

## Aim of lesson

To learn from Paul's letter to the Ephesians what it means to live in light and to live in darkness.

## Bible background

Ephesians 4:17-32; 5:1-21.

## Outline of lesson

Tell the class that during this lesson and the next you are going to be looking at some parts of the letter that Paul later wrote to the church he had left at Ephesus. He probably wrote it while in prison in Rome (see Ephesians 6:19-20).

## Walking in darkness or light

You may like to divide the class into groups to look at Ephesians 4:17-32 and 5:1-21 to find the characteristics of walking in darkness and walking in light. These should be noted in the two boxes on the worksheet. Compare what the groups have in each box. If the readings are rather long for your class, some could take the Ephesians 4 section and some Ephesians 5. In preparation it is worth making your own lists on your worksheet in order to give some thought to the subjects that are coming up for discussion.

## Discussion

Spend some time discussing each item on the lists they have made. By using questions and perhaps other versions, make sure the class understand what is being spoken about. Falsehood, anger, bitterness, malice and coarse joking are things the youngest seniors will have experienced, and they will be able to enter into a discussion on these subjects, though the teaching about not harbouring anger but clearing up disagreements before the sun goes down (4:26) may need some explanation. If you have young seniors you may be inclined to omit discussion on the subject of sexual immorality; it is worth considering, however, that it is possible that, for some of your class, you may be the only person to tell them that God designed marriage to be a life-long relationship between one man and one woman and that sex outside marriage is wrong. This study of Ephesians is a good opportunity to leave them in no doubt that God condemns sexual immorality and that he does know what is best for them. Stealing, brawling and drunkenness also need to be discussed openly showing God's clear condemnation, since many young people will face situations of temptation in these areas. The list of characteristics for living in light should be discussed. Similarly, you may find it helpful to the discussion to ask for simple examples from members of the class.

## Change from dark to light

The class can complete the worksheets. By beginning with the words 'dark' and 'light' and changing one letter at a time, new words can be formed which show what happens when you live in the dark or in the light. Note that one letter moves from the second column to the first. This makes the first column end as a five letter word, and the second column end with four. The words are: dark, dare, dire, dirt, diet, died, deed, dead, death; and light, sight, right, rift, lift, life, live, love.

Have the class think about why God has taught us what we should and should not do. Some may think that God invented these rules 'just to spoil our fun'. Help them to see that it is because God loves us and cares about what becomes of us and what we become, that he teaches us what is best for us. He wants us to have the best life there is, and he, as our designer, knows what is best and what will bring us real, lasting happiness.

## Digging deeper

### Luke

Using the Acts of the Apostles, and Paul's letters, we can piece together Luke's movements and discover what sort of person he was.

## Relevance to our lives

You may like to have the class look out for situations of darkness that occur during the week. Have them tell you about them next week including if and how they managed to stay in the light. Include a situation of your own if you can.

## Prayer

Jesus prayed for us just before he died. The class could write a prayer that they think he might pray now for the members of the class.

## Other suggestions for activities

- Ephesians 5:14 seems to contain a quotation from a Christian song or hymn. If you have a musical class they might like to write a song about living in light, using that verse and the ideas already considered from Ephesians 4 and 5.
- The class could write a letter from Aquila or Priscilla to a new Christian living near Ephesus. They could tell him of the letter which had come from Paul and mention something of what he says.