

Ephesians

An Inductive Bible Study for Youth

Verse-by-verse inductive Bible study:

Although in many lessons the writer or teacher decides on a lesson aim (the main teaching he wants the students to get) and application (how he wants the students to apply the Scripture to life), in inductive Bible study we study the Bible verse by verse, asking God what He wants to say to us and how He wants us to apply it to our lives. So, in inductive Bible study, the teacher is not telling the students what the Scripture says. Rather, s/he is guiding discussion so that the students themselves can see what it says under the guidance of the Holy Spirit. The questions are suggestions. You may add others as God guides you. In this study we have combined inductive Bible study with suggestions for activities to make Bible learning fun and to help firm up Bible truths in the minds of the students.

When you follow this study as suggested, each student hears each phrase of the book of Ephesians at least three times—First, when the entire book is read, the student hears each phrase in context of flow and themes of the whole book. Second, when each chapter is read, he hears each phrase in context of that smaller unit. Third, when each small grouping of verses is read, he considers each phrase more individually, but still in the context of a few verses. If the question does not receive a ready response, the teacher may again repeat the relevant phrases for consideration. This is not too much repetition, for we want the length and breadth and depth of Scripture to seep in deeply, changing our minds, hearts and wills.

General Questions for Inductive Bible Study:

These are general questions that can be used to guide a study of any book of the Bible. You will use this guide to look at each chapter overall, and then we will provide specific questions as you look at each chapter verse by verse.

- What kind of literature is this? (History, poetry, prophecy, parable, letter, doctrinal teaching)

- Are there words or phrases that are repeated, or synonymms used? (A synonymn is a word that means almost the same thing, like big and large.) What is the significance of these repetitions?
- Is anything in the passage contrasted with something else? What? In what ways are they different? What is the significance of the contrast?
- Who are the people mentioned in the passage? What do we know about them from elsewhere in the Bible?
- Is there any mention of good angels or demonic spirits? If so, what are they called and what do we learn about them?
- How do we see God in the passage? Consider names & titles, acts, descriptions, etc.
- Are there commands to obey? Sins to avoid? Examples to follow?
- What do we learn about salvation?
- What teaching in this chapter could help us who are already believers to grow in faith?
- What words do you need help understanding?
- What questions does the passage raise in your mind?
- What do you notice about the way the passage is structured? (Does it build to a climax, state and repeat, state and contrast, etc.?)
- What action verbs are used, & who is doing what acting to whom?
- What phrases or groups of words stand out to you? Why do they stand out?
- What are some of the most important verses and why?

- What other observations about the passage can you make?
- What are two outstanding truths you have learned from this passage?

Beginning to Study Ephesians by the inductive method:

Teacher, to begin the study, find the best reader available. Have the reader practice reading Ephesians ch. 1 ahead of time so that he or she can read it smoothly and with expression. Have the students open to Ephesians 1. Those who find it first can help others find it. Encourage students to try to follow along as the entire chapter is read.

Go at your own pace. You do not have to cover a chapter in each lesson, or any particular number of verses. Avoid the temptation to skip over the Activities and Prayer suggestions given with each section. The activities help keep the students actively involved and will help them begin to apply the Bible truths to life. The prayer suggestions will help the students grow by having them pray about things that we know are on God's heart, since they are a part of Scripture.

Now consider the overall questions listed at the beginning of this study. (If the group is large, divide into smaller groups for this study.) Take as long as you need to do this.

EPHESIANS CHAPTER 1

After you have looked at Ephesians as a whole and considered the overall questions, begin to go through the book verse by verse and notice even more richness and detail.

Ephesians 1:1-2 Paul's salutation to the Ephesians

Ask a student to read verses 1 & 2--

- Who is writing, and how does he describe himself?
- To whom is he writing, and how does he describe them?
- What does he wish for them?
- Who can give them these gifts?

- How do these differ from gifts we normally wish for our friends, or even for ourselves?
- Paul says he is an apostle by the will of God. What would be the contrasting or opposite idea to this?
- In addressing them as saints, he uses the present tense of the verb “are”. How does the Biblical idea of sainthood seen here differ from common ideas of sainthood today?

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- What two members of the Godhead are mentioned together?
- What does this say to those who teach that the Godhead is “Jesus only”?
- Where were the people living that Paul was addressing?
- What can you learn about Ephesus from a Bible dictionary or maps?
- What other Bible passages talk about Ephesus? What else happened there? (See Acts 18-20 & I Cor. 16:8.)

Activities:

Teacher, divide into three groups. One group creates & practices a skit illustrating verses 1-2. A second creates a game based on the ideas of these verses. A third creates a song & dance based on them. Allow 10-12 minutes for the groups to meet in separate places. Then the group reconvenes and each group presents what they have created. Make sure that the others are listening and participating while others are presenting their parts, rather than continuing to prepare or practice their own upcoming parts.

Prayer:

Teacher, ask six student to pray a one sentence prayer based on what we have learned today.

Ephesians 1:3-9 Blessing God for His blessings to us

Teacher, ask a student to read verses 3 through 9. Then go back and have another student read each verse.

Ask a student to read verse 3--

- Whom are we called upon to bless?
- Think about the two names for God given here. Remember that some people say God is Jesus only. Does this verse seem to support that? Why or why not?
- What verse or phrase did we see in our last lesson that applies to this?
- What kind of blessings has God given us?
- How many spiritual blessings has He given us?
- Does this imply that there are or are not other spiritual blessings yet to be obtained?

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- Are these blessings future blessings to be achieved or blessings that have already been given to us now? (Clue: Look at the tense of the verb.)
- In whom are these blessings found?
Think: How is it that these blessings are found in Christ and not in other great leaders of the past?

Ask for a volunteer to read verse 4— •

Whom has God chosen in Christ?

- When were we chosen?
- If we were chosen then, can it be based on anything we have done? Why or why not?
- What was the goal of God choosing us?
- What does it mean to be holy? (Holy means set apart for God's use)
- What does it mean to be without blame before Him?
- Is being without blame before Him the same thing as being without blame before others? Why or why not?
- Is it the same thing as being without blame in our own minds or conscience? Why or why not?
- In this verse holiness and blamelessness are combined with what other quality?

Ask for a boy to read verse 5-- •

We are predestinated to what?

- Let's take apart the word predestinate. What other words do you see in it? (Destiny) What prefix do you see? (Pre) What does that prefix mean? (Beforehand, in advance)
- Then what does the word predestinate mean?
- What does it mean to be adopted by Jesus Christ to Himself?
- Why did God chose us? Was it because we were better than others?
- What adjective is used to describe His will? Can we always use this adjective to describe our own wills?
- Can you tell in simple words what this verse is saying?

Ask for a girl to read verse 6— • All of this results in praise to what?

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- Have you ever thought about “the glory of His grace”? What does that phrase mean to you?
- In whom has Jesus made us accepted?
- How has He made us accepted?
It is a very powerful thing to be accepted. Think about times when you or someone you love was accepted, or not accepted. What difference did it make?
- Because of Jesus, we are accepted by God. What does that mean to us?

Ask a student to read verse 7—

- We have redemption through whose blood?
- Is the verb in “we have redemption” present, past, or future? How is this significant?
- Some modern people don’t like the idea of blood sacrifices or the blood of Jesus shed on the cross. They feel it is too messy and nasty. But can we be redeemed without the blood of Jesus?
- What is the verb form for the word redemption? (Redeem. It means to “buy back at a cost something that was lost.” So what did God do when He redeemed us through the blood of Jesus?
- What else did we get from God?
- Was God’s forgiveness of our sins stingy—did He only forgive a few sins grudgingly?
- What does “according to the riches of His grace” mean?

Ask a student to read verse 8—

- What other two qualities did Jesus bring to us abundantly? (Wisdom and prudence)
- Wisdom was the “big” quality that was sought by the worldly people of Jesus’ time. Why do you think God mentioned that He abounded toward us in wisdom?

Ask a student to read verse 9—

- What has God made known unto us?
- The mystery of His will is according to what?
- What outside forces influenced His will?

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- A mystery is something that is temporarily hidden but later revealed.
What mystery is God talking about?

Activities:

Teacher, as a group, have the students discuss the primary blessings revealed in this passage. Ask students which they most appreciate at this stage of their lives, and why. Then divide the class into three groups. Assign each group one or more blessings. Ask them to

prepare a song and dance thanking God for this blessing. Then reconvene the class and ask each group to present and teach their song/dance to the group.

Prayer:

Teacher, ask for three volunteers to pray thanking God for His blessings in Christ.

Ephesians 1:10-12 God's purposes for us in Christ

Teacher, ask a student who reads well to read verses 10 through 12. Then go back and ask other students to read it again, verse by verse.

Ask a student to read verse 10—

- What is the ultimate goal of God in Christ? Clue: What is the main verb of the verse? What action is described?
- What is “the dispensation of the fulness of times”?
- What will happen in the fulness of times?
- What two groups will be gathered in Christ?

Ask a student to read verse 11— •

What have we obtained in Christ?

- In the earthly sense, what is an inheritance?
- Who predestinated us to receive this inheritance?
- How many things does God work after the counsel of His will?
- What outside forces influence God in working out history?

Ask for a volunteer to read verse 12— •

What is God's purpose for us?

- How can we be to the praise of God's glory?
- What is essential first before we become to the praise of His glory?
- Are you sure you have trusted in Christ? If someone asked you when, where and how you trusted Him, what would you answer? (Let a couple of the students give testimonies of their own salvation stories to the group.)

Activity:

Act out a skit of someone receiving an earthly inheritance and then of a believer receiving his heavenly inheritance.

Pray:

That believers in your community would come to a greater appreciation of their inheritance in Christ.

Ephesians 1:13-14 Our sealing by the Spirit in Christ

Teacher, choose a student who reads well to read verses 13 and 14. Then go back again and ask other students to read them verse by verse.

- Ask for a girl to volunteer to read verse 13--
- What did the Ephesians hear before they believed? What two names are used to describe it?
- What else happened to them after they believed?
- Think about the verb “sealed”. What kinds of seals do you know about, and what is their purpose?
- We are not sealed with a thing, but with a person. Who is that person?
- Think about the phrase “Holy Spirit of promise.” Why does Paul add the phrase, “of promise”? In what ways was the Holy Spirit promised? (See John 14:16-17.)

Ask for a boy to volunteer to read verse 14—

- The Holy Spirit is called “the earnest of our inheritance.” When a major financial transaction is made, what is earnest money? How is the Holy Spirit the earnest of our inheritance in Christ?
- The little preposition “until” shows that something will change in the future. What will change?
- Note that we will be redeemed at that time, yet we are fully purchased now. (“Until the redemption of the purchased possession”) How can both be true?
- Who will receive praise in all of this?

Activities:

Teacher, divide the class into two groups. One will prepare a skit showing the idea of being sealed by the Holy Spirit. The other will prepare a skit showing the idea of the Spirit being the earnest until the redemption of the purchased possession. Then the class will reconvene. Each group will present their skit. The other group will ask questions and discuss what they have seen. If someone in the group is good at composing songs, ask him or her to spontaneously make up and present a song with movements showing either of these ideas.

Prayer:

Teacher, allow several students to briefly pray asking God to help the class apply the truths of today's lesson to their lives.

Ephesians 1:15-19 Paul's prayers for the Ephesians

Teacher, ask a student to read verses 15 to 19 consecutively (all at one time).

- Now ask for a volunteer to go back and read verse 15 again.
- To whom does the "I" refer?
- What two good reports had Paul received about the Ephesian believers?
- When it says he heard of their love for all the saints, does that mean they loved just those of their own local church, or that they loved all who believed in Jesus? What does that mean for us?
- Who are the saints he is talking about? Where did we see this same phrase "saints" used?
- The Roman Catholic church "canonizes" certain people after death, whom they feel lived very good lives. In how many ways is this practice different from the loving of the saints that Paul describes here?

Ask for a different volunteer to read verse 16.

- Paul never stopped (or always continued) doing what?
- Whom did Paul always mention in his prayers?

- If you were an English teacher, you would probably say that verse 16, taken by itself, is an incomplete sentence. Why? (The beginning is in verse 15. Paul wrote in very long, complicated sentences.)
- Putting the two verses together, first he did what, and then he did what?

Ask someone to continue by reading verse 17.

- Who is the God of our Lord Jesus Christ?
- What does this do to the idea some have that the Godhead is Jesus only?
- What does Paul pray God will give the Ephesian believers?
- What does this mean?
- How does this compare to the kinds of things we pray for other believers today?

The sentence and the thought still continues in verse 18, so ask for a volunteer to read that verse.

- In the first phrase, what does Paul assume is true about them?
- Is this true of all believers? Is it true of you?
- What two things does Paul want them to know or understand?
- This verse mentions an inheritance? Look carefully. Whose inheritance is this? How is this inheritance different from the one mentioned in verse 11?
- What are the riches of his inheritance?
- How does God feel about this inheritance?

Ask for a volunteer to read verse 19.

- What conjunction (joining word) begins the verse? What two thoughts does this word join together?
- Toward whom does God exercise His power?
- How is His power toward us described?
- What is at work in our lives?

Activity:

Discuss: In practical terms, what does this mean in your life?

Teacher, ask students to give examples of their own understanding being opened in the spiritual realm when they came to Christ.

Prayer:

Although Paul never ceased to pray for the Ephesians, we often pray for someone for awhile and then forget them. Teacher, let the students suggest groups of people for whom they once prayed but may have forgotten more recently. Have a time of prayer for these “forgotten” groups.

Ephesians 1:20-23 The centrality of Jesus Christ

Ask someone who is a good reader to read verses 20 to 23.

Now ask for a volunteer to go back and read verse 20 again.

- “Which” is another joining word. What phrase does it refer to or join with from verse 19?
- What is the primary way God showed His mighty power?
- After God raised Jesus from the dead, after a time where did God set Him?
- We know Jesus was on earth for awhile after His resurrection. So when would this have happened?
- What does it mean for someone to sit on the king’s right hand?
- God had Jesus sit down at His right hand. Think about this action. What does it imply? Would God have seated Jesus if He had not yet completed His work?
- Some churches teach that Mary, the mother of Jesus, is now the Queen in heaven? According to these verses, who is ruling in heaven?
- Do you know of any other Bible verses that might indicate that Mary is ruling as queen in heaven? (No, there are none.)
- Does this verse end with a period, showing it is a completed thought, or with a comma, showing the thought is continued in the next verse?

Ask for a volunteer to read verse 21 again.

- Who is far above all principality?
- What are principalities and powers, might and dominion? (Compare Ephesians 6:12)

- In Africa, often demonic powers are greatly feared. What encouraging thought does this verse give us in regard to demonic spirits?
- What does this mean for our lives?
- Think about the word principality. What other words do you see in it? (Prince & municipality). In other words, a principality is a spiritual ruler over a certain location. What evidences of that do you see in your area?
- Although the evidences of wicked spiritual rulership may be numerous and powerful, why must the believer not fear them?
- How many names are above the name of Jesus in this world? In the world to come?
- In practical terms, what does that mean for those of us who believe in Him?
- Let's think again about the concept some people have of Mary ruling in heaven. How does this verse show that this is impossible?
- Some Christians are afraid to witness Christ to priests of traditional religion or Islamic imams or to those who have a reputation for witchcraft. What does this verse have to say to them?

Ask for a volunteer to read verse 22.

- How many things are under the feet of Jesus?
- Who has put all things under His feet?
- What does it mean to be under His feet?
- What is Jesus to the church?
- In how many things is he the head?
- What does it mean for Him to be the head?
- Some people say the Pope in Rome is the head of the church. What does this verse have to say to that idea?

Ask for a volunteer to read verse 23.

- What is the body of Christ? (follow the connecting word "which" back to the end of verse 22.)
- Are you a member of the body of Christ? Why? How did you get in?
- In what way does Christ fill "all in all"?

Additional Discussion:

- Now that you have considered the whole chapter verse by verse, is there anything else you would like to add to your understanding of the chapter as a whole?

Activity:

As a group, compose and sing a song about the centrality and importance of Jesus Christ.

Prayer:

Pray that Jesus Christ will be increasingly and always at the center of worship in your church and in the churches throughout your country.

EPHESIANS CHAPTER 2

In chapter one, we assigned descriptive titles telling what we saw as the theme of each section of verses. Now ask your students to read the verses and assign a title to each on their own. There is no one correct way to do this, but encourage them to choose titles that adequately describe the content of the verses. They may discuss the reasons for their choices.

Ephesians 2:1-3

Teacher, from now on, you may ask for a volunteer to read, or assign passages to those you know can read well. Avoid embarrassing poor readers by asking them to read out loud in public.

- Does vs. 1 of chapter 2 seem to you to shift emphasis from what you read at the end of chapter one? Why?
- What big change has Jesus brought about in us who believe in Him?
- These verses describe what was true of us (and of everyone) before we came to Christ? What were we like, from God's viewpoint?
- How does God's viewpoint of the unsaved differ from our own viewpoint of ourselves before we got saved?
- These verses center on the old life outside of Christ, but they imply a big change. Since this was our life before Christ, what is our new life in Christ like?

- Just as in Christ we are led by Christ, in our old life we were led by whom?
- In Christ we are children of God. Look for the phrases that describe what kind of “children” we were before we came to Christ.
- How is God’s enemy Satan described in these verses?
Do these verses teach that those outside of Christ are OK anyway?
Why not?

Activities:

The Bible describes those outside of Christ as dead and coming to faith in Christ as being made alive. Have the group describe characteristics of some that is dead and list them on a chalkboard or poster. Then let them list characteristics of things that are alive. How do these characteristics describe our lives before we came to Christ, and after?

Prayer:

Ask a student to thank God for new life in Christ.

Ephesians 2:4-7 Teacher, ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- After describing what we used to be like outside of Christ, verse 1 begins with an transition word that shows contrast. What is that word?
- What has God done for us in Christ? Give at least three or four things.
- Verse 5 uses one of the same verbs as verse 1 did. What does “quicken” mean? (To bring to life something that was dead)
- What phrase shows that God has brought about a change not only on our life on earth but also in life with God?
- What will God show in ages to come in us?
What attributes of God do we see in these verses? Why did God do all this for us?

Activities:

Let students show gestures for “God has raised us up” and then, “He’s seated us in heavenly places.”

Prayer:

Pray that we will act and live like those who are seated in heavenly places.

Ephesians 2:8-10 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- How are we saved?
What part did we have in our own salvation?
- What is the gift of God? (Look carefully. Faith itself is the gift of God.)
- What part does good works play in our salvation?
Why is it important that our good works do not contribute towards our salvation?
- We are not saved BY good works, but we are saved FOR good works.
What phrase gives this idea?

What has God ordained for the believer in Christ?

- If someone said we have to attend church, pray, be good to our neighbors, fast and take care of our parents in order to be saved, what would you say according to this passage?

Activities:

Let students repeat several times rhythmically,

“We are saved through faith in Christ, (point above)

Not by works that we have done.” (shake head and hands negatively)

Prayer:

Ask a student to pray for someone who needs to understand that we are saved by grace through faith and not by any good works we can do.

Ephesians 2:11-12 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- In these verses we shift back again to what our life was like before Christ. What phrase shows this?
- What are Gentiles?
What was negative about this word?
- Just as the prepositional phrase “in Christ” describes our life since we came to faith, what prepositional phrase is used to describe our life before we came to faith?
- What is an alien? From what group of people were we aliens before we came to Christ?
- What was significant about being aliens from this group of people?
- What were we in relation to God’s covenant of promise?
- What were we lacking? We had no _____. What did this mean for us?
- We were without Christ, and we were also without whom? What did this mean for us?
- Overall, how do these verses describe our situation before we came to faith in Christ?

Activities:

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Repeat rhythmically, phrase by phrase,
“Gentiles,” “without Christ,” “strangers from the promises of God”
“without Christ,” afar-far-far-far off from God.”

Prayer:

Pray for someone you know who is still far away from God.

Ephesians 2:13-18 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- This passage begins with another connecting word that shows contrast. What two things is the author (the Apostle Paul) contrasting? In relation to God, before we came to Christ, were we close to Him or far from Him?
Now in Christ, how has that position changed?
- What has brought us close to God?
- What else has Jesus’ blood on the cross done for us?
- Who has brought us peace with God, and how?
- Paul uses a metaphor, a figure of speech comparing two things in which he says that one thing IS another thing, meaning it is like another thing. What is the metaphor? (See vs. 14.) Why is it significant?
- What was the middle wall of partition between Gentiles and Jews?
- Gentiles and Jews are reconciled to God in the same way. What is that way?

Activities:

Use gestures to show, “Afar off---now brought near”
“Enemies of God’s people—God’s people ourselves”
“War with God—peace with God”
All because of Jesus—praise His name!

Prayer:

Pray for any member of your family who is still far off from God.

Ephesians 2:18-22 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- How do we all have access to God?
- What does the idea of “access” imply?
Can you think of some beliefs or practices in the church that show that some Christians do not understand clearly that we have access to the Father?
- How has our status changed before God and with His people?
- We in the church are built on what foundation?
- Who is the chief cornerstone of that foundation?
- How is the church described in vs. 21?
- Who lives in us who believe?
- A building made with stones is static or unchanging. What is different about the building of Christ’s body, the church?

Activities:

Ask a couple of students to do a skit showing having access to the Father.

Prayer:

Thank God for all that He has done in your life since you came to faith.

- Additional Discussion:

Think back over the contrasts and changes we have seen in this chapter. Which is most surprising to you? Which means the most to you right now? Why?

EPHESIANS CHAPTER 3

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Ask a few students who read very well to read through chapter 3 for the group. Ask the others to follow along as best they can and to mark or note anything that stands out. Then discuss as a group what the theme of the chapter seems to be and what title would be appropriate for it overall.

Ephesians 3:1-6 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- How does the Apostle Paul describe himself?
- In what ways was Paul a prisoner of Jesus Christ?
- He was not only a prisoner of Jesus, but was such “FOR you Gentiles.” What does this mean?
- What was the dispensation of the grace of God which was given to Paul for the Gentiles?
- To what events was Paul referring in verse 3?
A mystery is not something that is curious or unknown. It is something that was previously unknown or poorly understood, but now made known. To what mystery does Paul refer in verses 3 & 4?
- Is this mystery to be known by the Ephesian believers, or to be hidden from them?
- To whom was this mystery first revealed?
- Who revealed it?
- Verse 6 reveals the mystery to us all. What is it?
- Why was this revelation so profound to the Jewish mind?
- Although the Jews had not previously understood that EVERYONE was to be included in the Gospel, God did give many hints and foreshadowings that this would be the case. What examples can you think of from the Old Testament? From the birth and life of Jesus?
- Think about the fact that this mystery includes YOU. It means that you and your family can be forgiven and can be welcomed by God. What do you want to say to God when you think of this?

Activities:

If you have one or more students talented in composing songs, let them compose a song about the mystery of Christ being the fact that God will take us all who believe in Jesus into His family. Let them teach the song to the group.

Prayer:

Pray that we will be more open to people who are different from us but who also believe in Jesus.

Ephesians 3:7-8 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

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- These verses center on the working of God in whose life?
- What was Paul's role in ministry?
How does Paul describe himself and why does he describe himself in this manner?
- What gift was given to Paul?
- Was this gift for his own personal blessing and use, or why was this gift given to him?
- How is God's power described, and what does this mean?
- What are the unsearchable riches of Christ?

Activities:

Who in your area needs the Gospel? Plan a class activity to share the Gospel with them in some way.

Prayer:

Pray God will make us all more effective witnesses of His grace.

Ephesians 3:9-11 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- How long had this mystery of the "Gospel for all" been hidden?
- How many people are to understand it now?
- What part did Jesus Christ play in Creation?
- What does this tell us about Him?
- Besides people, to what other group of beings was the mystery of the "Gospel for all" being revealed?
- How do we know that this "Gospel for all" was not just something God had recently thought of?
- Go back to Genesis 12:3, where God called Abraham to begin the Jewish nation, the nation that would receive the first Scriptures from God and would eventually bring the Messiah into the world. What hint did God give even at that time that showed that ultimately, His plan was "The Gospel for all"?

Activities:

Make a list of demonic principalities and powers that might be active where you live.

Prayer:

Pray against the activity of any demonic principalities and powers in your area.

Ephesians 3:12-13 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- In whom do we have this access to God, this boldness, this confidence?
- How is it that we can have this access?
- If someone said that we have to go through the saints to get to God, what would you say?
- If someone said that we should ask the mother of Jesus to intercede for us to God, what would you say?
- If someone said that we need to bring a sacrifice of some kind, or pay some money to come to God, what would you say?
- Because we have this access to God, what does Paul desire?
- What were Paul's tribulations for the Gentiles?
- What does Paul call their glory? How can tribulations be glory?
- How are you using the access to God that Christ has won for you?

Activities:

Put on a skit demonstrating timid praying and bold, confident praying.

Prayer:

Pray boldly for the unsaved of your family, friends and neighbors.

Ephesians 3:14-16 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- What is Paul's prayer for the Ephesian believers?
- What does bowing his knees mean?

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- In what way or for what reason is the whole family in heaven and earth named in Him or for Him?
- Yet this does not mean that everyone will be saved. Can you think of some other Bible verses that make this clear, maybe even in the book of Ephesians?
- How can believers be strengthened?

Activities:

Put on a skit showing Paul praying as he describes in these verses.

Prayer:

Pray for your own church in the manner Paul describes.

Ephesians 3:17-19 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- How does Christ live in our hearts?
- What can root us and ground us in our faith?
- Since this is a continuation of Paul's prayer for the Ephesians, what is he asking for them?
- Christ's love is all but indescribable, it is so great. What terms does Paul use to try to help us begin to understand its immensity?
- How can we be filled with all the fullness of God?
- We, being God's creatures, can't really become God. So what does vs. 19 mean?

Activities:

Compose a song that expresses one of the truths of this passage and sing it as a group.

Prayer:

Many Christians around the world are being persecuted and even killed for their faith, especially in Muslim lands. Pray they will know the love of Christ and show that love to their persecutors in those circumstances.

Ephesians 3:20-21 Ask one or more students to read the verses and then let the group discuss and agree on possible titles.

- The last two verses of this chapter are a benediction or a blessing. Whom does the blessing honor?
- When you realize that God is able to do exceedingly abundantly above all that we ask or think, how does this encourage you?
- What areas of your life need God's "exceeding abundant" power? Are you praying about those areas, inviting God to work in them? Why not do so right now?

- This “exceeding abundant” power is already working in whom? Can you give some examples from your own life?
- Paul prays that God’s glory will be seen in what group of people?
- He prays that God’s glory will be seen for how long?
- How can God’s glory be better seen in your church? How can you contribute to that happening?
- A doxology that is sung in some churches comes from these verses. Do you know it?
- The King James Version uses a phrase that might be hard to understand: “world without end.” This might be hard to understand because of course, the Bible teaches that this world will have an end.
- Let’s look at some other versions to get a better understanding of what this phrase meant in the Greek: ○ “unto all generations forever and forever” (New American Standard) ○ “to all generations forever and forever” (Bible in Basic English) ○ “unto all generations of the age of ages” (Darby’s) ○ “for all time and eternity” (God’s Word) ○ “to all generations, forever and forever” (Holman Christian Standard, same in International Christian Standard, same in New English Translation) ○ “to all generations forever and ever” (New American Standard) ○ “for all time, forever and ever” (New Century Version) ○ “throughout all generations, forever and ever” (New International Version) ○ “forever and ever through endless ages” (New Living Translation) ○ “down all generations...through all millenia” (The Message) ○ “to all generations of the ages of the ages” (Young’s Literal Translation)
- How would you present this thought in your own words?

Activities:

Make a list of prayer requests that seem too difficult even for God.

Prayer:

Remembering and affirming that God can do exceedingly abundantly more than we ask or think, pray for these requests.

EPHESIANS CHAPTER 4

Ask a few students who read very well to read through chapter 4 for the group. Ask the others to follow along as best they can and to mark or note anything that stands out. Then discuss as a group what the theme of the chapter seems to be and what title would be appropriate for it overall.

Ephesians 4:1-3

- What does the “therefore” in vs. 1 refer back to? In the light of what are we to walk worthy of our calling and vocation?
- What very strong verb is used in vs. 1 to show what Paul was doing? What kind of a picture does this verb call up in your mind?
- How does Paul describe himself? Compare this with the phrase he used to begin the last chapter.
- What are some of the character traits that the Christian should display?
- How are we to treat one another?
- What are we to keep?
- What is the unity of the Spirit? In what way are we one with other believers from other churches and other countries?
- Think about the phrase, “the bond of peace.” What is a bond? Do you consider this a strong or a weak word? Why does Paul describe peace in this way? What kind of peace is he talking about?

Activities:

Put on a skit showing a believer who is mistreated but reacts with meekness, forbearing in love the person who is mistreating him.

Prayer:

Pray that God will help us to react in a Christlike way when we are mistreated.

Ephesians 4:4-6

- How is the thought of vs. 4 connected to the one that went before it?

- From our earthly, human viewpoint, we see many churches. But from God's eternal standpoint, how does He see the church?
- There are many spirits, yet the author says there is one Spirit. How is the Holy Spirit of God so different from all other spirits that He stands apart in such uniqueness?
- How many "one's" does Paul mention? What are they?
- In other verses we read that God is the spiritual Father only of those who trust in Christ. So in what way is God the "Father of all"?
- In what ways is God "above all"? Whom is He above?
- How was God in all of them?
- Does the Holy Spirit of God live in you? How do you know?
- What are you doing to preserve and to show the unity of the church?
- What are you doing and what do you see others doing that might work against that unity?
- Do you need to change any of your attitudes or actions so that church unity can be enhanced?

Activities:

As a group, let the youth compose a song around the theme, "One body."

Prayer:

Pray that God will show the group ways they can contribute to the unity of the church and motivate them to do what they can.

Ephesians 4:7-8

- A word is repeated in these verses that shows what they are about. It is singular in vs. 7 and plural in vs. 8. What is it?
- To how many of the believers had God given gifts?
- When were these gifts first given to the church?
Think about what spiritual gifts God has given you. Do you know what some of them are?
- What spiritual gifts do you see in others in your class?

Activities:

If the size of the group allows, ask each person to tell one gift they feel they might have, and one gift they see in another member of the class. Encourage participants to try to include everyone. For instance, if one student has an obvious gift of leadership, after that has been mentioned twice, ask students to mention a gift they see in another member of the class. If anyone is left out, you the teacher mention a gift you see in the students who were not mentioned.

Prayer:

Pray that God would help each of you to use their gifts for the benefit of the whole body of Christ.

Ephesians 4:9-10

- What are the contrasting action verbs that are used in these verses in relation to Christ?
- What events of Jesus' life is Paul talking about?
- Note that one of these verbs was also used in verse 8. What was the connection there?
- What was the goal of Jesus' life and finally, His ascension?
- What do you think these verses are teaching us?

Activities:

Put on a skit showing Jesus descending to earth, then ascending to heaven again after His resurrection.

Prayer:

Pray that Christ may fill all things in our lives and our churches.

Ephesians 4:11-13

- This is one of the places in the Scripture where specific gifts of the Spirit are given. What are the gifts that are mentioned?
- Notice that the goal of these gifts is not to exalt the one who receives them. Rather, what is it?
- When will we no longer need God's gifts?

- When will that happen?
- How is a perfect man defined?
- Are these gifts titles that we use with our names, or are they gifts from God for use in ministry?
- Which of these gifts or others do you think you might have?
- Can you identify the gifts of some of the other class members?
- Compare the gifts given here with those listed in Romans 12:4-8 & I Corinthians 12:4-11. How do the lists differ? Since no list gives all the gifts, do you think these lists give every possible spiritual gift, or are they more like examples of some spiritual gifts (implying that God could give others as well)?

Activities:

These lists mention the gifting of apostle and prophet. In other places, these offices are defined and rules are given for them. Look at what the eleven remaining apostles considered as qualifications of an apostle when they sought to replace Judas as one of the twelve. See Acts 1:21-26.

What was the test of a true prophet as opposed to a false one? See Deuteronomy 18:20-22 and Jeremiah 23:16 and 21.

Prayer:

Pray that the church will have discernment to know true prophets of God from false prophets who speak out of their own imaginations.

Ephesians 4:14-16

- How are spiritual children defined?
- How are false teachers described?
- Sometimes false teachers may be deceived themselves. Other times they may know the truth, but deliberately twist it for their own benefit. Which group is described here?
- Can you think of any teachers that might fall into this class? How do you know they are being deceitful?
- As we turn away from deceitful teaching, what does God want us to do instead?

When we grow up spiritually, on whom will our attention be focused?

- Is the Pope the head of the church? If not, who is?
- How does Paul describe the various members of the church working together?
- What is the benefit of working together, & who receives this benefit?

Activities:

Think about what you are doing that helps the whole church in your community, in your nation. Share with the group.

Think about what you could be doing. What are you willing to start doing for the body of Christ?

Look around at your classmates. Share what gifts you see in them that they are using or could be using for the body of Christ.

As a group, make up a song about using our varied gifts for the good of the body. As the pastor if you might practice it and sing it to the church.

Prayer:

Pray that the leaders of your church will have the discernment of the Spirit in recognizing false teachers and false teaching. Pray that more members of your church will actively use their spiritual gifts for the body of Christ.

Ephesians 4:17-19

- What change should be seen in the way we Christians live our lives?
- How does Paul describe the way other Gentiles live their lives?
- In what ways are their life and their thinking futile or useless?
- Does this sound like God will accept just any way of living as long as one is sincere? Why not?
- How does Paul describe the understanding of those who are not believers?
- How is their relationship with God described? What is it that alienates them from God?
- How are their hearts toward God described?
- What damage has this pagan darkness done to their natural, Godgiven feelings?

- What kind of lifestyle has been the result?
- Can you give some examples from your own culture of people whose natural human feelings have been deadened so that they can work all kinds of wickedness without even feeling bad? (Let the students give several examples.)
- From the Gospels, do you remember one of Jesus' "I am's" that spoke to this blindness of heart? What?

Activities:

Let one group put on a skit showing how the unsaved live. The other group shakes their finger and reminds them, "Walk not as other Gentiles walk."

Prayer:

It is hard to swim against the current, but that is what God calls believers to do. Pray that God will give us strength to swim against the current of this world with all its sin.

Ephesians 4:20-24

- What shows you that Paul is now contrasting the believer's way of life with the ignorant and useless life of the Gentiles outside of Christ?
- What phrase shows in whom the truth is found? Repeat it together 3 times.
- If our profession of Christ is genuine, what are we supposed to put off?
- What does Paul mean by the old man and the new man?
- What is the life of the new man supposed to be like?
- How is your life different since you came to Christ? What old things have you stopped doing, and what new things have you begun doing? How have your tastes, desires, and interests changed?

Activities:

Divide the class into two groups. Let one make up a skit showing what it is like to live according to the old man, and another showing

what it is like to live according to the new. Each group should address four situations: church attendance, listening to the Bible, being honest, and talking amongst themselves about the opposite sex.

Prayer:

Pray that you will fully show evidence of new life in your words, thoughts, decisions, and daily activities.

Ephesians 4:25-32

- What specific sinful behaviors are believers to do away with in their lives?
- In each case, what is the positive behavior with which we are to replace those old, sinful ones?
- How do sinful choices affect our relationship with God?
- What has the Holy Spirit done for us who believe?
- Why are we encouraged to forgive others who have hurt us?
- What do you think are some of the hardest offenses to forgive?
- How can these verses help you in those hard cases?

Activity:

As a group, make up and sing a song encouraging one another to forgive as God has forgiven us.

Prayer:

Challenge the students to ask God to bring to their minds anyone against whom they hold bitterness or grudges. Ask them to pray that God will give them strength and understanding to be able to forgive those people.

EPHESIANS CHAPTER 5

Ask a few students who read very well to read through chapter 5 for the group. Ask the others to follow along as best they can and to mark or note

anything that stands out. Then discuss as a group what the theme of the chapter seems to be and what title would be appropriate for it overall.

Ephesians 5:1-2

- What word in vs. 1 shows you that this verse is logically connected to those that went before in chapter 4?
- Who are we to be followers of?
- We are to follow God as dear children? How do children follow?
- What thought does the addition of the word “dear” make here?
- Who gave us an example of walking in love?
- What did Christ do for us that we could never do for ourselves?
- How do we know God accepted Jesus’ sacrifice of Himself on the cross?

Activity:

Divide into groups and let each prepare and present a skit showing someone walking in love as God has loved us.

Prayer:

Teacher, challenge the students to ask God to bring to their minds any ways in which they are not walking in love. Allow a time to ask for God’s forgiveness and for new power to do this better.

Ephesians 5:3-4

- What should never be named among us?
- For whom are these things not fitting?
- Can you find again where Paul already addressed the Ephesian believers as saints? (Earlier in the book)
- What kinds of talk do you hear that might be called filthy or foolish talking?
- Instead of such talk, what kind of talk is appropriate for believers?

Activity:

Discuss which of the sins mentioned are common amongst youth of your community. Discuss how you can protect yourself from falling into such sins.

Prayer:

Ephesians 5:5-7

- What word in vs. 5 connects this thought with those that went before? How is this thought related to the others?
- Does Paul feel this teaching is something new he is showing them, or something old of which he is reminding them? How can you tell?
- What kinds of people have no inheritance in the kingdom of God?
- Notice that in the list is the sin of covetousness, or wanting something God has not given us. Is there anyone who is not guilty of that?
- Why does the wrath of God come on the children of disobedience?
- If someone tries to convince them otherwise, what does Paul say about that?
- Therefore since we know God is angry with those who do such acts, what does Paul advise us to do?

Activity:

List on a chalkboard the sins listed here. Underline the ones of which you have been guilty. When we trust in Jesus, those sins are gone, so have someone erase the board and wash it clean with water while the group sings, "Gone, gone, gone, gone, yes my sins are gone."

Prayer:

Pray by name for those in your family, your community, and your circle of acquaintances who are still in the bonds of sin. Pray they will come to know Christ and have their sins forgiven.

Ephesians 5:8-10

- What word connects this thought with Paul's command not to join in with those doing these evil deeds?

- What characterized us believers before we came to Christ?
- What has changed in our position or character now that we have become believers in Jesus?
- What is to also change in our lives?
- How can believers find out what is acceptable to the Lord?

Activity:

Draw pictures of darkness and light. Copy Ephesians 5:8 at the bottom of the picture. Display the pictures in your classroom or church with the permission of church leadership.

Prayer:

List places in your community that are associated with spiritual darkness. Pray that God's light will break into those places.

Ephesians 5:11-12

- In what are we to have no fellowship?
- What is our appropriate response to the unfruitful works of darkness?
Is it OK to just enjoy talking about these things or watching them, maybe on TV, as long as we don't actually do them? Why not?

Where do most acts of wickedness occur? Why?

Are you doing anything in secret that you would not be proud to have it known openly? Think about it.

Activity:

Discuss: What does it mean to avoid fellowship with the unfruitful works of darkness.

Prayer:

Pray that God would give members of the class wisdom when they need to reprove the works of darkness.

Ephesians 5:13-14

- What makes the works of darkness known?
- What is the Spirit saying to those still in darkness?

- Besides being in darkness, how else are the unsaved described in vs. 14? Where have we already seen this way of speaking before?

Activity:

Prepare and present a skit showing the contrast between darkness and light.

Prayer:

Let one student pray against the works of darkness where you live.
Let another student pray God will strengthen the works of light.

Ephesians 5:15-16

- What is wrong with careless, self-centered living?
- What does Paul call those who indulge in careless, self-centered living?
- The word used here (circumspectly) to describe the way we should live, means “looking all around us.” What would we be looking for? God has given each of us a certain amount of time in our lives. How can we redeem it or use it wisely?
How does the fact that “the days are evil” figure into all of this?

Activity:

Divide the students into groups and let them plan and present skits in which they show various ways to redeem the time.

Prayer:

Pray that God will help us use our time wisely for Him.

Ephesians 5:17-21

- Can believers know what the will of the Lord is, according to vs. 17?
- How can we know what the will of the Lord is?
What are we commanded not to do?
- What should we do instead?
- How are this negative act and this positive act related?

- When we sing Christian songs, who are the two people to whom we are singing?
- How is this different from what we usually think of when we think of singing?
- In how many things are we to give thanks?
- To whom are we to give thanks?
- In whose name are we to give thanks?
- How are we to relate to one another?
- What motivates us to relate to one another in this way?
- Notice the verb form that starts verses 19, 20 and 21. They all end in what letters?
- (These are called present participles. They show continuous action that is going on while the action of the main verb is taking place. The main verb of the sentence is the command to be filled with the Spirit.)

Activities:

Let several students mention a song that is especially encouraging to them. They can sing it as a solo or the group can join in.

Prayer:

Practice giving thanks in all things. Thank God for several things for which you have never thanked Him before.

Ephesians 5:22-24

- What is the responsibility of wives to their own husbands?
- With what attitude are they to do this?
- Who is the head of the wife or the home?
- Who is the head of the church?
- In how many things are wives to be subject to their own husbands?

Activities:

Discuss (without naming names) several good and bad examples the students have seen of a wife's relationship to her husband.

Prayer:

Pray for the married women of your church. Then pray for the future marriages of the girls in the class.

Ephesians 5:25-30

- What is the responsibility of husbands toward their wives?
- What is their model in doing this?
- How much should husbands love their wives?
- How do you see the responsibilities of husbands and wives balancing one another?

Activities:

Discuss (without naming names) several good and bad examples the students have seen of a husband's relationship to his wife.

Prayer:

Pray for the married men of your church. Then pray for the future marriages of the young men in your class.

Ephesians 5:31-33

- What physical separation is to take place when a man and woman are married?
- What does it mean to be one flesh in marriage?
- How is this a picture of Christ and the church?
- How can a woman reverence or respect her husband?
- How can a man show love for his wife?

Activities:

Divide into two groups. Let one group act out a bad relationship between husband and wife. Let the other group act out a good one.

Prayer:

Pray that God will strengthen marriages in your church. Pray that you will have a strong marriage someday by following God's principles for marriage.

Additional Discussion:

What overall ideas have you noticed in going through chapter 5 verse by verse that you had not noticed earlier?

EPHESIANS CHAPTER 6

Ask a few students who read very well to read through chapter 6 for the group. Ask the others to follow along as best they can and to mark or note anything that stands out. Then discuss as a group what the theme of the chapter seems to be and what title would be appropriate for it overall.

Ephesians 6:1-3

- How are children to treat their parents?
- What qualification does the phrase “in the Lord” place on this command?
- To what does Paul refer when he says that the command to honor our parents is “the first commandment with promise”? (Look at the Ten Commandments in Exodus 20, especially verse 12.)
- What blessings follow honoring our parents?
- Can you think of some ways that honoring our parents could prolong our own lives?

Activities:

Divide the students into two groups. Let each group decide on two scenarios in which it would be tempting for a child to disobey his parents. Then exchange scenarios, each group acting out the scenarios thought of by the other group, and showing what they think a child should do in each case according to the teaching of this passage.

Prayer:

Pray that God would give us obedient hearts toward our parents.

Ephesians 6:4

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What negative command is given to fathers (what are they to avoid doing)?

- What positive command is given to them (what are they supposed to do)?
- Can you give an example of how a father might provoke his children to wrath?
- Can you give examples of how they can bring them up in the nurture & admonition of the Lord?

Activities:

Divide the students into two groups. One will act out a father provoking his children to wrath, and the second will show a father who does not provoke them to wrath, but brings them up in the fear and admonition of the Lord. Applaud for the second father.

Prayer:

Pray for the fathers of your church, that God will help them to bring up their families in the fear and admonition of the Lord.

Ephesians 6:5-8

- In the Roman world of Paul's day, there were large numbers of slaves who served others. What did Paul tell them to do?
- How can these verses be applied by those of us who are not slaves?
- Whom are all of us ultimately serving?
- What is "eyeservice" and what are "menpleasers" (vs. 6a)?
- Think of a job you have to do. How would you do it as a menpleaser, & how would you do it differently as a Christ-pleaser?
- Even slaves should not be ultimately doing their master's will, but whose?
- What is the difference between doing a job from your heart and just doing it?

- Slaves may not receive many honors or rewards from their masters in this life, but what does Paul promise them for work done as unto the Lord?
- If a Christian slave was consistently working for his master as unto the Lord, how do you think this might affect the slave master?

Activities:

Let several groups of students act out the difference between menpleasers and God pleasers when it comes to work.

Prayer:

Pray that God would provide employment for members of your church and that they would be diligent to do their best in their jobs as unto the Lord.

Ephesians 6:9

- How does Paul advise Christian masters to treat their slaves?
- What are they not to do to their slaves?
- What two facts are they to remember?
- How do you think these facts might affect how a master treated those working for him?
- Probably none of us are slave masters, so how do these verses apply to us?

Activities:

Compose a song that encourages employers to treat their employees well, remembering that they also serve a Master in heaven. Add dance steps and teach it to the group.

Prayer:

Pray for the Christian employers in your church, town and nation. Pray that their faith will shine before their employees.

Ephesians 6:10-11

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- Now Paul is talking not to specific groups within the church, but to all believers. What does he call them?
- What does it imply if someone calls you brother or sister?
- What are all believers to do?
- Are we to be strong in His power or in our own? What phrase shows you this?
- What are we to put on?
- How much of God's armor are we to put on?
Why are we to put it on?
What does the word "wiles" imply?
Who is planning destructive trickery against us, according to vs. 11c?
- What does it mean for us to "stand" against his wiles?

Activities:

Compose a simple song about standing strong against God's enemy and putting on the spiritual armor. Add appropriate gestures and teach the song to the class.

Prayer:

Pray for God's people all over the world who are the target of Satan's attacks. Pray that God will strengthen them.

Ephesians 6:12-13

- What do these verses say to those who think their primary struggle is with some evil person on this earth?
- What is our real struggle against?
- In what four ways are these demonic powers described? What should we understand by these terms?
- How do these verses describe this world?
- What can enable us to withstand the attacks of the enemy?
- In a battle, what does it mean to stand?

- Does Paul seem to teach that attacks by the enemy are an unusual thing for the Christian?

Activities:

Do some role playing. Some students will take the part of evil, demonic principalities and powers. They will plan and plot against the other group, who represent Christians. The Christians will stand firm and resist the demonic attacks.

Prayer:

Pray that God will make you increasingly alert to the enemy's attacks and will strengthen you to fight them in Christ.

Ephesians 6:14-17

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What will help us to stand strong against Satan's attacks?

What Christian virtues do these parts of the armor represent? If we are living in lies rather than in truth, how would this give opportunity to Satan to get an advantage over us?

- If we are not living righteous lives, how would this give Satan an advantage?
- If we are not living in peace with others, how does this make us vulnerable?
- What are we able to do with the shield of faith?
- How is our faith in God like a shield to us? How is a shield used?
- What is always coming at us from Satan?
- How many of his attacks can we withstand using the shield of faith?
- What protects our heads in the armor?
- How is salvation a protection to us?
- Are you sure you have experienced salvation? How do you know you have?
- Most of the armor is defensive, protecting us against Satan's attacks. What is the one piece that is offensive, permitting us to actively battle against him?
- What is the sword of the Spirit? What is the Word of God?
- How can we use God's Word to do battle against Satan?
- Why is this effective against Satan?

Activities:

Ask one student to act out putting on each piece of armor.

Prayer:

Pray that you will be spiritually prepared for the attacks of the enemy.

Ephesians 6:18-20

- As we stand strong in God's protective armor, what are we also to be doing?

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- In whose power are we to pray?
- Is prayer offensive or defensive or both? Can you give some examples?
- In the KJV & NKJV one word is repeated twice in vs. 18. What is it, and how is it different from ordinary prayer?
For whom are we to pray?
What did Paul ask the believers at Ephesus to pray for him? How can we pray this for our own evangelists, church planters and church leaders?
- What did Paul want to make known?
- What is an ambassador? Of what is Paul an ambassador?
- Is it normal for an ambassador to be tied or chained? What does Paul mean?
- What kind of speech does he want to have in the Gospel proclamation?
- How can you pray more effectively for the Christian leaders you know?

Activities:

Discuss how your own prayers compare to those described here by the Apostle Paul. In what area do you need to improve the most?

Prayer:

Pray that you will improve and grow in the specific areas you identified.

Ephesians 6:21-22

- Why was Paul sending Tychicus to them (give two reasons)?
- Why do you think Paul might have not wanted to write these things in a letter?
- How is Tychicus described?
- Why do you think Paul gives him this recommendation?

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Activities:

Compare the way letters were delivered then and how it is done now.
Why was Tychicus' job so important?

Prayer:

Pray that we will be faithful to the jobs God gives us.

Ephesians 6:23-24

What does Paul wish for the Ephesian believers as he concludes his letter?

Who can give them these things?

- These letters were usually read aloud in the churches. As many were gathered together in Jesus' name, to whom does Paul wish the grace of God? What might this imply about others?
- Where was Paul when he wrote this letter? What was he doing there?
- If you can find a map of the Mediterranean area, try to find Ephesus and Rome. How long a distance was it between the two?

Activities:

If you can find a study Bible, Bible handbook, or other Biblical resource, make it available and let the students try to find more information about when and under what circumstances the letter to the Ephesians was written.

Prayer:

Pray that God will help you and all the class members to put into practice the teachings you have learned in the book of Ephesians, and that He will call them to your minds when they are most needed.
Thank God for all you have learned.

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Final thoughts & discussion:

Now that you have studied through the entire book verse by verse, think again about what you have read.

- Are there any themes that seem more pronounced now than they did at the beginning of your study?
- Have you noticed any additional repetition of words, phrases, or thought? Give some examples.
- What are some of the outstanding things you have learned from this study?
- What are some things you have been trying to change in your life as a result of this study?
- What teachings were difficult to hear or to accept? Why?
- How has this study encouraged you?
- What remaining questions do you have about the book or teachings of Ephesians for which you would still like to find answers?
- What are some of your favorite verses in this book? Why?

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Which verses seem so important you want to commit them to memory? How will you do this?

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