

# Lesson 1

## God Said, "Write"

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### Exercise 1.

What was the original message? *"My husband's blue striped shirt is made of silk from Thailand."*

What was the revised message? \_\_\_\_\_

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### Exercise 2.

In the table, list the message to be published.

Deuteronomy 32:3	The name of the Lord
Psalms 26:7	The voice of thanksgiving – tell of wondrous works of God
Jeremiah 50:2	Babylon is taken (defeat of enemies) and Bel and Marduk (idols) destroyed
Mark 1:45	Leper told everyone about healing

### Exercise 3.

List on this table, references and reasons why the Word of God was written. (Here are some examples.)

Psalms 102:18	So generations to come may know
Proverbs 3:1-3	To proclaim God's law and commandments; talk of mercy and truth
Habakkuk 2:2	Write the vision and make it plain
1 Corinthians 10:11	For our admonition
2 Corinthians 3:2	Our epistle, written in our hearts
1 John 2:1	To keep us from sin

1. Name some things that God wrote.

- A mark on Cain (Genesis 4:15),
- God's record book (Exodus 32:32),
- The Ten Commandments on tablets of stone (Deuteronomy 5:22),
- The handwriting on the wall pronouncing judgment on Belshazzar (Daniel 5:5),
- Jesus wrote on the ground (John 8:8),
- God's laws on the tables of our hearts (Jeremiah 31:33; 2 Corinthians 3:3)

2. Who was the first man recorded in the Bible to write? Moses (Exodus 34:37)

3. How did God prepare this man to be a writer, as well as a leader?

According to Halley's Bible Handbook, the literary profession was important in Egypt as much as a thousand years before Moses. Everything of importance was recorded on stone, leather, and/or papyrus. Every Pharaoh had the history of his reign carved on his palace walls and monuments. Egypt had vast libraries of state documents. While growing up in Pharaoh's palace, Moses had access to all the wisdom and learning of Egypt. He was handpicked by God and trained to be one of the world's greatest leaders and writers.

4. How is "the pen mightier than the sword?"

- The written word can start wars or bring peace.
- It can bless or curse.
- It can bring hope or pronounce judgment.
- It can incite violence or win victory.
- It can exalt God and put down evil.
- The written word endures when spoken words have faded into time and been forgotten.
- The spoken word gets twisted, revised, and forgotten, but the written word does not change.

5. What can your writings do that you cannot?

- Writing requires no traveling expenses or salary.
- Writing is not effected by climate.
- Writing never gets sick.
- Writing has no druggist or doctor bills.
- Writing does not get weak or forgetful because of age.
- Writing is always ready to work, never sad or affected by moods.

- Writing can go and stay where there is no possibility of missionaries living.
- Writing is never afraid or tempted to compromise.
- Writing never has to hire a hall for speaking.
- Writing works while we sleep and long after we are dead.
- Writing never loses its temper.
- Writing gets inside homes I will never enter.
- Writing always catches a man in the right mood.
- Writing always sticks to what it has said and never answers back.

6. How did the written law bring revival to Judah during the reign of King Josiah?

When the law was found and read, King Josiah rent his clothes. He sent and inquired of the prophetess. Then he called all the people together to hear the reading of the law. They all repented and made a covenant to perform the words written in the book. The written word turned a nation around and brought revival to the land. Josiah, following the law, turned the hearts of the people back to the one true God. They held a Passover like Judah had not seen in all the days of the judges and the kings. ( Read 2 Kings chapters 22 – 23.)

7. What are three of the most powerful words on earth and in heaven? “It is written.”

8. Do you feel God has a writing ministry for you? If so, how can you prepare for it? \_\_\_\_\_

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## Lesson 2

### Why Write?

**Exercise 1.** List 4 or 5 things that must begin well (i.e. a building, a family, a church, a story, a meal, a painting, a baby). Make a list of ingredients needed at the beginning, if the finished produce is durable. Take 5 minutes to discuss how a proper beginning, with proper ingredients, is necessary for everything.

**Exercise 2.** Brainstorm with your classmates to define *moral literacy*. Use a dictionary to check your accuracy. Write the definition on your worksheet (question 1). Is it enough to be morally literate? Discuss.

1. Define “moral literacy.” Moral literacy – (moral) principles of right and wrong; conforming to a standard of right behavior; (literacy) being able to read and write; (moral literacy) the practice of reading and writing according to what you know is right and wrong.

2. Name three writers of the Bible who wrote both in solitude and public. Moses, Paul, and John

3. Write a paraphrase of 1 Corinthians 9:16. “I cannot brag about preaching the gospel: I have to preach it; yes, heaven help me if I don’t preach the gospel.”

4. Why do you think that the generation that arose after Joshua “knew not the Lord, nor yet the works which he had done for Israel?” That generation did not know the Lord nor His works because their fathers did not tell them. Joshua had not trained anyone to take his place as leader. No one wrote their testimony down for future generations to read, so there was no way for them to know. Moses kept a journal, but obviously, no one read it to the children.

5. “Writing is a work of eternity.” What does this mean? Our words do not last forever like the Bible. But someone reading our words can make a decision that will affect his eternal destiny. We can make an eternal difference with our words.

6. What is essential to produce “excellent” writings? Be committed passionately to truth. Study, research, and pray about what you write. Do not write what you “think” is true, without verifying the facts. What you write must be based on truth, not opinions. The writer wrote things that had value. God and the readers needed his best.

7. "A writer has a wide pulpit." What does that say to you? From one continent to another, what you write can touch many lives. You never know where your words will go, or who they will touch. So be careful to write only the truth, with a love in your heart for all those who will read your words.

8. What motivates you to write? We write to preserve our heritage, our message, and our children. We must write, because there is such a great need for words that speak truth in love to all who will read, understand, and obey.

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## Lesson 3

# *Disciplining Yourself*

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1. Give at least three terms defining "discipline" that particularly relate to a writer. (Answers will vary.)
  - 1) Training that corrects, molds, or perfects
  - 2) Control gained by obedience or training
  - 3) Orderly conduct
  - 4) A system of rules governing conduct
  - 5) To train or develop by instruction and exercise, especially in control
  - 6) To impose order upon
2. Use your concordance to find at least four incidents where Jesus asked, "Have you not read?" Fill in who, where, what and why Jesus asked this question.

<i>Reference</i>	<i>Who was asked?</i>	<i>Where were they?</i>	<i>What did Jesus ask if they had read?</i>	<i>Why did Jesus ask this question?</i>
Matthew 12:3	Pharisees	In the corn field	What David did, when he ate the showbread from God's House	He was making a point about the Sabbath, because Jewish leaders were misusing it
Matthew 21:16	Chief priests and scribes	The temple	"Out of the mouths of babes and sucklings thou has perfected praise" Psalms 8:2	The children were praising God in the temple, and the chief priests and scribes were unhappy about it
Mark 12:10	The chief priests, scribes, and elders	In the temple	"The stone which the builders rejected is become the head of the corner. . ."	He was teaching a parable of how Israel would throw away the Holy one sent by God.
Luke 6:3	Pharisees	In the corn fields	What David did, when he ate the showbread from God's house	He wanted them to know He was Lord of the Sabbath, and not misusing it

3. What one book other than the Bible has had the most impact on your life? (Answers will vary.)
4. Do you have a God-given talent to write, a passionate desire to write, or both? Explain your answer. (Answers will vary according to individual.)
5. Name five things listed in this lesson that a writer should study continually. Circle the one that you study the most. Underline the one that you study the least (Answers will vary). Number them in the order of their priority with you (Answers will vary).
  - 1) Study the fundamentals of language. (fifth)
  - 2) Study God's Word. (first)
  - 3) Study the meaning of words. (second)
  - 4) Study other author's works. (third)
  - 5) Study people. (fourth)

6. What is in your mental crockpot (slow cooker)? It might be a verse of Scripture, an illustration, a word, a phrase, and/or an idea. Name at least three things (Answers will vary). Do you see any correlation between these things? If not, do not fret. There may yet be a missing ingredient. When it is added, it could blend these things together. Until then, let it stew.

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## Lesson 4

### *Exercising Your Senses*

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**Exercise 1.** Study Genesis 3:1-6.

(A) How did Satan use Eve's senses to tempt her?

- a) He talked to her (ear gate)
- b) The woman saw (eye gate)
- c) She took the fruit (touch gate)
- d) She ate the fruit (taste gate)
- e) The Bible does not say, but she probably smelled the fruit, since fruit has a distinct smell to it (smell gate)

**Exercises 2 and 3.**

(A) What do you see in this room? (Answers will vary.)

(B) Go back and place an adjective (descriptive word) in front of each item to describe it. Strive for creativity (Answers will vary).

**Exercise 4.** Briefly describe the body position and attitude portrayed by your instructor. (These will vary, but here are some suggestions.)

(A) Slouch down in the chair, with head in your hands

(B) Stand straight and tall with head up and shoulders back

(C) Put one foot out in front of your body, tapping the toe, hands on hips, and mouth pursed as though angry

**Exercise 5.** The instructor is going to lead you in a listening exercise. After you have finished, answer these questions in a class discussion. How does your drawing differ from your classmates? How are the drawings alike? How well were the instructions communicated? How well did you follow instructions? How did your perspective influence what you drew? (Answers will vary.)

In the box draw the object described by your classmate.

**Exercise 6.** In the first column describe the touch the instructor gave. In the second column write the message that touch communicated to you.

Touch Given	Message Received
A firm handshake	I am strong, I respect you, I am happy to see you
A pat on the back	Well done, that was good, you are special
A push away	I do not want you near me, you are bad, get away

**Exercise 7.** The word that best describes my favorite food is (answers will vary) \_\_\_\_\_.

**Exercise 8.** Think of one adjective to describe how you think each of the following words would smell if it had an aroma. Then use a simile to describe it. Answers will vary, but here are some suggestions.

Word	Adjective	Simile
fear	nauseating	like burned beans
memory	comforting	Like a warm blanket
anger	burning	Like a roaring fire
age	creeping	A slow-moving cancer
life	abundant	Full of grace and peace
care	Tender	Like a mother's embrace
forgiveness	Relieving	Like a heavy burden lifted

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## Lesson 5

### *Using Your Creativity*

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**Exercise 1.** With your dominant hand write your name. \_\_\_\_\_  
With your other hand, write your name. \_\_\_\_\_

**Exercise 2.** List things that a write can do to climb out of the box of mundane thinking. (Answers will vary according to class.)

**Exercise 4.** Write a paragraph, stating what you want to create with the words you write. (Hopefully, there will be some interesting responses.)

- List the three steps to reviving your imagination.
  - Ask questions.
  - Think.
  - Let yourself feel.
- Define a "sanctified imagination." A sanctified imagination creates beautiful scenes that inspire hope and joy.

**Exercise 6.** The message:

Possible Bible stories, illustrations, Bible verses: \_\_\_\_\_  
(Circle the best one to paint your message.)

Characters in the story: \_\_\_\_\_

Scenes: \_\_\_\_\_

Type of writing: \_\_\_\_\_

Lead: \_\_\_\_\_

(These blanks will be filled with differing ideas.)

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## Lesson 6

### *Focusing to Aim*

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- What are the two extremes that tempt a writer?
  - To write when he has nothing enlightening to say, producing shallow, ineffective work
  - To shed too much light on a subject, because when a subject loses its focus, the writing loses its power
- What are the three A's of a good aim?
  - Acquaint the reader with something to learn – to know, open the reader's mind

- 2) Apply the message to the reader's life – to feel – touches the reader's heart
- 3) Alter the reader's life or thinking – to do – changes the reader

**Exercise 2.** Write an aim for teaching the story of Joseph. (Answers will vary.)

Joseph learned, through all the difficulties in his life, that God always knows what is best.

**Exercise 3.**

To whom was the Apostle John writing when he wrote 1 John? The book of 1 John is not addressed to any particular individual or group. It is believed he was writing to a group of churches in Asia that he was responsible for.

Why was he writing? There were two reasons:

- 1) John wanted to expose false doctrine and ethical errors, and
- 2) He wanted to encourage his spiritual children to keep on living a life of holiness as they walked with God in the truth of His right ways

The aim of 1 John is (answers will vary here):

"Expose false doctrine by shining the light of God's love and truth in a life of holiness and purity."

Complete Exercise 4 in your textbook. This exercise involves a diagram and some creative work.

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## Lesson 7

# *Starting Smart*

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