

# Walking in the Light: Keeping His Commandments



## Teacher's Guide

### Surveying the Source

Lev. 19:18; Luke 14:26; John 3:13, 20; 1 Tim. 2:1–4; 2 Pet. 3:18; 1 John 2:3–11.

### Plotting the Course

#### The students will:

- ▶ Better understand the biblical relationship between love and obedience.
- ▶ Examine their own spiritual lives to see if they are walking in the light.
- ▶ Identify any adjustments they need to make in their spiritual journey to walk as Jesus walked.

### Preparing to Lead

“It has been said by someone that ‘the proper study of mankind is man.’ . . . I believe . . . the proper study of God’s elect is God. . . . The highest science . . . which can ever engage the attention of a child of God is the name, the nature, the person, the work, the doings, and the existence of the great God whom he calls

his Father.”\*

Just as we do not study our earthly fathers in an academic sense, so, too, God reveals His nature through experience. It is through obedience—walking as Jesus walked—that we come to know our Father God more intimately, moment by moment.

### Getting Started

**A.** Using graph paper, have students chart their spiritual journey from the time they accepted Christ to today. After students have had a chance to do this, use a flipchart to chart a hypothetical Christian journey. As you do, take time to discuss the highs and lows and the importance of overall continued growth, even if there are downward turns along the way. Discuss the danger of “flatlining” or “hitting a plateau” in the context of the lesson’s

focus on continuing to walk in the light.

**B.** Have students complete the “What’s Your Purpose?” exercise (p. 34). This is based on Wednesday’s lesson. Be sure to discuss this and steps outlined in Wednesday’s lesson. While the exercise will bring different pieces together, students will likely need direction in identifying their God-given purpose and acting upon it.

### Delving Into the Word

**A.** Using concordances and/or topical Bibles, divide students into two groups—one finding texts on love and the other on obedience. Set a strict time limit, as these are both extensive topics. Have them

come back together to share the overall picture they gained of their topics. Explore any overlapping texts that deal with both love and obedience. Discuss the interplay of the two topics, with particular

### Materials

pencils; graph paper; whiteboard/flipchart/chalkboard and appropriate markers; concordances and/or topical Bibles; index cards

emphasis on Romans 5 (especially verses 6–8), 1 John 4:10; Exodus 25:22 (note here the juxtaposition of law and mercy), and 2 Corinthians 5:18–21.

**B.** Using concordances and/or topical Bibles, have students find as many significant examples of walking with God as possible. Discuss the importance of walk-

ing in the context of one’s spiritual journey. Be sure the discussion includes at *least* the following references: God walking with Adam and Eve in the garden; Enoch; kings known as either walking in the ways of the Lord or not; Psalm 23; Jesus.

## Discussing the Ideas

1. What’s wrong with standing in the light? Why is the emphasis on walking in it?

2. The introduction in the quarterly to this week’s lesson gives a bleak picture. Is this the end for all doubt? Or is there a role for questioning within the Christian life? Is there a difference between questioning and doubt? Be sure your answers are solidly grounded in the Bible.

3. What do you love more than God? How does this affect your spiritual life? What do you need to do to reorient your

priorities?

4. What would your life look like if you walked the same way Jesus walked? What would be different?

5. The Bible teaches us that love is action, and that it is a result of our obedience to God. How does this notion differ from the world’s idea that love is a feeling? What are the implications of this difference for your life?

6. What are some signs of spiritual complacency? How can you ward off this dangerous condition in your own life?

## Closing the Activity

Read Revelation 14:1–5 aloud. Have students reflect on what it means to “follow the Lamb wherever He goes” (verse 4, NIV). On index cards, have students write tangible steps they

can take in the next week to further their walk with the Lord. Encourage them to share these steps with a spiritual partner or mentor for greater accountability.

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\*Charles H. Spurgeon, “The Immutability of God.” Sermon preached January 7, 1855; New Park Street Chapel, Southwark, England. <http://www.gospelweb.net/SpurgeonSermons/spursermon1.htm> (accessed January 7, 2009).

## What's Your Purpose?

*If the “purpose of life is a life of purpose” (Wednesday’s lesson), what’s yours?*

**Spiritual Gifts** (If you don’t know, that’s OK . . . but ask a church leader about a spiritual gifts inventory so you can find out! NOTE: Different inventories might list slightly different variations of gifts.)

CIRCLE ALL THAT APPLY:

Administration  
 Discernment  
 Evangelism  
 Exhortation  
 Faith  
 Giving  
 Healing  
 Hospitality  
 Intercession  
 Knowledge  
 Languages  
 Leadership  
 Mercy  
 Music  
 Pastoral  
 Prophecy  
 Service  
 Skilled Craft  
 Teaching  
 Wisdom  
 Other \_\_\_\_\_

**Things I like to do:**

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**Temperaments** (choose one—at MOST two—that most accurately describe your personality.)

| Sanguine  | Choleric                             | Melancholic                                  | Phlegmatic  |
|---|--------------------------------------|--|---|
| light-hearted; fun-loving; people person; spontaneous | ambitious; energetic; and passionate | thoughtful; ponderer; may be highly creative | calm; unemotional; self-content; consistent; rational; curious; observant |

Recall a specific time you felt “called” or really had a sense of accomplishment about something you did:

