

## FEATS Module 2

### Gospel of Luke

#### Assignments: Part Two

1. One of the characteristics of God's Kingdom that Luke stresses is its upside-down nature. Those who previously found themselves on the margins of society are welcomed in with open arms. On the other hand, the wealthy, the popular, and the cultural powerbrokers are told to take warning. (A) Over the next month we'd like you to look for an ongoing opportunity to befriend and serve "the least." We're not going to tell you who, how, or define specifics. The goal of this exercise isn't to fulfill a class assignment, but to more intentionally align your life with God's Kingdom. So look for an opportunity that fits with your abilities and interests. For those who need some basic parameters... this should entail a minimum of five hours of service. (This may seem to be a stretch/challenging, but we encourage you to take it and work with it the best you can. It may also be something that connects well with what you are already doing in your ministry.) (B) Read ch. 9 ("The Discipline of Service") in Richard Foster's book, *Celebration of Discipline*, and "Wealth...Who? Me?" by Joel Green. (C) In your journal keep track of your experiences, impressions, and any lessons learned throughout this process.
2. (A) Continue your study and practice of prayer by reading ch. 8 ("The Prayer of Adoration") in Richard Foster's book, *Prayer*. (B) Throughout the month look for ways to make adoration a regular practice. (C) Record in your journal any thoughts or feelings along the way.
3. FEATS exists to better prepare you for Christian service—including the ability to lead. Throughout FEATS you will be challenged to reflect upon and incorporate basic lessons and values related to Christian leadership. (A) Read ch. 1 ("An Honorable Ambition") in *Spiritual Leadership* by J. Oswald Sanders. (B) In a page or less, reflect upon the three questions listed at the end of the chapter. (C) Come prepared to share your reflections at the next learning session.
4. The Bible is composed of a variety of writings—narrative, parable, poetry, law, etc. One of the first steps in studying any passage of Scripture is to figure out what you're reading. We obviously read Psalms differently than 1-2 Kings. (A) Read ch. 7 ("The

Gospels: One Story, Many Dimensions”) in *How to Read the Bible for All its Worth* by Gordon Fee and Douglas Stuart. (B) List what specific things a reader needs to take into consideration when studying the Gospels. (C) What questions do you have as a result of this chapter? How will the ideas presented in this chapter help you in your ongoing study of Luke? Write down your responses.

5. You’ve already spent some time studying Lk. 4:16-21. As was previously mentioned, many biblical scholars believe this passage provides the interpretive key to the whole book. (A) Now reread Luke’s Gospel with this passage serving as your interpretive lens. Make a list of at least twenty instances where you see Jesus fulfilling this prophetic announcement. Include Scripture references and a brief description of each passage. (C) In a page or less respond to the following question: What is the “good news of the Kingdom of God” according to Luke’s Gospel?
6. For decades the Western Church has struggled with a sort of schizophrenia. Fundamentalists and evangelicals have stressed the spiritual nature of the gospel. Liberal Protestants, on the other hand, have almost exclusively emphasized its social and political aspects. This schism is unfortunate and unbiblical; and it remains today. (A) Read “A Hole in Our Holism” by Stan Guthrie and “The Whole is Greater than the Sum of the Parts” by Wilbert Shenk. (B) In a paragraph summarize the main point(s) of each article. You may be asked to share your summary at the next learning session. (C) Write five discussion questions for each article. You may be asked to lead a discussion on an article at the next learning session as well.
7. Early Friends were, in many ways, able to transcend this division that still plagues the Western Church. Friends firmly believed that the gospel needed to be lived out as well as communicated to others. John Woolman is especially renowned for bridging the gap between proclamation and demonstration. (A) Read “John Woolman’s Approach to Social Action” by Phillips Moulton. (B) Write five questions on how John Woolman’s example can shape and inform Christian life and ministry today. Come prepared to lead a group discussion on this topic at the next learning session.
8. Having completed the second part of this module, how would you respond to the same three questions: What is the gospel? What is the Kingdom of God? How do these two things relate to one another—in other words, what did Jesus mean by the

“good news of the Kingdom”? Write down anything you would add or change about your responses to the prompt at the end of Part One.

Articles:

\*"Discipline of Service" - Richard Foster's Celebration of Discipline

\*"Wealth... Who? Me?" - by Joel Green

\*"The Prayer of Adoration" - Chapter 8 - Richard Foster's Prayer

\* "An Honorable Ambition" - in *Spiritual Leadership* by J. Oswald Sanders

\* "The Gospels: One Story, Many Dimensions" - in *How To Read the Bible For all Its Worth* by Gordon Fee and Douglas Stuart

\* "A Hole In Our Holism" by Stan Guthrie

\* "The Whole is Greater than the Sum of Its Parts" by Wilbert Shenk

\* "John Woolman's Approach to Social Action" by Phillips Moulton