**Session One - Introduction to Mark Week**

(CLST Sample)

Welcome, introduction to the week, get to know each other a little...

We’ll get more out of this week if we are in aware of how we are coming into it…

* What state do you enter this week in?
* What are you excited about/anticipating for this week?
* Anything you are nervous about, or not looking forward to?
* If you could ask God for anything this week, what would it be…?

Possibly pray for the week in pairs…

Why Mark? What makes this Gospel worthy of our careful attention?

What’s the goal of studying scripture like this…?

Not more information… Transformation! We want to meet God. We want to be changed.

We are Seeking Transformation.

The key to transformation is to have a learning posture…

To be Learners

A great way to ensure a learning posture is to begin with curiosity…

To be Curious

Are we willing to become a community of:

Curious Learners Seeking Transformation?

Can we agree to this for this week..?

**Mark 1:1**

* Read page 1 aloud…
* Read it yourself – What questions do you have? What do you wonder about?
* Share in pairs… pick your favorite to share with the group
* Great questions! Others…?

Tonight we’re going to focus just on the first line…

Another part of curiosity is finding clues and looking for evidence:

CSI, House, Sherlock Holmes… (show clip? Read passage?)

Everybody can see what the questions are… it’s noticing the clues that lead to insight!

* Everybody look at the first line – what clues do you see there that might give us insight into some of these questions…?
* OT clues count (Mark not written in a vacuum) – give OT verses?
* Everybody share a clue – what facts do you notice about line 1?

1. It is the beginning of the gospel

2. The gospel is about Jesus Christ

3. Jesus is Christ, Messiah

4. Jesus is *the* son of God, not *a* son of God

5. This story is good news

6. This sentence has no verb, it is a statement or title

7. God has a son

8. Jesus Christ is central

9. This is like an announcement (eg a birth announcement)

10. Jesus is male

11. The sentence has a subject – beginning

12. Jesus – the Jewish name means Emmanuel

13. Christ – Greek word meaning Messiah, Anointed God

14. Could be a thesis he wants to prove

15. Not son of Joseph, but of God

16. The beginning starts in the OT, not with Christ's birth. It starts way back

17. First line in Genesis is "in the beginning"

18. The missing birth narrative creates mystery

19. Where is the end? Still going on...

20. Son has a capital "S"

21. He's Jesus first, a humble man, not Christ Jesus

22. "Of", not "about"

What is the first line like? – the title of a book, or a theme statement…

This is most likely Mark’s title for his book… what does that tell us?

(Where is the place of agreement…? 🡪 That’s the place for Application!)

That’s enough for tonight… we tackle some more of these questions tomorrow!

**Session Two - Mark Pg. 1 “…gospel.”**

**The Kingdom of God is at hand!**

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| Background:   * 400 years… no voice from God! * Is. 40:9, 52:7 – good news * 2 Ki. 1:8, 2 Ki. 2:11-12, Mal. 4:5-6 – Elijah * Is. 40:3, Mal. 3:1 – quoted in passage * Priene Inscription – Augustus: King, Savior, God, gospel to the nations/ * Significance of the Jordan River * Essene Community * Baptism: Isa. 64:1-4, Isa 42:1-4, Ps. 2:6-7 * Other mentions of “40” and “wilderness” | Flow of the Passage:   * Mark begins “the beginning” with the OT (750 yrs. before) and John The Messenger * Isaiah Prophecy? Elijah? baptizing Jews?! * Themes: preparation, big expectation… * Ta Dum - Jesus shows up! 🡪 The King is in the house! * Baptized by John (?) and the Holy Spirit (!) * Wilderness * The time is fulfilled, the Kingdom is at hand 🡪 Repent & Believe |
| Key Questions and Themes:   * Why this “beginning”? * Why be baptized? What is repentance? * The work of the Spirit * “Believe the Gospel”? * The King is here! (watch out Caesar) * Preparation for the new thing God is doing | Possible Applications:   * Are you prepared to meet God this week? How has God been preparing you to meet him? * What is the Holy Spirit doing in your life…? Descending or driving? How are you being prepared for this week? For next year? * Are you hungry for God to do something new? Is there anything he is asking of you to prepare the way? * What is the Gospel? Is what we proclaim good news to our campuses? |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response |
| Staff Leader Needs to:   * Show students how rich and deep scripture is. * Push for good CSLT study * Have application time that prepares student for the week. | Materials and Props:   * Wall Posters: Applications, Themes |

**Session Three: Mark 2:1–3:10 “…out.”**

**Jesus’ Authority!**

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| Background:   * Sabbath – Ex. 20:8-11, Ex. 35:1-3, Jer. 17:21-27, Lev. 19:3,30 * Fishermen – Hab. 1:14-17, Jer. 16:16-17, Amos 4:2-3 – all mentions are connected to judgement | Flow of the Passage:   * Jesus calls Simon, Andrew, James, John * Jesus in the synagogue – teaches with authority, casts out unclean spirits * Demons know who he is – “Be quiet” * Heals Simon’s mother-in-law, crowds * Prays 🡪 move on |
| Key Questions and Themes:   * “immediately” * disciples: small steps 🡪 see lots! * Leave nets, new identity * The King is on the move! * Jesus’ priorities? – prayer, Gospel advance, others? | Possible Applications:   * What defines us? What are our nets? (even good things!) * Repentance = leave behind to follow (growing definition) * What kind of authority does Jesus have in your life? * How is God calling you? * The mission: the Gospel * What is a Christian? Difference between “being a Christian” and “following Jesus” * What do you need to give Jesus authority over in your life? |
| Places for Preaching and Stories:   * Your story of leaving to follow… | Ideas for Experiential Learning and Creative Response   * Creative way to talk about priorities: have them list the top 10 things they think about, come back to the list later and ask the to pray that Jesus would take authority over the things they worry about. |
| Staff Leader Needs to:   * Keep things moving (afternoon session ☹) * Make clear that repentance can mean leaving even “good things” behind. | Materials and Props:   * Posters: Definition of repentance, Start a list of the things Jesus has authority over – add to it as you go along. |

**Session Four: Mark 3:10–4:28 “…sinners.”**

**Jesus is the Doctor**

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| Background:   * Lev. 13:45-46 - leprosy * Only 2 lepers healed in OT: Miriam (Nu. 12) and Naaman (2 Ki. 5) * Lev. 14:1-32 – restoration of a leper * Deut. 18:17-22 – prophet judged by what happens * Dan. 7:13-14 – son of man * Why go to a priest: there were rabbis in Galilee, but to go to a priest you would have to go to Judea, 40-50 miles away. This makes Jesus’ work public and links Jesus to God, and shows that Jesus is upholding Mosaic law. | Flow of the Passage:   * Jesus heals a leper (disobedient) * Heals paralytic * Authority to forgive sins? - Son of Man * Calls Levi |
| Key Questions and Themes:   * Levels of healing: physical, emotional, social, spiritual * Jesus heals with compassion, power, completeness * Jesus’ care for sinners * “righteous” vs. sinners/sick | Possible Applications:   * How do you see yourself…?? * What does faith mean? * Have you been called? To what? * Friends bringing friends! (it takes real work!) * End evening by interceding for your friends on campus who need Jesus. |
| Places for Preaching and Stories:   * Your story of leaving to follow… | Ideas for Experiential Learning and Creative Response   * “Paralytic Races” – involve everybody in teams, debrief: what was it like to carry/be carried…? * Draw or Diagram the scene at the house. * Before/After Chart about Levi  |  |  | | --- | --- | | Friends with Sinners | Friends with Sinners and Jesus | | Sick | Beginning to be made well | | Wealthy | Reconsidering the use of his wealth | | Alone | With Jesus and the community | |
| Staff Leader Needs to:   * Keep the study focused, reinforcing good CSLT skills * Help students see how their faith can bring healing and wholeness to their campus. * Strongly encourage students to get rest that night. | Materials and Props:   * Posters: Bringing friends to Jesus (writing the names of our friends on the poster), definition of Faith. * Optional, pictures of your campus for application time to run on a slide show or to pass around. |

**Session Five: Mark 4:28–6:3 “…destroy him.”**

**The Lordship of Jesus**

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| Background:   * Lev. 16:29-30, Lev. 23:27-32 – the only commanded fast * Is. 62:1-5 – the Bridegroom * Is. 58:3-7 – true fasting * Ex. 31:12-17, Deut. 23:25 – picking grain ok? * Lev. 24:5-9, 1 Sam. 21:16 – the showbread incident * 613 OT Laws poster * Herodians – probably influential Jews who were friends and backers of the Herodian family; therefore supporters of Rome. Would typically not be on same side as pharisees. | Flow of the Passage:   * Questioned about fasting * Wineskins – Old/New * Jesus lord of the Sabbath: Sabbath made for man, not man for the Sabbath * Heals on the Sabbath * Pharisees’ hardness of heart |
| Key Questions and Themes:   * Be prepared for the new wine of Jesus * Old wineskins? What in your life are you trying to fit Jesus into where he doesn’t fit? * Phariseeism, rule-keeping * Hardness of heart is a trajectory of small choices, and can lead you to places you never thought you’d go * Primacy of love & relationship | Possible Applications:   * What are our old wineskins? * How are God’s values reflected in our lives? * What does hardness of heart look like? * Who is Lord? |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response   * Write a screenplay of the healing of the withered hand. |
| Staff Leader Needs to:   * Let students wrestle with the stuff that is harder to understand. * Bring the language of “hardness of heart” into the collective vocabulary * Have students identify ways their hearts are hard. | Materials and Props:   * Posters: Wineskins |

**Session Six: Mark 6:3–7:16 “…mother.”**

**Who is Jesus ?!**

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| Background:   * Beelzebul means “master of the house”, Satan means “adversary” * Deut. 13:1-5 * Blasphemy * Calling of disciples Jesus is acting very Moses-like: up a mountain, calling of the 12 tribes (Ex. 18-19) * Blasphemy against the Holy Spirit: Blasphemy against HS isn't a one-time thing, hasty statement. Rather, a series of choices away from Jesus. Following Jesus is a vector, a direction, series of choices. NOT following him is the same thing. You can't be forgiven if you've chosen against the source of forgiveness. | Flow of the Passage:   * Multitude coming (Rock star!) * Secrecy? * Calls the 12 (renames!) * Binding the Strongman * Unforgivable sin, blaspheme HS * Who is my family…? |
| Key Questions and Themes:   * 5 groups, 5 responses, 5 identities - How does each group see Jesus? * Following is a trajectory, a series of choices * Who has been binding and plundering? How? * Unforgivable = reject Jesus (note: “blasphemes” is ongoing, notice also the pattern in Mark so far…) * Identity & Authority * The Family of God vs. Biological Family | Possible Applications:   * How you respond to him matters! * Gives authority to preach and heal * Who do I think Jesus is, and what kind of authority does he have in my life? * Mission: plunder the strongman’s house * Ask Jesus to give you a new name * How does following Jesus affect your relationship with your family? |
| Places for Preaching and Stories:   * Your own story with family… has your family ever tried to stop you from following Jesus…? | Ideas for Experiential Learning and Creative Response |
| Staff Leader Needs to:   * Use the confusion in the passage to keep the students engaged. * Make sure everyone knows what sin is unforgivable before they leave. * Address family dynamics and the kingdom of God. | Materials and Props: |

**Session Seven: Mark 7:16–9:17 “…everything.”**

**The Secret of the Kingdom**

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| Background:   * Is. 6:9-10 – quoted by Jesus – context? * Parables? * Set up with a living parable…? | Flow of the Passage:   * Story of the Soils: reckless farming * Disciples stick around * Secret of the Kingdom… you’ve got it! Huh? * Measure you give is the measure you get, 30-60-100x * The mystery of growth |
| Key Questions and Themes:   * How do you get more, according to Jesus? * Does God want “insiders”? * Secret of the Kingdom: some kind of response * Good soil – questions, seeking, initiative, do something, accept/receive/bear fruit, * Burden on the hearer… “Listen!” | Possible Applications:   * What kind of soil are you? Condition of your heart? How are you responding? * What measure are you giving? * Power of the Word * Others’ response not our responsibility * Students pray for one another to be good soil. |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response |
| Staff Leader Needs to:   * Let the students discover the secret of the kingdom. * Have more questions than answers for students. * Let students minister to one another as they pray to be good soil. | Materials and Props:   * Wall poster: The Secret of the Kingdom. |

**Session Eight: Mark 9:17–11:5 “…marveled.”**

**Fear vs. Faith, pt. 1**

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| Background:   * Jews vs. Gentiles | Flow of the Passage:   * Why did Jesus cross the lake…? * Jesus calms the storm * Demoniac healed - powerful * Go and tell |
| Key Questions and Themes:   * “Who then is this…?!” * What connects these stories? * Jesus has serious power, and he cares for us! * There is nothing he can’t handle * Released from bondage * Why can’t the man go with them? | Possible Applications:   * What is out of control in your life? (storms or legions) * What binds you? * What has the Lord done for you? * Go & Tell evangelism * People over pigs! * Journal about this question: “Are you tormented with something you cannot control?” |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response |
| Staff Leader Needs to:   * Paint the picture that following Jesus can be scary. * Let students know that the demoniac’s response to Jesus was the right one. * Pray for students as their hearts are being prepared for the next session – that session will end with some healing prayer. | Materials and Props:   * “Set me Free” by Casting Crowns, to be played during journaling time. |

**Session Nine: Mark 11:6–12:30 “…unbelief.”**

**Fear vs. Faith, pt. 2**

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| Background:   * Lev. 15:25-30 – unclean | Flow of the Passage:   * Jairus comes in desperation * Interrupted by the bleeding woman * Jesus stops to hear * Rejected at Nazareth |
| Key Questions and Themes:   * Compare and contrast Jairus and the woman * What do the crowds have in common? * Insiders and outsiders * No mighty works in Nazareth…? * What Jesus touches becomes clean/restored | Possible Applications:   * Put yourself in the story… * Desperate faith! * Telling Jesus the whole truth… * Sharing and prayer ministry |
| Places for Preaching and Stories:   * She suffers alone, but is healed in public. In what ways do you need to tell your story to be healed…? Staff should go first to break the ice. | Ideas for Experiential Learning and Creative Response   * “Is there anything you need to tell to be set free?” - Hear their story, pray for them, close with “Daughter/Son, your faith has made you well; go in peace…”, Anybody else? * Assign parts and have them each retell the story from their character's perspective: crowd, Peter, Jairus, woman. * Compare/contrast the woman and Jairus |
| Staff Leader Needs to:   * Be in tune with what the spirit is doing * Be a leader more than a facilitator * Communicate to each student the words, “your faith has made you well; go in peace, and be healed. | Materials and Props:   * Extra time and possibly a whole camp worship. |

**Session Ten: Mark 13:1–14:13 “…tomb.”**

**Two Kingdoms**

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| Background:   * Herod’s family: Herod’s father was appointed king by Julius Caesar n 47BC. Herod the Great was king from 40BC-4BC. He died about the time of Jesus’ birth. His 3 sons (Archelaus, Herod and Philip succeeded him – his kingdom was divided between them. John confronted Herod who divorced his wife in order to marry Herodias, who was his half-brother Philip’s wife. * Neh. 5:13 – shake the dust * Ex. 20:14, Leviticus 18:16, 20:14,21 – adultery * John/Herod similar to Elijah/Ahab – I Ki. 16:29-33, 21:20-26, 19:2 | Flow of the Passage:   * Sends the Twelve - authority * Repent and believe, kingdom at hand * Signs of the kingdom * Herod, Salome, and John |
| Key Questions and Themes:   * Two “Kings of the Jews” * “Sent ones” * Why are these stories side by side? * Compare/contrast Herod’s kingdom with God’s * Pleasing God vs. Man * The cost of our convictions | Possible Applications:   * Whom are we trying to please – God or people? * Which kingdom…? * What keeps us from living by our convictions? * How are we sent…? Why? * Be careful about the promises you make**.** |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response |
| Staff Leader Needs to:   * Make a comparison between Jesus’ kingdom and Herod’s. * Help students think about what it means to be sent out by Jesus | Materials and Props: |

**Session Eleven: Mark 14:13–15:24 “…hardened.”**

**Where is life found?**

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| Background:   * Psalm 23 – the Shepherd * 1 Kings 19:11, Ex. 33:19-23 – pass by * Ex. 3:14 – “I AM” – same as “It is I” in LXX * Denarii = a day’s labor, 2/3 of a years salary to feed them all. | Flow of the Passage:   * Disciples weary 🡪 rest? * Crowds! 🡪 sheep without a shepherd * “You give them something…” * 5,000 fed * Sends disciples away * Jesus walks on water |
| Key Questions and Themes:   * How are disciples doing? * Does Jesus want rest for them? * Why the interruption? * Involving the 12… * Why does he send them away? | Possible Applications:   * The order of shepherding: God 🡪 Us 🡪 Others * Get life by giving * Mission/miracles > rest (Are you interruptible?) * Little resources… no problem! * Can we trust Jesus with our needs? * What is the condition of our hearts? * How do we deal with burnout |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response:   * Fold manuscript to cover the punch line @ line 23: Read the passage out loud, asking everyone to just listen and not read until line 23 ending with, “For they did not understand about the…” Tell the them to finish the sentence in their own words. Share with one another how you finished the sentence. |
| Staff Leader Needs to:   * Keep students focused. * Help students identify with the disciples. | Materials and Props: |

**Session Twelve: Mark 15:25–17:14 “…man.”**

**Inside vs. Outside**

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| Background:   * Isaiah 29:13 – quote * Ex. 20:12, Dt. 5:16; Ex. 21:17, Lev. 20:9 2 Ki. 1:8, 2 Ki. 2:11-12 * Corban: a Hebrew word adopted into the Greek of the New Testament and left untranslated occurs only once (Mark 7:11). It means a gift or offering consecrated to [God](http://www.christiananswers.net/dictionary/god.html). Anything over which this word was once pronounced was irrevocably dedicated to the temple. Land, however, so dedicated might be redeemed before the year of [jubilee](http://www.christiananswers.net/dictionary/jubilee.html) (Lev. 27:16-24). Our Lord condemns the [Pharisees](http://www.christiananswers.net/dictionary/pharisees.html) for their false doctrine, inasmuch as by their traditions they had destroyed the commandment which requires children to honor their father and mother, teaching them to find excuse from helping their parents by the device of pronouncing “[Corban](http://www.christiananswers.net/dictionary/corban.html)” over their goods, thus reserving them to their own selfish use. * Ceremonial Hand Washing: If they were defiled they needed to wash twice – once to the wrist, and once more letting the water run off their fingertips. | Flow of the Passage:   * Sick made well * Face-off with the Pharisees * Traditions of men vs. the commandment of God * What defiles a person… is on the inside! |
| Key Questions and Themes:   * External vs. internal in this passage? In Mark…? * Lips vs. hearts? * Tradition of the elders? * List of defilements: define/clarify | Possible Applications:   * Where do we “wash our hands” instead of repent? * What are our traditions? * How do we nullify the command of God? * What things defile you? * Where do we hold to traditions, instead of loving? * Have students define each sin in the list Jesus gives. |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response: |
| Staff Leader Needs to:   * Push students to identify sin in their lives (“we aren’t sleeping together… just other stuff”) | Materials and Props:   * Do something fun that night, like a bonfire or a game. |

**Session Thirteen: Mark 17:14–18:29 “…Dalmanutha.”**

**Jesus is for the World**

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| Background:   * Notice the locations – “Gentile tour” * Is. 35:1-6 – signs of God’s coming * Is. 11:10-12, Is. 42:1-9, Is. 49:5-7, Is. 60:1-5 – God and the Nations * Gentile “dogs”? (word & analogy suggest “pet”, not “wild animal”) * Numbers: 7=completion, 12=tribes | Flow of the Passage:   * Syrophoenician woman * Deaf man healed * 4,000 fed |
| Key Questions and Themes:   * Compare the two feedings… * What is God’s heart? | Possible Applications:   * Having the heart of God for the world * Who are the “Gentiles” in your life? * What does it mean to go out of our way for mission? * Will you join Jesus in feeding and healing the world? |
| Places for Preaching and Stories:   * + Tell your story of Jesus calling you out of a faith that was primarily for your benefit to one that is for the world. | Ideas for Experiential Learning and Creative Response:   * Have students take map out and trace Jesus’ route so far. |
| Staff Leader Needs to:   * Set the table for the next session | Materials and Props:   * Two banquets worksheet |

**Session Fourteen: Mark 18:29–20:5 “…Christ.”**

**Don’t Miss It!**

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| Background:   * Ps. 78:17-21 – God’s anger at demandingness * Caesarea Philippi – Gentile country, built by Herod in honor of Caesar as Lord, a center of worship for Pan (Gk.) and Baal (Canaan.). The gods of the world. This is the background where Jesus reveals his identity to the disciples. | Flow of the Passage:   * Back to Galilee – Pharisees seek a sign * Beware of the leaven of the Pharisees/Herod (hard hearts, no repentance) * Jesus interprets the feedings for them * Blind man healed – twice! * Peter’s confession at Caesarea Philippi |
| Key Questions and Themes:   * How are all these connected? * Do you understand? Do you see? * What are they to understand about the loaves? * Why the 2-stage healing? * Why does he ask, “Who do you say I am?” – why here, why now? * How has Mark been building to this…? | Possible Applications:   * How is our journey like the disciples/Peter’s? * Has God had to repeat lessons in your life so you’d get it? * Thank heavens Jesus doesn’t give up on them! * So, who do you say He is…? |
| Places for Preaching and Stories: | Ideas for Experiential Learning and Creative Response: |
| Staff Leader Needs to:   * + Help students see that a large part of Jesus’ ministry was for the disciples – multiplicative ministry – so that they could carry on after he leaves.   + Help students grapple with the idea of “Messiah” | Materials and Props: |

**Session Fifteen: Wrap-Up**

Take a good amount of time to go back over your manuscript and answer the following questions…

* Who is Jesus in Mark…?
* What responses to Him have we seen…?
* Who are we… where are we in the story? Which characters have you most identified with, and why?

Places for Preaching and Stories:

* **“Go and Tell!”**

Ideas for Experiential Learning and Creative Response

* Write a letter to Mark thanking him for his Gospel
* Write a poem or a song
* Write a letter to Jesus

**Ongoing Poster Ideas**

* **Quotes of the day! ☺**
* **Big Themes in Mark**
  + **Identity (ours and Jesus’)**
  + **Authority**
  + **Faith vs. Fear**
  + **Secret of the Kingdom**
  + **Messianic Secret (“Don’t tell anyone”)**
  + **Repentance and Preparation**
  + **Insiders and Outsiders**
  + **Old vs. New**
  + **Hardness of Heart**
  + **Gospel for the World**
* **Applications**
* **Jesus has authority over…**
* **Who is Jesus?**
* **Faith is… (what does it look like to follow)**

**Comparison of the Two Banquets**

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|  | First Banquet | Second Banquet |
| Number of People |  |  |
| How much food |  |  |
| Location |  |  |
| Environment |  |  |
| Seating |  |  |
| Left Over |  |  |
| Motive for Feeding |  |  |
| Jesus’ motive for compassion |  |  |
| Number of days people had been there |  |  |
| Who served |  |  |
| Disciples response to need |  |  |
| Result |  |  |
| Jesus’ attitude toward people |  |  |
| Boat ride |  |  |