



ROMANS

Teacher's Manual

Written By
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Guide For Teachers

Your Workbook

It is recommended that you write notes for yourself in a larger notebook to teach from. You will want to cover some portions of the text that is not touched on in these questions. Do not feel obligated to discuss every question in the workbook, especially if you prefer some of the activities from the text. Manage your time by choosing what you want to accomplish in each class.

Class Starters

These should not take more than 5 minutes. 2-3 minutes is great.

Class Activities

You will not get to any of these if you don't plan. Manage your time in the text. You don't have to cover everything in the chapter to have a profitable class.

Other

This workbook will end midway through the next quarter.



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CLASS STARTER

Ask students to name as many scriptural titles for Christians as they can. Make a list on the board. Then limit the titles to Romans 1:1-7. Be sure to discuss the meaning of "saints" (v.7).

QUESTIONS (in student workbook)

1. What was the purpose of the apostles (v.5)?
2. Why did Paul want to go to Rome (v.8-15)?
3. Explain verse 16.
4. What are God's invisible attributes which can be seen in the created world (v.20)?
5. How did some become fools (v.22)?
6. From verses 24-32 make a list of the descriptive words that indicate how homosexuality is wrong. [Example: "impurity" (v.24)]
7. "God gave them over to a depraved mind" (v.28). Does this mean God gave up on them and they cannot be saved?
8. What does God think of those who are disobedient to parents (v.30)?

CLASS ACTIVITIES (optional at your discretion)

Extend the discussion in question 4 by bringing in some elements of evolutionary theory. Specifically about human evolution (man comes from apes). Lead the discussion so as to include Genesis 1 and animals reproducing "after their kind." A short video of an evolutionist teaching error would be appropriate if students are allowed to say what was wrong and give scriptural evidence.

Connect the last half of the chapter to last quarters study of Hebrews 13:4. Ask the students to name current films or television programming that actively portrays homosexuality as normal and acceptable. Connect with Rom. 1:32 with those who give hearty approval. You may also wish to discuss how this was a problem in Roman society, perhaps having students (in class) access the internet to see what historical information they can find.

CLASS STARTER

None. Use a different format for this class. You are encouraged to change the seating arrangement for this class period only. Do something different. Make this a special occasion with your efforts.

You may go over the questions in the student lesson as the review, OR (my preference) have the students prepare those for their own preparation and do one large review activity that takes the whole class period. Ideas for a review activity are listed below.

QUESTIONS (in student workbook)

1. What was the purpose of writing the book of Romans (1:5; 16:26)?
2. How does Paul indicate a man is now justified before God?
3. How does a person get into Christ (6:1-7)?
4. What will be the attitude of one who is in Christ (6:8-23)?
5. What conflict does Paul describe within us (7:14-25)?
6. What are we to set our minds on (8:1-17)?
7. What would be God's plan for Israel (chapters 9-11)?
8. What is a proper attitude toward the government (13:1-7)?
9. Why should we not violate our conscience (chapter 14)? What responsibilities to have toward others and their conscience?

CLASS ACTIVITIES (choose one for the whole class period)

Baseball (old, but classic). Form two teams, you "pitch" questions, they "hit" by answering and move their team around the bases. A white board can be used to keep track of base-runners (and score). Just place an X on the bases which have runners. Erase at the end of the inning. This requires least amount of prep for students and you.

Jeopardy (recommend a powerpoint game). Many free templates for Jeopardy are available on line. Plug your questions and answers in, play in class. Will require three teams. You may need a short activity, or second round of the game. Consider how much time it will take. This requires more prep from you.

Back-And-Forth. Have students bring prepared questions and answers (with references) to class. Have them quiz each other in teams of 2-4. Create some rules of order for the game (which team goes next, who can respond, etc). If willing, include yourself (as teacher) as one of the teams. This requires more prep from students.

For all of these, you will need to create questions and answers. Use the workbook!

CLASS STARTER

Have students read James 1:22-25 and Romans 2:13 aloud. Ask: Can anyone think of a time when Jesus taught this same thing? Have them read Matthew 7:21. Have students express what these passages mean in their own words.

QUESTIONS (in student workbook)

1. Is verse 1 condemning judging others? (answer carefully considering Matt. 7:1-5, John 7:24, and Gal. 6:1)
2. What is taught about the judgment to come (v.5-11)?
3. Who will be justified by the law (v.12-13)? (Compare with James 1:22)
4. How did the Gentiles show the work of the Law written in their hearts (v.15)?
5. What was the problem with the Jews (v.17-24)?
6. Explain the statement in verse 25 "your circumcision has become uncircumcision."
7. Who is a Jew (v.28-29)?

CLASS ACTIVITIES (optional at your discretion)

Circumcision is that which is of the heart (2:29). Lead students in a discussion of how we must make changes from the inside out and not the outside in. Without going deeply into what "circumcision" is, talk about how God is concerned that our heart be right and not "letter keeping." Make application to their heart in: A) desire to grow and learn B) desire to obey (gospel if have not) C) desire to worship D) desire to teach others/defend the truth.

Based on "there is no partiality with God" (2:11), define "partiality." Ask students: How has God demonstrated in the Old Testament He is not partial? Be prepared to provide 3-4 examples to consider. Ask students: "Why is it important that we understand this aspect of God's nature?" Passages to consider in answer to this question: Colossians 3:25 and 1 Peter 1:17. If time allows, apply the concept of "without partiality" to the Christian based on James 2:9. We are to be like God.

CLASS STARTER

Discuss the mindset of the Jews in what they thought were benefits of having been born as a child of Israel. A) Are blessed as Abraham's offspring - physical lineage (John 8:33) B) God's chosen people, looked down on everyone else which caused hatred in return (Matt. 15:27, Acts 16:20). C) Other things listed in Rom. 9:4-5.

QUESTIONS (in student workbook)

1. What was the benefits of being a Jew (3:1-2)?
2. What was the "lie" some claimed Paul taught (3:7-8)? Why was Paul being judged a sinner (3:7)?
3. What passage(s) are quoted in 3:10-18. What point is being made?
4. Explain Romans 3:20.
5. How has the righteousness of God been manifested apart from the Law (3:21-22)?
6. What is God's "gift" in the context (Rom. 3:24).
7. Define "propitiation" (3:25) and explain its use in the context of the verse.
8. How is a man "justified" (3:27-27)?
9. What is meant in Romans 3:28-31 by the word "Law"?

CLASS ACTIVITIES (optional at your discretion)

Show a short video or read a short article about the false doctrine of "faith only" based on Romans 3:21-28. Have students provide three logical arguments from Scripture demonstrating the error of the false doctrine. They should provide a passage with each argument. You should be ready to provide them with arguments (if needed), or a passage from which they should get an argument. Connect "faith only" with Romans 2:13.

How do we "establish the Law" through faith (3:31)? Discuss how the New Covenant is a fulfillment of the Old. Jesus came to "fulfill the Law" (Matt. 5:17). Relate this to comments often heard that we reject the Old Testament and only listen to the New Testament (as evidenced by not going to the O.T. for authority).

CLASS STARTER

Ask students: Why do we have "Church of Christ" on the sign in front of the building? Lead them in discussing A) It is His church B) He is our head C) It is not a denominational name D) Importance of name indicating who we are (compared with "Harvest Church" or "The Ark Church"). Connect to 16:16. Have students add Rom. 16:16 to a blank page in back of Bible under a heading of "Church."

QUESTIONS (in student workbook)

1. Was Phoebe a female deacon? King James translation has "deaconess" and New American Standard has "servant" (16:1)?
2. What is revealed about Aquila and Priscilla (16:3-5)?
3. What is your impression of all the people mentioned in this chapter (16:6-15)? Are there any lessons for us here?
4. What is a "holy kiss" and are we to do this (16:16)?
5. What is involved in "keeping an eye" on some (16:17)?
6. Who was acting as Paul's scribe (16:21-23)?
7. What is the mystery kept secret which is now manifest (16:25-27)?

Class Activities (optional at your discretion)

What is the purpose of the gospel (16:26)? Connect this back to 1:5 and discuss the two verses as "bookends" describing the purpose of the letter. The many discussion about "faith" in Romans is about obedient faith.

"Wise in what is good and innocent in what is evil" (16:19). Lead brief discussion about this phrase thinking of Adam and Eve in the garden in that they were innocent in what is evil until their eyes were opened and knew they were naked. Indicate we are often innocent in what is evil, but rarely wise in what is good. Prepare a poster for the class wall with two columns titles: Wise In What Is Good, Innocent In What Is Evil. Have students place specifics under each column of things they are wise and innocent about. For example: under "innocent..." place "murder" and under "Wise..." place "worship to God." You may need to help them by providing a list of attributes or sins for them to discuss. Try to include some that would cause the class to be divided as to which column it should go under (maybe "drinking" or "smoking" or "lying"). Finish this portion by indicating what Paul "wanted" of the Romans, and us.

CLASS STARTER

From 15:5-6 lead students in a discussion of Biblical unity. Begin the discussion by asking them what most in our religious society think “unity” is and how it is achieved. You will likely get some kind of response about compromise. Emphasize 15:5 “according to Christ Jesus.”

QUESTIONS (in student workbook)

1. What is God’s plan for helping the weak in faith (15:1-3)? What part do you have in this?
2. Why do we still have the Old Testament (15:4)?
3. “Accept one another” (15:7). Who did Paul mean (15:7-8)? What qualification is given that limits this instruction?
4. What proofs are given to demonstrate Paul’s point (15:9-12)?
5. How did Paul view himself and his message (15:15-19)?
6. Where did Paul try to do his preaching (15:20)?
7. What were Paul’s travelling plans (15:22-29)? Why a stop in Jerusalem?
8. What does Paul expect from his journey to Jerusalem (15:31)?

Class Activities (optional at your discretion)

Conduct a brief review of the letter trying to touch on 5-8 main ideas which you think need to be emphasized. This may be a good exercise in having the students providing the 5-8 ideas they think are emphasized, or what they got out of the study. You can look ahead to lesson 17 (Review of book) for a few ideas.

Who was Paul seeking to be filled with joy and peace (15:13)? Have students describe the mindset Paul seeks in these (Gentiles) and discuss whether this should be our mindset. Consider how so many who are members of the Lord’s Church seem to be lacking in joy and peace. Have students indicate what allows the joy and peace in our heart, as well as the “abounding in hope” (15:13).

Paul frequently has discussed “faith” in the letter to the Romans. What does he now state was the result of his preaching (15:18)? Discuss how biblical faith is not mere belief, but belief to the point of obedience; as well as how faith is in word and deed (see also Col. 3:17, James 1:22).

CLASS STARTER

Discuss differences and/or similarities between justification (4:2), reconciliation (5:10) and propitiation (3:25). You may choose to place it on a poster, or bulletin board.

QUESTIONS (in student workbook)

1. What “work” did Abraham not do (in context from 3:28 - 4:8)?
2. What groups of people are described as “circumcised” and “uncircumcised” (4:9)?
3. What “blessing” is under discussion (4:9)?
4. To whom was Abraham considered a “father” (4:10-12, 16-17)?
5. What promise to Abraham is being spoken about (4:13-15, 18; see Gen. 12:1-3)?
6. Rather than waver in disbelief, what enabled Abraham to grow strong in faith (4:20-22)?
7. Why was Genesis 15:6 written (quoted in Rom. 4:22)? (see 4:23-24)
8. Why was Jesus raised from the dead (4:25)?

CLASS ACTIVITIES (optional at your discretion)

Be sure to stress WHY Paul is so strongly teaching about God’s part in our salvation (back to 3:28). Lead the class in a brief discussion of why so many misunderstand this passage in not properly understanding the use of the word “works” as relating to a meritorious work of the Law. Conclude this discussion with how we also do not meritoriously keep the Law (according to this passage), and that no Christian is supposed to keep the Old Law.

Ask students: “Does 4:15 teach that if we cannot find a passage that specifically condemns a practice, it is permissible?” They will likely say “yes.” Challenge their thinking by questioning whether the following are permissible, though not specifically condemned in Scripture: watching “R-rated” movie; abortion; “leading on” a boyfriend (who you really don’t like) so he will take you out on dates; posting immodest pictures on social website. Conclude with “things like these” (Gal. 5:21).

CLASS STARTER

Review concepts from Romans 1- 5. Suggested method: Short written test (maximum of 6 questions). Provide all answers on the page. Have them match answers, by drawing lines from questions, or multiple choice. Have students grade their own test. Go over concepts majority of class missed.

QUESTIONS (in student workbook)

1. How do we get our instruction into "this grace" (5:1-2)?
2. What leads us or enables us to have a "hope" that "does not disappoint" (5:3-5)?
3. How has God demonstrated His love for us (5:6-9)?
4. Define the following words from our readings:
 - A. Justified (5:1)
 - B. Reconciled (5:10-11)
 - C. Define "type" (5:14).
5. How is Adam a "type" of Jesus (5:12-14)?
6. What do you think is the main point in comparing "the free gift" and the "transgression" (5:15-21)?

CLASS ACTIVITIES (optional at your discretion)

Ask students: How are we justified? By faith (5:1) or by His blood (5:9)? Let them answer for a bit, then add James 2:21 to the discussion "was not our father Abraham justified by works." Be sure to lead them to consider what "works" means in James (which is different than in the Romans references - check context). Conclude point with the need to consider ALL that God has revealed on a subject or else we end up with false doctrine. Matt. 28:20.

Find a short video that expresses the Calvinistic doctrine of "Total Depravity" (how we inherit Adam's sin). Add to the discussion why people have their infants "baptized" (sprinkled) to cleanse them of Adam's inherited sin. Relate this to 5:15-19. Express the truth of what is taught in this passage.

CLASS STARTER

Ask students to name a command from God regarding how we worship (anticipate: first day of the week, decently and in order, in spirit and truth, partaking of Lord's Supper, singing without instruments, etc.). Ask students to name an aspect of our worship which is our tradition but which is not a command of God (anticipate: song books, number of songs, number of prayers, length of assembly, time of assembly, etc.). Ask students: What if I don't agree with one of these traditions which are not a command? Can I force or expect you to agree with me? (Be sure students understand the difference between a God given command and an opinion.

QUESTIONS (in student workbook)

1. What 2 opinions are presented as opposed to each other (14:1-4)?
2. What opinion is added to his in 14:5-6?
3. What part does our conscience play in faithfulness (14:5; 14:22)?
4. Are we ever to judge a brother (14:10-13)? What is meant in these verses?
5. What main issue of opinion is discussed in 14:15-23?
6. Make a list of 3 ways in which most religious groups violate 14:17.
7. Give one way in which we "pursue the things that make for peace" (14:19).
8. What truth is taught in 14:23?

Class Activities (optional at your discretion)

Bring a prepared list to class to ask students whether they are a command of God or an opinion. Try to provide a reference for each item. If time you can look up each passage. Your list should have 5-10 items on it. Suggested items may include: ending prayers with "in Jesus name I pray"; a man's name must be put before a congregation for 3 weeks before he can be installed as an elder; Sunday evening assemblies; Deacons are to take care of only physical responsibilities and elders take care of spiritual responsibilities; Assemblies are to start with announcements or a prayer; Benevolence from the treasury can only be practiced toward saints; etc. (Make your own list)

Discuss how we "love" our neighbor as ourself (14:8-10). Be sure to include in the course of the discussion how love is not merely a feeling, but must be demonstrated ("does no wrong"). Include how obedience to the commands listed in 14:9 are also a demonstration of love. Love is not merely "not doing wrong" toward them, but also a positive action. Have students provide a few examples. If time permits you can discuss "who is my neighbor" and to whom you would make these applications.

CLASS STARTER

Start a discussion (make it sound friendly, genuine and unplanned) about how you wanted independence when you were in High School. Get them to talk about how they feel the same way - not desiring to have to follow anyone else's rules. Ask students: *whose rules do you currently have to follow?* Allow them to answer for perhaps one minute (you should get: God, parents, school authorities, police, etc). Ask students: *whose rules will you have to follow when you are independent?* Relate the discussion to 13:1.

QUESTIONS (in student workbook)

1. What does it mean to "be in subjection" to the governing authorities (13:1)?
2. Who is "a minister of God" (13:4) Who is this referring to?
3. Why are we to be in subjection (13:5)? [list 2 reasons]
4. What is the fulfillment of the law (13:8-10)? Explain this from the context.
5. How is "salvation" "nearer to us than when we believed" (13:11)?
6. What is "sexual promiscuity" (13:13)?
7. What is "sensuality" (13:13)?
8. How do we "put on the Lord Jesus Christ" (13:14)?

Class Activities (optional at your discretion)

Have students provide an answer for who we do these things to (from 13:7). A)Tax to whom tax B)Custom to whom custom C)Fear to whom fear D)Honor to whom honor.

From 13:13 have students discuss the relationship problems of "strife" and "jealousy." Prop them to think of these problems in their families. Ask students: 1)How to these things come to be problems? 2)How do we prevent them in our families? Then ask students to think of these problems in the church. Ask students: 3) What problems occur in a congregation where strife and jealousy exists? 4)What must each individual Christian do to prevent these sinful attitudes?

CLASS STARTER

Ask students: "What is meant by "continue in sin" (6:1) and "living in sin" (6:2)? Relate "living in sin" as our society limits it (or used to) to a couple living together but not married. Discuss how correct this view is by the society, but also how limited. Have students provide other examples of how we can be "living in sin." Be prepared to provide a few if they are unable.

QUESTIONS (in student workbook)

1. Explain the symbolism of baptism as expressed in 6:3-4.
2. How will we be like Jesus "in the likeness of His resurrection" (6:5)?
3. How are we "freed from sin" (6:7 - check the context)
4. How do we "consider ourselves dead to sin" (6:11-12)?
5. Provide one example of each of the following:
 - A. Presenting the members of your body to sin as instruments of unrighteousness (6:13).
 - B. Presenting your members as instruments of righteousness to God (6:13).
6. No matter what we might claim or profess as our belief, what is the reality in 6:16?
7. How were we freed from sin (6:17-18)?
8. What are the benefits of:
 - A. Being the slave of sin (6:20-21)
 - B. Being enslaved to God (6:22)

CLASS ACTIVITIES (optional at your discretion)

Ask students: "What is our part (in context) in sin not being master over you (6:14)?" Lead them in discussion so that they discover and state the truth of 6:12 and 6:17.

Ask students: "what does it mean "the wages of sin is death" (6:23)?"

From the use of "do not let sin reign" (6:12) and "sin shall not be master over you" (6:14), lead students in a discussion of the choice of our will maintaining dominance over the desires of our flesh. Consider Galatians 5:16-17.

CLASS STARTER

Have students talk about societies concepts about Marriage. Have them relate the truth from God's word (even without a reference). Lead them into a discussion of the truth of 7:2-3.

QUESTIONS (in student workbook)

1. What very important truth is taught in 7:4-6 in the comparison to marriage?
2. How do we learn what is sinful (7:7-11)?
3. From 7:7-11 describe how we are led to sin.
4. What two aspects of our nature is Paul discussing in 7:14-25?
5. What war do we all fight (7:23 in context)?
6. How do the statements in chapter 7 demonstrate the truth of 6:23?
7. Why was Paul a "wretched man" (7:24)?

CLASS ACTIVITIES (optional at your discretion)

Create a poster/sign for the hallway called "Spiritual Warfare". You bring the poster to class with the title on it as well as a silhouette of a persons head in a side view. Students are to make a list of 4-5 points from the discussion of chapter 7, specifically 7:23. These points should teach how we do battle against lusts and passions (7:5), recognizing deceptions (7:11), the need for knowledge of God's will (7:22), and a need to practice doing God's will (7:15). Becoming the prisoner of sin (7:23) may also be included.

Play "The Marriage Game." Create a list of facts about marriage, divorce and remarriage issues to present to the class. Divide class into two teams. Teams are to provide an answer of true or false. Teams receive 1 point for each correct answer, and lose 1 point for each incorrect answer. Make some of the questions easy, some hard, some inbetween. You can control whether to give them a harder or easier question, and they won't see your list (but may recognize it happening). This can be helpful if one team has more Bible knowledge than the other. Large classes can have 3 or 4 teams.

CLASS STARTER

Bring to students remembrance the discussion from last week about 11:18 "arrogant", 11:20 "conceited", and 11:25 "wise." Lead students in a discussion of 12:3 "not to think more highly of himself than he ought to think." Be sure to speak about "sound judgment." You may wish to have students search the Greek definition for "sound."

QUESTIONS (in student workbook)

1. How is 12:1 similar to 6:13?
2. Give the Greek definitions for "conformed" and "transformed" (12:2).
3. How do we renew our mind (12:2)?
4. Explain the spiritual meaning of the imagery in 12:4-5.
5. List the different gifts mentioned in 12:7-8. What are we to do with our gifts?
6. How do we "give preference to one another in honor" (12:10)?
7. How does 12:11 teach against the idea of a person being a "bench warmer" in the church?
8. What should be a proper attitude for a Christian toward an enemy (12:17-21)?

CLASS ACTIVITIES (optional at your discretion)

Based on the "Class Starter," pick the discussion back up with 12:16. What relationship issues are being addressed which we must learn?

Have students give the Greek definitions for the following words so as to better understand 12:11. A) Laggig B) Diligence C)Fervent D)Serving. Follow this with a brief discussion of what this means their attitude should be about spiritual things.

Have students creat a small poster which can be placed on the wall. They should make 2 lists: 1)Things they abhor (not things they "should" abhor) and 2)Things they cling to (not things they "should" cling to). In bigger letters print the following at the bottom of the page: "Abhor what is evil; cling to what is good" (12:9). Obviously discuss things which are on the wrong list.

CLASS STARTER

Play a short video or bring in an article about “modern Israel” still believing themselves to be God’s chosen people. Review how “modern Israel” began (as a nation) and are not a continuance of the nation God lifted up. Quickly include how the nation of Israel was destroyed by the Romans in A.D. 70. This discussion will later connect to the broken off branches (11:19).

QUESTIONS (in student workbook)

1. Because of Israel’s disobedience (10:21) the question is asked: “God has not rejected His people, has He?” (11:1). Explain the answer expressed in 11:1-6.
2. What was Israel seeking which the chosen obtained (11:7)?
3. How were the rest “hardened” (11:7)? (see references in 11:8-10)
4. Why did salvation come to the gentiles (11:11-15)?
5. Explain the symbolism of “the lump” and “the root” in 11:16.
6. Why were “branches” broken off (11:18-24)? Who are the “branches”?
7. What “mystery” is Paul informing us about (11:25)?
8. How does Paul describe the greatness of God (11:33-36)?

CLASS ACTIVITIES (optional at your discretion)

Discuss the relationship problems which existed (evidenced in this chapter) between the Israelites and Gentiles (11:13-14; 18; 20; 25). Do similar relationship problems exist in the church today? (relate to 11:18 “arrogant”, 20 “conceited”, 25 “wise”)

From 11:22 (kindness and severity of God) create a short list of examples from Scripture that demonstrate both traits. Ask students: What does this Biblical truth mean when your friends tell you “God is love and He will always do good toward us.”

CLASS STARTER

Discuss meaning of “in Christ Jesus.” A) Have students tell you what it means to them. B) Have students read aloud from Eph. 1:3-7, Galatians 3:27, and Rom. 6:3 C) Have students tell you what this phrase means in Scripture. D) Have students explain 8:1-2.

QUESTIONS (in student workbook)

1. What “requirement of the Law” was “fulfilled in us” (8:4)?
2. In context, how does a person “set their mind” on the flesh (8:5-8)?
3. How do we have “the spirit of Christ” (8:9-11)?
4. How do we “put to death the deeds of the body” (8:13)?
5. What is the importance taught of our being the adopted child of God (8:14-17)?
6. What spiritual point is made in 8:22-23 about childbirth/adoption as sons?
7. What is one aspect of the work which the Holy Spirit is now doing (8:26-27)?
8. From 8:28-30 came a list of the steps revealed as to how God’s plan of salvation is brought to completion in our life. (How we are saved.)
9. What is one aspect of the work which Jesus is now doing (8:34)?
10. What can separate us from the love of Christ (8:35-39)?

CLASS ACTIVITIES (optional at your discretion)

Discuss “predestined” (8:29-30) and its meaning in context. Compare with Ephesians 1:5 and 11. Provide the class with a brief quote of the Calvinist doctrine of “Unconditional Election.” Discuss which is correct and why.

Make a comparative list on the board by dividing it into two parts. Label the sides: “Sufferings Which Cause Some To Give Up On God” and “The Glory Of Heaven”. Based on 8:18. Try to have students relate sufferings they presently endure as well as those anticipated in college (since many college students give up on God).

CLASS STARTER

Discuss problems associated with lying (9:1). Include why we sometimes must assert we are telling the truth.

QUESTIONS (in student workbook)

1. Why did Paul say he could wish himself accursed (9:3)?
2. Who is "Israel" (9:6-8)? What proof is given to demonstrate this (9:9-13)?
3. Explain the point in 9:12-18.
4. How did God harden the heart of Pharaoh (9:18)?
5. Who is thought to be at fault in the question "why does He still find fault" (9:19) - Paul or Israel? Why?
6. In the context (9:19-29) who are the "vessels of wrath" (9:22) and "vessels of mercy" (9:23)?
7. What point is proven by the quotation from Hosea (9:25-26) and Isaiah (9:27-29)?
8. Who or what was the "posterity" Isaiah spoke about (9:29)?
9. Why did Israel not "arrive at the Law" (9:31)?
10. What is the "stumbling stone" (9:32)?

CLASS ACTIVITIES (optional at your discretion)

Ask students: "Why is 9:12 a verse that indicates God's choice being not what was expected?" Lead students in a discussion of the "first born" rights in the ancient cultures (double inheritance, lead the family). Indicate how radical the idea that the older would serve the younger. A passage that demonstrates this principle is Gen. 37:5-11. Have students tell you how the older brothers served the Joseph. Come back to Romans 9:12 and have them tell the point in context (looking to 9:8).

Create a game called: *Hard Hearts*. This is based on 9:18. Place passage or reference on a card and stack them on a chair or table in front of students. Have at least twice as many as you have students, or a minimum of six. Each student is to read the passage aloud and give a response of how that passage will harden some hearts. For each passage read also ask another student how the passage would soften some hearts. You are trying to emphasize it is our choice to harden or soften our heart to the word of God. Pick some passages that you know students will have trouble hearing - work to help them see how they need to soften their hearts. Suggested areas to address: personal relationships (boyfriend/girlfriend, kindness to one you don't like, enemies); obedience to parents in all things; baptism; confessing Christ.

CLASS STARTER

READ aloud to the class Rom. 10:14-15. Ask students: Where do preachers come from? Should spark an interesting discussion. Other thoughts to interject include: A) Should we be raising our boys to preach? B) Should congregations be helping men learn to preach? C) Who sends them out?

QUESTIONS (in student workbook)

1. Why didn't the Israelites attain righteousness (10:1-3)?
2. Explain how "Christ is the end of the law for righteousness" (10:4).
3. What necessary things are taught which we must do in order to attain righteousness (10:9-13)?
4. How do we gain faith (10:14-17)?
5. "Surely they have never heard" (10:18) refers to who? (check the context)
6. Who was Isaiah speaking of (10:20)?

CLASS ACTIVITIES (optional at your discretion)

Game: Hot potato. This is based on "zeal not according to knowledge" (10:2-3). Bring a nerf ball, small bean bag, or stuffed animal to class (something that can be tossed from student to student). When students receive the "hot potato" they must tell one way in which men have a "zeal for God but not in accordance with knowledge." You should start it off. Hand the "hot potato" to one of the students and have them toss it to you. When you catch it, say: "Lots of people take the Lord's Supper on Saturday night." Then toss the "hot potato" to another student. The idea is to not limit who the students can toss to, nor how many tosses before stopping. You will have to use your judgment on this. They should be able to give some 10-15 examples collectively.

Have students discuss together how some people's hearts are hardened when they hear the truth of God. If you played "Hot Potato" use one of the statements from a student. Otherwise you pick a starting idea - maybe "partaking every first day of the week." Let them talk about it for a few moments, then throw a kink into their thinking by asking if their hearts are hardened when God says "children, obey your parents in the Lord, for this is right" (Eph. 6:1). Include parents who don't behave righteously toward the child, or who is not fair toward siblings.