

Communion

Study Guide

This guide is designed to be used with the Communion Lectionary. The next few pages include five tasks that can be completed as a supplementary study through John 13-17. They are designed with language teachers in mind, but we hope everyone will enjoy the focus on words. The tasks don't necessarily need to be completed in order. Also, feel free to pick and choose.

Task 1: Vineyard Verbiage

While reading through John 13-17, pay attention to some of the verbs that are used.

- a. In the chart, make a list of all the verbs the Master Teacher (or His Spirit) does in relation to His followers. Some of your verbs might include: *washes, loves, makes His home, prunes*. Also list verbs His followers do in relation to Him. Some of these might include: *trust, obey, love, remain/abide*.

the Master Teacher's verbs	our verbs

- b. What do each of these verbs mean in the way the Master uses them? In addition to considering the context, you could check some different versions or languages. You could also reflect on other passages that seem to be related. Make notes in the chart.
- c. Highlight verbs that stand out to you and consider why.
- d. In the left column, circle one or two that you've seen the Master doing for you recently. Next to these, list claims of ownership you've sensed Him making over you. (For example, "I have loved you with a "Never Stopping, Never Giving Up, Unbreaking, Always and Forever Love,"¹ or "I prune sin and superfluity from your life for your good and My glory.")
- e. In the right column, circle one or two that you would you like to do more of. Next to these, list "I can" statements that you may like to work toward in the next few weeks. (For example, "I can trust the Master Teacher to..." or "I can abide in Him by...")

¹ Sally Lloyd-Jones, *The Jesus Storybook Bible* (Grand Rapids, MI: Zondervan, 2007).

Task 2: Spirit Roles

In John 13-17 when the Master Teacher introduces the Spirit, He uses the term *paraclete*. This word has been translated into English in various ways which represent different roles the paraclete plays. He also uses the term *Spirit of Truth*. These different terms are listed in the left column below. Verses where paraclete and Spirit of truth are used are in the right column. Which Spirit roles seem most fitting in the different passages? Which ones are most meaningful to you? Why? Take notes in the chart. There is also space for you to add other translations of the word *paraclete* or other passages that come to mind.

terms	passages
Advocate	14:16
Helper	14:17
Comforter	14:26
Counselor	15:26
Friend	16:7
Teacher	16:13
Intercessor	16:15
Spirit of truth	

Task 3: Gardening for Growth

This task focuses on John 15:1-8. It has three parts. At the end, you'll have an opportunity to put the three parts together into a whole picture.

a. Staying connected to the vine

- What does the Master Teacher say in this passage about what *staying connected to the vine* means? Look for synonyms in the passage and also in other versions or languages. Note some of your ideas below.
- Consider people throughout Scripture who seemed to stay connected to the vine. How did they do it? A few ideas are listed below. (Some of the wording comes from the Amplified version.) What details would you add for each? Who else would you add and why? Put your own name in the last row and write what you hope could/will be said of you.

Who	Where	How
Enoch	Genesis 5: 21-24	walked with Yahweh (in habitual fellowship)
Mary	Luke 2:19 & 51	treasured all the things she experienced and observed, reflected deeply on them, pondering them in her heart
Elijah	1 Kings 19:1-18	in a wearying time, listened to the gentle whisper
Anna	Luke 2:36-38	never left the temple but served and worshiped night and day, fasting and praying
Peter	John 6:68; 1 Peter 2:2; 2 Peter 1:19	“Where else would we go? You alone have the words of eternal life.” “Long for the pure milk of the word...a lamp shining in a dark place.”

b. Growing fruit

- What fruit—inward and outward—might the Master Teacher be referring to in John 15:1-8? (Some of the verbs you listed in Task 1 may provide some clues; or another read through John 13-17 may help.) List some ideas below.
- What’s the purpose of this fruit?

c. **Pruning**

- Look the verb *prune* up in a dictionary. Write your own definition of what prune means in John 15:1-8.
- What has the Master Teacher pruned from your life and service during pandemic limitations? Why do you suppose He's done this? What fruit—inward or outward—have you seen as a result?
- What other twigs still need to be cut off? How could you participate in this pruning?

d. **Gardening for Growth:** Draw a picture or diagram that represents some of the ideas you've gleaned about gardening for growth while completing this task. In your visual representation, include knowledge you've gained from this task. Also consider how to put knowledge into practice. For example, what next step is the Master Teacher suggesting to you, how will you take the step, and how might community help (sharing and accountability, for example)?

Task 4: Master Speech Acts

A speech act is an action we perform with words. For example, we show gratitude by saying “Thank you,” or we give advice with words like, “If I were in your situation, I would...” This task looks at three different speech acts the Master Teacher performs in John 13-17 and asks you to participate in them.

Offering Encouragement

Speech Act Analysis

- Read through John 13-17 and note words the Master Teacher uses to encourage His followers especially in suffering or troubled times.
- Which message of encouragement seems most fitting in today’s world?
- Which words are most meaningful to you? Why?

Your Response: Choose one of the messages of encouragement you noted above. Rewrite it below as if the Master Teacher is talking directly to you.

Warning

Speech Act Analysis

- Read through John 13-17 and note words the Master Teacher uses to warn His followers.
- Which warnings seem most fitting in today’s world?
- Which words are most meaningful to you? Why?

Your Response: Choose one of the warnings you noted above. Rewrite it below as if the Master Teacher is talking directly to you.

Interceding

Speech Act Analysis

- What words does the Master Teacher use to intercede for His disciples?
- How does He intercede for all future followers?
- How do you suppose He intercedes for you?

Your Response: Using some of the words you noted in the analysis, write a prayer the Master Teacher may be lifting for you.

Task 5: Kingdom Comms

a. The Master Teacher's Comms

How does the Master Teacher engage in communication, community, and communion with His followers? As you consider this question fill out the chart below. First, look each word up in a dictionary. You could also look the words up in another language you're familiar with. Then, while looking through John 13-17, consider how the Master Teacher engaged in each with His disciples. Finally, consider how He engages in each with you.

Word	Dictionary Definition	How the Master engaged with his disciples	How the Master engages with you
Communication			
Community			
Communion			

