Introduction

The teacher’s guide for CQ is unlike anything previously produced for adult Sabbath Schools. It is an attempt to change the environment in today’s Sabbath School classes, to offer stimulating and practical approaches to the utilization of CQ in the study of God’s Word.

Most Sabbath School members consider a successful class as nothing more than a stimulating discussion. Although thought-provoking discussion questions make up a part of CQ’s teaching guide, exercises in active and interactive learning form the backbone of its approach. The goal is to improve the quality of teaching in our Sabbath Schools through the use of innovative teaching methods.

The following material describes in detail the purpose of each component of a week’s teaching guide. The contents for each of these sections are deliberate and specific:

Surveying the Source
The scriptural basis for the teaching plan. It corresponds exactly with the scriptural basis of the “Logos” section of the lesson in CQ and the content of the adult Bible study guide for the same lesson.

Plotting the Course
Three objectives for the teaching of the week’s Sabbath School lesson.

Materials
A detailed list of the components needed to conduct the various activities included in the teaching guide.

Preparing to Lead
A short paragraph explaining the background from which the week’s lesson is to be presented. This may include a pertinent quotation or a reference to something that will help to introduce the topic.

Getting Started
Two alternatives for introducing the week’s topic of study. It attempts to fulfill two goals: (1) to introduce the topic to class members, and (2) to foster a comfortable and open atmosphere.

Delving Into the Word
Two alternative approaches to the content of the lesson. Each alternative leads all class members into the use of their Bibles through some form of active or interactive learning exercise.

**Discussing the Ideas**
Six to eight questions that stimulate thought and encourage discussion.

**Reproducible Activity**
An item that may be photocopied for use in the Sabbath School session.

**Closing the Activity**
A way for the teacher to draw the class to a close and for members to make a personal application of what they have been studying in the week’s lesson. This activity furnishes a way to make the topic personally meaningful.

Visit **CQ’s Web Site**
http://cq.adventist.org

Questions? Comments?
E-mail: cq@gc.adventist.org
Lesson 1

An Overview of Discipleship

Surveying the Source

Plotting the Course
The students will:
► Demonstrate an understanding of the leadership style of Christ.
► Demonstrate an understanding of the two components of leadership: following and discipleship.

Preparing to Lead
Remember Forrest Gump? After his childhood sweetheart and lifelong love, Jenny, rejects his proposal of marriage, he begins to run. As he continues to run across country, he attracts quite a crowd who is eager to follow in his footsteps.

When he finally stops running, a hush falls over the crowd. Forrest simply says “I’m pretty tired. I think I’ll go home now.” What would the crowd do now?

Jesus does not just call us to follow Him for the sake of following. He calls us to follow Him so that we may learn from Him and then bring His message and love to the world.

Getting Started
A. Split the class into pairs. Hand each pair a blindfold and instruct one team member to wear it while the other team member leads them around the parking lot or corridor. After five minutes, have them switch places. After the next five minutes, reconvene the class and discuss the activity by asking the following questions: ● How did it feel to be the leader?
● How did it feel to be the follower?

B. Pass out the reproducible activity on page 31. Allow approximately 10–15 minutes for each class member to complete the activity.

After they have completed the activity, discuss the various sections of the activity together as a class.

Delving Into the Word
A. In Mark 3:7–15 we find a blueprint for Christ’s ministry on earth. Although huge crowds were attracted to Him because of His healing and teaching ministry, His closest walk was with 12 men who would continue His work after His time was completed on earth. Read this passage and discuss how this business model has been put into practice today.

Ask: What organizations, businesses, or structures function this way?

Have the class find other instances in Mark that show the contrast between Jesus’ leadership style with the crowds and
Ask: What does this reveal to us about how we should act or work?

B. Mark 6:30–44 contains the story of the feeding of the five thousand. Have the class take another look at this story and analyze it from a leadership prospective.

Ask: How does this system reflect modern-day community services or outreach?

Discussing the Ideas

1. How did Jesus teach discipleship?
2. When in your life have you been discipled?
3. When in your life have you discipled someone?
4. What are the costs of following Jesus?
5. What are the rewards of following Him?
6. How have you been persecuted for being a follower of Christ?
7. In what ways has your life changed by being a follower of Christ?

Closing the Activity

Say: In “Dead Poets Society,” John Keating, portrayed by Robin Williams, was a natural leader and a born teacher. Because he taught his students to expand their minds, he often found himself in trouble with the school’s administration. At the end of the film, while Keating was leaving his classroom after being fired, each student showed their loyalty to him by standing on their desks and repeating a line of poetry by Walt Whitman, “O Captain! My Captain!”

Ask the students to think about their answers to the following questions:

● How have you demonstrated your dedication to the cause of Christ?
● In the end, will you stand up and be willing to give up everything for the cause?
● How does your life reflect this type of dedication?

Jason Cork, Kissimmee, Florida, U.S.A.
Follow the Leader

Name five leaders that come to your mind.
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

What qualities do these people represent that makes them effective or ineffective leaders?
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

What qualities does Jesus have that make Him an effective leader?

How does Jesus differ from the people listed above? How is He the same?
Discipleship: Then and Now

Surveying the Source

Plotting the Course
The students will:
► Analyze the current definition of discipleship.
► Demonstrate knowledge of Jesus’ simple plan for His followers.
► Evaluate the relationship between discipleship and soul winning.

Preparing to Lead
When Jesus said, “ ‘Follow me, and I will make you fish for people’ ” (Matt. 4:19, NRSV), He showed how simple and transparent His plan of salvation really is. Every road to happiness leads to the One that can give life. But the disciples missed the point right away. They failed to see immediately that Jesus’ plan was for them to humble themselves first and be good students before they could reap the blessings of being transformed into apostles. This week, it will be crucial to examine the difference between discipleship and apostleship, realizing that one leads to the other and that they are not mutually exclusive.

Getting Started
A. Divide the class into groups of four or five. Have each group choose a leader. The rest of each group will be blindfolded. Instruct the blindfolded members that they are to walk independently only by hearing instructions from their leader. After a few minutes, have both the leaders and blindfolded members discuss how they felt during this exercise.

B. By playing Simon Says, see how quickly students lose the game by not following very simple directions. Ask how the members felt when they were eliminated from the exercise because they performed the instructions even though they didn’t hear the words Simon Says first.

Delving Into the Word
A. Say: Discipleship is not a one-way street. It is a reciprocal relationship between seekers and masters. If the seekers are too pretentious or condescending and lacking in humility, they will not maximize their time with the Master, the one who desires to give knowledge. God’s plan of salvation was fulfilled at Calvary. However, He gives us a chance to be co-ambassadors of His kingdom. Normally, God works through promising us something or doing something, then asking us to do our part.

Then pass out the reproducible activity (p. 32). Have the students work on the sheets independently for about 10–15 minutes. Then discuss their responses as a class.

What other examples can the class think of including specific texts?

Materials
cloth blindfolds; wall space with large sheets of paper; butcher paper; pens or pencils
B. One reasons why Jesus was such a good disciple-maker was because of His gift of teaching. He modeled the behavior that He wished the disciples to engage in, and He possessed all of the attributes that He wished to see in others. Make a list of what all of these attributes are (for example, patience, humility, etc.) and cite some biblical references when Jesus displayed these attributes. Discuss how we may obtain and display these same attributes.

**Discussing the Ideas**

1. Why did Jesus make His plan of “making disciples” easy to understand and follow?
2. Why is a disciple more likely to make other disciples?
3. How are salvation, obedience, and discipleship related?
4. Why does Jesus wish to use His students to spread the gospel when He can do it Himself in a perfect way?
5. What deficiencies and shortcomings did the original 12 disciples have that also plague us today, and why?
6. In what ways is teaching children a way for parents and teachers to carry on their own beliefs and traditions? How does this relate to the gospel?
7. Why do you think Jesus chose to tell parables and perform miracles rather than preach many sermons?
8. Is our church characterized as a preaching or a teaching church? Why or why not?

**Closing the Activity**

Designate some wall space where you can hang large pieces of paper. Since the theme for the week was discipleship, end the class by pairing up students and having them share what they learned. After two minutes, pair them up with another two students and proceed as many times as you wish according to class size. Finally, have one student per group go up to the wall space and write down on the paper what they learned from their classmates. Finish by reading aloud all of what they wrote. Pray that these lessons will be made personal and effectual in creating disciples.

Fabian Carballo, Colton, California, U.S.A.
Fill in the following chart by examining the following Bible verses, then listing what God did or promised, what the disciples had to do, and the outcome.

<table>
<thead>
<tr>
<th>Bible Text</th>
<th>What Jesus Did or Promised</th>
<th>What the Disciples Had to Do</th>
<th>The Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt. 4:19, 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John 13:34, 35</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Matt. 28:20</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>John 8:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark 16:20</td>
<td></td>
<td></td>
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</tbody>
</table>
Called to Discipleship by Jesus

Surveying the Source

Plotting the Course
The students will:
► Reflect on why Jesus is someone worthy of following as a disciple.
► Explore what it means to be a disciple—a follower, an apprentice.
► Discover what it means to be a disciple of Jesus today.

Preparing to Lead
The opening track of Bob Dylan’s gospel album Slow Train Coming is “Gotta Serve Somebody.” This song is a summary of the reality that all of us serve someone. Whether we realize it or not, we are all “discipled” by someone—or, usually, by a variety of influences. The decision we must make is not whether we are disciples but who it is we will follow, learn from, and serve.

Getting Started
A. Obtain a copy of the DVD or video of “The Visual Bible: Matthew” and show the footage of Matthew 4:18–22 (time code 00:22:40-00:24:48) and Matthew 9:9 (time code 01:01:13-01:02:35), which portrays Jesus calling the disciples from their fishing boats and from collecting taxes. Point out that it is likely that these first disciples had heard about Jesus and perhaps even had heard Him preach before He specifically called them to follow Him. Discuss what might have prompted these men to leave their former lives to answer His call.
B. Invite a church member who is a tradesperson, artist, or someone who has completed an apprenticeship or traineeship to visit the class and explain their job and the training process they went through to learn their professional skills or trade. Have this person talk about their teachers, including other experienced tradespeople. Ask the visitor to also reflect on how that experience is similar to their Christian growth and learning. Allow time for questions from the class.

Delving into the Word
A. Distribute the reproducible activity (p. 33) and have students—either individually or in groups—complete the table with brief descriptions of each disciple before, during, and after their time with Jesus. Have a Bible dictionary or Bible encyclopedia available to help the class discover some of the history of each of the disciples. Compare and contrast the different backgrounds and experiences of the disciples. Also focus on what they had in common and the difference Jesus made in each of their lives.
B. When students have completed the...
As they continued to grow in their understanding of who Jesus was and what role they had been invited to play in His kingdom, theirs was an apprenticeship only fully appreciated with hindsight. Perhaps that’s the way it is with us also, because the life of a disciple is always a life in progress—ever growing toward heaven.

The opportunity to spend three and a half years traveling, sharing, and working with Jesus must have been wonderful. Then there was being able to listen to all of His instructions. To give up their former lives, the disciples must have felt that there was something special about Him.

But it seems so much of what they experienced only really made sense to them later, as they continued to grow in their understanding of who Jesus was and what role they had been invited to play in His kingdom. Theirs was an apprenticeship only fully appreciated with hindsight. Perhaps that’s the way it is with us also, because the life of a disciple is always a life in progress—ever growing toward heaven.

**Nathan Brown, Warburton, Victoria, Australia**

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<table>
<thead>
<tr>
<th>Disciple</th>
<th>Before Jesus</th>
<th>As a Disciple</th>
<th>After Jesus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon (also called Peter)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew (Peter’s brother)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>James (son of Zebedee)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>John (James’s brother)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Philip</td>
<td></td>
<td></td>
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<tr>
<td>Bartholomew</td>
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<td></td>
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<tr>
<td>Thomas</td>
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<td></td>
</tr>
<tr>
<td>Matthew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James (son of Alphaeus)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Thaddaeus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judas Iscariot</td>
<td></td>
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</tbody>
</table>
Lessons From Would-Be Disciples

Surveying the Source

Plotting the Course
The students will:

► Gain a deeper understanding of what it means to be a disciple of Christ.
► Make a personal commitment to become a more devout disciple of Christ.

Preparing to Lead
“Obedience—the service and allegiance of love—is the true sign of discipleship. Thus the Scripture says, ‘This is the love of God, that we keep His commandments.’ . . . ‘He that saith, I know him and keepeth not his commandments,...’—Reflecting Christ, p. 274.

Getting Started
A. Ask the class if they remember playing the childhood game known as Simon Says. Tell them that they will play a version of the game in class today. Say: Whatever I do, I want each of you to do exactly as I do. Watch me carefully, OK?

Proceed with various body movements, such as clapping your hands, putting your hands on your hips, etc.

After a few minutes, stop and ask the class how this activity is like (or not like) being a disciple of Christ. Discuss discipleship, pointing out that, as disciples, we must do as Christ did.

B. Before class, look through magazines or catalogs for pictures of expensive items, such as automobiles, electronic equipment, etc. Mount each picture on a separate board and bring them to class. On the back of each board write the actual cost of the item in pencil.

One at a time, hold up each picture and ask the class to guess how much the item costs. Hand out a small prize to those whose guess is closest to the actual cost.

Now read Luke 9:57–62. Discuss the fact that many of us are willing to pay the price for material things, but don’t want to pay the “cost” of discipleship. Discuss what that cost actually is or can be.

Delving Into the Word
A. Have the students take turns reading aloud from John 3:1–21. Then hand out paper and pencils, and ask class members to individually search for the three points or lessons from this passage that stand out in each of their minds.
Have them write their thoughts on paper in the form of a proverb, numbering them from 1 to 3. Then, as time permits, have each person share their words of wisdom. If your classroom has a clipboard or flipchart and markers, write a summary of their ideas on the board. Later, combine these “proverbs” in a booklet and make copies for each student.

Examples of lessons gleaned from this text could be: • It doesn’t matter how much good we do or how much knowledge we have, if we are not converted, or “born again.” • The job of a true disciple is to lift up Jesus Christ so that others can see Him.

The object of this activity is to dig deeply into this passage to understand what Jesus is telling us about true conversion and discipleship.

Discussing the Ideas

1. What do Jesus’ responses in Luke 9:60, 62 tell us about His expectations of those whom He calls to be His disciples?
2. What does it mean to deny self, take up your cross daily, and follow Jesus? How can we actually do this? Give some examples.
3. Monday’s lesson implies that Jesus redefined the concept of discipleship. In what ways did He do this?
4. How would you summarize the message Jesus was trying to get across to Nicodemus? What lessons are in this message for us?
5. Wednesday’s lesson says that becoming a disciple of Jesus is a radical decision. Give some examples that illustrate this.
6. Some people say they want to be a disciple but never seem able to make the commitment it requires. What are some factors that might keep a person from becoming a true disciple? How can we avoid these “roadblocks” in our own lives?

Closing the Activity

Hand out the reproducible activity (p. 34) to each class member. Have students write a prayer of dedication, asking God for help in being a more faithful disciple of Christ.

When they have finished writing their prayers, tell them to keep their request in their Bible or someplace where they can refer to it often to remind them of their commitment and prayer request.

Close the class with a brief prayer, thanking God for the lessons learned today and asking for strength to follow Jesus wherever He may lead.

Patricia Humphrey, Keene, Texas, U.S.A.
My Prayer of Dedication

Dear God,

Your disciple,

Lesson 4
Gender and Discipleship

Surveying the Source

Plotting the Course
The students will:
► Discover that gender is not a prerequisite for or hindrance to becoming a disciple of Jesus.
► Learn about the roles that faith, courage, and commitment play in being a disciple of Jesus.
► Investigate examples of how God ministered to and used women to further His kingdom.

Preparing to Lead
Jesus had 12 disciples who lived and worked with Him for three years. They came from various backgrounds, bringing different skills to His ministry. But they did have one thing in common—they were all men. Few people these days would say that women shouldn’t be a crucial part of Jesus’ ministry to this world. Discipleship is about following and believing in Jesus, regardless of gender, age, ethnicity, and any other criteria you can think of. This lesson helps us understand that God can use any willing person for His purpose.

Getting Started
A. Separate the class into men and women. Give the men a small jigsaw puzzle to complete. If any of the women ask what they should be doing, tell them that this activity is for the men only. When the men have completed the puzzle, reward each with a small chocolate or similar reward. Bring the class together and ask: ● Men, did you notice the women didn’t have an activity? Why/Why not? ● Women, how did it feel to be excluded? How did it feel when the men were rewarded? ● Group, was it fair that the only criteria that determined involvement was gender?

B. Have each class member share about one woman they admire who is making or who has made a positive contribution to humanity. If some students are having difficulty thinking of someone, ask:
● Why is it difficult to think of notable women? ● Does our society value women easily and well? Why or why not? ● Are there limits to the contribution women can make in society? If so, what are those limits?

Delving Into the Word
A. Divide the class into three groups. Assign each group one reading from the Logos texts, so that each group is studying a different story. Distribute the following questions for each group to discuss in the context of their reading:
● What is the gender of each person in these stories? ● What are their names? Is it significant that they are/aren’t named? ● What did God/Jesus do in relation to...
them? • What was each one’s response?
• How did others respond to them?
• What does this reveal about each person?
• Identify the verses that show God knew their past.
• Would you consider each woman a disciple?
• What does each woman’s story reveal about discipleship?

Allow time for all the groups to come back together to discuss their findings. Have a volunteer from each of the three groups share their responses with the larger group.

Ask students for feedback, comments, and insight into what the other groups have shared. After all the groups have shared their responses, ask the class as a whole what they learned about discipleship from combining these stories. Be prepared to share your own insights to prompt their responses.

B. Have the class read Mark 5:24–34. Discuss the following:
• Verse 32—When Jesus looked right at her, He knew her entire story. How do you think she felt at that moment?
• Verse 33—In reversing, she also told the crowd the truth. What does this reveal about the type of courage needed to follow Jesus?

Have the class read Luke 1:26–38. Discuss the following:
• Verse 29—Why was Mary perplexed? Is it possible that she struggled with seeing herself as worthy of God’s attention?
• Verse 38—In this statement, what did Mary actually agree to? What impact would this have on her life? What does this reveal about the type of commitment needed to follow Jesus?

Have the class read John 4:4–30. Discuss the following:
• Verse 26—Jesus chose a woman (difference in gender) and a Samaritan (difference in ethnicity) to reveal Himself as Messiah. What does this reveal about His attitude toward the importance of gender and ethnicity in being His follower?
• Verses 28, 29—This woman showed courage and commitment when she shared what she had learned with townspeople who had judged her. What impact did her faithfulness have (verse 39)?

Discussing the Ideas

1. Can gender predispose people to certain types of ministry? Give examples. What about ethnicity, age, etc.?
2. Are there certain roles that only men or women should perform within the church? Give examples and reasons.
3. What is your opinion on the church’s position about ordaining women? Discuss the difference between “ordination” (for men) and “commission” (for women).
4. The genealogy of Christ (Matthew 1) names five women. What are their stories, and why are they significant?
5. What circumstance led to a division between genders (Gen. 3:16)? What is your response to God’s decision?
6. Consider the Proverbs 31 woman (verses 10–31). Discuss her characteristics and what she might look like today.
7. Investigate the context of verses such as 1 Corinthians 14:34, 35 and 1 Timothy 2:11–15 and discuss a modern-day response to these comments.

Closing the Activity

Throughout the class, note students’ comments that confirm the concept that anyone can follow Jesus—regardless of gender, ethnicity, age, etc. To conclude, repeat these comments to the group, affirming those who said them. Remind the group that discipleship is about having a personal relationship with Jesus and being willing to allow Him to work in and through us. Have each student complete their own Disciple Commitment Prayer (p. 35), listing their name, strengths, and weaknesses. Suggest they keep this prayer somewhere where they can see it everyday, to remind them of what God desires in a disciple. Close with prayer.

Candice Jaques, Seven Hills, New South Wales, Australia
Dear God,

I, _________________________, want to be Your disciple—to follow You and to share You with others.

Here are my strengths:

Here are my weaknesses:

that I surrender to You. Even when life is difficult, I know You can use me to do amazing things.

I know that my gender, age, and ethnicity are not hindrances to Your ability to work in and through me to Your glory. Mould me into the person You want me to be. Lead me into the work You want me to do.

In Jesus’ name,

Amen.
Ethnicity and Discipleship

Surveying the Source

Plotting the Course
The students will:
► Openly examine and acknowledge stereotypes and interracial biases of members toward the goal of change.
► Review and model biblical attitudes and principles of interracial relationships.
► Interact in a Christlike way with any person who represents racial differences from themselves.

Preparing to Lead
Today’s topic assumes several personal states or conditions. For one, we all face interracial issues with scant understanding of how to deal with them. Inevitably, we all have biases with which we all grew up or have developed.
A second condition is that most of us claim or want to believe that our attitudes about cultures are unbiased, when more than likely they are not.
A third condition is that we need to be better equipped to deal with interracial matters in an intentional, civil, and biblically based manner. Thus, today’s study. Its chief purpose is to review and determine how we may enhance our relationships with cultures different from our own—and even with our own.

Getting Started
A. Begin with a brief narrative that relates to an interracial incident or condition. It may be a first person or third person story. End the story by citing the value or impact that incident or condition held for you. Follow that by inviting members either to offer their own experience, or by discussing pertinent questions you’ve developed that grow out of the story you cited.
B. Begin with a brief quiz. Here are a few sample questions: (a) T-F: Jews and Gentiles were not all the same to Christ. (b) T-F: Tolerance is the goal of our interracial relationships. (c) T-F: The toughest aspect of someone’s ethnicity is to accommodate the way they think.
You may want to write some additional questions of your own. But whichever questions you use, be sure to discuss them after class members have given their T-F answers.

Delving Into the Word
A. Prepare three or four allegations—they’re really assertions—related to ethnicity. Before reading them, suggest that your allegations may be right, wrong, or some of each. Here are some examples:
(a) The Scriptures never express a racial preference. (See Romans 1:16.) (b) Healing the centurion’s servant was Christ’s response to the centurion’s unusual grasp of the Jewish culture. (See Luke 7:1–11.)
might prefer to sketch a picture to illustrate that point or lesson. Hopefully, some will want to share their creations. Close by inviting members to intentionally engage in and analyze some interaction during the week and report its outcome next Sabbath.

**Discussing the Ideas**

1. What’s the risk of being misunderstood when you treat each person with whom you connect as a unique individual?
2. What does it take to understand and accept another’s ethnicity?
3. Even more problematic, what does it take to understand and even accept the language usage, style, worship, or business practices of anyone else?
4. What for you is one of the most striking biblical examples or principles of good interracial relationships? Why?
5. If you had advice for a member of a culture different from yours, what would it be, and why?
6. Interracial “tolerance” may not be a satisfactory attitude to hold toward others. Why not?
7. What type of attitudes and treatments have been displayed toward you that you have especially valued? Which have been particularly harsh?

**Closing the Activity**

Ask the members what lesson or point they found most compelling from today’s study. Then give each one a copy of today’s reproducible activity (p. 36). Give them a few minutes to write a short poem or free verse to express that lesson or point in a creative manner. Perhaps someone read the woman’s part and the disciples’ words. Following this, ask questions such as: (a) Does this story say a great deal more about the assertiveness of the woman than the healing act of Jesus? Why or why not? (b) Why did Jesus respond in a way that could easily seem off-putting and irrelevant?

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General Conference of Seventh-day Adventists®

Loren Dickinson, College Place, Washington, U.S.A.
What point or lesson from today’s study did you find the most compelling? Below, write a short poem or free verse to express that lesson or point in a creative manner. Or if you do not feel comfortable with words, sketch a picture to illustrate that lesson or point.
Preparation for Discipleship

Surveying the Source

Plotting the Course
The students will:
▶ Understand the story surrounding the origin of Christ’s first disciples and be able to see themselves in that story.
▶ See Christian discipleship as a way of life and commit (or re-commit) themselves to making their own life pattern.
▶ Grasp the mission-driven nature of Christian discipleship—including ministries of helping and healing, not just preaching and teaching—and describe how my own journey with Jesus is focused on His mission.

Preparing to Lead
Is the story about the appointment of the 12 a unique event, or does it provide a master plan for all who decide to follow Jesus? Some label them “apostles” and equate them with ordained clergy. Others see them as “disciples” typical of every Christian. To be most useful to your group, this lesson needs to be presented from the perspective of “the priesthood of all believers,” a key Protestant concept.

Getting Started
A. Do you think of yourself as a disciple? Or is that a term you associate only with pictures of Peter and the other disciples with their flowing robes and beards standing around Jesus?
Pass out the reproducible activity (p. 37). Allow about 5–10 minutes for them to complete it. Go over the answers together and discuss briefly how each characteristic is necessary for a disciple of Christ to cultivate. Also discuss how Christ exemplified each characteristic and how modern disciples can exemplify each one in their lives. (Answers to the activity: humble, kind, compassionate, peace-makers, prayerful, transparent, thoughtful, mission-driven, spiritual, friendly.)
B. Discuss what it means to follow Jesus. Ask: From where do we get the concept of “disciple” or spiritual apprentice?

Delving Into the Word
A. Assign each of the three passages that describe the appointment of the 12 disciples to a small team of people and ask each team to make a list of the elements of interest in their text. After a few minutes, have each group report to the entire class. Make three lists on a white-board or flipchart. What themes appear on more than one list? Which items are still relevant in the 21st century? (The three passages are Matthew 10:5–42; Mark 3:13–19; Luke 6:12–16.)
B. Diagram “the Sermon on the Mount” (Matthew 5–7) on a whiteboard.
or flipchart. Discuss how it corresponds to today’s concept of a sermon: (a) intro-
duction, (b) three points—each point with an illustration, and (c) a conclusion.

Discussing the Ideas

1. What types of people did Christ select for His first 12 disciples? What does that mean for Christians today?
2. Mark indicates that one of Christ’s purposes in appointing the 12 was so “that they might be with Him” (Mark 3:14, NIV). Do you think He actually needed their companionship, or was this for their benefit so they could learn about Christian fellowship? Explain.
3. Very soon after choosing the 12, Christ sent them out on a missionary assignment. Why did He do that so quickly?
4. There seem to be two types of people in the church—those who try to live a Christian life as best they can and those who get involved in witnessing or other church ministries. Does discipleship ap-
ply only to the second group or to all believers? Explain.
5. Is discipleship primarily about learning to work in the church or is it primarily about the totality of life, including how we behave in our family and marriage, at work, in civic affairs, and in the marketplace? Explain your answer.
6. If you were brought into court and accused of being a follower of Jesus, what evidence could the prosecutor use against you?
7. If following Jesus is focused on a way of life, how do we keep from becoming rule oriented rather than relationship oriented?
8. How can we contribute to the mission of Christ in our jobs, our families, and in the neighborhoods where we live?

Closing the Activity

Pass out envelopes and 3-by-5-inch cards. Ask each person to write the fol-
lowing on their card: What progress will I make in my journey with Jesus in the next week (or month)?
Then have each person put their card in an envelope, seal it, sign their name, and put this Sabbath’s date on the envelope. Tell them that you will respect their privacy and not look at the cards, and that you will return the cards next Sabbath (or the last Sabbath of the month) for them to open and think about.

Norma Sahlin, Ohio, U.S.A.
**Directions:** Unscramble these words to discover characteristics of Christ’s disciples. Let them shine in your life!

Mehulb

Dnki

Etsnopasioam

Kpeerascema

Lpurfaryer

Patasrnernat

Tlhuofutgh

Iminsos-vderni

Pitiauslr

Yrilenfd
Experiencing Discipleship

Surveying the Source


Plotting the Course

The students will:

► Understand that Christianity is not just a set of beliefs, but a way of living one’s life according to God’s will.

► Learn how to live their lives in such a way that they can discern and practice God’s will for them.

► Know the importance of looking to Jesus as their example and source of strength as they go about living a life that pleases God.

Preparing to Lead

Would you trust an expert on China who couldn’t order lunch in Beijing, or a personal fitness trainer who clutches their chest after only mild exertion? Clearly, whatever knowledge such people have hasn’t made much of an impact on their own lives. And even in this age of more information on any given topic than a single person can master, we want to see that what one knows has some effect on how one lives.

In the same way, Christianity is knowledge that changes the way we live our lives, or else it is mere pious noise. Christianity that changes lives is called discipleship.

Getting Started

A. Who or what is a disciple in a Christian sense? Most people—in Western culture anyway—regard being Christian as a good thing, but may not actually know what it means. Pass out the reproducible activity (p. 38) to the class members. Ask them which definition of Christian discipleship they think is true. Discuss each possible answer.

B. As Christians, we are to look to Jesus as our example, but it also helps to have people in our lives who model Christianity to us. Ask the students to name people who functioned or function for them as examples of Christianity. Why were they good examples? What specifically did their lives teach them about God’s love and grace that they can use and pass on to others?

Delving Into the Word

A. In His time on earth, Jesus spoke a great deal about what it meant to follow Him, or to be a disciple. Give each of the following texts to a student and have them read it aloud. If there are a variety of Bible versions available, have each verse read from two or more versions to bring out more aspects of the meaning:

● Matt. 18:3, 4; ● Matt. 28:19; ● Mark 8:34; ● John 6:53–57; ● John 13:34, 35.

Ask the students to share what these verses mean to them and how they might be specifically practiced in one’s life. Also allow students to discuss items they
might find difficult or confusing in these verses.

B. At first glance, it might appear that discipleship involves a heavy emphasis on doing things, something that could easily slide into a form of salvation by works. But in reality, discipleship requires changes in attitudes, priorities, and motives. These are not things we can do by ourselves.

Have the students read the following verses:
- John 6:53, 54: Discuss what it means to eat Jesus’ flesh and drink His blood.
- Not only are we being told that we have to literally make Jesus a part of us, we are being told so in a way that may be shocking to us and certainly was so to His original listeners. Maybe we are indirectly being told that following Jesus may require us to break with our established, safe patterns of action and judgment.
- 1 Corinthians 13: Paul lists all the things we could do as Christians, and then points out that they are all valueless without love.
- Discuss if we can make ourselves feel love. If not, who can?
- Matthew 18:3, 4: Discuss the characteristics of a little child.
- For an adult, it may involve forgetting what you think you know and allowing yourself to be retaught.
- John 13:35: Jesus’ disciples love one another.
- Discuss why this is so difficult.
- Also discuss how God’s power can help us achieve this seemingly impossible goal that is necessary to discipleship.

## Discussing the Ideas

1. How might the things Jesus wants us to do as His disciples conflict with what the world regards as correct and sensible?
2. What might be involved in making a disciple of someone who has accepted Christianity and joined a church?
3. Why is a vital personal devotional life necessary to discipleship?
4. How is the love Jesus says is a defining trait of His disciples different from what the world thinks of as love?
5. Jesus was an example for His disciples. How can we work to be good examples for others?
6. Discipleship is a life of action, yet the modern lifestyle tends to be one of passivity. How can we make active discipleship a habit in our lives?

## Closing the Activity

Say: Jesus describes the life of discipleship as taking up a yoke (Matt. 11:28–30). And indeed, the word *disciple* is directly related to the word *discipline*, which isn’t always a popular concept. Yet we are also promised that while it looks like a heavy burden, once we take it up, it will prove to be mysteriously light compared to what we were carrying before. In fact, we may move through life with more grace and ease than ever.

Close with a prayer that God will help your class members to take up this light burden and carry it with such joy and gratitude that others will see them and want to take up this burden, too.

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Alan Hecht, Takoma Park, Maryland, U.S.A.
A DISCIPLE IS:

- Someone who is born to Christian parents and has not converted to another religion.

- Someone who knows and believes the important Christian doctrines and can explain them.

- Someone who is kind and honest.

- Someone who sees Jesus as a good example for one’s life.

- Someone who accepts Jesus as Lord and Savior, and tries to find and do His will.
Following the Master: Discipleship in Action

Surveying the Source

Plotting the Course
The students will:
► Have a better understanding of what it means to be a disciple.
► Have a strong scriptural basis on which to base their understanding of discipleship.
► Have the opportunity to decide to become a disciple of Christ.

Preparing to Lead
It is quite an honor to become a disciple of someone (see the Logos section of CQ for this week). We often think of the life of a Christian as one of hardship, rather than joy. But let me ask you this question: Is it a burden to carry a diamond? This is perhaps the way we should look at the life of discipleship that we are called to as Christians.

This week we will look at what it means to be a disciple and how we can become better followers of Christ by studying His life and embracing what He has for us.

Getting Started
A. Place the chairs in two rows, perpendicular to the front. Have the first two students who come sit in the first two chairs, and then have those who come after them decide where they want to sit and who they want to sit behind. When it’s time for class to begin, give the people in one of the rows a gift (candy or something else). Then make the point that it matters whom you decide to follow in this life. Stress the fact that following some things will lead you to blessing, while following another thing may lead you to destruction.

Then have the students put their chairs back in more conventional rows. Have the group without the gifts raise their hands, and make sure you have enough gifts to give all of them something as well. That way, everyone will feel good about this illustration.

B. As students walk in, hand them the reproducible activity (p. 39). Be sure you have pens available as well. When they have completed the activity, have them share their answers and tell why they answered as they did.

Ask if there was anyone who did not circle anything. If so, ask them why.

Also discuss what names or things they would put on the list.

Delving Into the Word
A. A quick word search of the New Testament discovers that there are over 75 uses of the word disciple in the book of Matthew alone. Using the following

Materials
candy (or something else appropriate as a gift); paper and pens or pencils; Bibles

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General Conference of Seventh-day Adventists®

B. The calling of a disciple is sometimes dramatic, but other times quite mundane and understated. Following are a few stories of the disciples being called. Look at them, and ask the class to point out any parallels between the disciples being called and us being called. Also allow for reflective thinking on their personal calls to follow Christ. Ask them if their calling was dramatic or understated. Also ask if they would have liked to have been called dramatically, or if their calling was just right for who they were at the time. Here then are the stories: Mark 1:17, 18 Mark 1:19, 20 Mark 8:34–38 Luke 5:1–11 Luke 5:27 John 1:43.

Discussing the Ideas

1. Do you remember when you first felt as if you were called to be a disciple of Christ? What was it like?

2. What do you think it takes to become a disciple of Christ?

3. If we are all called to be disciples, how does that make itself known in our lives and in our church? Does that mean that everyone has a responsibility to help make more disciples?

4. If Jesus were to ask you to leave all that you have and follow Him, could you do it? Why or why not?

5. What does it mean to be a disciple on our terms as opposed to Christ’s terms?

Closing the Activity

Bring the group together for a time of prayer and thanksgiving. After prayer, ask them to spend some time in the afternoon reflecting on what it means to be a disciple and what it means specifically to them in their lives.

Ask them to think about the following questions: When in their lives have they refused to allow God to influence them?

When have they refused to surrender themselves to the lordship of Christ?

Ask them to spend a bit of time in prayer alone with God in order to hear Him say where He would like them to go. As you send them out, read Matthew 28:19, 20 to them as a blessing for the week.

Tim Gillespie, Loma Linda, California, U.S.A.
Who/What would you rather follow? Circle the best answer.

Mr. Pibb
McDonalds
Coke
MTV
Apples
Frichick
Breakfast
Happy
Crazy

Dr. Pepper
Burger King
Pepsi
VH1
Oranges
Grillers
Dinner
Unhappy
Pretty Normal
Discipleship Under Pressure

Surveying the Source


Plotting the Course

The students will:

► Learn that “every disciple is a discipler” with no guarantee of this being an easy mission.
► Be inspired to use their unique gifts and callings in order to disciple others.
► Learn that being a true disciple submits to the leading and power of the Holy Spirit and the Word.

Preparing to Lead

Distribute copies of the poem on page 40. Read it to the class, and lead a short discussion. Say: John Milton reached a state of total blindness by the age of 44. A very religious man, he refers in this sonnet to the parable of the talents “. . . And that one talent which is death to hide,” and indicates some anxiety about no longer using his talent for the Lord.

Ask: ● In light of our call to discipleship and to disciple others, do you identify with Milton’s sense of incapacity? ● How would we answer Milton’s question “Doth God exact day-labour, light deny’d?”? ● Why do you agree or disagree with the last line?

Getting Started

A. Tell the class that each of them has been tasked with delivering a life-saving message to people who live across a deep river. So each one needs to devise a means of crossing the river. Distribute paper and pens or pencils so each member can write down five possible solutions in a one-minute brainstorming session. Have them share their different proposals. Then say: Before you can deliver the message, a storm arises and floods the river. Brainstorm once more for alternative plans considering the changed circumstances.

Read Jeremiah 12:5, and discuss how this message would have affected their resolve to get the message across.

B. Tell the class to pretend that they are in a church board meeting. A certain decision, if voted through, will not accurately reflect the beliefs of the church. Most people have spoken for the motion. However, your conscience is impressing you to say something against it. You know that in doing so, you will initiate a lengthy debate, and board members will get home quite late. Should you speak up or say nothing? Discuss, and let the class vote on the matter (illustrating peer pressure).

Delving Into the Word

A. Review 1 Kings 18 with the class. Point out that Obadiah and Jeremiah were both servants of the God of Israel. Say: While we know that Elijah had his
weaker moments, he is quite confident here. Obadiah, however, is quite fearful. Discuss possible reasons for the difference in their behavior. Ask the class to share instances in their Christian experience when even though they were willing to do God’s will, they were fearful or nervous. Discuss how we can overcome such feelings.


Finally, discuss the importance of submitting to the leading of the Holy Spirit as opposed to becoming “self-appointed prophets.”

Discussing the Ideas

1. Is it enough to just be a good example, or should all Christians pro-actively disciple others? Use texts to support your answer.
2. Is the lack of money a good excuse for lack of effort? Why or why not?
3. What do you feel is your greatest personal handicap in sharing your faith, and why?
4. What was it about Pentecost that helped the disciples spread the Word so effectively? How can we have that today?

5. Are respecting someone else’s religious beliefs and evangelizing necessarily mutually exclusive? Support your opinion with real examples.
6. Do you believe there are times when God is “working on you” and not expecting you to do anything at all? Explain.
7. What are your spiritual gifts, and how do you enjoy using them to disciple others?
8. What was your “most embarrassing moment” in terms of sharing your faith?

Closing the Activity

Ask each class member to pick a partner.

Ask these partners to each write down one particular spiritual gift/talent which they think is evident in the other.

Further, ask them to suggest a practical way in which this person could possibly use this gift to reach out to others in the

Penny Brink, Cape, South Africa
On His Blindness

When I consider how my light is spent,
E’re half my days, in this dark world
and wide,
And that one Talent which is death to hide,
Lodg’d with me useless, though my Soul
more bent
To serve therewith my Maker, and present
My true account, lest he returning chide,
Doth God exact day-labour, light deny’d,

I fondly ask; but patience, to prevent
That murmur, soon replies, God doth not need
Either man’s work or his own gifts, who best
Bear his mild yoke, they serve him best, his
State
Is Kingly. Thousands at his bidding speed,
And post o’er Land and Ocean without rest:
They also serve who only stand and wait.

John Milton, 1608–1674

Milton was 44 when his blindness became total.
More Lessons in Discipleship

Surveying the Source


Plotting the Course

The students will:
► Learn that fear—on some level—is a normal, human emotion.
► Understand that faith doesn’t eliminate fear, it only helps manage it.
► Develop spiritual resources to tap into God’s strength as an antidote to our fears.

Preparing to Lead

There’s kind of a false spirituality in some circles that says fear in all its forms is a denial of faith; that those who are afraid somehow don’t have enough faith. In fact, this world is often a scary place. Everyday we face countless situations over which we have no control: the threat of terrorism, natural disasters, terminal illnesses, drunk drivers, contaminated food, etc.

But this week’s lesson says that in spite of our fears—especially legitimate ones—our faith in God and His promises can keep us from being overwhelmed by them; that even in the midst of heartache and tragedy, God is nearby.

Getting Started

A. Match the Phobia: Pass out the reproducible activity on the top of page 41. Have class members complete it. End by pointing out that whether they seem trivial or serious, fears are as individual and as varied as we are. (Key to Match the Phobia: 1-F; 2-G; 3-E; 4-H; 5-D; 6-I; 7-C; 8-J; 9-B; 10-K; 11-L; 12-A.)

B. Rate Your Fear: Pass out the reproducible activity on the bottom of page 41. Have class members complete it. Then tell them that if they were to type “Top 10 Fears” into most Internet search engines, the following fears would appear in this reverse order: 10. Fear of death; 9. Fear of thunder and lightening; 8. Fear of cancer; 7. Fear of heights; 6. Fear of vomiting; 5. Fear of confined spaces; 4. Fear of open spaces; 3. Fear of flying; 2. Fear of people or social situations; 1. Fear of spiders. How did class members’ lists compare to this one?

Say: Fears can be rational or irrational, but most people function normally in spite of their fears. Jesus said: “ ‘Do not be afraid of those who kill the body but cannot kill the soul. Rather, be afraid of the One who can destroy both soul and body in hell’ ” (Matt. 10:28, NIV). Even then He promised to deliver us from evil.

Delving Into the Word

A. They Faced Fear. On a flipchart or whiteboard, make three columns. Label the first column “Bible Character”; the second column “Fear”; and the third col-
When they felt threatened physically, emotionally, or spiritually, after they relate it briefly, ask them to share (1) how they now see God's hand in the solution, or (2) what Bible promise they claimed in the process. Be prepared with at least one experience of your own to share. Close with prayer.

Say:

One thing we never have to fear is that God doesn’t love us, or that He takes more pleasure in our destruction than our salvation. The Bible is a record of the unbelievable lengths to which God will go to rescue sinners, while at the same time banishing sin.

Invite your students to recall a time someone lying about you. Also list the following promises: Ps. 31:24; Mark 5:34; John 14:27; Acts 27:23–25; 2 Cor. 4:8, 9; 2 Tim. 1:7; Ps. 56:11; Luke 12:11, 12; John 20:19; Rom. 8:15–17; Phil. 2:12, 13; 1 Pet. 3:15, 16; Matt. 14:27; John 14:1; Acts 4:19, 20; Rom. 8:38, 39; Phil. 4:6, 7; 1 John 4:18.

Say: The fears we face don’t usually involve surviving an earthquake, a volcanic eruption, or a terrorist attack. It’s more likely we’ll face situations in which we feel threatened financially, emotionally, or spiritually, and feel that we have nowhere to turn. Listed on the flipchart (whiteboard) are some typically modern fears, along with some Bible promises. Which Bible promises might we claim for any particular one of these fears?

Have class members take turns reading the promises. Then have the class discuss which fear each text might fit with best and why. Also discuss what attribute of God is described in each text and how that attribute can alleviate our fears.

### Discussing the Ideas

1. In general, are the Christians you know more or less likely to be fearful? Why is that?
2. Which is more important: to be protected from physical, material dangers, or from spiritual, emotional threats? Why?
3. “Perfect love drives out fear” (1 John 4:18, NIV). Why is love such a powerful force in fighting fear?
4. Just as God was with Daniel in the lions’ den, so He will be with us in our times of trial. What methods for feeling God’s presence mean the most to you?
5. If you were asked to create a marketing campaign to promote a relationship with Christ as an antidote to fear, what basic elements would you include?
6. On what do you base your faith so you can face the future unafraid?
7. What methods for feeling God’s presence mean the most to you?

### Closing the Activity

Say: One thing we never have to fear is that God doesn’t love us, or that He takes more pleasure in our destruction than our salvation. The Bible is a record of the unbelievable lengths to which God will go to rescue sinners, while at the same time banishing sin.

Invite your students to recall a time when they felt threatened physically, emotionally, or spiritually. After they relate it briefly, ask them to share (1) how they now see God’s hand in the solution, or (2) what Bible promise they claimed in the process. Be prepared with at least one experience of your own to share. Close with prayer.
Match the Phobia

Match the scientific term for the fear on the left with the lay definition on the right. *A heads-up:* Unless you’re proficient in Greek, your best bet is to just guess. (Source: Phobialist.com)

1. Triskadekaphobia     A. Speaking in public
2. Phalacrophobia                B. Kissing
3. Taphephobia                        C. Hurricanes
4. Alektorophobia                D. The number 666
5. Hexakosioihexekontahexaphobia  E. Being buried alive
6. Alliumphobia                  F. The number 13
7. Lilapsophobia                        G. Becoming Bald
8. Trypanophobia                H. Chickens
9. Philemaphobia                 I. Garlic
10. Geliophobia                  J. Injections
11. Eisoptrophobia                K. Laughter
12. Glossophobia                  L. Mirrors

Rate Your Fear

On a scale of 1 to 10 (with 1 being the scariest) rate the following 10 fears according to your own experience:

_____ Fear of vomiting (emetophobia)
_____ Fear of being in confined spaces (claustrophobia)
_____ Fear of heights (acrophobia)
_____ Fear of spiders (arachnophobia)
_____ Fear of cancer (cancerphobia)
_____ Fear of social situations (sociophobia)
_____ Fear of thunder and lightning (brontophobia)
_____ Fear of flying (aerophobia)
_____ Fear of death (necrophobia)
_____ Fear of open spaces (agoraphobia)
Mission and Commission

Surveysing the Source

Plotting the Course
The students will:
► Understand that they have an integral part in the saving of others here on earth.
► Understand more ways of modeling Christ.
► Develop additional ways of sharing her faithfulness in fulfilling the Lord’s commission. To neglect this work is surely to invite spiritual feebleness and decay. Where there is no active labor for others, love wanes, and faith grows dim.”—The Desire of Ages, p. 825.

Preparing to Lead
“It is in doing Christ’s work that the church has the promise of His presence. Go teach all nations, He said; ‘and, lo, I am with you alway, even unto the end of the world.’ To take His yoke is one of the first conditions of receiving His power. The very life of the church depends upon her faithfulness in fulfilling the Lord’s commission. To neglect this work is surely to invite spiritual feebleness and decay. Where there is no active labor for others, love wanes, and faith grows dim.”—The Desire of Ages, p. 825.

Getting Started
A. Bring a basket containing a variety of fruits. Include fruits not grown in your area. Ask each person to choose a favorite fruit from the basket and say why they like it best. Then discuss individual likes and dislikes. Ask: What, if anything, makes one fruit better than the other? Possible answer: Maybe other people have never tasted your preferred fruit, and make decisions based on sight rather than taste.

Say: It can be the same with the gospel. Maybe the first time someone hears about salvation in Christ, it doesn’t seem palatable because of how it was packaged. But if the gospel is introduced to them another way, that person might accept it.

B. Do a word search using a dictionary, a Bible concordance, and a Bible dictionary to find the meaning of mission, ministry, commission, and other synonyms. Find relevant Scripture passages which state what is required of Christians who wish to follow Christ’s teachings. Make a list of things Jesus did while on earth to spread the gospel, and what His instructions were to His disciples about following His example. Suggest ways in which individuals as well as the class as a group can share their faith.

Delving Into the Word
A. Say: The Bible tells us to “preach the Word; be prepared in season and out of season; correct, rebuke and encourage— with great patience and careful instruction” (2 Tim. 4:2, NIV). This was what Christ did; and it is what He taught
His disciples to do also. If we are His disciples and wish to do as He did, we should follow His example. Revelation 14:6 speaks about preaching the gospel to every nation, tribe, language, and people. This is a commission to take the message of salvation to everyone.

Next, have the class identify methods people in the Bible used to spread the gospel. (For example: healing the sick, telling parables, feeding the poor. Also discuss how people like Esther, the captive maid, and Dorcas helped to share the gospel.) Ask: What can we do today to let people know that Jesus loves them?

Suggest ways young people guided by the mission of Christ can help to tell others of His soon coming and disciple others for heaven. (For example, volunteering at your church’s Sabbath School or Vacation Bible School, help at an after-school program by reading to younger students, or helping them with language, math, science, English homework.)

Discussing the Ideas

1. How can we ensure that everyone is given a chance to hear God’s Word no matter who they are?
2. How can youth engage in soul winning as a group as well as individually?
3. How can you interest other young people in soul winning and remaining committed to Christ in everyday life?
4. How can you use Christ’s methods of healing both body and soul to assist with soul winning?
5. How can you be sure that Christ died to save you from your sins, and those of the rest of the world?
6. How can you share Christ’s love with the rest of the world?
7. What are we to do in order to be Christ’s disciple? How can you prevent this “doing” from becoming legalism?

Closing the Activity

Remind the class that Jesus died for our sins so that we can have a home with Him. Also say that we are commissioned to tell others about what Christ has done for us so they, too, can have a joyful experience. To encourage your students to invite friends from their school or neighborhood to visit your class, begin to make plans for a visitors’ Sabbath. Settle on a date approximately two months from now, and have each member complete one of the reproducible invitations on page 42. (With a paper cutter, cut off the copyright line and the lesson number line. You could also purchase invitations or have a class member design colorful invitations.) Continue to make plans each Sabbath until the date you set, so that your visitors will be welcomed by an engaging program and friendly Christians.

Beverly Henry, Mandeville, Jamaica, West Indies
Patterns of Discipleship

Surveying the Source


Plotting the Course

The students will:

► Learn the nuances of the “call” to discipleship.
► Understand the role of relationships in discipleship.
► Acknowledge those who have made a spiritual investment in their life.

Preparing to Lead

Dietrich Bonhoeffer, author of The Cost of Discipleship, epitomized discipleship. “In his hearing before the Gestapo during his imprisonment, defenseless and powerless as he then was only fortified by the word of God in his heart, he stood erect and unbroken before his tormentors. He refused to recant, and defied the Gestapo machine by openly admitting that, as a Christian, he was an implacable enemy of National Socialism and its totalitarian demands toward the citizen—defied it, although he was continually threatened with torture and with the arrest of his parents, his sisters, and his fiancé, who all had a helping hand in his activities. . . . In 1944, when friends made an attempt to liberate him and to take him to safety abroad, he decided to remain in prison in order not to endanger others.”

Getting Started

A. Ask the class to imagine the scene if Jesus were visibly and audibly calling any one of them to be a disciple. Have two or three students share the scene they are imagining. Then have another person read John 8:12.

Say: In John 8:12, we hear Jesus calling others to follow Him, the Light of the world. It is likely that He spoke these words during a ceremony referred to as The Illumination of the Temple. During this ceremony, the temple court was filled with galleries for onlookers and light from four giant candelabras to light the night. Here, philosophers and holy men danced and sang praises. Amidst these praises and light, Jesus found an opportunity to remind the Pharisees and the people in the galleries that He was the Light of life. This quarter’s lessons have focused on the disciple’s walk— a walk that is filled with the constant presence of the Light and that is fortified by your relationship with God and with others.

B. Review the Starter Kit section of the Logos from this week’s lesson in the CQ Bible study guide. Briefly discuss each of the five aspects of the Starter Kit and how each one can become an integral part of your relationship with Christ.
Delving Into the Word

A. Have a student read Matthew 10:5–8. Tell the class that the word Jesus uses to command or order His disciples is the Greek word *paragellein*. (Have the word written on an index card so they can see it.) Then have the class guess the different meanings of the word (for example, was Jesus’ command similar to one that a Master gives to a servant?).

After this discussion, tell the class that the word *paragellein* was used in four different ways, each with a distinct meaning: “(i) It is the regular word of military command; Jesus was like a general sending His commanders out on a campaign, and briefing them before they went. (ii) It is the word used in calling one’s friends to one’s help. Jesus was like a man with a great ideal summoning His friends to make that ideal come true. (iii) It is the word which is used by teachers giving rules and precepts to his students. Jesus was like a teacher sending His students out into the world, equipped with His teaching and His message. (iv) It is the word which is regularly used for an imperial command.

“Jesus was like a king dispatching His ambassadors into the world to carry out His orders and to speak for Him.”

Ask the class to comment on how they feel knowing the intimacy, authority, and expectation that’s packed into Jesus’ call for them to be disciples.

B. Have the class identify texts that speak of the divine presence in the Christian’s life (for example, Matthew 28:20; Isaiah 41:10). Within the context of the presence of the Holy Spirit and the call to discipleship, discuss the life of Christians such as Bonhoeffer and the apostle Paul. 

*Ask:* How can we reconcile the suffering of these individuals with the assurance of God’s continued presence?

Discussing the Ideas

1. Share an encounter you have had with someone whom you believe was sent by God.
2. What does a disciple have in common with a soldier, a farmer, or an athlete?
3. How is discipleship more than just adding to church membership?
4. Share times when you felt the tangible presence of the Holy Spirit guide you through an act of discipleship.
5. Why do churches lose members?
6. Define and discuss the difference between intimacy and familiarity. Apply this to the quality of the relationship between the disciples and Jesus.

Closing the Activity

Distribute the reproducible activity (p. 43). Tell the class members to write to someone who made an investment in their spiritual life. Have them begin their notes with this sentence: Thank you for reflecting Jesus and leading me to the Light.

Make the exercise more meaningful by providing envelopes and stamps so the notes can actually be sent from the church. Have a season of prayer over the notes, thanking God for the positive influences He sends our way.

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2. *The Daily Study Bible*, vol. 6 (Bangalore, India: Theological Publications in India, n.d.), p. 11.
3. Ibid., vol. 1, p. 362.
Thank You!