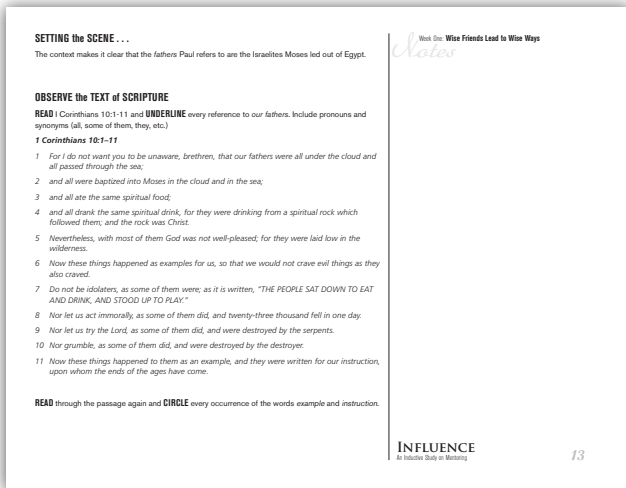
Joshua 24:31 Israel served God as long as those who had first-hand knowledge of God's work remained alive. Before you consider getting on their case don't forget that Jesus' disciple Thomas refused to believe Jesus was raised from the dead without physical verification. Jesus responded to his eventual belief with this statement: "Because you have seen Me, have you believed? Blessed are they who did not see and yet believed." The post-Joshua generation believed as long as eye-witnesses to God's miracles were alive but then fell away. When those who knew God and saw Him act favorably died, those who had not seen with their own eyes forgot Him. People cannot live by what they do not know personally – they couldn't then and they can't now. The people dropped the Deuteronomy 6 ball and the Levites did not succeed in the mission of teaching the people everything God had taught them through Moses (Leviticus 10:11).

Judges 2:8-12 If we drop back to pick up Judges 2:7 we see Joshua 24:31 repeated almost word for word. Again we're told that the people of Israel served God only as long as Joshua and the elders lived. After giving his readers the details of Joshua's death, the author explains why the next generation strayed: they "did not know the LORD, nor yet the work which He had done for Israel." Although they had clearly been instructed (see Deuteronomy 6:1ff) to tell their children about God, although the Levites specifically were charged with passing truth on (Leviticus 10:11), something had gone terribly wrong and in just one generation the people of Israel turned from the LORD to serve the Baals. They couldn't live by what they didn't know, by what they had not been taught to remember. When they failed to serve the true God, they found themselves forsaking Him in favor of other gods.

Week One: **Wise Friends Lead to Wise Ways**
Class pages



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Leader Notes

Discussion Questions:

What happened to the people between the time of Joshua and the rule of the judges?

Can the same thing happen today?

What can prevent the it?

What can we do?

SEGMENT #6: INDUCTIVE STUDY FOCUS: Key Words using 1 Corinthians 10:1-11

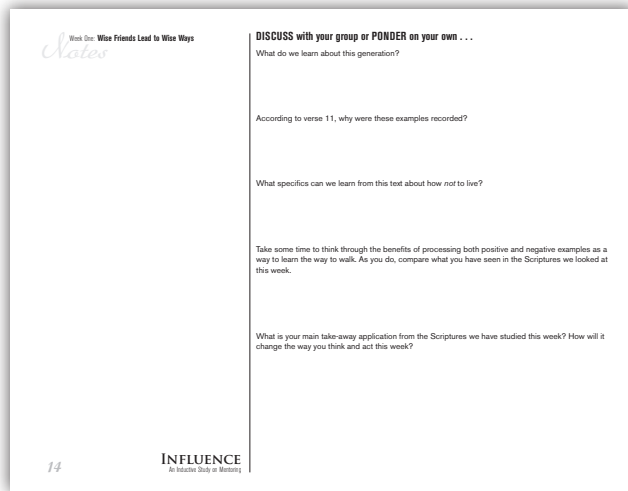
[pages 13-15]

An effective way to help people identify key words is to read the text aloud and ask your class to mark it as you read.

Then, an easy way to make sure they're tracking is to ask them to say the words aloud together as you come to them. Explain that they can go back later to every occurrence, ask questions, and list everything they learn about these words in the chapter.

Read 1 Corinthians 10:1-11 aloud and have your students mark every reference to *our fathers* including synonyms. Have them say the key words and synonyms aloud as you read. Once they've marked the words show them how to use the key words as a basis for questioning the text and making lists. *What can we learn from the text about the "fathers"? Who were the "fathers"? When did they live? How well did they obey? etc.*

Week One: **Wise Friends Lead to Wise Ways**
Class pages



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Leader Notes

Key Talk Points We can learn from both obediences and disobediences of others.

Having spiritual benefits doesn't automatically mean we'll make the right decisions for ourselves.

Context/Comments:

1 Corinthians 10:1-11 As you helped your students see by marking the key word in the section, Paul writes about the “fathers” of the nation of Israel to give his readers an example of what *not* to be and do. Some examples are good but we can learn tremendously from bad examples, too, if we pay attention. Here Paul lays out all the benefits the Exodus generation of Israelites had and the ways they sinned in spite of them.

Paul starts out by telling his readers two things not to *be* and follows up with three things not to *do*.

- Don't *be* cravers of evil (v. 7 literally says “so that we would not be cravers of evil things”)
- Don't *be* idolators.
- Don't *act* immorally.
- Don't *try* the Lord.
- Don't *grumble*.

Everything that happened to the people of Israel happened as “examples” and were written down “for our instruction.” Telling us to look at examples – both good and bad – is part of how God teaches us.

These examples address the mind. Paul says in 10:1 that he does not want his readers to be unaware (*agnoeo* from which we get the English “ignorant”) and that these things were written for our instruction (*nouthesia*: the root *nous* means “mind”). Clearly we need to pay attention and learn.

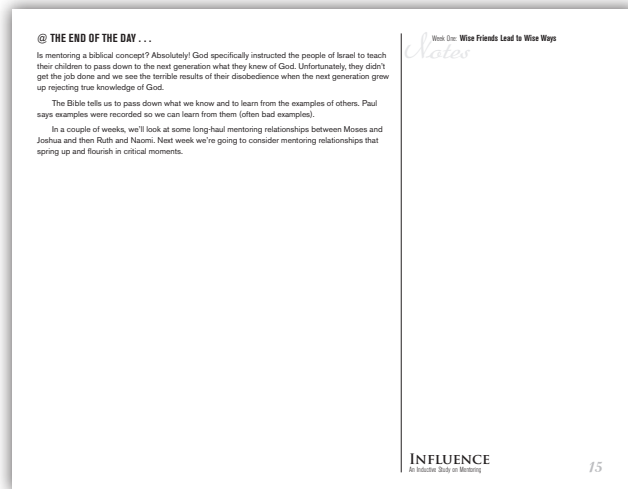
Discussion Questions:

What did Paul tell his readers not to be?

What did he tell them not to do?

Week One: **Wise Friends Lead to Wise Ways**

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Leader Notes

What kinds of evils do you see people craving today?

How does idolatry appear today? Does it ever hit close to home? If so, in what ways?

In what ways do we “try the Lord” and “grumble”?

Summing Up and Looking Ahead

[page 15]

What's been your biggest takeaway today? What will you focus on this week?

Live It! Some Key Points to Remember:

- We need to love God first before we can effectively pass His truth on.
- Pay attention when people obey and learn.
- Pay attention when people disobey and learn.

Next week: *Mentoring in the Moment . . .* a look at Jethro and Moses, Samuel and David, and Elijah and Elisha.

Inductive Focus: Word Studies

There are word studies and then there are word studies. Many people believe the way you do a word study on a Greek or Hebrew word is to look it up in a Bible dictionary and if you really want to go over the top, you look it up in two of them! While this is part of doing a thorough word study, it leaves out critical steps for students who want to discover truth for themselves.

Studying a biblical word first involves identifying it in the original languages (Greek for the New Testament and Hebrew for the Old Testament*) and looking at how it's used throughout the rest of the Bible. As you look for the meaning, you'll give more weight to how the word is used in the closer context and generally by the same author.

After investigating how the word (and others in its family) is used you can check Bible dictionaries and word study books to compare your findings.

Jumping to a word study book before doing your own concordance work is similar to reading a commentary before studying the text of Scripture for yourself.

We'll look at this more closely as we move through our lesson.

*With the rare exception of a pinch of Aramaic.

Week Two

Mentoring in the Moment

BEFORE CLASS

Hot Topics:

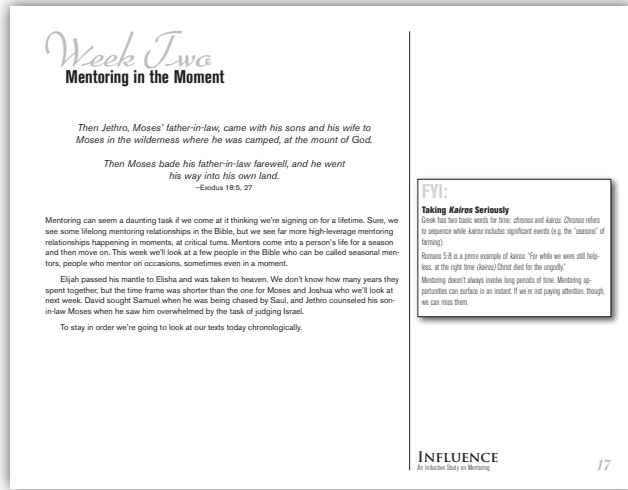
Does mentoring take a lifetime? It can, but not all mentoring calls for an official mentoring relationship. In fact mentoring can happen in brief moments of time especially between two people who have banked high credibility with each other. This week we'll consider two in-law situations – one excellent, the other the bottom of the barrel. We'll also look at two men who were able to mentor in the moment people wise enough to pay attention.

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	5 min. 10 min.	OMIT 5 min.	• Read Text: Exodus 18 • Review basic concepts: Observation, Interpretation, Application • Review key points from Week One
Segment 2:	30 min.	20 min.	Moses and Jethro Inductive Focus: Word Studies—"Father-in-Law"
Optional Break	15 min.	OMIT	
Segment 3:	30 min.	20 min.	David and Samuel 1 Samuel 16:10-13, 1 Samuel 19:18, 1 Samuel 15:26-33, 1 Samuel 24:1-15, 1 Samuel 26:9-11
Segment 4:	30 min.	15 min.	Elisha and Elijah 1 Kings 19:15-16, 19-21; 2 Kings 2:9-11

Week Two: Mentoring in the Moment

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Leader Notes

START CLASS HERE

SEGMENT #1: Review

Read Exodus 18.

Review Basic Concepts

Some review each week will cement basics and give your class the framework for a lifetime of study. Although we will focus on specific inductive tools each week, keeping the basic components of **OBSERVATION**, **INTERPRETATION**, and **APPLICATION** in front of your class will equip them for a lifetime of effectively handling God's Word. Always remind them that the goal is transformation! We don't learn for the sake of learning; we learn to be conformed more and more into the image of God's Son. Familiarity with the basics will give your students confidence as they work through their homework and begin applying and living the texts.

Review Questions:

What are the components of inductive Bible study?

*What is **observation** and why is it important? What question does this answer?*

*How is **interpretation** different from observation?*

*What do we need for proper **application**?*

Leader Notes

Application needs to be grounded in what the author intended to say to his original hearers. Moving from this to how the text applies today is sometimes referred to as a hermeneutical leap. Hermeneutics is the art and science of interpreting Scripture, of getting from what original writers intended to how we apply it today.

Be aware that at this point you can run into two distinct problems:

1. Some people do not want to apply. They want knowledge but bristle at application as though it were opinion.
2. Others relativize Scripture with “What this means to me” without dealing first with what the original writer intended.

It is important for you to continually guide your class toward application grounded in the text. If your class veers toward speculation or conversation that does not seek the author’s intent which always involves life-change, gently redirect the discussion.

Challenge those who gravitate toward opinion-based comments and ungrounded applications with questions like “Where do you see that in the text?” Continually point them to the text and application. You may have to do this several times but they will learn.

Review Texts/Application Points from Week One

Take just a few minutes to review the truths we covered last week and remind your students how truths play out in life. Remind them that we need to know what the Bible says, reason through its truths, and apply them in our lives as the Spirit guides.

Discussion Questions:

What did we learn last week from Deuteronomy 6? How were the people of Israel to pass truth on?

What happened between the time of Joshua and the time of the Judges?

How long did it take Israel to forget what they collectively knew about God?

How are you applying what you learned to your life?

Class pages

Week Two: Mentoring in the Moment

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Week Two: Mentoring in the Moment

SNAPSHOT

Too much is too many . . .
The habit of being too much to too many always leads to a head-on collision with reality. When you think you can become "all things to all people," you have just tried taking on the role of God. One of my favorite quotes is, "There is a God and you're not Him!" When you think you can become the "father-in-law" and the "protector," you need to stop and recognize you have tried putting yourself on a throne that can only be occupied by Him.

JETHRO AND MOSES

SETTING the SCENE . . .
God has delivered the people of Israel from bondage in Egypt through the leadership of Moses. As we pick up the text we find Moses as essentially the sole leader of a mass of people who have known only slavery.

OBSERVE the TEXT of SCRIPTURE
READ Exodus 18 and **CIRCLE** every reference to Moses.

Exodus 18

- 1 Now Jethro, the priest of Midian, Moses' father-in-law, heard of all that God had done for Moses and for Israel His people, how the LORD had brought Israel out of Egypt.
- 2 Jethro, Moses' father-in-law, took Moses' wife Zipporah, after he had sent her away,
- 3 and her two sons, of whom one was named Gershom, for Moses said, "I have been a sojourner in a foreign land."
- 4 The other was named Eliezer, for he said, "The God of my father was my help, and delivered me from the sword of Pharaoh."
- 5 Then Jethro, Moses' father-in-law, came with his sons and his wife to Moses in the wilderness where he was camped, at the mount of God.
- 6 He sent word to Moses, "I, your father-in-law Jethro, am coming to you with your wife and her two sons with her."
- 7 Then Moses went out to meet his father-in-law, and he bowed down and kissed him; they asked each other of their welfare and went into the tent.
- 8 Moses told his father-in-law all that the LORD had done to Pharaoh and to the Egyptians for Israel's sake, all the hardship that had befallen them on the journey, and how the LORD had delivered them.
- 9 Jethro rejoiced over all the goodness which the LORD had done to Israel, in delivering them from the hand of the Egyptians.
- 10 So Jethro said, "Blessed be the LORD who delivered you from the hand of the Egyptians and from the hand of Pharaoh, and who delivered the people from under the hand of the Egyptians."

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Week Two: Mentoring in the Moment

SNAPSHOT

When God Sends the Mentor
I was in a very difficult ministry situation years ago. I didn't know what to do or who to turn to. I'm not sure I thought God could help me out because the situation was so sticky. I also knew much of the reason I was in the difficult situation was because of my own failures, mistakes and wrong thinking. I just didn't have the tools to deal with it and move forward.

I found myself in a radio studio in California interviewing Dr. Marie Chopin, author of *Following Jesus the Right Way*. After the interview, we were having some small talk around the radio desk. I had a very emotional, uncharacteristic reaction to something said. At that point, Marie turned to me and said, "Oh, my Dave, I think God sent me here for you." Little did I know that indeed He had sent her to me. For the next year and a half, she worked with me (by phone and in person) about wrong thinking and how it impacts choices and behavior.

That went on a one-on-one to my life. Before, I was a "generalist" I could speak about anything, do any kind of Bible study, fit into any kind of event. After, I became a "specialist" in right thinking. Once my eyes were opened, I knew that I never again could speak to women without addressing the fact "how you think determines the course of your life." The encounter took place 3,000 miles from my home. I wasn't looking for help and didn't really think I could get it. I thought it was just up to me but God had another plan and sent the mentor I needed to turn me around.

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- 11 "Now I know that the LORD is greater than all the gods; indeed, it was proven when they dealt proudly against the people."
- 12 Then Jethro, Moses' father-in-law, took a burnt offering and sacrifices for God, and Aaron came with all the elders of Israel to eat a meal with Moses' father-in-law before God.
- 13 It came about the next day that Moses sat to judge the people, and the people stood about Moses from the morning until the evening.
- 14 Now when Moses' father-in-law saw all that he was doing for the people, he said, "What is this thing that you are doing for the people? Why do you alone sit as judge and all the people stand about you from morning until evening?"
- 15 Moses said to his father-in-law, "Because the people come to me to inquire of God."
- 16 "When they have a dispute, it comes to me, and I judge between a man and his neighbor and make known the statutes of God and His laws."
- 17 Moses' father-in-law said to him, "The thing that you are doing is not good. You will surely wear out, both yourself and these people who are with you, for the task is too heavy for you; you cannot do it alone."
- 18 "Now listen to me: I will give you counsel, and God be with you. You be the people's representative before God, and you bring the disputes to God,
- 19 then teach them the statutes and the laws, and make known to them the way in which they are to walk and the work they are to do."
- 20 "Furthermore, you shall select out of all the people able men who fear God, men of truth, those who hate dishonest gain, and you shall place these over them as leaders of thousands, of hundreds, of fifties and of tens."
- 21 "Let them judge the people at all times, and let it be that every major dispute they will bring to you, but every minor dispute they themselves will judge. So it will be easier for you, and they will bear the burdens with you."
- 22 "If you do this thing and God so commands you, then you will be able to endure, and all these people also will go to their place in peace."
- 23 So Moses listened to his father-in-law and did all that he had said.
- 24 Moses chose able men out of all Israel and made them heads over the people, leaders of thousands, of hundreds, of fifties and of tens.
- 25 They judged the people at all times; the difficult dispute they would bring to Moses, but every minor dispute they themselves would judge.
- 26 Then Moses bade his father-in-law farewell, and he went his way into his own land.

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Leader Notes

SEGMENT #2: Jethro and Moses (Exodus 18) [pages 18-22]

Key Talk Points: Credible behavior buys credibility.

Wise Jethro observed and listened before speaking and advising.

Context/Comments:

A key word in this section appearing thirteen times, is *father-in-law (hatan)*. Jethro, Moses' Midianite father-in-law, enters and exits the scene quickly but not before dispensing life-giving advice to his son-in-law. As mentioned in the workbook, it's possible that Jethro was a priest of the One true God since he descended from Moses. At the least he knew YHWH as God and participated in what appears to be a covenant meal with Israelite elders.

When Jethro meets Moses at the mountain he first listens, observes, and asks questions before he gives advice. When he speaks, he speaks as one who knows Moses. Jethro clearly valued Moses, evidenced by his giving his daughter to him (even though he came from a foreign land!). He entrusted Moses with the family business and let him go back to Egypt when God called him 40 years later.

Unlike others in Scripture, Moses' father-in-law was a blessing to him. What a contrast Jethro provides to other notorious biblical father-in-laws. In order to get away from his father-in-law (and uncle) Laban, Jacob had to save up and steal away. David, who we'll see later this week, was constantly running for his life from his father-in-law Saul. Moses, however, pursued God's call with his foreigner father-in-law's blessing.

Jethro's assessment is direct and to the point: "The thing that you are doing is not good. You will surely wear out, both yourself and these people who are with you, for the task is too heavy for you; you cannot do it alone." God gave him wisdom to speak a truth Moses desperately needed to hear.

Discussion Questions:

What's Moses' dilemma?

What does Jethro say?

Week Two: **Mentoring in the Moment**
Class pages

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Work for: **Mentoring in the Moment**

READ Exodus 18:13-14; 17-24 again and **UNDERLINE** every reference to Moses' father-in-law.

READ Exodus 18:13-14; 17-24 and place a **BOX** around the time phrase from morning until evening whenever it occurs.

DISCUSS with your group or **PONDER** on your own . . .

What did you learn by marking Moses? What situation was he in?

How much of his time did this consume?

What did you learn about Moses' father-in-law?

Carefully consider the interactions between Moses and Jethro. What did Moses do? What did Jethro do?

What did Jethro say to Moses and when? How long did he take and what transpired before he started offering advice?

FVI:
Common Sense
 But you folks to denude Jethro and Moses never used "mentoring" words. They already had a mentoring life. In the midst of established relationships there is no need to get in mentoring language, especially if you are mother- or father-in-law. Simply plan to live by the principles and then live them and let God work.

FVI:
Revel
 In Exodus 2:18 and Numbers 10:29, Jethro is referred to as Reuel, which is thought to mean "friend of God."

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What did Moses' father-in-law eventually say about his behavior? How did he suggest Moses deal with the problem?

How did Moses receive this counsel? What did he do?

Do you see any parallels in your life? What situations literally "from morning until evening" wear you down?

How would you or have you responded to wise counsel suggesting you alter your behavior?

As a mentor or wise counsellor, how are you at listening and observing before talking and fixing? Explain. How can you improve in this area?

Notes

Work for: **Mentoring in the Moment**

ONE STEP FURTHER:

Word Study: Father-in-Law
 It's important to pay attention to repeated words. In Exodus 18, father-in-law is used frequently. If you have some time this week, check out the Hebrew word for father-in-law. Where else is it used in Scripture? Is it a common word? How often does it appear in the text of Exodus 18? Once you have studied the word yourself, consult commentaries and word study help. Record your observations below.

FVI:
The Priest of Midian
 Does the phrase priest of Midian strike you as strange? weren't true priests Levites from Israel's tribe of Levi? At the time Moses sojourned in Midian, the Levitical priesthood hadn't been established, and still wasn't. Midian's father-in-law was a priest in a foreign land who appeared to have knowledge of the One true God. It's possible that some Midianites learned by worshiping the One true God as they were descendants of Abraham through the wife he took after Sarah died.

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Leader Notes

Do you think this was an easy message for him to deliver? To receive? Why?

Have you ever been delivered or received a similar message? How did it go?

What factors contributed to this hard message being received favorably? (History? Messenger? Humility? etc.—consider both delivering and receiving).

Inductive Focus: Word Studies

Doing a word study from scratch involves identifying a word in its original language and seeing how it and others from the same root are used throughout the Word of God. When examining usage, pay closest attention first to the use of the word in the verse you're looking at, then in the chapter, book, author, testament, and finally the entire corpus of Scripture. Here are a few online sources to share with your students.

- www.blueletterbible.org
- www.crosswalk.com
- www.greattreasures.org
- www.studylight.org

If you have a computer, Internet connection, and projection device this is a great place to show your class how to do a word study online.

OPTIONAL BREAK

Week Two: **Mentoring in the Moment**
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Work for: **Mentoring in the Moment**

Notes

SNAPSHOT

I couldn't hear Aunt Gwyn on my own . . .

Several years ago I had a coaching relationship with my husband's Aunt Gwyn. Coaching is similar to mentoring but usually in a more limited, for-pay situation. In other words, you're asking the coach to give you the truth straight and quick to help propel you forward with the understanding that you'll engage in the process.

Aunt Gwyn, a professional coach who works internationally, did me a big favor coaching me at no cost because we're family. During one of our sessions she had me draw up a chart of my life "title." I thought I was well within capacity when I found her a copy of my chart. The next time we talked, though, the first words out of her mouth were, "Paris, you are way overextended!"

That's just my (self)ish reaction her assessment will. Oh, I was pale. I did the equivalent of "uhhh and uhh" over the phone, but so Jan would say, "The spirit of I'm not having it simply came over me."

She was telling me essentially what Jeffro told Moses . . . you can't keep doing everything you're doing! Moses, though, got it quicker than that girl did!

Since we're here, let's talk about in-laws. Have you ever considered an in-law a mentor/mentee? How can you apply principles from the Jeffro/Moses relationship to your in-law relationship?

SAMUEL AND DAVID

SETTING THE SCENE . . .

God has just sent the prophet Samuel to the house of Jesse in Bethlehem to anoint one of his sons as the future king.

OBSERVE THE TEXT OF SCRIPTURE

READ 1 Samuel 16:10-13. As you do, **CIRCLE** every reference to Samuel and **UNDERLINE** every reference to David.

1 Samuel 16:10-13

10 *This Jesse made seven of his sons pass before Samuel. But Samuel said to Jesse, "The LORD has not chosen these."*

11 *And Samuel said to Jesse, "Are these all the children?" And he said, "There remains yet the youngest, and behold, he is tending the sheep." Then Samuel said to Jesse, "Send and bring him, for we will not sit down until he comes here."*

12 *So he sent and brought him in. Now he was ruddy, with beautiful eyes and a handsome appearance. And the LORD said, "Arise, anoint him; for this is he."*

13 *Then Samuel took the horn of oil and anointed him in the midst of his brothers; and the Spirit of the LORD came mightily upon David from that day forward. And Samuel arose and went to Ramah.*

DISCUSS with your group or PONDER on your own . . .

When Saul pursued David, who did David turn to?

How did David's mentor react? What did he do?

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Work for: **Mentoring in the Moment**

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SNAPSHOT

Start Creating Your Album

Think back to people who entered your life for a season and spoke life-giving truth to you. List their names below including what you learned from each.

How long did this last?

When Samuel finished anointing David, what did he do?

SETTING THE SCENE . . .

Saul, the current king of Israel, has attempted to put David to death on more than one occasion.

OBSERVE THE TEXT OF SCRIPTURE

READ 1 Samuel 19:18 and **CIRCLE** every reference to Samuel, **UNDERLINE** every reference to David.

1 Samuel 19:18

18 *Now David fled and escaped and came to Samuel at Ramah, and told him all that Saul had done to him. And he and Samuel went and stayed in Naloth.*

DISCUSS with your group or PONDER on your own . . .

When Saul pursued David, who did David turn to?

How did David's mentor react? What did he do?

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Leader Notes

SEGMENT #3: David and Samuel (1 Samuel 16:10-13, 1 Samuel 19:18, 1 Samuel 15:26-33, 1 Samuel 24:1-15, 1 Samuel 26:9-11)
[pages 22-33]

Key Talk Points: You can't read the heart, but you can see the actions.
 Be a godly example. Live how you want others to live.
 A godly life gives you credibility with godly people.
 Rest in God's timing.

Context/Comments:

1 Sam 16:10-13 -- Anointing of David: Samuel anoints David, the youngest of Jesse's eight sons, as the future king of Israel and Saul's replacement. When David is anointed, the Spirit of the LORD comes mightily on him although the throne is years ahead. After anointing David, Samuel returns to his home in Ramah.

1 Sam 19:18 -- Flight of David to Samuel: Unlike Moses who had a good father-in-law, David flees for his life from his father-in-law Saul on multiple occasions. In this instance, David runs to Samuel at Ramah. While Scripture is silent on how long he was with Samuel and what they talked about, we're shown an example from Samuel's life that is replicated at least twice in David's life: honoring God's anointed.

1 Sam 15:26-33 -- Flashback to Samuel's interaction with Saul: When we flash back to the reason behind God's anointing David and removing Saul, Samuel displays some startling behavior. Although he tells Saul God has rejected him, he does nothing to interfere with his kingship. He hacks Agag into pieces but he honors Saul in front of the people.

1 Sam 24:1-15 -- Don't Touch God's Anointed I: After David's time with Samuel, two prime opportunities to kill Saul arise. Before the first encounter, Saul is hunting David and later relieves himself in the cave David and his men are hiding in. The men tell David that God has given Saul into his hand. Like Samuel, David will not raise his hand against Saul because he is God's anointed. Samuel showed Saul honor; David does likewise.

1 Sam 26:9-11 -- Don't Touch God's Anointed II: Two chapters later, David has another opportunity to kill Saul, this time as he sleeps. Instead of taking matters into his own hands, David persists in obedience to God.

It's also interesting to note that 1 Samuel 25 records David's restraint in letting Nabal, the fool husband of Abigail, to live. God faithfully fought on David's behalf to destroy Nabal. David fights battles God calls him to fight, but in these chapters he's learning that God fights battles without him.

This God will build a house for him and fight on his behalf.

Week Two: **Mentoring in the Moment**
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We're not told of any subsequent meetings between David and Samuel before Samuel's death later during the reign of King Saul so we don't know what Samuel might have told David. We do know how David behaved toward Saul and how similar it was to Samuel's behavior toward him. Let's take a look.

Notes Work Two: Mentoring in the Moment

SETTING THE SCENE . . .
 Through the Lord commanded Saul through Samuel to utterly destroy the Amalekites, he disobeyed by keeping the best plunder and taking the king alive. Our narrative picks up as Samuel reenters the scene.

OBSERVE the TEXT of SCRIPTURE
READ 1 Samuel 15:26-33. **CIRCLE** every reference to Samuel including pronouns and **UNDERLINE** every reference to Saul.

1 Samuel 15:26-33

26 *But Samuel said to Saul, "I will not return with you, for you have rejected the word of the LORD, and the LORD has rejected you from being king over Israel."*

27 *As Samuel turned to go, Saul seized the edge of his robe, and it tore.*

28 *So Samuel said to him, "The LORD has torn the kingdom of Israel from you today and has given it to your neighbor, who is better than you.*

29 *"Also the Glory of Israel will not lie or change His mind, for He is not a man that He should change His mind."*

30 *Then he said, "I have sinned; but please honor me now before the elders of my people and before Israel, and go back with me, that I may worship the LORD your God."*

31 *So Samuel went back following Saul, and Saul worshiped the LORD.*

32 *Then Samuel said, "Bring me Agag, the king of the Amalekites." And Agag came to him cheerfully. And Agag said, "Surely the bitterness of death is past."*

33 *But Samuel said, "As your sword has made women childless, so shall your mother be childless among women." And Samuel hewed Agag to pieces before the LORD at Gilgal.*

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How many of David's behavior patterns did his mentor Samuel model? Record as many as you can find.

Notes Work Two: Mentoring in the Moment

What practical lessons about restraint have you learned from biblical and contemporary mentors?

SETTING the SCENE . . .
 On the run from King Saul, David and a companion come across Saul's camp asleep. The companion begs David to let him strike Saul dead.

OBSERVE the TEXT of SCRIPTURE
READ 1 Samuel 26:9-11 and **CIRCLE** every reference to King Saul including pronouns.

1 Samuel 26:9-11

9 *But David said to Abishai, "Do not destroy him, for who can stretch out his hand against the LORD'S anointed and be without guilt?"*

10 *David also said, "As the LORD lives, surely the LORD will strike him, or his day will come that he dies, or he will go down into battle and perish.*

11 *"The LORD forbid that I should stretch out my hand against the LORD'S anointed; but now please take the spear that is at his head and the jug of water, and let us go."*

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Discussion Questions:

What do we learn about Samuel from these texts?

About David?

About Saul?

What do we know about David and Samuel's relationship? When do their paths first cross?

What does Samuel do in 1 Samuel 15? How does his behavior compare with his message? Do you think this is significant? Why?

After spending time with Samuel, what two opportunities present themselves to David?

Would it have made sense for David to kill Saul? Why/why not?

Why didn't David do it?

Week Two: **Mentoring in the Moment**
Notes

TRUE STORIES:
Elijah and Elisha
 If you have some extra time, read the rest of their stories (2 Kings 1:1-18; 2 Kings 2:1-18). Record your observations below.

FYI:
Elijah and Elisha
 While there are two prophets, they are often mixed up. They are pretty easy to distinguish. Elijah's life and ministry were characterized by big and flashy miracles and events. In one very memorable event Elijah killed 400 prophets of Baal after asking God to send fire down from heaven to consume a sacrifice. At the end of his time on earth instead of dying he was taken to heaven alive in a whirlwind. Baal had other sons like Elisha. His life and ministry were important, too, they were just a bit more subtle. He followed God's call during his life and then died like the rest of humanity. Both prophets were important, both fulfilled their roles, but their lives and ministries were different.

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What specific instructions did He give Elisha?

What did Elijah do when he found Elisha? Why? What did it signify?

Did Elisha understand what Elijah was doing? How do you know?

Who chose Elisha? Explain your answer.

How did Elisha respond?

Week Two: **Mentoring in the Moment**
Notes

STAY ON THE TRAIN SNAPSHOT
Stay on the Train
 "From God is going to get you where He wants you, guaranteed. You just need to stay on the train." The words sound simple but when Jon spoke them to me during an exceptionally uneventful time in my ministry life, they were holy to my soul. They made me think hard about my driving, my teaching, and my overall life in a paradigm shift in the way I think and live. Instead of trying to run to where I thought God wanted me, I learned to relax, to be about the business of trust, and trust Him with the results. I experienced myself with endurance and let the "getting there" be His. Learning to trust Him to drive the train didn't happen overnight, but the more I focused on His sovereignty, the more I learned a new way to live and minister.

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What precepts can you apply from this text?

SEGMENT #4: Elijah and Elisha (1 Kings 19:15-16, 19-21; 2 Kings 2:9-11)

[pages 34-39]

Key Talk Points: Even strong people have weak moments.

Invest where God tells you to invest.

Context/Comments:

After a stunning victory over the priests of Baal, Elijah crumbles in the face of Jezebel's threat to kill him. Running away to Mount Horeb, where God met with Moses, Elijah is confronted with a question, not an answer: "What are you doing here, Elijah?"

1 Kings 19:15-16, 19-21 -- God tells Elijah to go back north and to do three things:

1. anoint Hazael king over Aram,
2. anoint Jehu king over Israel, and
3. anoint Elisha as prophet in his place.

In verses 19-21 we see that he does seek out Elisha. Elisha clearly understood the meaning of Elijah throwing his mantle on him as he ran after Elijah and asked permission to say goodbye to his family. He then burned his farming equipment and offered up the oxen on it, breaking ties with his past life. Remember that while Elijah tossed the mantle the draft pick was God's. God's instructed Elijah to anoint Elisha "as a prophet in your place (*tahte*)."
 Although the Hebrew word *tahte* alternatively means underneath or below, according to *The Theological Wordbook of the Old Testament* it frequently means "instead of" when referring to a king replacing one who has died. Since the immediate context here is king replacements it's reasonable to assume that "in your place" refers to Elisha succeeding Elijah in his prophetic position. Interestingly, Elijah finished only one of three missions God gave him. Elisha anointed both Hazael and Jehu after Elijah was taken up to heaven.

2 Kings 2:9-11 -- Before being caught up to heaven, Elijah asks Elisha what he can do for him. Elisha asks for "a double portion" of Elijah's spirit. A double portion is what firstborn sons inherited from their fathers. Possibly Elisha was asking for to be Elijah's only successor. We can be sure Elisha was asking for spiritual power to fulfill whatever role lay ahead for him.

Week Two: Mentoring in the Moment

Class pages

Week Two: Mentoring in the Moment

Notes

SNAPSHOT

Expectations

Mentoring can make for an exciting journey, if it is handled properly. One of the biggest dangers of good-ol'-fashioned mentoring is unrealistic expectations. It is important to be aware that if there is anything but a pure heart and sincere desire for spiritual growth and emotional maturity in either party, the mentoring relationship can become a co-dependent arrangement.

What did Elisha do with the oen? Was this significant? Explain.

Who did Elisha follow?

What did Elisha do for him?

SETTING the SCENE . . .

We pick up the text as Elijah and Elisha talk prior to Elijah being taken up to heaven.

OBSERVE the TEXT of SCRIPTURE

READ 2 Kings 2:9-11. **CIRCLE** every reference to Elijah and **UNDERLINE** every reference to Elisha.

DISCUSS with your group or **PONDER** on your own . . .

2 Kings 2:9-11

9 When they had crossed over, Elijah said to Elisha, "Ask what I shall do for you before I am taken from you." And Elisha said, "Please, let a double portion of your spirit be upon me."

10 He said, "You have asked a hard thing. Nevertheless, if you see me when I am taken from you, it shall be so for you; but if not, it shall not be so."

11 As they were going along and talking, behold, there appeared a chariot of fire and horses of fire which separated the two of them. And Elijah went up by a whirlwind to heaven.

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Do you have an "Elisha" in your life you can pass your mantle to?

How will you apply the truths you learned about the relationship between Elijah and Elisha?

Notes

Week Two: Mentoring in the Moment

@ THE END OF THE DAY . . .

Mentors are not always life-long companions. That should be a very freeing thought! As we'll see next week, Joshua served Moses from his youth, observing and learning for years, but some mentors come into our lives only for a season. Some help us to grow up in the faith and then serve as resources and counselors for years to come. Moses didn't meet his father-in-law Jethro until he was over 40 years old and already a man educated by the best Egypt had to offer. Samuel had a profound impact on David when he fled to him in time of crisis, yet from the record we have it appears their time together was relatively short. Mentoring, the pouring of one life into another, can happen over short and long periods of time and can be as different as one person is from another.

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Discussion Questions:

How are Elijah and Elisha similar? Different?

Who chooses Elisha? What are the circumstances?

How does God lead us to people to mentor?

In what ways did Elijah's ministry continue?

Summing Up and Looking Ahead

[page 39]

What have you learned this week? What did you already know? What will you act on?

Live It! Some Key Points to Remember:

- A history of walking with God and people builds credibility in hearers.
- God picks the best successors.

Next week: *Mentoring for the Long Haul . . .* a look into the relationship of Moses and Joshua.

Inductive Focus: Cross-Referencing

Cross-referencing is reading what the Bible says about about a topic in different locations. There was a day when finding cross-references in the Scriptures depended on your flat-out knowing the Book backward and forward or relying on someone else to point you where you needed to go. Over the years scholars wrote books full of cross-references, others compiled concordances, and slowly but surely we got more and more tools to use. The once cumbersome task of cross-referencing is easier than ever with computer technology at our fingertips today.

Cross-referencing is part of understanding larger contexts of Scripture.

Often we still rely on other people to tell us where to look for cross-references. This is okay if we have reliable people telling us where to dig but it still keeps us depending on others to, well, cut the steak for us.

We'll look at more of the specifics of cross-referencing as we walk through this lesson.

Week Three

Mentoring for the Long Haul

BEFORE CLASS

Hot Topics:

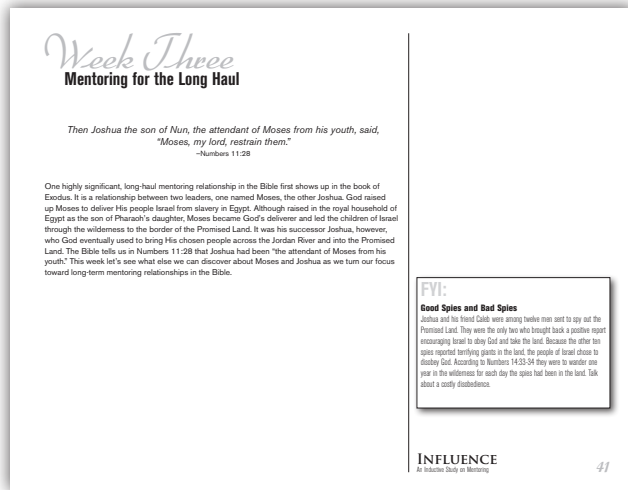
Some mentoring happens in moments, more over lifetimes. Although the biblical text recounts 80 years of Moses life prior to Joshua's appearance, as soon as we meet Joshua in the text he's linked with Moses. We don't know much of what Moses talked to Joshua about over the years. What we do know is this: Joshua watched and learned for probably more than 40 years from a man who walked with God and talked to Him face to face "as a man talks to his friend." What godly people are in your life? What can you learn by hanging around those who walk with God?

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	5 min. 10 min.	OMIT 10 min.	• Texts: Exodus 17:8-16 and Exodus 33:7-11 • Review
Segment 2:	30 min.	20 min.	Inductive Focus: Cross-Referencing Exodus 17:8-16 – The First Appearance of Joshua Exodus 33:7-11 – Joshua at the Tent
Optional Break	15 min.	OMIT	
Segment 3:	30 min.	15 min.	Numbers 11:23-29 – Joshua Jealous for Moses Numbers 13:1-3, 16 – Joshua the Good Spy
Segment 4:	30 min.	15 min.	Numbers 27:15-23; Deuteronomy 3:28; 31:7-8 – Joshua the New Leader

Week Three: Mentoring for the Long Haul

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START HERE

SEGMENT #1: Review

Read Exodus 17:8-16 and Exodus 33:7-11

Review Basic Concepts

Review Questions:

What are the components of inductive Bible study?

How do they function together?

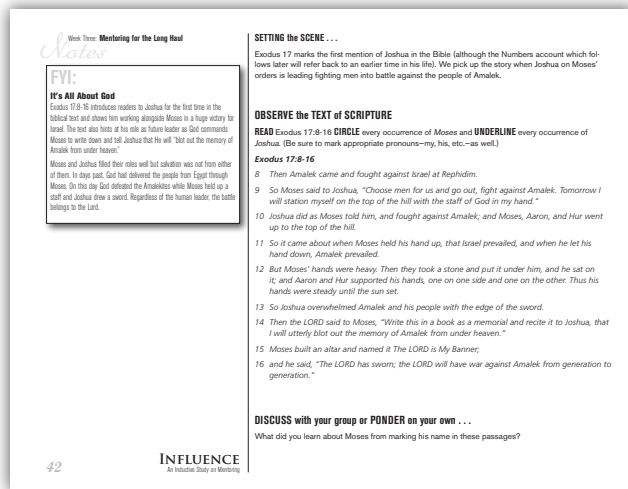
What risks do we run if we don't correctly observe the text? (We will misapply.)

What risk do we run if we don't apply? (We will become proud.)

What has been your biggest application point so far?

Sweeter than Chocolate

An Inductive Study of Hebrews 11



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**SEGMENT #2: Inductive Focus on Cross-Referencing
 Exodus 17:8-16 and Exodus 33:7-11**

[pages 42-45]

Key Talk Points: Joshua first appears in the Bible as a warrior.
 Cross-references tell us more about Amalek.
 Joshua remained at the tent of meeting as a young man.

Cross-Referencing

While this study and most other studies take care of much of the cross-referencing for students, it is imperative to equip your class to find cross-references on their own.

Before we jump into the *how* of cross-referencing, we need to talk about the *why*. Two basic assumptions underlie the reason we pay such close attention to cross-referencing Scripture. First, we believe that the entire Bible is true (John 17:17; 2 Samuel 7:28). Paul tells us in 2 Timothy 3:16-17 that “All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness; so that the man of God may be adequate, equipped for every good work.” Then, because the whole Bible is true, one scripture cannot contradict another and scriptures can interpret scriptures. We don’t need to go to external sources to comprehend scriptures although they can be helpful at times. The best commentary on Scripture is Scripture itself.

So how do we go about cross-referencing? Just as you can take more than one route between cities, there are different ways to go about cross-referencing. I’m going to describe three basic ones I use and compare them to travel so hopefully you’ll get a better feel for the differences between them.

Get them from someone else. Most Bible studies and many study Bibles give cross-references. This is like letting someone give you a car ride. You trust that the driver will take you to the right place. If you have a sense of where you’re going, you can usually sniff out a mistake but you are largely at the mercy of whoever has the information, just as a passenger is at the mercy of whoever has the keys. Is this a bad thing? No. It is one way we learn.

The better the source, the better off you’ll be. Also, the more you do this, the more familiar you’ll become with the biblical material and the better able you’ll be to handle the text yourself as time goes on. It’s easy to get stuck here, though, so be careful that you don’t find yourself forever needing someone else to tell you where to look. The risk here, obviously, is that the driver takes you way off course. So if you’re taking a ride in this car, choose your driver carefully.

Use books/technology. While I welcome cross-referencing help from teachers and commentators, I often use concordance searches with Logos Bible Software to locate references in Scripture. Searching “Moses” in a concordance will bring up every mention of it in the Word of God. I compare this to driving in a new town

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with a GPS. You arrive where you want to be but you're not always sure of the surroundings. When you cross-reference this way it is very important to pay attention to the context and textual surroundings so you'll handle the text appropriately.

There are online concordances you can use for free on web sites such as www.blueletterbible.org, www.studylight.com, www.biblos.com and www.crosswalk.com. While technology is pretty reliable for returning accurate results, you still need to stay awake because programs are programmed by fallible human beings. Ever tried to get to a Dairy Queen with your GPS and end up in the middle of a field? The same thing happens from time to time with electronic concordances. Enough said?

Reading with synthesis in mind. The final way I find cross-references is by consistently reading the Bible with the big picture in mind. Obviously this doesn't happen over night. Over time, however, as you start understanding how God's Story of Redemption fits together, you start paying attention to places where one author of Scripture quotes or alludes to another and you begin picking up on common themes in the text. This is when the fun really starts!

Again, it takes some time but reading with the big picture in mind is the most hands-on approach to cross-referencing you'll find. It is like strapping on a backpack and walking to your destination with only a compass in hand. Hard work? Yes. But when you arrive you'll find unimaginable satisfaction and the confidence that comes with discovering truth for yourself!

**Exodus 17:8-16 – The First Appearance of Joshua;
Exodus 33:7-11 – Joshua at the Tent**

Context/Comments:

Exodus 17:8-16 Israel's encounter with Amalek comes at Rephidim on the heels of the no-water situation at Massah and Meribah. This is the first place Joshua appears in the biblical text. He is a warrior and Moses gives him not only the responsibility of leading the men into battle but also of selecting his fighting team. Joshua obeys, fights, and wins. God gives him military training and experience he will need for future battles conquering Canaan. At the end of the encounter God tells Moses to write in a book and recite to Joshua that He "will utterly blot out the memory of Amalek from under heaven."

Amalek was a descendant of Esau (Genesis 36). This cross-reference text in Exodus 17:14 helps us better understand our text from last week where God called on Saul to wipe out the Amalekites. Later in the history of Israel, another Amalekite, Haman, will try to wipe out the Jewish people during the time of Queen Esther.

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FYI:

Access
We don't know how much teaching Moses passed to Joshua. The text is silent. What we do know is this—Joshua had the gift of access to Moses. He, Joshua was able to learn by observation and we are able to do the same whenever we can. Find ways people then watch, listen, and learn.

SNAPSHOT

Give me an hour in the car with that woman . . .
Back in the winter of 2002 I heard Jan Shivers was going to be the keynote speaker at the retreat our church's conference held annually. I had heard Jan for the first time the previous summer and was struck by her wisdom in applying Scripture to life. I figured someone would have to pick her up from the airport and deliver her to the conference, so I caught Rick, a woman at my church who I knew was involved in planning the conference and said, "Hey, Ric, if you need anybody to pick up Jan from the airport I'm your girl. I'd love to get that woman in a car for an hour and just learn from her." Later that week Rick called me to see if I wanted to be Jan's "transport" for the weekend. Of course I jumped at the opportunity and that's how our relationship first began.

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SETTING THE SCENE . . .
We saw the trust Moses place in Joshua and how he prepared him for military leadership in the battle against the Amalekites in Exodus 17. In Exodus 33 we see continued trust and further preparation.

OBSERVE the TEXT of SCRIPTURE
READ Exodus 33:7-11. **CIRCLE** every occurrence of the name *Moses* and **UNDERLINE** every occurrence of *Joshua*.

Exodus 33:7-11

7 Now Moses used to take the tent and pitch it outside the camp, a good distance from the camp, and he called it the tent of meeting. And everyone who sought the LORD would go out to the tent of meeting which was outside the camp.

8 And it came about, whenever Moses went out to the tent, that all the people would arise and stand, each at the entrance of his tent, and gaze after Moses until he entered the tent.

9 Whenever Moses entered the tent, the pillar of cloud would descend and stand at the entrance of the tent; and the LORD would speak with Moses.

10 When all the people saw the pillar of cloud standing at the entrance of the tent, all the people would arise and worship, each at the entrance of his tent.

11 Thus the LORD used to speak to Moses face to face, just as a man speaks to his friend. When Moses returned to the camp, his servant Joshua, the son of Nun, a young man, would not depart from the tent.

READ the passage again and place a **BOX** around every reference to the tent of meeting.

OBSERVE the TEXT of SCRIPTURE
What did you learn about Moses from this text?

When Moses entered the tent, what happened?

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Week Three: Mentoring for the Long Haul

How does verse 11 describe the way God spoke to Moses?

What did you learn about the tent of meeting? Was this the tabernacle? Explain.

Why did the people go out to the tent of meeting?

What does the text say about Joshua? How is he described? What was he not willing to do?

What insight does this give you into his character considering verse 7? Compare Joshua's behavior with David's in Psalm 22.

ONE STEP FURTHER:

Where is your access?
Not everyone has access to a Moses, but many of us overlook the access we have to people who can enrich our lives and touch us if we will just slow down and pay attention long enough to listen and observe. Spend some time prayerfully considering people you want to observe more closely with the intention of learning from them. Record some names below.

SNAPSHOT

Leveraging Your Access
If you have particularly wise people in your life, make every effort to be "around" them. You will learn much from watching them operate, observing how they interact with other people, and looking at the way that they handle difficult situations. Walking alongside is one of the best mentoring positions you can have. Discussion is not always necessary. Focused "time together" is not always important. Being in the same place is a great learning environment. Just remember to look!

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Exodus 33:7-11 This tent was not the tabernacle. We know this because it appears prior to God's tabernacle-building instructions. Although the tabernacle is later referred to as a tent of meeting, it was constructed within the camp while this other tent of meeting stood *outside* the camp. Unlike the tabernacle which was also a place of public worship, the tent of meeting was just that – a place where Moses and Israel met with God.

We learn more about Joshua and his relationship to Moses in this section. We're told that he is Moses' servant, he is the son of Nun, and that he is a young man. We're also told that when Moses went back to his tent after being at the tent of meeting, Joshua stayed at the tent of meeting. He was not the mediator between God and the people; that is certain. The people could see the presence of God descend when Moses was there. In Exodus 17 Joshua gains military training. At the tent of meeting and in his service to Moses on the mountain, he gains spiritual training and experience.

Discussion Questions:

Where does Joshua first appear in the Bible?

What do we learn about him?

Who does he have to fight? What does God have Moses write down and tell Joshua?

What else do we know about the Amalekites? EXPLAIN CROSS-REFERENCING and have your class look up the following "Amalek" cross-references:

Genesis 36:12 – Amalek was a descendent of Esau.

Numbers 13:29 – Amalek (the Amalekites, the descendants of Amalek) was living within the borders of the Promised Land.

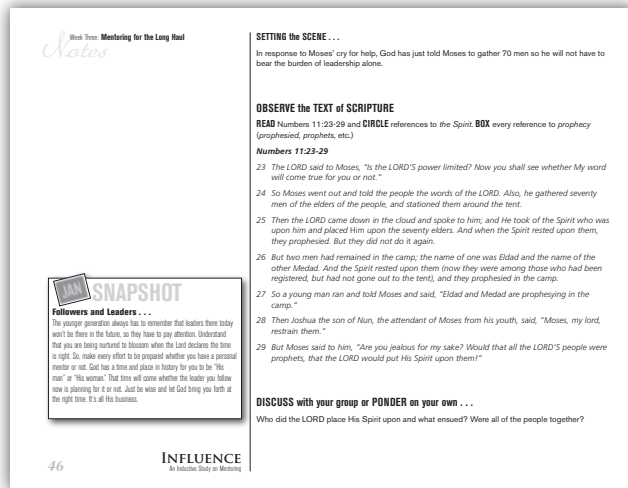
1 Samuel 15:1-3, 7-9 – Saul defeats Amalekites but doesn't utterly destroy them.

Esther 3:1 – Haman the archenemy of the Jewish people was an Agagite, probably descended from Agag the king of the Amalekites.

What did Joshua learn while serving Moses?

Sweeter than Chocolate

An Inductive Study of Hebrews 11



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Leader Notes

Do you to entrust significant work to others? Why/why not?

Do you faithfully guard a trust given to you?

Think back to a time when someone has entrusted significant work to you. How did that affect your growth?

OPTIONAL BREAK

**SEGMENT #3: Numbers 11:23-29 – Joshua Jealous for Moses
 Numbers 13:1-3, 16 – Joshua the Good Spy**

[pages 46-48]

Key Talk Points: Joshua was faithful to his leader, Moses.

Joshua was a leader himself.

Joshua's name attests to God as Savior

Context/Comments:

Numbers 11:23-29 During Old Testament times, the Spirit only came on certain people for specific jobs. In this unique text we see God's Spirit resting on 70 elders of the people. Apparently 68 of the 70 designated leaders were gathered around the tent of meeting but two had remained at the camp. When the two at the camp began to prophesy, Joshua became jealous on Moses' behalf. Numbers 11:28 says Joshua the son of Nun was "the attendant of Moses from his youth." *Attendant* translates the Hebrew *sarat* which typically refers to either a servant of high rank (like Joseph to Potiphar in Genesis 39) or Levites and priests. Joshua did far more than carry Moses' bag and get him water.

In the Numbers 11 account too we see Joshua's loyalty to Moses although Moses tells him that his concern is misplaced. When Eldad and Medad prophesy in the camp without the rest of the 70 elders, Joshua calls Moses to restrain them. Moses assumes Joshua's reaction is jealousy for his sake. He corrects him but sees

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What news did a young man bring from the camp? How did Joshua react?

How did Moses interpret Joshua's concern?

What did Moses say he wished God would do? How was this a correction to Joshua's thinking?

How would you characterize the way Moses corrected Joshua's thinking? What can you learn from it?

SETTING THE SCENE . . .
The setting of the passage is Kadesh Barnea in the Wilderness of Paran. Israel stands poised to enter into the Promised Land. Before they do, however, Moses sends spies into the land.

OBSERVE THE TEXT OF SCRIPTURE
READ Numbers 13:1-3, 16. **CIRCLE** the words man/men as well as synonyms and pronouns and **UNDERLINE** Joshua.
Numbers 13:1-3, 16

- Then the LORD spoke to Moses saying,
- "Send out for yourself men so that they may spy out the land of Canaan, which I am going to give to the sons of Israel; you shall send a man from each of their fathers' tribes, every one a leader among them."

ONE STEP FURTHER:
But Moses Called Him Joshua
Numbers 13:30 tells us that Joshua's given name was Hoshea, but Moses called him Joshua. If you have some extra time this week, find out what the names Hoshea and Joshua mean. Then consider what differing message this had for both Joshua and the people of Israel. Record what you learn below.

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ONE STEP FURTHER:
What I Love About Joshua
One of the things I love about Joshua is he never grabbed at power. We don't know exactly when his relationship with Moses began but we do know he served Moses faithfully all of the days Moses lived, bringing Joshua to probably his mid-eighties! That's a lot of years of faithfulness to God and to Moses, especially considering the others who tried to grab power (Korah and his companions and some of the upright (Simeon and Miriam) for themselves. All the while Joshua just stayed faithful.

3 So Moses sent them from the wilderness of Paran at the command of the LORD, all of them men who were heads of the sons of Israel.

16 These are the names of the men whom Moses sent to spy out the land, but Moses called Hoshea the son of Nun, Joshua.

DISCUSS with your group or PONDER on your own . . .
Based on the text, describe the men sent to spy out the land. According to verse 16, who was among them?

Do you find it surprising that Joshua was a warrior, a leader, and a servant of Moses? Why/why not?

Does this view of Joshua contradict any of your held beliefs about mentoring or being mentored? Why or why not?

SETTING THE SCENE . . .
The scene below takes place just prior to Moses' going up to the mountain to die. The people will need a new leader and God says it will be Joshua.

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his heart in the matter.

Numbers 13:1-3, 16 Twelve men were selected to spy out (*tur*) the land, one from each tribe, each one a leader (*nasiy*). No Levites were sent on the mission, but one each from the twelve tribes heired to receive land were recorded by name. Numbers 13:8 tells us that Hoshea (literally *salvation* or *deliverance*) the son of Nun was from the tribe of Ephraim. In Numbers 13:16, however, we're told that Moses called him Joshua (literally *God is salvation* or *the Lord delivers*). The men who spied out the land did not win the trip; they went as bona fide leaders of the people..

You may want to take your students to Deuteronomy 1:19-27 where Moses recounts that the initial idea for spying out the land came from the people themselves. These texts do not contradict. It appears that the people initially wanted to send spies, Moses thought it was a good idea, and apparently God told them to choose spies from among the leaders of the people.

Remind your students of God's words to Joshua through Moses after they defeated the Amalekites. In the next section of Numbers we'll see that ten of the spies were worried about the Amalekites in the land, but not Joshua and Caleb!

Discussion Questions:

What new information does Numbers 11 give us about Joshua?

What happens when God pours out the Holy Spirit on the elders?

How does Joshua react? What does this show about his heart toward Moses?

What does Moses have to correct in Joshua's thinking? How does he do it? (Is he harsh, tender, etc.?)

What does Numbers 13:1-3 tell us about the spies?

OBSERVE the TEXT of SCRIPTURE
READ Numbers 27:15-23. Again, **CIRCLE** references to Moses and **UNDERLINE** references to Joshua.
Numbers 27:15-23

15 Then Moses spoke to the LORD, saying,
 16 "May the LORD, the God of the spirits of all flesh, appoint a man over the congregation,
 17 who will go out and come in before them, and who will lead them out and bring them in, so
 that the congregation of the LORD will not be like sheep which have no shepherd."
 18 So the LORD said to Moses, "Take Joshua the son of Nun, a man in whom is the Spirit, and lay
 your hand on him;
 19 and have him stand before Eleazar the priest and before all the congregation, and commission
 him in their sight.
 20 "You shall put some of your authority on him, in order that all the congregation of the sons of
 Israel may obey him.
 21 "Moreover, he shall stand before Eleazar the priest, who shall inquire for him by the judgment
 of the Urim before the LORD. At his command they shall go out and at his command they shall
 come in, both he and the sons of Israel with him, even all the congregation."
 22 Moses did just as the LORD commanded him; and he took Joshua and set him before Eleazar
 the priest and before all the congregation.
 23 Then he laid his hands on him and commissioned him, just as the LORD had spoken through
 Moses.
READ the text again and place a **TRIANGLE** over every reference to the LORD.

DISCUSS with your group or **PONDER** on your own . . .
 What did God command Moses to do in this passage? Be specific.

According to verse 18, what did Joshua already possess?

Notes
 Week Three: Mentoring for the Long Haul
FYI:
What does commission mean?
 The Hebrew word translated "commission" in Numbers 27:18 and 23 is
tsava. According to The ESV Study Bible, this word is most
 commonly translated "command." That said, however, *tsava* can also
 mean "to design" or "commission." Based on the context, we see the idea
 of commissioning clearly as Moses puts some of his authority on Joshua.
 Command implies being under authority while commission refers to being
 given authority.

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Leader Notes

Joshua was a warrior, a leader, and a servant of Moses. Does Joshua's mentee role change your view of the type of people who can benefit from mentoring? Why/why not?

Have you resisted finding a mentor because you think you're too advanced? Have you resisted mentoring another person thinking they couldn't benefit from what God has already taught you? Explain.

SEGMENT #4: Joshua the New Leader – Numbers 27:15-23; Deuteronomy 3:28; 31:7-8

[pages 49-53]

Key Talk Points: God appoints leaders.

It's critical for one generation to encourage and strengthen the next.

Context/Comments:

Numbers 27:15-23 After God tells Moses he will not enter the promised land, Moses' attention turns toward his flock, the congregation he has been leading. In this section of the text *congregation (edah)* appears six times in nine verses, ten times in Numbers 27. Although Joshua is the obvious successor, particularly given the recent death of Aaron, Moses doesn't presume to name his own replacement. Instead he asks God to appoint the man to lead after him. Don't miss the fact that Moses doesn't wallow in God's judgment. Deuteronomy 3:25-27 does say that Moses asked God to change His mind, but God didn't and instead turned Moses' focus to what he must do for Joshua.

God calls his appointee Joshua "a man in whom is the Spirit." Before punching life's time card, Moses has to lay hands on Joshua and commission him before Eleazar the priest and the people. Joshua will fill Moses' role, but he will not be a clone. He will not speak face-to-face with God as Moses did, but God will still guide him through Eleazar the priest and the Urim. [The Urim and Thummim, though not specifically defined in the Bible, were a means by which the priests determined the will of God. Some theorize that they used two stones one essentially meaning "Yes" the other "No." What we do know is that whatever the specifics, the priests were

Week Three: **Mentoring for the Long Haul**
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Based on verse 20, what did God command Moses to put on Joshua? Why was it important for God to tell Moses to do this instead of Moses just picking his own successor?

SETTING THE SCENE . . .
 We know from the context that God is speaking to Moses.

OBSERVE the TEXT OF SCRIPTURE
READ Deuteronomy 3:28 and **UNDERLINE** all the verbs.
Deuteronomy 3:28
 28 "But charge Joshua and encourage him and strengthen him, for he shall go across at the head of this people, and he will give them as an inheritance the land which you will see."

DISCUSS with your group or PONDER on your own . . .
 What did God tell Moses to do to Joshua? What was Joshua going to do?

 How well do we model this type of behavior as we bring up leaders today?

 Where can we improve as a church? How can we improve in our spheres of influence?

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ONE STEP FURTHER:
To Be . . . And Not To Be
 Moses told Joshua the mark to set and the job to avoid. If you have some extra time this week, see what you can discover about the following words.

Strong

 Courageous

 Fear

 Discouraged

OBSERVE the TEXT OF SCRIPTURE
READ Deuteronomy 31:7-8. **UNDERLINE** the two major commands, one positive and one negative, that Moses gives to Joshua. **MARK** every reference to God with a **TRIANGLE**.
Deuteronomy 31:7-8
 7 "Then Moses called to Joshua and said to him in the sight of all Israel, "Be strong and courageous, for you shall go with this people into the land which the LORD has sworn to their fathers to give them, and you shall give it to them as an inheritance."
 8 "The LORD is the one who goes ahead of you; He will be with you. He will not fail you or forsake you. Do not fear or be dismayed."

DISCUSS with your group or PONDER on your own . . .
 Who else was listening as Moses spoke to Joshua? What was significant about this?

 What did Moses command Joshua to do? Why, according to the text, should he be able to carry them out?

 Is there anything in which you need to be strong and courageous today? If so, what is it?

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communicating with the one true God, not participating in some form of idolatrous divination.]

Deuteronomy 3:28 God tells Moses to *charge (sawah)*, *encourage (hazaq)*, and *strengthen (amas)* Joshua. This may seem obvious but remember: up until this point Moses was probably thinking possession of the land, not succession of leadership. He thought he was taking the people into the promised land. After God tells him he won't, Moses asks God if he can still enter. Yet even when declined he shows his faithfulness in charging, encouraging, and strengthening Joshua according to the word of the Lord.

Deuteronomy 31:7-8 In this passage we see Moses publicly passing on leadership to Joshua. Moses wanted to enter the promised land but the job belonged to Joshua. With the charge "Be strong (*hazaq*) and courageous (*amas*)!" Moses tells Joshua that the LORD will go before him. The people see the unity of God's leaders and the continuation of His plan. At the conclusion of Moses' life, we the same man who feared returning to Egypt declaring the sufficiency of God for every situation.

Discussion Questions:

What is happening in Numbers 27:15-23?

What is Moses' concern when God tells him he won't cross over into the promised land?

Who chooses Joshua? Does it matter? Why/why not?

How does God describe Joshua?

How will Joshua's leadership differ from Moses'?

What happened in Deuteronomy 31:7-8? Why was this important for Joshua? For the people?

What kind of progress does this show in Moses' life?

Digging Deeper
Different Kinds of Leaders

How well do leaders pass on what they know? Consider the full context of Scripture as you think through the following questions. This is an open-ended assignment to get you thinking and reasoning on your own, so if you're new to studying the Word, don't panic. Just float on past this one.

For those who are up for the full challenge, consider leaders throughout the pages of the entire Bible. If you want a more focused approach, you may want to limit your look to specific leaders, for example the kings of Israel, Judah, or both.

What leaders passed on knowledge and authority both willingly and appropriately? Explain.

What leaders grasped it too tightly to their own demise?

Who gave it up but reluctantly?

What lessons can you learn?

What kind of a leader are you in your realm of influence? How will those who come after you characterize you? Will recalling your life point them to Jesus? Are you a leader who makes followers or other leaders? How much of a distinction is there? How will the results differ?

Notes Week Three: Mentoring for the Long Haul

SNAPSHOT

Be who YOU are!
 Learn from others but be who YOU are! This is one of the biggest lessons God has taught me through Jeri's influence over the past several years. How often I see people in ministry trying to "be" someone else. We should imitate the faith of those who follow God fully but in a way where we become more fully conformed to the image of Christ, not to the image of another person. Moses influenced Joshua, but Moses was Moses and Joshua was Joshua. Joshua was never supposed to be a second Moses. Paul taught Timothy, but Paul was Paul and Timothy was Timothy. I have a text-up old e-mail I carry around in my Bible that ends with these words . . . "Preach, teach, exhort . . . do the work of the ministry . . . Your time of ministry will only become more and more wonderful. You are free to be you in all ways and in all things."

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Notes Week Three: Mentoring for the Long Haul

@ THE END OF THE DAY . . .

Moses and Joshua provide a good example of an Old Testament mentoring relationship. Joshua, a servant of Moses and under his tutelage, was a warrior and leader in his own right. More importantly Joshua was learning to seek God with his whole heart like the man Moses to whom God "spoke face to face as a man speaks to his friend." How does your heart compare to Joshua's today?

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Joshua spent his life watching Moses firsthand. What people do you have "access" to? Who can you watch and learn from?

Do you consider who is watching you walk with God? (your kids, your neighbors, your co-workers) Is your life reflecting Him to them?

Summing Up and Looking Ahead

[page 54]

Do you identify more with Joshua or Moses? What will you do with what you've learned this week?

Live It! Some Key Points to Remember:

- Joshua was a leader in his own right when he served Moses.
- Watching is a valuable tool to use to learn from leaders.
- At any age, there is always more to learn.
- God's priorities always trump our own.

Next week:

Mentoring for the Long Haul, Part Two . . . the life and times of Naomi and Ruth.

Inductive Focus: Asking Questions

Who? What? When? Where? Why? and How? At the heart of inductive study sit these six questions. Indeed, these questions are the heart of exegesis, the fancy term for drawing meanings out of texts of Scripture. The questions help us focus on the author's intended message to his original hearers.

Once you begin the question-asking process, it becomes clear that not every question can be addressed to every verse and sometimes the same question can be addressed several times to a single verse. Different verses will be *Who?*-heavy, *Where?*-heavy, and *Why?*-heavy.

As we work our way through the book of Ruth, we'll demonstrate this inductive skill chapter by chapter. For now, help your students grasp that asking questions is often a fluid-conversation where one question leads to several context-appropriate follow-ups.

Although it takes some time to begin thinking in terms of questions, assure your students that they will be reading with this in mind before they know it.

Week Four

Mentoring for the Long Haul, Part 2

BEFORE CLASS

Hot Topics:

Can mentoring take place in extended families? What about cross-culturally? Can people learn from less-than-perfect mentors? The account of Ruth and Naomi answers a resounding "Yes!" to each of these questions. It also demonstrates the distinct blend of tenacity and humility in a quintessential mentee, Ruth the Moabitess.

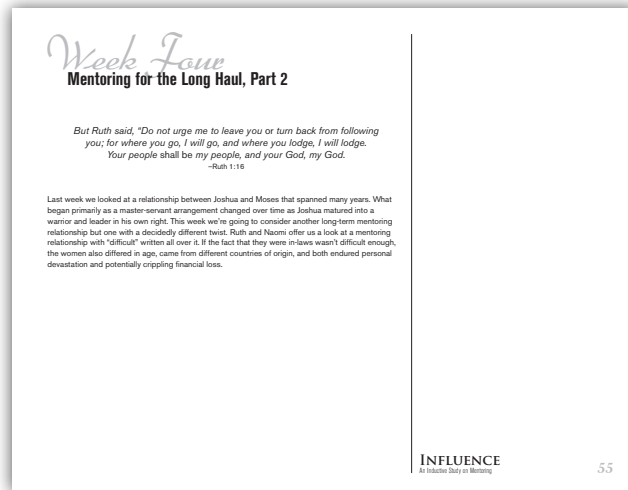
This week's lesson will be an extended exercise in addressing questions and follow-ups to texts. Help your students catch the flow of questions this week!

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	5 min. 10 min. 30 min.	OMIT 5 min. 10 min.	READ Ruth 1 Review Inductive Focus: Addressing 5W and H questions to the text Ruth 1
Segment 2:	20 min.	15 min.	Ruth 2
Optional Break	15 min.	OMIT	
Segment 3:	20 min.	15 min.	Ruth 3
Segment 4:	20 min.	15 min.	Ruth 4

Week Four: Mentoring for the Long Haul, Part 2

Class pages



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START CLASS HERE

SEGMENT #1: Review

Read Ruth 1

Review Questions:

Summarize the high points of the relationship between Moses and Joshua.

What characterized their relationship?

How were the two men similar? Different?

What can you learn by observing wise people today?

What truths from Moses and Joshua's examples have you been applying in your life this week?

Leader Notes

Inductive Focus: Asking Questions – 5 Ws and H

[page 56-57]

Key Talk Points: Ask the 5 Ws and H (*Who? What? When? Where? Why? and How?*).

Ask follow-ups.

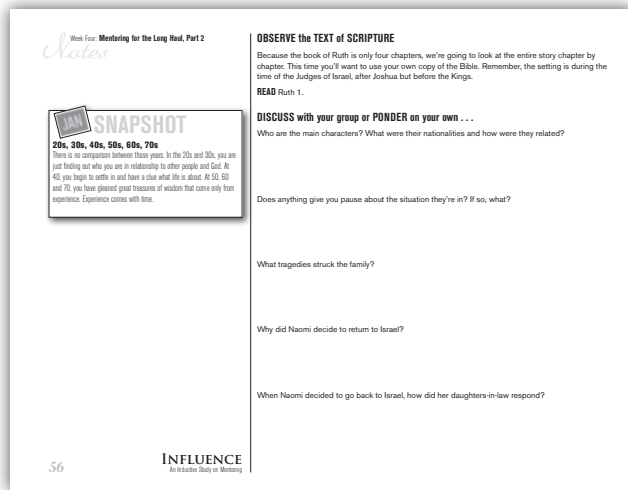
Relax!

Comments and Practice:

Take some time to lead your class in questioning Ruth 1:1-7. I've included some questions to get you started. You'll notice that some questions are answered directly by texts while others may need cross-references and/or additional sources to answer. Some questions may not have clear answers. Encourage your students to help you compile a thorough list of questions and talk through answers as you go. Throughout the class today we'll practice asking the 5Ws and H as we talk through the book of Ruth. We'll start with the first seven verses to keep the questions contained and the process a little more clear as we start. After this 7-verse primer, we'll move chapter by chapter through the book.

Ruth 1:1-7

- 1 *Now it came about in the days when the judges governed, that there was a famine in the land. And a certain man of Bethlehem in Judah went to sojourn in the land of Moab with his wife and his two sons.*
- 2 *The name of the man was Elimelech, and the name of his wife, Naomi; and the names of his two sons were Mahlon and Chilion, Ephrathites of Bethlehem in Judah. Now they entered the land of Moab and remained there.*
- 3 *Then Elimelech, Naomi's husband, died; and she was left with her two sons.*
- 4 *They took for themselves Moabite women as wives; the name of the one was Orpah and the name of the other Ruth. And they lived there about ten years.*
- 5 *Then both Mahlon and Chilion also died, and the woman was bereft of her two children and her husband.*
- 6 *Then she arose with her daughters-in-law that she might return from the land of Moab, for she had heard in the land of Moab that the LORD had visited His people in giving them food.*
- 7 *So she departed from the place where she was, and her two daughters-in-law with her; and they went on the way to return to the land of Judah.*



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What did Naomi tell her daughters-in-law to do? What eventually happened?

What declaration of faith in the God of Israel did Ruth make in this chapter?

Why did Naomi stop fighting her?

What did Naomi say she should be called? Why?

When did they return?

Based on Ruth 1, describe Ruth. What kind of woman was she? Do you think she'd be easy to mentor? Why/why not?

What about Naomi? Would you choose her for a mentor? Why/why not?

Notes

Work Four: **Mentoring for the Long Haul, Part 2**

AN SNAPSHOT

Ruth and Naomi Today
 The relationship between mother-in-law and daughter-in-law is unique. It has to be carefully cultivated and nourished for it to be healthy and meaningful. The addition of mentoring may or may not work for you. It depends on the relationship.

Don't make any assumptions. Always ask your daughter-in-law what she wants and then respect her choices. (I'm assuming that no mother-in-law would find mentoring a daughter-in-law so anything but pure joy—but that's just my assumption!) So walk respectfully and only give what is desired. There is nothing worse than forced or obligatory mentoring. May it never be!

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Leader Notes

Questions for the Text . . .

Prompt your students to ask questions, starting with **Who?** and moving through **How?**. I've included a few simple ones with follow-up questions. See what else they can come up with.

Who?:

Who are the people mentioned in this section? Where were they from?

What?:

What is the situation? What is the main character about to do?

When?:

When does the story happen? What does the Bible tell us elsewhere about the time of the judges?

Where?:

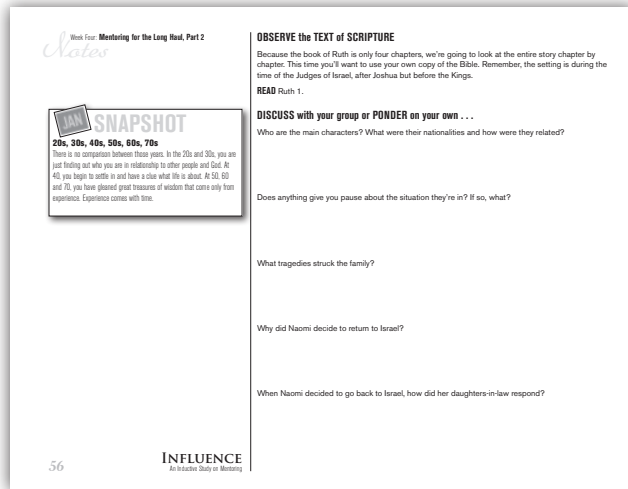
Where does the action take place? What other biblical characters are connected with Moab?

Why?:

Why was Naomi in Moab? Should Naomi have gone to Moab in the first place? Why/why not?

How?:

How did Ruth and Naomi end up together? Why did Ruth remain with Naomi?



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Leader Notes

Continue with the rest of Ruth 1 . . .

Ruth 1

[pages 56–57]

Key Talk Points: Mentors aren't perfect.

Sometimes mentees need tenacity.

In-law situations offer special opportunities.

Context/Comments: The book of Ruth takes place during the time period of the judges of Israel. It was a time when everyone did what was right in his own eyes. Due to famine in Israel, Elimelech packs up his wife and two boys to go to Moab in search of food. While in Moab, after Elimelech's death his sons marry Moabite women which was clearly counter to God's commands. Yet we see Ruth clinging to both Naomi and Naomi's God. God saved Rahab according to the book of Joshua; now He will save Ruth.

Discussion Questions:

What questions from the following types can we address to the text?

Who?

What?

When?

Where?

Leader Notes

Why?

How?

If your class is having a hard time with 5W and H questions, here are a few examples to prompt them:

Who are the characters mentioned? What nationalities are they and how are they related?

What situations seem potentially “ungodly”?

What tragedies strike? When do they happen?

Where does Naomi decide to go?

Why does Naomi decide to return to Israel?

When Naomi decides to go back to Israel, how do the daughters-in-law respond?

What does Naomi tell them to do?

What eventually happens?

Who declares faith in the God of Israel?

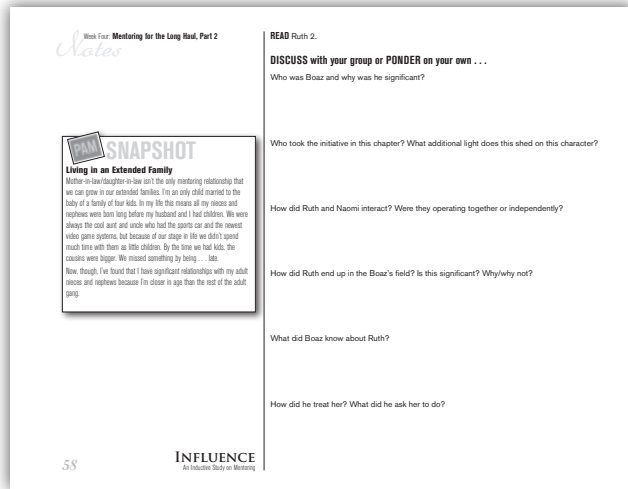
Why does Naomi stop resisting Ruth?

What does Naomi say she should be called? Why?

APPLICATION QUESTIONS:

What qualities did Ruth display that made her open to receiving wisdom? How can we emulate these?

Week Four: **Mentoring for the Long Haul, Part 2**
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Leader Notes

What qualified Naomi to be a good mentor? What gives you pause?

SEGMENT #2: Ruth 2

[pages 58–59]

Key Talk Points: Ruth is both proactive and submissive.

Ruth pays attention to and learns from Boaz.

Naomi is an encourager.

Context/Comments: Upon Ruth and Naomi’s return to Bethlehem, Boaz – a near kinsman of the deceased Elimelech – appears on the scene. Ruth “happens” into his field to glean. A young woman alone in the fields would normally be at risk, but Boaz asks her to stay in his field where she will be safe. He then instructs his workers not to touch her and to leave extra grain for her. We’ll see Naomi’s attitude beginning to change for the better in this chapter.

Discussion Questions:

What questions in the following categories can we address to the text?

Who?

What?

When?

Leader Notes

Where?

Why?

How?

If your class is having a hard time with 5W and H questions, here are a few examples to prompt them:

Who is Boaz and why does he matter?

Who takes the first initiative in this chapter? What is it?

What is gleaning?

How did Ruth stumble upon Boaz's field?

What does Boaz know about Ruth?

How does he treat her and what does he ask her to do?

How does he instruct his workers to treat her?

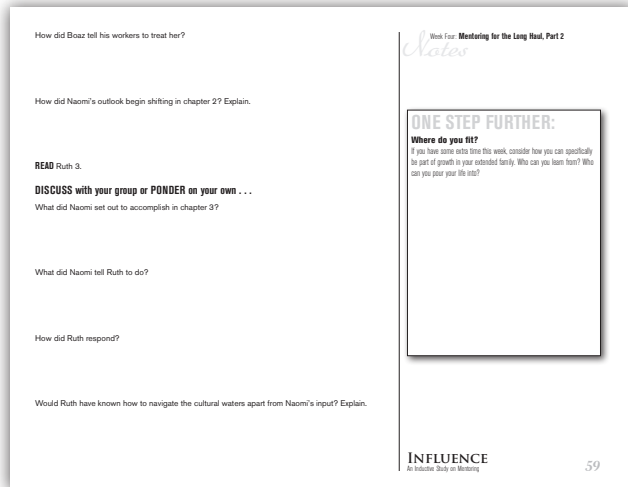
How does Naomi's outlook shift in chapter 2?

APPLICATION QUESTIONS:

What characteristics does Ruth show in Ruth 2? Are these qualities present in your life and increasing?

Why/why not?

What about Naomi in Ruth 2 is worth emulating? How is she changing?



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Leader Notes

Consider the statement that Ruth “happened” to come into the field of Boaz. How does trusting God's sovereignty affect the way you live your life?

OPTIONAL BREAK

SEGMENT #3: Ruth 3

[pages 59-61]

Key Talk Points: People can't navigate through things they don't know.

Mentors help us learn from their experiences.

If you're going to have a mentor, make sure it's someone you can trust.

Context/Comments: Although Ruth and Boaz sleep together in the threshing area, the entire book highlights their integrity. In fact, *The New American Commentary*¹ suggests that Ruth is a righteous antithesis to her Moabite ancestors. Although the distant descendant of a drunk Lot and his daughter who stealthily came to him at night, Ruth behaves righteously. By making sure she leaves before anyone recognizes her, Boaz is already protecting her like a redeemer.

The plan Naomi lays out for her daughter-in-law is in accordance with her knowledge of Israelite culture and the character of Boaz. Ruth, not knowing the culture, wisely listens to Naomi and follows her instructions exactly.

Discussion Questions:

What questions in the following categories can we address to the text?

Who?

¹ Block, D. I. (2001). Vol. 6: Judges, Ruth (electronic ed.). Logos Library System; *The New American Commentary*. Nashville: Broadman & Holman Publishers

Week Four: Mentoring for the Long Haul, Part 2

Class pages

Week Four: Mentoring for the Long Haul, Part 2

Notes

PAI SNAPSHOT

Specific Words for Specific Situations

Doesn't matter how wise a girl Ruth was, she needed Naomi's help to know how to navigate the local cultural issues involved in making Boaz to serve as a kinsman redeemer for their family. So often that's the case with us, too. Let's face it, you don't know what you don't know and unless someone who knows helps you out, you're going to be learning some very costly lessons along life's way. It's not that you can't learn on your own; most certainly you can but it will usually cost you a lot in time, money, and often heartache before you're done.

I love the fact that God sent Jan along my path right after my first book was published to help me with all the stuff I didn't know about speaking, writing, and working with publishers. Her influence and experience has saved me from countless and burning in a wide variety of ways because she knows the road.

How do you respond when faced with advice?

Compare Ruth's response here to her response when Naomi wanted her to stay in Moab (in Ruth 1). What is similar and different?

How did Boaz respond to Naomi's plan that Ruth carries out?

How did Boaz refer to Ruth in verse 11? What actions in her life may have led people to conclude this about her?

When people look at your life are they moved to say you are a person of excellence?

What marks excellence today? Why? Is it different for a man and a woman? Explain.

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Leader Notes

What?

When?

Where?

Why?

How?

If your class is having a hard time with 5W and H questions, here are a few examples to prompt them:

Who takes the lead in this chapter?

What does Naomi do?

What does Naomi instruct Ruth to do?

How does Ruth respond to the instruction?

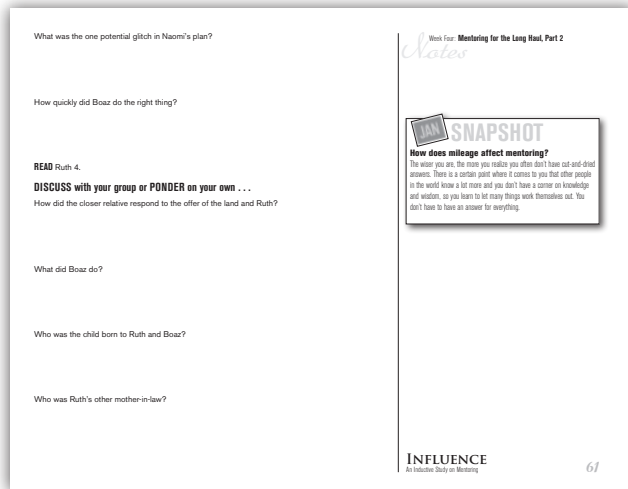
Where does most of the action take place?

How does Boaz respond to Naomi's plan that Ruth carries out?

How does Boaz refer to Ruth in verse 11? What actions in her life may have led people to conclude this about her?

What is the one potential glitch in Naomi's plan?

How quickly does Boaz do the right thing?



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Leader Notes

APPLICATION QUESTIONS:

How do you respond to unsolicited advice, criticism, or praise?

What identifies a man or woman of excellence today? Explain.

SEGMENT #4: Ruth 4

[pages 61-63]

Key Talk Points: Even mentors need to grow.

Righteous Boaz's mother knew the God of Israel.

Context/Comments: In a dramatic turn of events Naomi finds herself with a redeemer and a grandson. God has not abandoned her. This child's descendants will birth King David and Jesus Himself. In this section of text we're given enough information to match this Boaz up with the Boaz of Matthew 1:5. There the text tells us Boaz's mother – and Ruth's other mother-in-law – was Rahab!

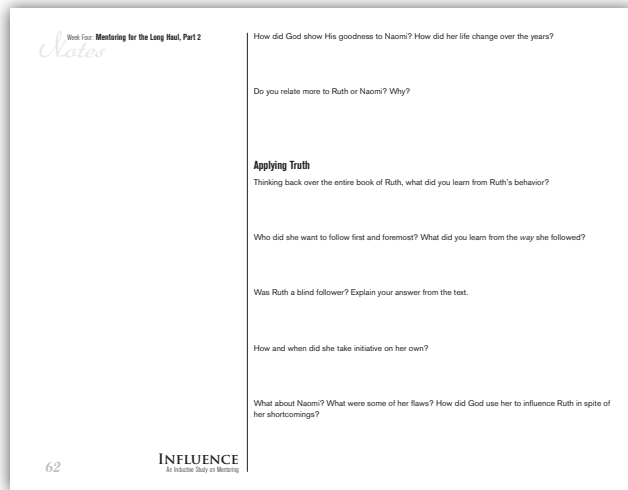
Discussion Questions:

What questions in the following categories can we address to the text?

Who?

What?

Week Four: **Mentoring for the Long Haul, Part 2**
Class pages



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Leader Notes

When?

Where?

Why?

How?

If your class is having a hard time with 5W and H questions, here are a few examples to prompt them:

How does the closer relative respond to the offer of the land and Ruth?

What does Boaz do?

Who is the child born to Ruth?

Who is Ruth's other mother-in-law? (Rahab)

How has God shown His goodness to Naomi?

How is the picture of Ruth 1 different from Ruth 4? (There are many changes, note some.)

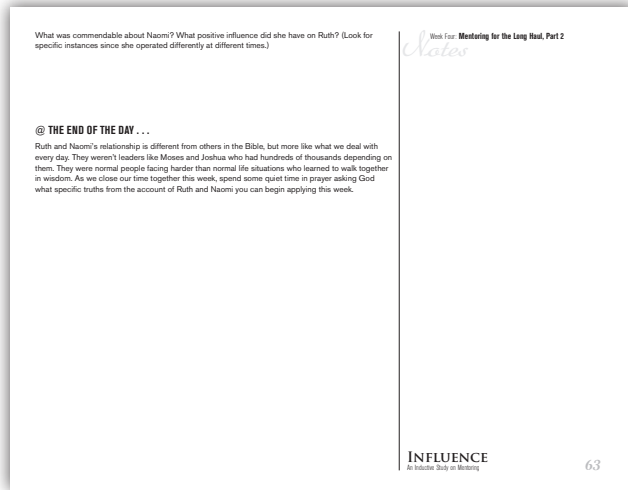
APPLICATION QUESTIONS:

Do you relate more to Ruth or Naomi? Why?

What is the biggest application point you'll take from this account and integrate into your life?

Week Four: **Mentoring for the Long Haul, Part 2**

Class pages



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Leader Notes

Live It! Some Key Points to Remember:

- Mentees may need tenacity when potential mentors don't recognize they have wisdom to pass on. (Remember, Naomi tried to get Ruth to stay in Moab!)
- There's no such thing as a perfect mentor.
- God can use both mothers (Rahab) and mothers-in-law (Naomi), sometimes in spite of themselves!

Next week:

Mentoring in the Church

Inductive Focus: Context

Context is the setting in which something dwells. We make sense of words – and many other things – by understanding what’s around them. The word *bank*, for instance, has several meanings so we can’t know which is correct apart from context. Bank means something very different when I say “I deposited money in the bank” than it does when I add “On the way I got my car stuck in a snow bank.” Context helps us understand the meaning of a word in a sentence, the sense of a sentence within a paragraph, the meaning of a chapter within a book, etc.

Around Precept you’ll often hear the phrase “Context is King” in matters of interpretation. It may sound a little corny but if the Spirit and context lead you’ll have good footing in handling the text of Scripture. If the 5Ws and H are about getting specific facts, context is about getting the whole story, not just the sound bytes!

In our lesson today, help your students see how important it is to understand context when we discuss how Christians are to imitate others’ imitation of Christ. If we take verses out of their contexts we can easily start strolling down a very dangerous road. The ultimate context for imitation is the goal of being more and more like Jesus Christ. We imitate Jesus and we learn from others who follow Him well.

Week Five

Mentoring in the Church

BEFORE CLASS

Hot Topics:

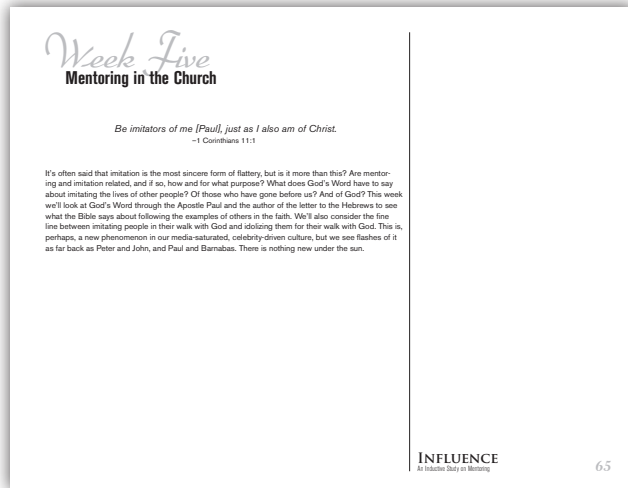
Where does mentoring fit in the Church? Whose job is it? Who has what responsibility? What is the goal? What does “imitate” mean in the larger context of the New Testament? How do we define and anchor this word so we’re pointing people to Jesus and not creating clones of ourselves?

As we look at some of these questions today, our inductive focus on context will serve us well. Imitating in the New Testament always focuses on becoming more like Jesus Christ, not on other people.

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	15 min. 15 min. 15 min.	OMIT 15 min.	• Read Colossians 1 • Review basic concepts • Inductive Focus: Context Colossians 1:1-2, 28-29; Colossians 1:9-12
Segment 2:	20 min.	15 min.	1 Corinthians 11:1-2; 1 Thessalonians 1:1-10
Optional Break	15 min.	OMIT	
Segment 3:	20 min.	15 min.	Hebrews 6:11-15; Hebrews 13:7
Segment 4:	20 min.	15 min.	Ephesians 5:1-4

Week Five: **Mentoring in the Church**
Class pages



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Leader Notes

START CLASS HERE

SEGMENT #1: Review

Read Colossians 1

Review Basic Concepts

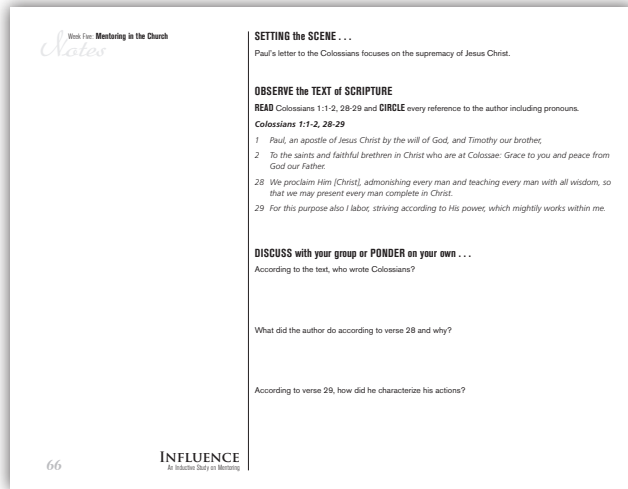
Review Questions:

What are the components of inductive Bible study?

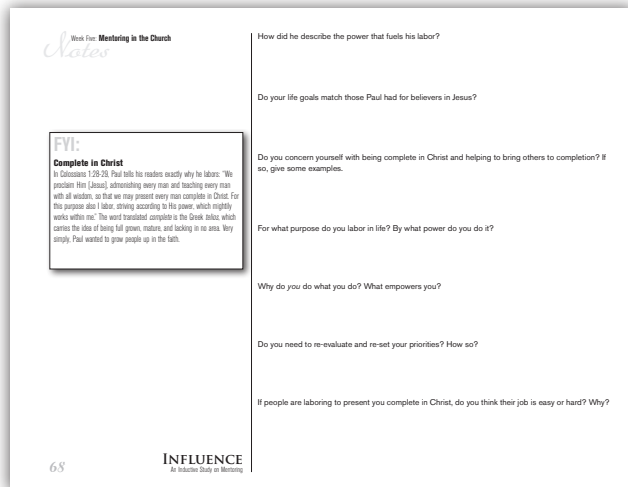
What is observation and why is it important? What question does it answer?

How have the biblical accounts we've looked at challenged your thinking?

How are you applying what you've learned so far?



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Leader Notes

Inductive Focus: Context

Explain the basics of context (see sidebar page 48) and show how context helps us interpret Colossians 1. The verses in the lesson show that Paul's goal is not to clone himself, but to grow people into the image of Christ. When we read the entire chapter we learn about Christ to understand what this image is.

Colossians 1:1-2, 28-29

[page 66-69]

Key Talk Points: These verses show Paul's relationship to his readers.

Paul's goal in his work: every man complete in Christ.

The effort we see in this passage is on Paul's side of the relationship.

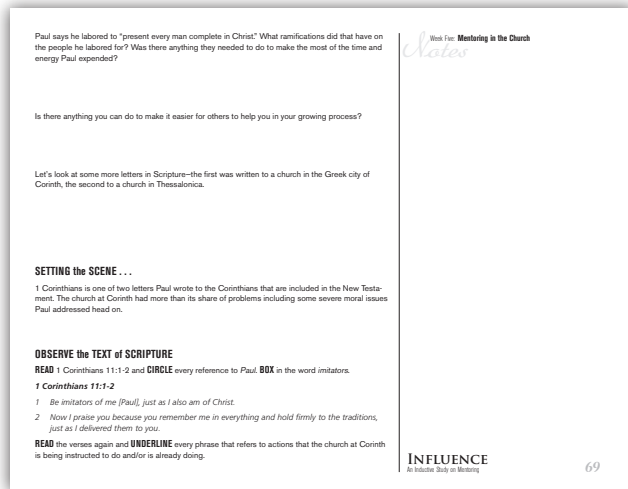
Context/Comments:

Colossians 1:1-2 These verses set the context by letting us know that Paul – whose traveling companion was Timothy – wrote to people he termed “saints and faithful brethren in Christ” in the city of Colossae. This introduction has a warmth to it that makes us understand both Paul's labor of love and his apostolic authority to teach.

Colossians 1:28-29 These verses tell us what Paul is trying to “make.” While we'll see other passages where he tells people to imitate him, here Paul presents his ultimate goal. He is not looking for carbon copies of himself; he is laboring to bring people to completion, to maturity (*teleios*) in Christ. Paul is not looking for shallow conversions; he strives to bring others to maturity. We see his work continue in the opening verse of Colossians 2 where he talks about the “struggle” he has on behalf of those he ministers to. The “striving” in 1:29 and “struggle” in 2:1 have a common root in the Greek *agonizomai* (*ago-nee-zo-mai*) in which you can hear the English word agony.

Discussion Questions:

What background does Colossians 1:1-2 give?



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Leader Notes

What is Paul's goal?

How does this shed light on passages where he tells people to imitate him?

According to Colossians 2, what defines "complete in Christ"?

When you consider potential mentors, is "complete in Christ" among your selection criteria?

If you are mentoring, is "complete in Christ" what you aim to model?

SEGMENT #2: 1 Corinthians 11:1-2; 1 Thessalonians 1:1-10

[pages 69-74]

Key Talk Points: Imitation is limited to Christ-like behavior.

Proper imitation will cause a ripple effect.

Context/Comments:

1 Corinthians 11:1-2 We see in verse 2 – which begins another section of the text – that the Corinthians were following Paul's teaching, the message he delivered to them. In verse 1 he calls them to follow the example of his life. In order to find out the specifics of what behavior he is talking about, we need to look at context. In the previous verses at the end of 1 Corinthians 10:32-33 he writes: "Give no offense either to Jews or to Greeks or to the church of God; just as I also please all men in all things, not seeking my own profit but the profit of

Week Five: **Mentoring in the Church**
Class pages

Notes

Work for Mentoring in the Church

JAN SNAPSHOT
Why should I mentor?
 It is foolish to waste things we've learned. These things will be those we walk ahead of who can have such a better trip if we "fall back" to them and not them what we've learned. It can save time, hurt and entanglements that are unnecessary. It is fun to know that something I've learned is helpful to someone else.

DISCUSS with your group or PONDER on your own . . .

How did Paul describe himself in verse 1?

What did he call the church to do?

Why was this important?

What did Paul praise his readers for?

Paul exhorted his readers to imitate him as he imitated Christ. Can you could say this to someone with a clear conscience?

Why or why not?

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Notes

Work for Mentoring in the Church

JAN SNAPSHOT
It's Not About Making Clones and Drones
 I think clones come from making it too personal. What a mentor wants to be another me and not who God created her to be. It's really not a mentoring situation. If your mentee begins to dress like you, or pronounce words like you do, it might be wise to consider allowing someone else to mentor them.

If not, what do you need to change to be able to say this?

SETTING the SCENE . . .
 Paul wrote two letters to the Thessalonian church that are included in the New Testament. Unlike the Corinthians who had serious problems going on, the Thessalonians were commended for being imitators.

OBSERVE the TEXT of SCRIPTURE

READ 1 Thessalonians 1:1-10 and CIRCLE every reference to Paul and UNDERLINE every reference to the recipients.

1 Thessalonians 1:1-10

- 1 Paul and Silvanus and Timothy; to the church of the Thessalonians in God the Father and the Lord Jesus Christ. Grace to you and peace.
- 2 We give thanks to God always for all of you, making mention of you in our prayers;
- 3 constantly bearing in mind your work of faith and labor of love and steadfastness of hope in our Lord Jesus Christ in the presence of our God and Father;
- 4 knowing, brethren beloved by God, His choice of you;
- 5 for our gospel did not come to you in word only, but also in power and in the Holy Spirit and with full conviction; just as you know what kind of men we proved to be among you for your sake;
- 6 You also became imitators of us and of the Lord, having received the word in much tribulation with the joy of the Holy Spirit,
- 7 so that you became an example to all the believers in Macedonia and in Achaia.
- 8 For the word of the Lord has sounded forth from you, not only in Macedonia and Achaia, but also in every place your faith toward God has gone forth, so that we have no need to say anything.

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the many, so that they may be saved." Paul was treating people like Jesus did, putting others first so they might be saved. "Imitate" is clearly a command and context shows us what Paul is driving at.

1 Thessalonians 1:1-10 The Thessalonians are a shining example of things gone right! In this passage, Paul doesn't tell them what to do; instead he reviews how well they've done. Beginning with an emphasis on God's choice of them, Paul praises the Thessalonians for becoming imitators of him, his companions and the Lord after initially receiving the Gospel message. Although the idea of imitating can have negative connotations, the word group for imitate/imitator (*mimēomai / mimetes*) is always used in a positive sense in the New Testament. According to Ellingsworth and Nida in *A Handbook on Paul's First Letter to the Thessalonians*, "The Greek suggests an adult pupil's relationship with his teacher, in a cultural situation in which education was not limited to formal instruction during fixed hours, but involved the sharing of a way of life."¹

The Thessalonians saw Christ in Paul and his companions (v. 5), followed their examples, and in turn became examples of Christ to others.

Discussion Questions:

Look back to the end of 1 Corinthians 10. What is Paul talking about?

How does this setting impact what he says in 1 Corinthians 11:1? How does it limit and "containerize" it?

In 1 Corinthians 11:2, what were they holding on to? Was this something that originated with Paul? Are traditions typically used in a positive or negative sense in the New Testament? (Negative). Bottom line, Paul is not asking them to follow and imitate him in something novel.

¹ Ellingsworth, P., & Nida, E. A. (1994). *A Handbook on Paul's Letters to the Thessalonians*. UBS handbook series; Helps for translators (11). New York: United Bible Societies.

Week Five: Mentoring in the Church

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9 For they themselves report about us what kind of a reception we had with you, and how you turned to God from idols to serve a living and true God.

10 and to wait for His Son from heaven, whom He raised from the dead, that is Jesus, who rescues us from the wrath to come.

READ the passage again, this time **BOX** in any references to imitating or being an example.

DISCUSS with your group or **PONDER** on your own . . .

What did you learn by marking the recipients? To whom was Paul writing?

Based on verse 9, what were they doing before they received the Gospel that Paul brought?

According to 1 Thessalonians 1:3, what were Paul's readers' lives like after turning to God?

What specific characteristics did Paul note?

Work Five: Mentoring in the Church

ONE STEP FURTHER:

Imitating Godly Character and Lifestyle

Think through some of the things you do that can benefit from observing and imitating godly behavior. I've started the list off with a few, but you can fill in some more including others you got up the week.

How do I control my tongue?
 How do I prioritize my marriage?
 How do I deal with difficult people?

How do I . . .
 How do I . . .
 How do I . . .

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OBSERVE THE TEXT OF SCRIPTURE

READ Hebrews 6:11-15 and **BOX** in every stated and implied directive the author makes.

Hebrews 6:11-15

11 And we desire that each one of you show the same diligence so as to realize the full assurance of hope until the end.

12 so that you will not be sluggish, but imitators of those who through faith and patience inherit the promises.

13 For when God made the promise to Abraham, since He could swear by no one greater, He swore by Himself,

14 saying, "I will surely bless you and I will surely multiply you."

15 And so, having patiently waited, he obtained the promise.

DISCUSS with your group or **PONDER** on your own . . .

What did the author want his readers to do and become according to verses 11 and 12?

How did the author of Hebrews describe people who inherit the promises? What do they display?

According to the text, what is the cure for sluggishness?

Consider your own spiritual life. What more aptly describes you—diligent or sluggish? Explain.

Work Five: Mentoring in the Church

SNAPSHOT

Running to the Front Row

In our celebrity-obsessed, people-worshipping world it's easy to get imitating behavior and character mixed up with likable personalities. "Snapshots" aren't just a secular animal. The first time I encountered "Christian people" "to close and personal" was at a major conference for Christian women with open seating. I sat with a group of seven women and volunteered to arrive when the doors opened to make sure we could sit all together.

What happened one morning amazed me (and not good amazed)! Women were full-out sprinting for the seats at the front. Understood that the center had multiple jumbo screens throughout the building, so there was not a bad seat in the house and get the seating around and the line between godly imitating and idolizing became painfully evident.

That incident made me pay attention to that line like people so easily slide across. It made me consider carefully both how I follow and lead.

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Who did the Thessalonians imitate and how according to 1 Thessalonians 1:6?

How do the imitation behaviors compare with those in Colossians 1?

What can you learn from these comparisons with respect to mentoring different kinds of people?

OPTIONAL BREAK

SEGMENT #3: Hebrews 6:11-15; 13:7

[pages 75-77]

Key Talk Points: Be diligent, not sluggish.

Imitate those who imitate Christ.

Imitate those who "through faith and patience inherit the promises."

Imitate faithful leaders who finish well.

Context/Comments:

Hebrews 6:11-15 This section of Hebrews provides tremendous counsel for those still learning how to walk with God, although at first glance it looks like a paradox. The author of Hebrews calls for diligence (as opposed to sluggishness). He exhorts readers to be imitators of those who through faith and patience inherit the promises. Diligent patience; right!

It's important to see that he calls for diligence to obtain the full assurance of hope (*elpis*). *Hope* is repeated two additional times in vv. 18 and 19. In Hebrews 11:1 the author defines faith as "the assurance of things hoped for and the conviction of things not seen." Paul tells us in Romans 8 that hope that is seen is no longer hope because people don't hope for what they see (Romans 8:24-25).

Diligence (*spoude*) in v. 11 – a word associated with both speed and action – contrasts with sluggishness (*nothros*) in v. 12 and 5:11 where it is used of people who are "dull of hearing." We often equate waiting with sluggishness but this text says nothing of the sort. We're to imitate those who inherited the promises through

Week Five: **Mentoring in the Church**
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ONE STEP FURTHER:
Word Study: Imitators
 If you have notes onto this week, find the Greek word translated imitator and see where else and how it is used in the New Testament. Record your findings below.

SNAPSHOT
Living in the Church
 Life in the church is sacred, wonderful, and sometimes a pain. Any time you are part of a group of people there will be "issues." That's what people bring to the table. If church leaders are unaware or inexperienced, the situation can create an issue of respect for those who are under their care. It is critical that mentors model respect for leaders in their mentees. If they don't the value of their mentoring will be compromised.
 If a complaint about leadership comes up, it is right for the one who has a problem to go directly to the leader or leaders. It is not for mentors to discuss the complaint beyond the right thing to do about it.

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God-focused faith and patience. *Makrothymia*, the word translated *patience* in v. 12, is often the LXX word group we read as the long suffering of God in Old Testament accounts (see Exodus 34:6, Numbers 14:18, Psalm 85:18).

Hebrews 13:7 The author of Hebrews exhorts his readers to remember their leaders who spoke the word of God to them and to imitate their faith. They are to imitate faith taking into account position and conduct.

Discussion Questions:

What characteristics did the writer of Hebrews exhort his readers to imitate?

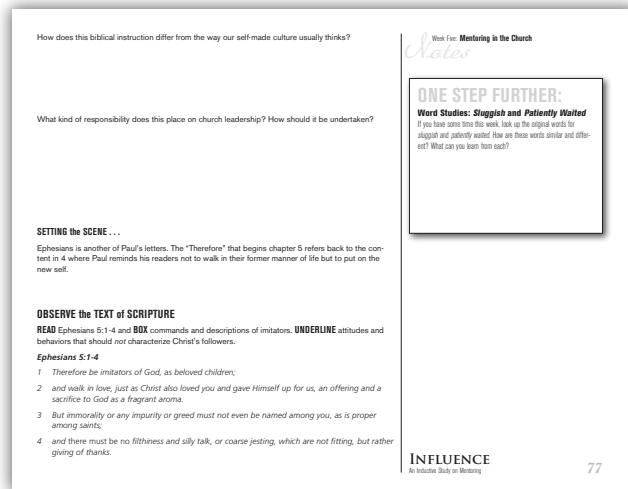
What is the goal of diligence?

According to verse 12, what did the people inherit the promises through? How was diligence involved?

How are hope and faith related?

Does hope characterize your life?

Why is hope an important characteristic of a mentor?



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Leader Notes

What outcomes are important considerations in selecting a mentor?

SEGMENT #4: Ephesians 5:1-4

[pages 77-78]

Key Talk Points: Imitate God because we are his children.

Love others the way Christ loved us.

Walk purely.

Context/Comments: Children of God imitate their heavenly Father. Paul begins Ephesians 5 with the imperative “Become [*ginomai*] imitators of God.” The question of *How?* to imitate One we cannot see, One we cannot fathom, is answered by the person and life of Jesus Christ. He is the image of the invisible God. He is our ultimate pattern.

Discussion Questions:

Looking back to Ephesians 4:25-32, how does Paul exhort his readers?

What does he tell the people to stop doing?

What does he tell them to do?

How is Jesus the superlative example of imitating God?

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FYI:
It's Easy to Catch Bad Behavior
"Do not be deceived: 'Bad company corrupts good morals.'"
—1 Corinthians 15:33

DISCUSS with your group or PONDER on your own . . .
According to verses 1 and 2, who did Paul tell his readers to imitate?

Based on what you marked in verses 1 and 2, describe the characteristics of a person who imitates Christ.

List from verses 3 and 4 what should be absent from the lives of Christ's followers.

As you mature in Christ and help others grow, do you struggle with any of the sins listed? If so, does the text indicate a way to combat these choices and actions? How can you specifically apply this principle to your life?

@ THE END OF THE DAY . . .
Godly examples spur us on in faith and help us learn better how to follow Christ. We should never blindly imitate but rather follow those who are exemplary followers of Christ, who point us to Him. Paul never purposed to make an army of "little Pauls"; his goal was to "present every man complete in Christ."
Let's face it, sometimes we need a picture. Godly mentors are living pictures, tangible examples of what it means to be "complete in Christ."

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How can these verses guide you to evaluate potential mentors from both positive and negative standpoints?

Live It! Some Key Points to Remember:

- The goal for Christians is to be complete in Christ.
- Holy imitation reproduces itself.
- Ultimately we are to imitate Jesus!

Next week:

Mentoring Gone Wrong

Inductive Focus: Application

Application is grounded in accurate observation and interpretation of Scripture. It's based on what God intended to communicate through His inspired writers to their original audiences. Scriptures within the full counsel of God's Word never contradict. Application is sometimes obeying a clear command of Scripture. Other times it is imitating good examples or avoiding the heart and behaviors of bad examples.

Application is not an add-on to study. It is the heart of why we study. Application is God transforming us more and more into the image of His Son.

This week's lesson on mentoring failures should drive this point home. Solomon knew a lot of God's Word, but he clearly failed to apply it to himself. Joash did all right when he was followed Jehoiada's instruction, but on his own the wheels fell off. Unapplied truth brings greater condemnation.

There are two pitfalls to guard against in application. One is common to those who fail to study; the other can plague those who love to study.

Interpretations not grounded in what God intended to convey to his writers' original audience carry no authority for application. What the text "means to me" is irrelevant, powerless, and without authority if it is not based on what God meant.

More disastrous is determining the text's original meaning and failing to apply it.

God transforms lives through His Word when it is handled accurately and applied obediently.

Week Six

Mentoring Gone Wrong

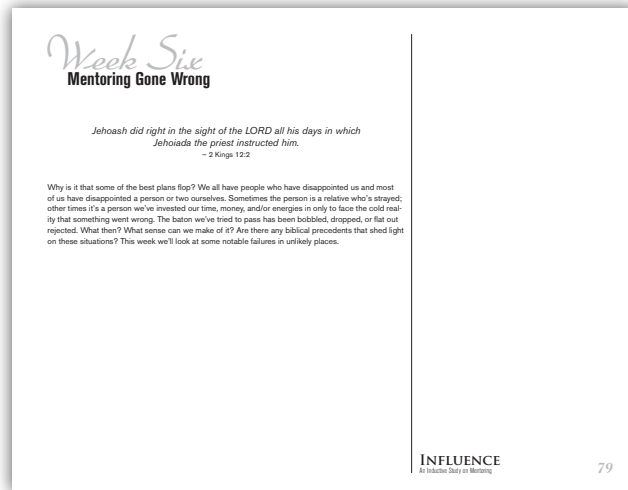
BEFORE CLASS

Hot Topics:

Not every mentoring relationship works. David, Jehoiada, and even Jesus had less-than-stellar outcomes during their lives. Unfortunately, some people never give mentoring a chance because they fear failure. If God can work even with a Judas hanging around, He can work in spite of difficult people hanging around you too. This week we'll look at accounts of mentoring gone wrong and consider the biblical cure.

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	15 min. 15 min.	OMIT 15 min.	• Read Psalm 27 • Review Inductive Focus: Application
Segment 2:	30 min.	15 min.	David and Solomon: Psalm 27; Proverbs 1:1, 4:3-5; 1 Kings 3:5-12; 11:1-4, 9-10
Optional Break	15 min.	OMIT	
Segment 3:	30 min.	15 min.	Jehoiada and Joash: 2 Chronicles 24:1-3, 15-22; Jesus and Judas: Matthew 10:1-4
Segment 4:	15 min.	15 min.	The Cure: Jeremiah 13:11; Psalm 63:6-8



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START CLASS HERE

SEGMENT #1: Review

Review Basic Concepts

Review Questions:

What are the components of inductive Bible study?

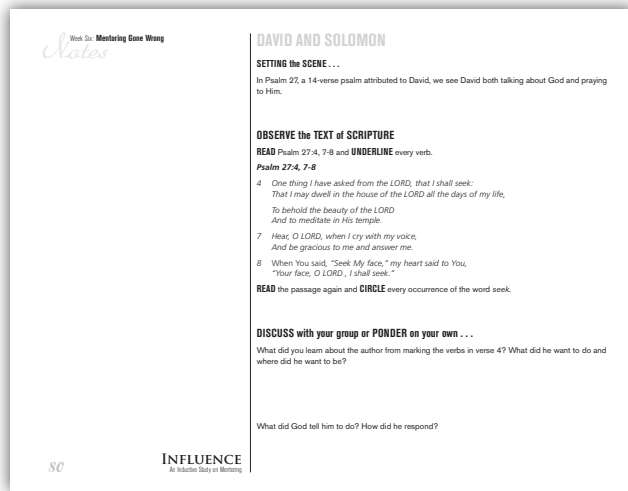
What has been your biggest application from the lives of Ruth and Naomi?

What does the New Testament associate imitation with?

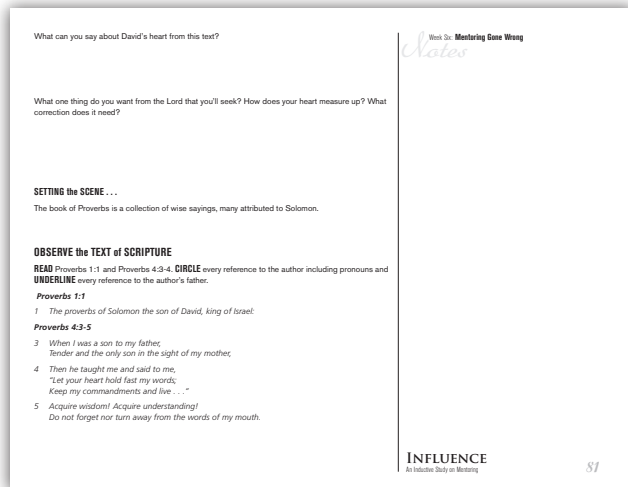
What is the believer's goal?

What is biblically appropriate to imitate?

Would you be comfortable if people said they were imitating you? Why/why not?



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SEGMENT #2: David and Solomon
Psalm 27:4, 7-8; Proverbs 1:1, 4:3-5; 1 Kings 3:5-12, 11:1-4, 9-10

[pages 80-87]

Key Talk Points:

David wanted God more than anything.

Solomon asked for wisdom to rule well.

The Spirit makes us pray according to the will of the Father and/or intercedes.

Context/Comments: Although much is made about Solomon's request to God, Psalm 27 sets the scene for this discussion by showing what his father David wanted from God. The Proverbs selections show us that David instructed his son and the 1 Kings passages show how Solomon lived as an adult.

Psalm 27:4, 7-8 In these texts we see the "one thing" David asked God for – "to behold the beauty of the LORD and to meditate in His temple." We also see God's response: "Seek [baqas] my face." David wanted to see God's "beauty" and think about Him. A man can make no greater request to God. David's life shows that he obeyed God's directives. David asked. God answered. David obeyed.

Proverbs 1:1; 4:3-5 These verses show Solomon, son of David, to be the author of Proverbs and his interaction with his father in early years. They also show that David told Solomon to acquire wisdom, which we see him doing as an adult.

1 Kings 3:5-12 Unlike David who sought God Himself, Solomon asked for "an understanding heart to judge" God's people and "to discern between good and evil." God was pleased with Solomon's request and gave him riches and honor also. Solomon's request was literally for a "hearing heart." Heart (*leb*) in Hebrew generally refers to the mind, the intellect that discerns. As we'll see in the following passage, though, while Solomon judged well with regard to his people, he failed with respect to his own life.

1 Kings 11:1-4, 9-10 Although Solomon displayed wisdom in ruling the people, 1 Kings 10:26–11:10 show that he didn't apply the same wisdom to his own life. In direct opposition to the clear command of God in Deuteronomy 17:14-17, Solomon multiplied both horses and wives. Not only this, the women he married were foreign women, a clear violation of Deuteronomy 7:3-4. The man who asked for a "hearing heart" turned (*natah*) away from the clear commands of God. It is a stark contrast to Solomon's earlier prayer that God would "incline [again *natah*] our hearts to Himself, to walk in all His ways and keep His commandments and statutes and His ordinances, which He commanded our fathers" (1 Kings 8:58). Tragic!

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1 Kings 3:5-12

5 In Gibeon the LORD appeared to Solomon in a dream at night, and God said, "Ask what you wish me to give you."

6 Then Solomon said, "You have shown great lovingkindness to Your servant David my father, according as he walked before You in truth and righteousness and uprightness of heart toward You, and You have reserved for him this great lovingkindness, that You have given him a son to sit on his throne, as it is this day."

7 "Now, O LORD my God, You have made Your servant king in place of my father David, yet I am but a little child; I do not know how to go out or come in."

8 "Your servant is in the midst of Your people which You have chosen, a great people who are too many to be numbered or counted."

9 "So give Your servant an understanding heart to judge Your people to discern between good and evil. For who is able to judge this great people of Yours?"

10 It was pleasing in the sight of the Lord that Solomon had asked this thing.

11 God said to him, "Because you have asked this thing and have not asked for yourself long life, nor have asked riches for yourself, nor have you asked for the life of your enemies, but have asked for yourself discernment to understand justice,

12 behold, I have done according to your words. Behold, I have given you a wise and discerning heart, so that there has been no one like you before you, nor shall one like you arise after you."

DISCUSS with your group or PONDER on your own . . .
 What unique event occurred according to verse 5?

How did Solomon respond? What did he ask from God?

Notes

Week Six: **Mentoring Gone Wrong**

ONE STEP FURTHER:

Word Studies
 What did David tell his son Solomon to ask? See what you can find out about the Hebrew words translated wisdom and understanding in Proverbs 4:5. Record your findings below. If you did the Digging Deeper in Week One, consider yourself done!

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1 Kings 11:1-4, 9-10

1 Now King Solomon loved many foreign women along with the daughter of Pharaoh: Moabite, Ammonite, Edomite, Sidonian, and Hittite women,

2 from the nations concerning which the LORD had said to the sons of Israel, "You shall not associate with them, nor shall they associate with you, for they will surely turn your heart away after their gods." Solomon held fast to these in love.

3 He had seven hundred wives, princesses, and three hundred concubines, and his wives turned his heart away.

4 For when Solomon was old, his wives turned his heart away after other gods; and his heart was not wholly devoted to the LORD his God, as the heart of David his father had been.

9 Now the LORD was angry with Solomon because his heart was turned away from the LORD, the God of Israel, who had appeared to him twice,

10 and had commanded him concerning this thing, that he should not go after other gods; but he did not observe what the LORD had commanded.

READ the passage again, this time **UNDERLINE** every reference to the words love or heart.

DISCUSS with your group or PONDER on your own . . .
 What did you learn about Solomon's behavior?

What did you learn by marking references to God? What did God command in verse 2 and why?

What did you learn about Solomon's heart? What caused his condition?

Notes

Week Six: **Mentoring Gone Wrong**

AN SNAPSHOT
Thoughts on Solomon: More than just knowing the truth . . .
 Wisdom had to be received internally. You can know all the right answers and miss the truth a hundred miles. Preaching well is a determined pursuit. It doesn't "just happen" because you know the truth.

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Discussion Questions:

What did David seek?

What benefits did he give his son?

Have your class read Deuteronomy 17:14-17. How did Solomon's life measure up to these commands?

Read Deuteronomy 17:18-20. Based on these verses should Solomon have known what God required of him?

Read Deuteronomy 7:3-4. How did Solomon do on this one?

How did Solomon's heart compare with David's?

How can we pursue a heart that is more like David's?

Notes

Week Six: Mentoring Gone Wrong

SETTING the SCENE . . .
 Jehoiada the priest and his wife Jehoshabea saved their infant nephew, Joash, from his murderous grandmother who had all her grandsons who were heirs to the throne killed in her zealous grab for power. Jehoiada and his wife had baby Joash hidden until they were able to place him on the throne.

JEHOIADA AND JOASH

OBSERVE the TEXT of SCRIPTURE
READ 2 Chronicles 24:1-3. **CIRCLE** every reference to Joash and **UNDERLINE** every reference to Jehoiada. As you read, also note references to time (e.g. seven years old, all the days, etc.).

2 Chronicles 24:1-3

- 1 Joash was seven years old when he became king, and he reigned forty years in Jerusalem; and his mother's name was Zibiah from Beersheba.
- 2 Joash did what was right in the sight of the LORD all the days of Jehoiada the priest.
- 3 Jehoiada took two wives for him, and he became the father of sons and daughters.

DISCUSS with your group or PONDER on your own . . .
 Summarize everything you learned about Joash from the text.

Who was Jehoiada?

What did Joash do as long as Jehoiada was alive?

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Week Six: Mentoring Gone Wrong

OBSERVE the TEXT of SCRIPTURE
READ 2 Chronicles 24:15-22. **CIRCLE** every reference to Joash and **UNDERLINE** every reference to Jehoiada. Again, watch for references to time.

2 Chronicles 24:15-22

- 15 Now when Jehoiada reached a ripe old age he died; he was one hundred and thirty years old at his death.
- 16 They buried him in the city of David among the kings, because he had done well in Israel and to God and His house.
- 17 But after the death of Jehoiada the officials of Judah came and bowed down to the king, and the king listened to them.
- 18 They abandoned the house of the LORD, the God of their fathers, and served the Asherim and the idols; so wrath came upon Judah and Jerusalem for this their guilt.
- 19 Yet He sent prophets to them to bring them back to the LORD; though they testified against them, they would not listen.
- 20 Then the Spirit of God came on Zechariah the son of Jehoiada the priest; and he stood above the people and said to them, "Thus God has said, 'Why do you transgress the commandments of the LORD and do not prosper? Because you have forsaken the LORD, He has also forsaken you.'"
- 21 So they conspired against him and at the command of the king they stoned him to death in the court of the house of the LORD.
- 22 Thus Joash the king did not remember the kindness which his father Jehoiada had shown him, but he murdered his son. And as he died he said, "May the LORD see and avenge!"

DISCUSS with your group or PONDER on your own . . .
 According to verses 17 and 18, what happened in the land of Judah after Jehoiada died?

What did Joash eventually do according to verse 22? What events led up to this behavior?

FBI:
Kings and Chronicles
 The books of Kings and Chronicles recount many of the same events but from different viewpoints.

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OPTIONAL BREAK

SEGMENT #3: Jehoiada and Joash; Jesus and Judas
2 Chronicles 24:1-3, 15-22; Matthew 10:1-4

[pages 88-91]

Key Talk Points: If you create only followers, they'll always need a leader.

Don't throw out the bushel over one bad apple.

Sin and failure happen in a fallen world.

Context/Comments:

2 Chronicles 24:1-3, 15-22 King Joash's life is about as tragic as they come. After being rescued as an infant from his murderous grandmother who usurped the throne when his father Ahaziah died, his Aunt Jehoshabea and her husband Uncle Jehoiada the priest hide him to protect him. By the time Jehoiada disposed of the evil "Queen" Athaliah and installed Joash as king, the boy was seven years old.

This text is a good one to draw your students attention to the importance of time phrases. In 2 Chronicles 24:1-2 we see three such phrases:

24:1 Joash was **seven years old** when he became king.

24:1 He **reigned forty years** in Jerusalem.

24:2 Joash did what was right in the sight of the LORD **all the days of Jehoiada the priest**.

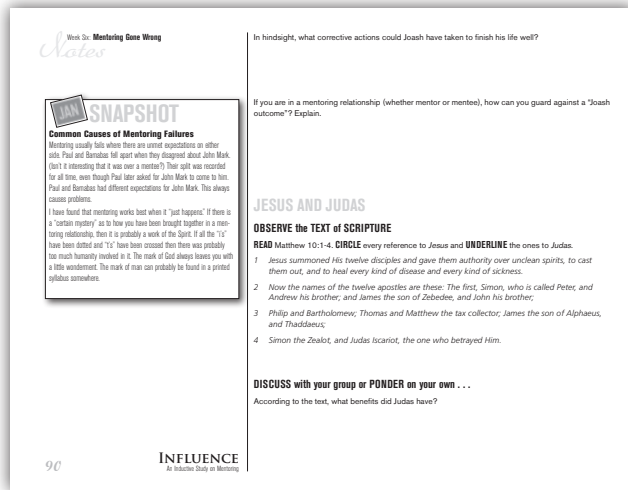
Second Kings 11-12 gives us some additional helpful time phrases:

12:6 In **the twenty-third year of King Jehoash** (a longer version of Joash) the priests had not repaired the damages of the house.

From these texts we see that Joash reigned until he was 47 years old and at least while Jehoiada was alive he "did what was right in the sight of the LORD." This was a common imperative in Deuteronomy (6:18, 12:25, 13:19, 21:9).

Although we don't know precisely when Jehoiada died during Joash's reign, 2 Chronicles and 2 Kings tell us he was around at least 23 years into Joash's reign. So Jehoiada influenced Joash for a long time. The tragedy, however, is that while Joash was a good follower, he lacked the discernment to make good decisions. Jehoiada instructed him, Jehoiada selected his wives, and when Jehoiada died, Joash let others tell him what to do.

The parallel passage is recorded in 2 Kings 11-12.



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Leader Notes

Discussion Questions:

Who were the main people in Joash's life? How was Joash related to the kings of both Israel and Judah?

Describe Joash's life when Jehoiada was alive.

Describe it after Joash died.

What risks do we run if we cultivate attentive listening apart from critical thinking?

Matthew 10:1-4 Even Jesus had a bad outcome; God's sovereignty rules over bad outcomes too. Not every relationship is going to turn out perfectly – didn't for Jesus and won't for you either.

The word translated "betrayed" is interesting. It's the Greek compound word *paradidomi* which literally means "to give over." While Judas gave Jesus over to the Jewish leaders, the Bible is also very clear that Jesus gave Himself over on our behalf (Galatians 2:20).

Discussion Questions:

Are bad mentoring outcomes always the result of a bad mentor? Explain.

SEGMENT #4: The Cure
Jeremiah 13:11, Psalm 63:6-8

[pages 91-94]

Key Talk Points: We will cling to something.
 We should cling to God, not people.

Week Six: **Mentoring Gone Wrong**
Class pages

In spite of these benefits, what did Judah do?

Notes Week Six: Mentoring Gone Wrong

THE CURE
 The kind of mentoring that matters is not just passing on knowledge or characteristics. It is not something a mentor can accomplish apart from the Holy Spirit's work and the participation of the person receiving instruction. Mentoring at its best is helping cultivate a heart condition that seeks God and clings to Him. David and Jehoiada cast the vision for those who followed but they had no power to make them receive it. Only God has the power to change a heart.

SETTING the SCENE . . .
 In Jeremiah 13 God uses an object lesson to show the prophet Jeremiah the kind of relationship for which He had designed Israel and Judah.

OBSERVE the TEXT of SCRIPTURE
READ Jeremiah 13:11 and **CIRCLE** every occurrence of the word *cling*.
 11 For as the waistband clings to the waist of a man, so I made the whole household of Israel and the whole household of Judah cling to Me," declares the LORD, "that they might be for Me a people, for renown, for praise and for glory; but they did not listen."

DISCUSS with your group or PONDER on your own . . .
 According to the text, what was God's purpose for Israel and Judah? What picture did He use?

FVI:
The Works of Solomon
 If you want to read the complete works of Solomon, check out Ecclesiastes, Song of Solomon, and Proverbs.

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Notes Week Six: Mentoring Gone Wrong

FVI:
Different Spellings to Watch For
 As you read different accounts in the Old Testament, you'll sometimes see across slightly different spellings of names. "Clash" for instance is "clashed" in 2 Kings, same guy, different spelling. Before you get confused, remember we do it too. My husband is Dave or David on any given day, my son, Brad, Bradley, or simply B.

Did Israel and Judah act consistently with God's purpose? How do the ideas of remnant and Paul's Israel within Israel help explain what happened? (See Romans 9:6-8; 11:5-2)

Does the Church cling to God the way a waistband clings to the waist of a man? Do you cling to God?

What did Solomon cling to? What did Josiah cling to? How did their choices turn out?

Are you clinging to anything with the vigor that belongs to God alone? If so, what is it? What do you need to do about it?

Sometimes it Works . . . Sometimes it Fades
SNAPSHOT
 Mentoring works when it works. When it doesn't it usually just fades away. In my experience, good mentoring happens when God has brought together two people. It isn't a relationship that can be successfully assigned or programmed. It's totally a work of the Spirit.

OBSERVE the TEXT of SCRIPTURE
SETTING the SCENE . . .
 Psalm 63 is attributed to David. Some think he is in the wilderness of Judah fleeing from his son Absalom who is attempting a coup.

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Leader Notes

Context/Comments: The Hebrew word is *dabaq*; you know it as *cling*. God made His people (Israel and Judah in Jeremiah 13) cling to Him. In Genesis *dabaq* describes a man clinging to his wife in marriage which is another picture of the relationship between God and His Church. Deuteronomy, in particular, is filled with commands to Israel to cling to God –10:20, 11:22, 13:4, 30:20. Unfortunately, as the Israelites entered the Promised Land most of them failed to do this. Joshua warned them that they had to choose between clinging to God and clinging to the nations (Joshua 23:8-12).

Jeremiah 13:11 While clinging to God benefits the clinger (as we'll see in Psalm 63) its most important purpose according to this verse is bringing praise and glory to God! God made His people cling to Him and this involves listening and obeying. People who don't cling to God cling to cheap substitutes. Many in the physical church cling to money, people, and other false gods.

Discussion Questions:

How can learn to cling to God alone better? How can you help others do the same?

How can well-intentioned people cause the wrong kind of clinging?

How have godly mentors encouraged you to cling to God?

Psalm 63:6-8

Psalm 63 is often associated with David and his flight from Absalom. If you have time in class read all of Psalm 63 together and identify the psalmist's actions. These describe the psalmist's "clinging" to God. Here are the verbs: *seek, thirst, yearn, be satisfied, praise, remember, meditate, sing, rejoice*. In v. 8 we see the hope of clinging to God and God in turn upholding The God who upheld the clinging psalmist upholds clingers of all kinds today, too!

Discussion Questions:

What verbs describe the psalmist's actions and attitudes toward God in Psalm 63?

Week Six: **Mentoring Gone Wrong**
Class pages

Week Six: Mentoring Gone Wrong
Notes

READ Psalm 63:6-8 and **CIRCLE** every reference to David. **UNDERLINE** verbs that indicate what he did.

6 When I remember You on my bed,
 I meditate on You in the night watches,

7 For You have been my help,
 And in the shadow of Your wings I sing for joy.

8 My soul clings to You,
 Your right hand upholds me.

READ the text again and **BOX** every action attributed to God.

DISCUSS with your group or **PONDER** on your own . . .

As we close our time today, let's look again at some of David's behaviors. What do you see David doing in this text? How does this contrast with his son Solomon's behaviors?

What did God do for David?

When did David remember and meditate?

Is your life characterized by remembering, meditating, singing, and clinging? If not, how can you begin to incorporate David's actions into your life?

SNAPSHOT

Dealing with Mentoring Failures

If it's not working, jump out of class. It will give both of you relief. If co-dependency has entered the picture, it can be more painful to continue than to quit. Be aware that demands, hurts, slights, and jealousies are all marks of dependency. Before you even begin a mentoring relationship, it is wise to understand what co-dependency is. It happens between the weak and strong and is an arrangement where one is controlling the other.

For more information on co-dependency—what it is and how to avoid it—check out Jan's book, *Please Don't Say You Need Me!*
www.janivoss.com/book.html

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Week Six: Mentoring Gone Wrong
Notes

FVI:

Family Connections

In being Jonathan's son, Zebadiah, King Joash not only forgot the hard-earned Jehoash's had shown him but also killed off his own first cousin. (Joash's father, King Ahaziah, and Zebadiah's mother, Jehoshabeath, were siblings. 2 Chronicles 22:10.)

@ THE END OF THE DAY . . .

Like it or not, not every mentoring relationship ends as what we'd consider a smashing success. What we would consider "bad outcomes" touched not only King David and his son Solomon (the wisest man in history), the godly priest Jehoiada and King Joash, but even Jesus in his dealings with Judas. Sometimes we fail to begin because we fear we might fail, but we can't let that stop us. It didn't stop David, it didn't stop Jesus, nor should it stop us from seeking to help others learn to cling to God above all else.

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Leader Notes

What actions characterize clinging to God?

What has God done for the psalmist in the past? What is He doing for him?

Live It! Some Key Points to Remember:

- Sin and failure happen in a fallen world.
- Finishing well involves more than knowing truth.
- People need to learn truth for themselves and live by it, not blindly follow others.

Next week:

The Mentoring of the Spirit and the Word

Inductive Focus: Literary Genres

While the Bible is a unified whole, it contains different literary genres that are important to take into account as we approach specific texts. Though divided into more categories by some and less by others, here is a basic overview:

Historical Narrative: Much of the Old Testament (Genesis, Exodus, Numbers, Joshua through Esther) and New Testament (Gospels, Acts)

Law: Leviticus and Deuteronomy.

Poetry/Wisdom Literature: Psalms, Song of Solomon, Lamentations, Job, Proverbs, Ecclesiastes.

Parables: Stories Jesus told to teach a point. They're found in the Gospel accounts but do not claim to be based on actual events.

Epistles: New Testament letters including Romans, 1/2 Corinthians, Galatians, Ephesians, Colossians, 1/2 Thessalonians, 1/2 Timothy, Titus, Philemon, Hebrews, James, 1/2 Peter, 1/2/3 John, and Jude.

Prophecy: Isaiah, Jeremiah, Ezekiel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi.

Apocalyptic: Daniel and Revelation.

Week Seven

The Mentoring of the Spirit and the Word

BEFORE CLASS

Hot Topics:

What about people who can't find a mentor? How about people who'd like to mentor but have never been mentored themselves? Are they at a disadvantage? Although godly mentors can bring great encouragement, we *need* nothing more than the Word and the Spirit. Jesus' people need only follow Jesus.

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	15 min.	OMIT 10 min.	• Read Psalm 119:17-24, 97-104 • Review Inductive Focus: Literary Genres
Segment 2:	30 min.	15 min.	The Twelve: Matthew 4:18-20, 9:9; John 21:18-22
Optional Break	15 min.	OMIT	
Segment 3:	30 min.	15 min.	The Others: John 10:27-30; 16:5-7, 13-15; 17:14-21
Segment 4:	30 min.	20 min.	A Look at the Psalms: Psalm 119:17-24, 97-104

START CLASS HERE

SEGMENT #1: Review

Review Basic Concepts

Review Questions:

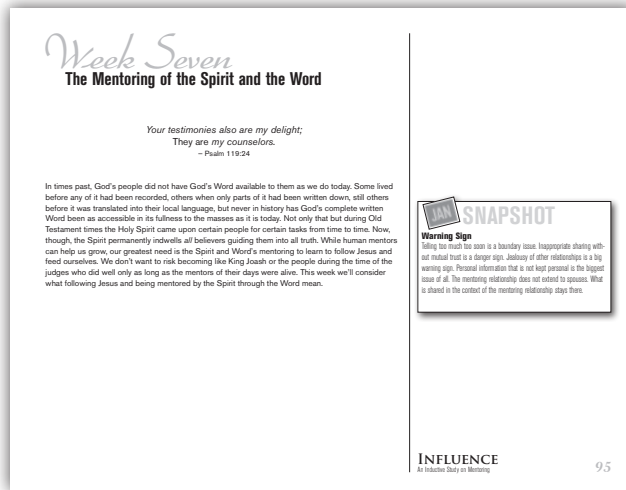
What was your biggest takeaway application from the lives of David and Solomon?

How about from Jehoiada and Joash?

Did your study or our class discussion change any of your views on mentoring failures? If so, what?

If you've had mentoring failures, what have you learned from them?

What have you been applying this week?



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Inductive Focus: Literary Genres

Although we don't have time to do a thorough study of genres in our class today, you can begin introducing them. This week's lesson features two: Gospels (which fall into the broader category of historical narrative) and Poetry. The Gospel accounts recap Jesus' time on earth in the physical presence of His disciples.

The other genre we'll see this week is Poetry from the Psalms. The particular texts we'll be looking at are from an acrostic psalm. Psalm 119 is a patterned work that follows the Hebrew alphabet. We'll be looking at two stanzas, each tied to a specific Hebrew letter. Hebrew poetry is more about parallelism and structure than about sound and rhyme. In Psalm 119, each 8-line stanza corresponds to a letter in the Hebrew alphabet and each line of the stanza begins with the particular letter. Knowing this can be helpful in identifying key words and ideas in the stanza. Whenever you find yourself working with poetry, it's important to dig a little deeper to understand the poem's structure as it may help you in drawing out the meaning of the text.

SEGMENT #2: THE TWELVE . . . Following Jesus
Matthew 4:18-20; 9:9; John 21:18-22

[pages 96-98]

Key Talk Points:

Following Jesus is the key.

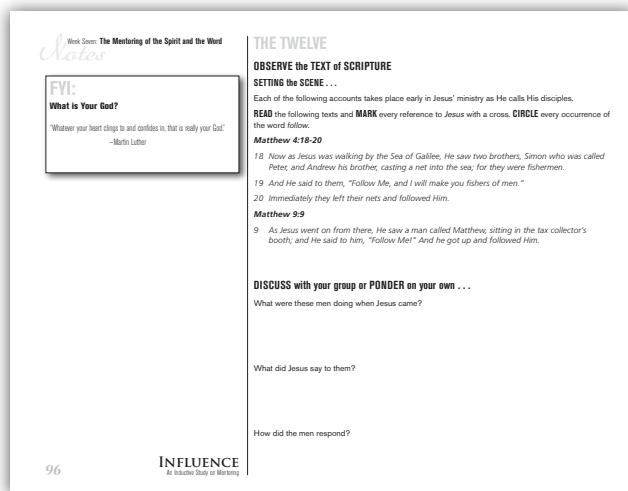
Following in one direction means abandoning all others.

You can't follow Jesus and walk the world's way.

Context/Comments: In each of these texts, the key concept is following Jesus and the predominant key word is *akoloutheo*. The word is used by the Gospel writers (including Luke in Acts and John in Revelation). It's interesting that Paul uses it only once preferring other words to talk about the same heart condition. We are to be like the man in Mark 5 whom Jesus freed from demons. He asked to physically go with Jesus but Jesus told him to follow in another way. Jesus said "Go home to your people and report to them what great things the Lord has done for you, and how He had mercy on you" (Mark 5:19).

Matthew 4:18-20; 9:9 In Matthew 4:19 Jesus says *deute opiso* (literally "come behind") in calling Peter and Andrew. Jesus is asking them to abandon their life of fishing and embrace His ministry. They don't need to know up front how to do what Jesus does; they just need to follow Him.

John 21:18-22 While the Matthew texts record the first calls to discipleship, John 21 shows a repeat call after Jesus' resurrection. Jesus says to Peter, "Follow Me." Jesus tells Peter that he, too, will be crucified as Jesus was. When Peter asks what will happen to John, instead of giving him a straight answer Jesus redirects



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Week Seven: **The Mentoring of the Spirit and the Word**
Class pages

How quickly did they respond? What did they leave behind?

Notes Week Seven: **The Mentoring of the Spirit and the Word**

OBSERVE the TEXT of SCRIPTURE
SETTING the SCENE . . .
 While the previous events took place at the beginning of Jesus' ministry, the following conversation between Jesus and Peter takes place after He has been raised from the dead.
READ John 21:18-22 and **UNDERLINE** every reference to Peter. **CIRCLE** every occurrence of the phrases follow Me.
John 21:18-22
 18 "Truly, truly, I say to you, when you were younger, you used to gird yourself and walk wherever you wished, but when you grow old, you will stretch out your hands and someone else will gird you, and bring you where you do not wish to go."
 19 Now this He said, signifying by what kind of death he would glorify God. And when He had spoken this, He said to him, "Follow Me!"
 20 Peter, turning around, saw the disciple whom Jesus loved following them; the one who also had leaned back on His bosom at the supper and said, "Lord, who is the one who betrays You?"
 21 So Peter seeing him said to Jesus, "Lord, and what about this man?"
 22 Jesus said to him, "If I want him to remain until I come, what is that to you? You follow Me!"

DISCUSS with your group or PONDER on your own . . .
 What did you learn from marking Peter in the text? How was he going to die?

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Notes Week Seven: **The Mentoring of the Spirit and the Word**

What did Jesus command Peter in verse 19?

According to verses 20-21, how did Peter respond to the news and the command?

What point did Jesus make in verse 22?

Do your eyes ever wander off Jesus as Peter's eyes wandered, wondering what God has in store for others instead of focusing on Him alone? How can you increase your focus?

THE OTHERS
OBSERVE the TEXT of SCRIPTURE
SETTING the SCENE . . .
 Speaking to a group of Jewish people, Jesus talks about Himself, His sheep, and His Father.
READ John 10:27-30 and **CIRCLE** the word follow. **UNDERLINE** every reference to sheep including pronouns.

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Peter's focus back to Himself and to his own call: "You follow Me!"

Discussion Questions:

What does following Jesus mean for paths that lead in other directions? Explain.

Have you had to leave anything to follow Jesus? Explain.

How can our concern for others (mentors or mentees) cause us to lose our primary focus?

How can we guard against focus shift?

OPTIONAL BREAK

SEGMENT #3: THE OTHERS . . . Following Jesus
John 10:27-30; John 16:5-7, 13-15; John 17:14-21

[pages 98-101]

Key Talk Points:

Jesus' sheep know His voice.

The Spirit leads believers into all truth.

Context/Comments: While human mentors can help us learn God's Word and His ways, these texts teach that every Christian has direct access to God's revealed mind. We are not dependent on people to teach us because Jesus' sheep recognize the voice of their Shepherd and His people have the indwelling Spirit who

Week Seven: **The Mentoring of the Spirit and the Word**
Class pages

Notes
 Week Seven: The Mentoring of the Spirit and the Word

John 10:27-30
 27 "My sheep hear My voice, and I know them, and they follow Me;
 28 and I give eternal life to them, and they will never perish, and no one will snatch them out of My hand.
 29 "My Father, who has given them to Me, is greater than all, and no one is able to snatch them out of the Father's hand.
 30 "I and the Father are one."

DISCUSS with your group or PONDER on your own . . .
 According to the text, what will Jesus' sheep do?

 How does this compare with what they do according to texts we've already looked at?

 What relationship do Jesus' sheep have to the Father? Explain.

 What assurances does the text give? How can these truths affect thinking and behavior?

ONE STEP FURTHER:
How do we follow Jesus?
 When Jesus calls people to follow Him, what is He asking? Spend some time this week exploring Greek words for follow. Also look at the contexts of the call. Record your observations below.

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 Week Seven: The Mentoring of the Spirit and the Word

THE SNAPSHOT
How do you keep focus?
 I have often at times or here or there but God has always been faithful to bring me back. That's His business. Mine is to remember that He called me to what I'm doing and I need to trust Him with all the results. I don't believe in my own power. That can be very deceiving. People who do miserably wander farther than they ever intended.

John 17:14-21
 14 "I have given them Your word, and the world has hated them, because they are not of the world, even as I am not of the world.
 15 "I do not ask You to take them out of the world, but to keep them from the evil one.
 16 "They are not of the world, even as I am not of the world.
 17 "Sanctify them in the truth; Your word is truth.
 18 "As You sent Me into the world, I also have sent them into the world.
 19 "For their sakes I sanctify Myself, that they themselves also may be sanctified in truth.
 20 "I do not ask on behalf of these alone, but for those also who believe in Me through their word;
 21 that they may all be one; even as You, Father, are in Me and I in You, that they also may be in Us, so that the world may believe that You sent Me."

DISCUSS with your group or PONDER on your own . . .
 In John 16, Jesus told His disciples that the Spirit will guide them into all truth. In John 17, how did Jesus define truth?

 Briefly list everything you've learned in this text about the word and truth.

 Does this text apply only to the disciples Jesus originally spoke to? Why or why not?

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Leader Notes

guides in all truth.

John 10:27-30 Jesus sheep hear (*akouo*) His voice and follow (*akoloutheo*) Him. They do not hear the voice of a stranger because they recognize and follow the Shepherd alone. Jesus – the Shepherd who is one with the Father – leads, teaches, and provides safety for His sheep. A good mentor points people to the security of the Shepherd.

John 16:5-7, 13-15; John 17:14-21 Jesus says that He will not send the Helper, the Holy Spirit, until He departs. Amazingly Jesus tells His distraught disciples that they will be better off with the indwelling Holy Spirit than with Him physically present. The Spirit will guide them into all truth. He will do it, though, in an anchored and measured way – He will not speak on His own initiative. He will glorify Jesus and disclose what He hears. The author of Hebrews reminds us that while God spoke “in many portions and in many ways” in the past, in these last days He has “spoken to us in His Son.”

In John 17:14-21 Jesus prays that His disciples will be sanctified in (or by) the truth. He then defines the truth as God’s Word.

Discussion Questions:

What advantage do we have that even Jesus' first followers did not have until after He ascended?

How do the Spirit and the Word work together?

Can we walk in God's ways by the Spirit apart from the Word? Why/why not?

SEGMENT #4: THE WORD

Notes

Week Seven: **The Mentoring of the Spirit and the Word**

OBSERVE the TEXT of SCRIPTURE
SETTING the SCENE . . .
 Psalm 119 is a 22-stanza acrostic poem about what God's Word is and does. Although we don't know for sure who wrote it, David is one of the possible authors.

READ Psalm 119:17-24 and **CIRCLE** every reference to God's word including synonyms (e.g., word, law, commandment, precepts, testimonies, etc.).

17 Deal bountifully with Your servant,
That I may live and keep Your word.

18 Open my eyes, that I may behold
Wonderful things from Your law.

19 I am a stranger in the earth;
Do not hide Your commandments from me.

20 My soul is crushed with longing
After Your ordinances at all times.

21 You rebuke the arrogant, the cursed,
Who wander from Your commandments.

22 Take away reproach and contempt from me,
For I observe Your testimonies.

23 Even though princes sit and talk against me,
Your servant meditates on Your statutes.

24 Your testimonies also are my delight,
They are my counselors.

DISCUSS with your group or PONDER on your own . . .
 What did the psalmist ask God for in verses 17-20?

SNAPSHOT
The Mentoring of the Word in My Life
 I usually am gripped by words and phrases rather than whole passages when I first teach or see something in the Word. I can read and read and then the Spirit will grasp a phrase and press it into my heart as if to say, "Pay attention. You'll need this!" I love this relationship. I may not have been a wise about something I need to see and then I will be right in the Word. The Holy Spirit is my "netter" to lead me into all truth.

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Week Seven: **The Mentoring of the Spirit and the Word**

What is the psalmist's attitude toward the Word of God throughout this stanza?

How did he characterize God's words in verse 24? What were they to him? How true is this in your life?

Do people who seek counsel from point you back to God's Word? When you give counsel, do you point people to truths and principles from God's Word? Explain.

OBSERVE the TEXT of SCRIPTURE
READ Psalm 119:97-104 and again circle every reference to God's word including synonyms.

97 O how I love Your law!
It is my meditation all the day.

98 Your commandments make me wiser than my enemies,
For they are ever mine.

99 I have more insight than all my teachers,
For Your testimonies are my meditation.

100 I understand more than the aged,
Because I have observed Your precepts.

101 I have restrained my feet from every evil way,
That I may keep Your word.

102 I have not turned aside from Your ordinances,
For You Yourself have taught me.

103 How sweet are Your words to my taste!
Yes, sweeter than honey to my mouth!

104 From Your precepts I get understanding,
Therefore I hate every false way.

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Leader Notes

Psalm 119:17-24; Psalm 119:97-104

[pages 101-107]

Key Talk Points:

God's Word is the ultimate counselor.

Meditating on God's Word brings wisdom, insight, and understanding.

Context/Comments: Letter by letter, Psalm 119 outlines the benefits of God's Word. The Gimel (the Hebrew letter "G") and Mem (the Hebrews letter "M") stanzas focus on the counsel and wisdom available in the Word and both address the psalmist's practice of meditating on the Word.

Psalm 119:17-24 In the Gimel stanza, the psalmist approaches God for understanding. He prays in verse 18, "Open my eyes, that I may behold wonderful things from Your law." In verse 19 he prays "Do not hide Your commandments from me." In both addresses we see the psalmist's dependence on God to know and understand His Word. The psalmist meditates on God's statutes (v. 23) and affirms that God's testimonies are "my counselors" (v.24) literally "my men of advice." This is an interesting anthropomorphic way of saying that God's Word *replaces* men of advice by *being* men of advice. (Similarly, perhaps, is the declaration "the LORD is [literally] a man of war" in Exodus 15:3.)

Psalm 119:97-104 The Gimel stanza tells us God's Word is the psalmist's counsel and the Mem stanza asserts that it exceeds other counsel – more than from (*min*) enemies, teachers, or the aged.

- He is **wiser** (*chakam*) than his enemies.
- He has more **insight** (*sakal*) than his teachers.
- He **understands** (*bin*) more than aged.

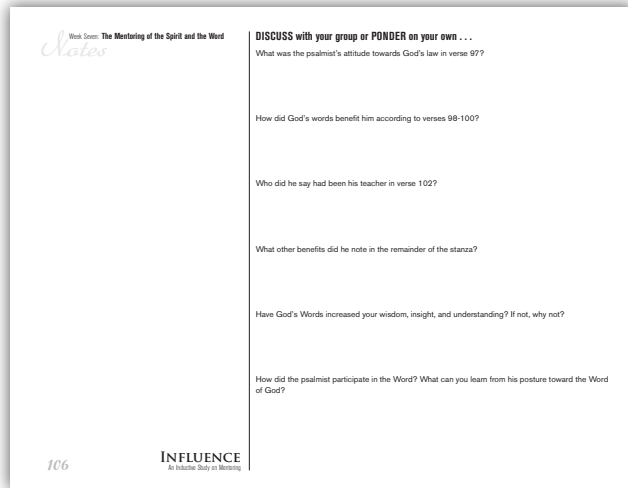
Why is the psalmist's wisdom "more than"? Because he observes, meditates on, and keeps God's Word. Meditation (*siychah*) appears twice in this stanza (vv. 97 and 99). The psalmist meditates on God's law "all the day" and then praises Him with "You Yourself have taught me." Amazing! God has taught the psalmist directly through His Word.

Discussion Questions:

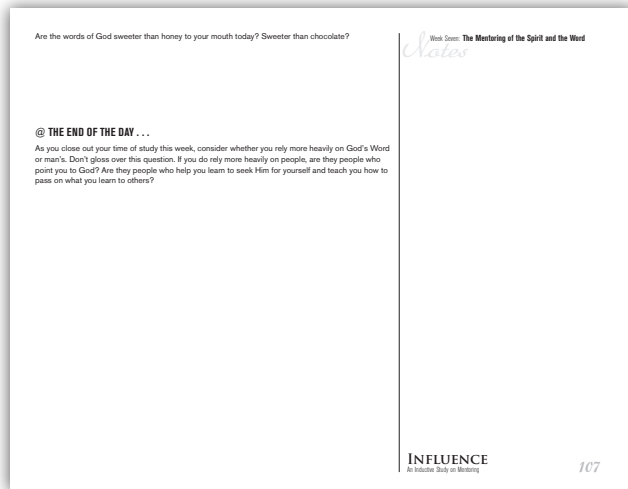
Do you share the psalmist's view of God's Word? Explain.

How can we meditate on God's Word? How do you do it? How often?

Week Seven: **The Mentoring of the Spirit and the Word**
Class pages



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Leader Notes

Are people or God's Words more typically your counselors? Do both play a role? Explain.

When people come to you for counsel, how do you generally answer them? Do you give them your own wisdom or point them to God's?

Live It! Some Key Points to Remember:

- Jesus must be our ultimate focus.
- Good mentors point people to Him and His Word.
- The Holy Spirit helps us understand God's Word and leads us into all truth.

Next week:

Empowering Your Legacy

Inductive Focus: Difficult Passages

Although this week's lesson doesn't contain a difficult passage, we're reading in very close proximity to one that may draw questions from your class. Because of that, we'll look at some of the basics of dealing with unclear passages.

Remember, most of the Bible is clear!

Always interpret unclear passages in light of clear passages.

Remember that Scripture will never contradict Scripture.

Make sure you read the context thoroughly.

Here are some questions, you'll want to ask:

Are there significant differences in how the passage is translated?

Is their historical or cultural background that will shed light on the passage? Is the author using an idiom?

What are the possible meanings the author could have been driving at? What argues in favor or against each? Do any go against other clear biblical teaching?

What do commentators say? What pros and cons do they give for the different possibilities?

After you've prayed and studied a passage for yourself, you'll be amazed at how well you'll be able to sift through the experts opinions!

Week Eight

Empowering Your Legacy

BEFORE CLASS

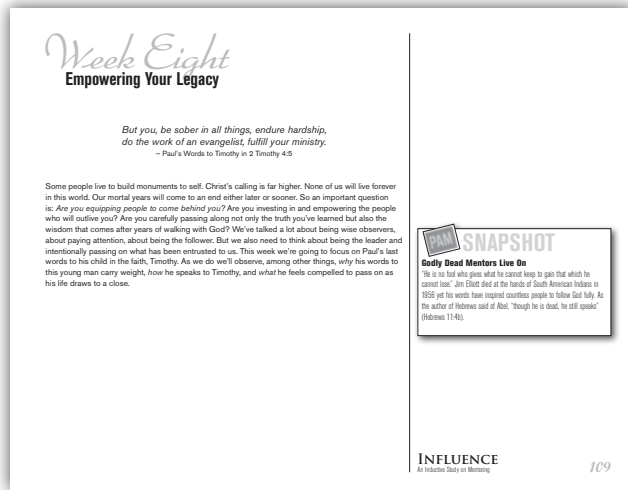
Hot Topics:

Legacy isn't about erecting buildings or monuments. It's about pouring into people. What values, beliefs, and experiences are you passing on? Experience takes time to acquire and unless those who have it take the time and have the resolve to share it with others, well, it expires with them. That's tragic. This week we'll look at the importance of passing on what you know to those who have ears that are willing to hear and hearts that are soft enough to receive truth.

Class-at-a-Glance

Segments	2 Hour Class	1 Hour Class	Topic
Segment 1:	15 min. 15 min.	OMIT 15 min.	• Read 2 Timothy 1:1-14 • Review 2 Timothy 1:1-14
Segment 2:	30 min.	15 min.	2 Timothy 2:1-4, 14-15, 22-26 Inductive Focus: Difficult Passage
Optional Break	15 min.	OMIT	
Segment 3:	30 min.	15 min.	2 Timothy 3:10-17; 4:1-8
Segment 4:	15 min.	15 min.	Reflect on What You've Learned

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Class pages



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Leader Notes

START CLASS HERE

SEGMENT #1: Review

Review Basic Concepts

Review Questions:

What have you learned about inductive Bible study that has been helpful to you during this class?

What are the components of inductive study and why is each important?

What was your biggest takeaway from our class discussion last week on The Mentoring of the Spirit and the Word?

How have you been applying what you've learned?

Have any of you asked someone to mentor you?

Have any of you started mentoring someone?

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SNAPSHOT

The Mentoring of Dead Mentors

Ben Constance is a woman who had great passion, had her life with purpose, and had the good sense to write, write, write. After she could no longer be about her work of rescuing children from temple prostitution, she wrote profusely to the young people who had saved alongside her at the Denver Fellowship. Not only did she reach them in her letters, she also left a legacy of wonderful insights and deep probing thoughts for those of us who came along later. I happened her writings to anyone who needs to be reminded by a godly and very savvy woman. She was unique. She thought "out of the box." That's one of the things I love about her—her thoughts were always fresh and unexpected. She taught me to love the Lord and to write in His love.

OBSERVE THE TEXT OF SCRIPTURE

READ 2 Timothy 1:1-14 and **CIRCLE** every reference to Paul. **UNDERLINE** every reference to Timothy. Don't forget to mark the pronouns.

2 Timothy 1:1-14

- 1 Paul, an apostle of Christ Jesus by the will of God, according to the promise of life in Christ Jesus,
- 2 To Timothy, my beloved son: Grace, mercy and peace from God the Father and Christ Jesus our Lord.
- 3 I thank God, whom I serve with a clear conscience the way my forefathers did, as I constantly remember you in my prayers night and day.
- 4 longing to see you, even as I recall your tears, so that I may be filled with joy.
- 5 For I am mindful of the sincere faith within you, which first dwelt in your grandmother Lois and your mother Eunice, and I am sure that it is in you as well.
- 6 For this reason I remind you to kindle afresh the gift of God which is in you through the laying on of my hands.
- 7 For God has not given us a spirit of timidity, but of power and love and discipline.
- 8 Therefore do not be ashamed of the testimony of our Lord or of me His prisoner, but join with me in suffering for the gospel according to the power of God,
- 9 who has saved us and called us with a holy calling, not according to our works, but according to His own purpose and grace which was granted us in Christ Jesus from all eternity;
- 10 but now has been revealed by the appearing of our Savior Christ Jesus, who abolished death and brought life and immortality to light through the gospel,
- 11 for which I was appointed a preacher and an apostle and a teacher.
- 12 For this reason I also suffer these things, but I am not ashamed, for I know whom I have believed and I am convinced that He is able to guard what I have entrusted to Him until that day.
- 13 Retain the standard of sound words which you have heard from me, in the faith and love which are in Christ Jesus.
- 14 Guard, through the Holy Spirit who dwells in us, the treasure which has been entrusted to you.

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DISCUSS with your group or PONDER on your own . . .

How did Paul refer to Timothy? What did he know about Timothy? Do you think this was a close relationship? Why/why not?

How did Paul describe himself?

How did Paul's mission overlap Timothy's?

What specific instructions did Paul give to Timothy in this section? How would they help when Timothy carried on in Paul's absence?

If you were losing a mentor, what kind of words would you want to hear?

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2 Timothy 1:1-14

[pages 110-112]

Key Talk Points:

Paul spent time with Timothy.

Paul encouraged as he instructed.

Paul propelled Timothy to minister using his gifts.

Context/Comments:

While we learn much in this section about Paul and Timothy individually, the cohesion between the two comes into view from their bond in Christ Jesus and their service in the work of the Gospel. Their close relationship is evident when Paul addresses Timothy as his "beloved son" and recalls him with the tenderness of a father. Scholars believe that 2 Timothy was Paul's last writing before his death at the hand of Rome. Help your students see Paul's focus on Christ Jesus as he encourages Timothy by both words and example. Paul doesn't ask Timothy to replace him but to serve their common Lord, to "kindle afresh the gift of God" in himself and to "guard, through the Holy Spirit" the entrusted treasure he's been entrusted with.

Discussion Questions:

How many times does Paul refer to Christ in this section? What does he say about Him?

Describe Paul and Timothy's common bond in Christ.

What kind of examples does Paul set out for Timothy?

What does he remind Timothy of?

OBSERVE the TEXT of SCRIPTURE
READ the selections from 2 Timothy 2 below. **UNDERLINE** everything Timothy is supposed to do. **CIRCLE** everything he is supposed to avoid.

2 Timothy 2:1-4, 14-15, 22-26

- You therefore, my son, be strong in the grace that is in Christ Jesus.
- The things which you have heard from me in the presence of many witnesses, entrust these to faithful men who will be able to teach others also.
- Suffer hardship with me, as a good soldier of Christ Jesus.
- No soldier in active service entangles himself in the affairs of everyday life, so that he may please the one who enlisted him as a soldier.

- Remind them of these things, and solemnly charge them in the presence of God not to wrangle about words, which is useless and leads to the ruin of the hearers.
- Be diligent to present yourself approved to God as a workman who does not need to be ashamed, accurately handling the word of truth.

- Now flee from youthful lusts and pursue righteousness, faith, love and peace, with those who call on the Lord from a pure heart.
- But refuse foolish and ignorant speculations, knowing that they produce quarrels.
- The Lord's bond-servant must not be quarrelsome, but be kind to all, able to teach, patient when wronged,
- with gentleness correcting those who are in opposition, if perhaps God may grant them repentance leading to the knowledge of the truth,
- and they may come to their senses and escape from the snare of the devil, having been held captive by him to do his will.

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SNAPSHOT

Why Legacy is Important

I don't want to leave this earth without a trace. God has me here for this time for His purpose. Failure to pass this on to the next generation leaves them wondering whether or not they're here for a purpose. God has a plan and He's called me to tell it.

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DISCUSS with your group or PONDER on your own . . .

What specific instructions did Paul give Timothy?

What was he to avoid or flee?

Which of these instructions can we apply today? How will learning to, say, not wrangle about words affect us and others as we live as bond-servants of Christ?

Which of Paul's words address areas of temptation or sin you struggle with?

How can you apply this distant mentor's words this week?

Do you see any common themes in his exhortations?

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Leader Notes

How does Paul exhort him? How does he encourage him? How does he challenge him?

SEGMENT #2: Text
2 Timothy 2:1-4, 14-15, 22-26

[pages 96-98]

Key Talk Points: Paul's focus is always Christ and the Gospel.
Paul instructs and encourages his students.

Context/Comments:

2 Timothy 2:1-4 Paul opens chapter 2 telling Timothy to be strong, to entrust truth to faithful men, and to suffer hardship as a good soldier of Christ Jesus. This Christocentric section focuses on passing on the Gospel message to people who will pass it on. This meant hardship for Paul and will mean hardship for Timothy as he soldiers on for Christ's Gospel.

2 Timothy 2:14-15 In vv. 14-15 Paul again points Timothy toward the true Word and warns him not to wrangling over words. Instead he is to handle God's Word accurately. It is not Paul's approval that he is to seek, it is God's. Paul tells him to be diligent (*spoudazo*) to present himself approved to God. Oh that we, too, would learn to seek his approval only!

2 Timothy 2:22-26 Paul closes this chapter with flight instructions: Flee youthful lusts. Knowing that young Timothy will soon be on his own, Paul gives him some basic advice on what to avoid and what to embrace. Each is very practical. It is not just "flee from youthful lusts" but "pursue righteousness, faith, love, and peace" with others who are pursuing God. It is not just "refuse foolish and ignorant speculations" but refuse them because of what they lead to – quarrels. Then he broaches the hard stuff of character. Not only should Timothy not be quarrelsome, he must also be kind, patient, and able to correct with gentleness. Correcting is one thing, but correcting in gentleness that provides soil for potential repentance to grow – that's a tall order.

Discussion Questions:

How would you characterized Paul's words to Timothy in chapter 2?

OBSERVE the TEXT of SCRIPTURE
READ the excerpts from 2 Timothy 3 and 4 below. Again, **UNDERLINE** every instruction and exhortation Paul gives to Timothy. **BOX** every warning about coming wickedness Timothy can expect.

2 Timothy 3:10-17

- Now you followed my teaching, conduct, purpose, faith, patience, love, perseverance,
- persecutions, and sufferings, such as happened to me at Antioch, at Iconium and at Lystra; what persecutions I endured, and out of them all the Lord rescued me!
- Indeed, all who desire to live godly in Christ Jesus will be persecuted.
- But evil men and impostors will proceed from bad to worse, deceiving and being deceived.
- You, however, continue in the things you have learned and become convinced of, knowing from whom you have learned them.
- and that from childhood you have known the sacred writings which are able to give you the wisdom that leads to salvation through faith which is in Christ Jesus.
- All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness;
- so that the man of God may be adequate, equipped for every good work.

2 Timothy 4:1-8

- I solemnly charge you in the presence of God and of Christ Jesus, who is to judge the living and the dead, and by His appearing and His kingdom:
- preach the word; be ready in season and out of season; reprove, rebuke, exhort, with great patience and instruction.
- For the time will come when they will not endure sound doctrine, but wanting to have their ears tickled, they will accumulate for themselves teachers in accordance to their own desires, and will turn away their ears from the truth and will turn aside to myths.
- But you, be sober in all things, endure hardship, do the work of an evangelist, fulfill your ministry.
- For I am already being poured out as a drink offering, and the time of my departure has come.
- I have fought the good fight, I have finished the course, I have kept the faith;
- in the future there is laid up for me the crown of righteousness, which the Lord, the righteous Judge, will award to me on that day; and not only to me, but also to all who have loved His appearing.

Notes Week Eight: Empowering Your Legacy

I AM A SNAPSHOT
Rev. Walter Olson, aka Grandpa
 Two years ago my son Brad and I started taking Hebrew classes together. He wanted to learn the language after we returned from a trip to Israel. That was a good enough for me but I had a reason of my own. When I was taking Greek during my time at Wheaton College, my Grandpa would often tell me, "Pat, one day you need to study Hebrew. See." He was never demanding, always spoke with a healthy in his eye, but he did put it into words. I'm still a long way from being able to handle the language adequately, but I keep working at it and will continue for the rest of my life because my Grandpa planted a seed. I know I am part of his legacy and if he thought it was important for me to know Hebrew, well, I'm going to know Hebrew. If he hadn't encouraged me, I wouldn't have taken the plunge. It's that simple.

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DISCUSS with your group or PONDER on your own . . .

What did Paul warn Timothy about? Are these warnings applicable to us today? If so, how can you apply them in your life this week?

How do you typically respond to warnings? Do you pay attention or ignore them? Does your response depend on who warns? Explain.

Based on these texts and the ones we have looked at earlier in the lesson, what kind of example did Paul provide? Specifically, what kind of life did he live after Christ revealed Himself to him?

Should we weigh peoples' actions before following their teachings and heeding their warnings? Why or why not?

FBI:
Background on 2 Timothy
 Scholars agree that 2 Timothy is the last letter Paul wrote before he died at the hands of the Roman government. So in this letter we have his last words to Timothy, his dear son in the faith and co-worker in the cause of the Gospel of Jesus Christ.

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Is any of this counsel you need to hear today? Explain.

How can you emulate Paul's exhortations as you pass on truths to others?

OPTIONAL BREAK

SEGMENT #3: Paul's Final Words
2 Timothy 3:10-17; 2 Timothy 4:1-8

[pages 115-120]

Key Talk Points: Paul's final words give Timothy specifics.
 He encourages Timothy to stand.

Context/Comments:

2 Timothy 3:10-17 As he draws his letter to a close, Paul again reminds Timothy of the cost of following Jesus – "all who desire to live godly in Christ Jesus will be persecuted" – and points him toward the Word of God for the wisdom that leads to salvation and thoroughly equips the believer. Timothy had followed Paul's example and knew well the persecutions he had endured. Paul warns Timothy that things (evil) will only get worse but that he can stand. Relying on God's Word Timothy will be both adequate and equipped. Paul withstood and endured and Timothy will too.

2 Timothy 4:1-8 Paul's final words to Timothy begin with a 5-fold charge:

- Preach the word
- Be ready in season and out of season
- Reprove
- Rebuke

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SNAPSHOT

Legacies I'm part of . . .
Do you ever sit back and think about whose legacies you're part of? Most of us are part of our parents' legacies. If I carry on the legacies of both of my parents but also those of other godly people who influenced me and whose godly labor will live on in me after they are gone.

Immortal Church has been in existence since 1955. The building has moved three times over the course of its years, but the church has continued. I am part of that legacy.

I'm part of the legacy of AARMA Crisis International. Can't say I mentored for pure reasons, but I learned my verses and I used to run the circles.

I am part of the legacy of Wheaton College. I'm no Billy Graham or Jim Elliot, but what I learned at Wheaton shaped who I am and how I interact with my world.

I am part of the legacy of Precept Ministries International and Kay Arthur.

I'm part of the legacies of other individuals who have invested in me over the years — Jan Sivoos, Jan Pridy, Debbie Boerman, and plenty of others.

None of these tried to point me to themselves—each humbly pointed me to God and His Word. My parents taught me to love God and brought me to a church that loves God and loves people. Jesus taught me to love God's Word and share the good news with others. At Wheaton I learned to think biblically and live as the world says. For Christ and His Kingdom.

People and organizations who have godly legacies aren't building monuments to themselves. They're investing their lives in people and passing them back to God!

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Digging Deeper . . .

The Last Words of Jesus

Last words are important. If you have some extra time this week, consider the last words of Jesus. We actually have multiple places we can look depending on how you want to define "last words." Today, let's read carefully through Jesus' final teaching to His disciples before going to the cross in John 13-16 (often referred to as the Upper Room Discourse), His prayer in John 17 (sometimes called The High Priestly Prayer), and the last words of the risen Christ before He ascends to heaven as recorded by Luke in Acts. If you have more time, go ahead and think through some of the more informal comments Jesus made during His final hours on earth. As you read, record your observations below.

John 13-17

Acts 1:4-8

SNAPSHOT

The Most Important Thing I'm Passing On
I think one of the most important things I am passing on is my belief that He with the Lord is an adventure.

It is my journey with God, so every day has a certain mystery about it that I love to embrace. I want those who come behind me to find that adventure in their own lives. Whether they are being good dads or good dogs, I want those I influence to know that they can know the truth of Psalm 131: "He who dwells in the shelter of the Most High will abide under the shadow of the Almighty." In that shelter and under that shadow, there is a life of "sleep knowing" that takes us through life with confidence that there are purposes beyond our own.

An equal "most important thing" is "Always ask, 'Where is it written?'"

I don't believe anything just because you've said it. Instead, make it a point to know "where it is written." If it is important, God included it in His Word. If it is not, you don't have to worry about it.

Finally, and of equal importance to the first one: God's love is without bounds. Whether you believe, be sure you don't forget that underlying all that happens, God loves you dearly.

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• Exhort

Timothy must do these with "great patience and instruction." While others turn away to myths, Paul tells Timothy to "be sober in all things, endure hardship, do the work of an evangelist, and fulfill your ministry." It's interesting that Paul doesn't tell him "Finish what I started!" No, Paul's work is done. He has fought, finished, and kept the faith. Timothy has walked beside him and now Timothy will continue walking and fulfilling the ministry God has called him to.

Discussion Questions:

What final words did Paul give to Timothy?

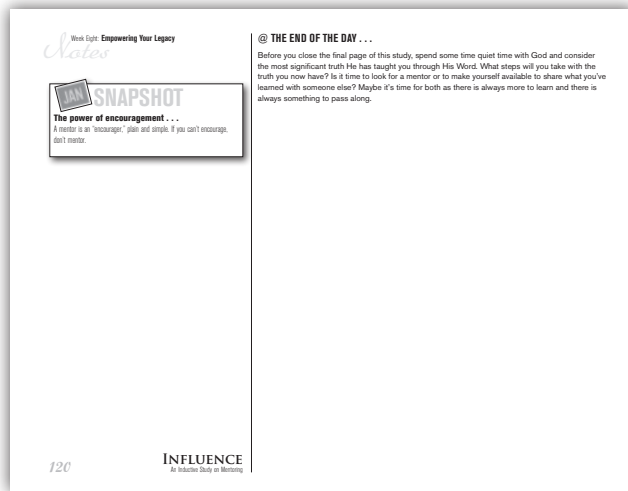
Has anyone ever passed final words along to you? How do we judge whether any counsel is of God or not? What criteria do we use?

What was Paul's legacy?

If you knew you had only a week left, what words would you pass on to those following behind you?

What does the Word tell us to do knowing our "days are numbered"?

Are you living the example today that you want to pass on to others?



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SEGMENT #4: What Have You Learned?

Discussion Questions:

What is the most significant truth you've learned in this class about being a mentor?

About being a mentee?

Have you changed since starting this class? If so, how?

What do you plan to do?

How will you pass along what you've learned?

Thanks so much for persevering! Thanks for teaching this class and investing in the lives of others!