Who Was Jesus?

Surveying the Source
John 3:17.

Plotting the Course
The students will:
► Be able to explain who Jesus is.
► Apply the principles learned in this lesson to their individual experience.
► Understand what their role is as a follower of Christ.

Preparing to Lead
Of all the questions the Lord asked His disciples, the most important one is “‘Who do you say I am?’” (Matt. 16:15, NIV). This question makes our experience with the Savior very personal. No matter what others may say about who He is, we must know Jesus for ourselves.

Getting Started
A. Ask four class members to join you—two on each side. Give each volunteer and yourself a different color bookmark cut from construction paper. As the volunteers are holding their markers for the class to see, do the following activity:
• Read Psalm 23:1. Then ask the two people to the left of you to trade markers.
• Read Psalm 23:2. Then ask the two people to the right to trade markers.
• Read Psalm 23:3. Ask everyone to pass their marker to the left, and the person on the end to pass his/her marker to the person on the other end. (Do not pass your marker.)
• Read Psalm 23:6. Then ask the class to describe what just happened with the markers. (Answer: All markers were moved except for the teacher’s.)

Explain that the only bookmark that did not change was yours. Say: “Just like this marker, Jesus remains the same. We experience many changes in life, but the one thing that remains constant is Jesus. Just as He is the focus in this week’s lesson, we must let Him be the focus of our lives.”

B. Bring bookmarks cut from different colored construction paper to class. There should be two or more of each color but only one yellow. Give each member of the class a bookmark. Make sure that someone in the class gets the yellow bookmark. Then do the following exercise: Read Psalm 23:1. Ask class members with a blue marker to trade with someone with a red marker. • Read Psalm 23:2. Ask class members with green markers to trade with someone with a purple marker. • Read Psalm 23:3. Ask green or red markers to trade with blue or purple markers. • Now ask the class to describe what happened in this exercise. (Answer: We traded bookmarks.) • Ask the person with the yellow marker to hold it up. Explain that this was the only marker that was not exchanged. Say: “Just like the yellow marker, Jesus remains the same. We experience many changes in life, but the one thing that remains constant is Jesus. Just as He is the focus in this week’s lesson, we must let Him be the focus of our lives.”
Delving Into the Word

A. Following are four questions and four sets of verses that answer the questions. Write each question and its texts on an index card. Divide your class into four groups, and give each group one of the cards. Instruct them to answer their question by reading the verses and writing the answer to their question on their card. When all the groups are finished, have each one share their question and the answer(s) they found.

1. Who is Jesus? Isaiah 9:6; John 20:28; Titus 2:13 (Jesus is God.)
2. Who is Jesus? John 1:14; 19:34; Galatians 4:4 (Jesus is God, who became man. He is one of us.)
3. Who is Jesus? Matthew 1:21; Luke 19:10; Titus 2:13 (Jesus is God, who became man, who came to save us from sin.)
4. Who is Jesus? Mark 15:37; 16:6; Romans 8:34 (Jesus is God, who became man, who died to save us, who was resurrected, who now lives and is before God’s throne to plead our case.)

B. Do the following Bible exploration:

Part 1. He is God with us. Have various class members read the following verses: ●Psalm 139:13, 15, 16; ●Acts 17:28. Before they do, however, ask the class, “What do these verses suggest about the Lord’s presence?” The answer the class should give after the verses have been read is “He is God with us.”

Say: “Just as we breathe without consciously thinking about it, the Lord is with us even when we are not cognizant of His presence. Without His presence we would not exist.” Read John 1:3. Ask: “What does this suggest about those who try to live without the Lord?”

Part 2. He will never leave us. Have someone read the following verses: ●Joshua 1:9; ●Matthew 28:20; ●John 14:18. Before they do, however, ask the class “What does the Lord promise in these verses?” The answer the class should give is “Not only is the Lord ever present with us, but we have the promise and assurance that He will never leave us. Through His indwelling Spirit, He is always with us.” Ask: “What are the results of having the Spirit of Christ in us?”

Read ●John 15:4, 5; ●Galatians 5:22–24.

Part 3. In Him we are justified, not condemned. Have various class members read the following verses: ●John 3:17; ●Romans 8:33, 34. Discuss the meaning of each verse one at a time.

Discussing the Ideas

1. Why is the divinity of Christ important to us?
2. Why is the humanity of Christ important to us?
3. What was the Lord’s purpose in meeting the physical and temporal needs of the people He ministered to? Give examples of how He does the same for us today.
4. Before leaving this earth, the Lord promised His disciples that He would never leave them nor forsake them (John 14:1–3). What would be their responsibility as His followers?
5. As Christ’s followers today, how can we make disciples of all nations?
6. Why is the Lord’s intercessory work so important to us?

Closing the Activity

Use the reproducible activity on page 31. Have class members complete the worksheet before ending the class. If there is time, have one or two individuals read their final lists and life application sections.

Tresa Beard, Silver Spring, Maryland, U.S.A.
REDEEMED! HOW I LOVE TO PROCLAIM IT!

Look at the following list. Circle all of the words that have to do with redemption in Christ. Put a line through the words you did not circle. Then write the circled words on the small lines. Considering the words on your list, use the Life Application section at the bottom of the page to briefly describe what it means to you to be redeemed.

forgiven  bondage  mercy  intercession  death
atonement  restoration  cleanse  righteousness  gift
condemned  deliverance  destruction  spotless  free
justification  transgression  peace  judgment  guilt
propitiation  fear  grace  acceptance  life
separation  faultless  pure  curse  help

Life Application _______________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

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Lesson 2

The Mystery of His Deity

Materials
plain paper; colored pencils; pens or pencils

Surveying the Source
Isa. 9:6; Mic. 5:2; Matt. 16:13–17; John 1:1–3, 14, 18; 8:58; 17:5; 20:28.

Plotting the Course
The students will:
► Discuss how our picture of God is much more complete because Jesus lived on Earth.
► Explore the biblical evidence for both the divinity and humanity of Jesus Christ.
► Discuss the impact of the person of Jesus Christ on our lives today.

Preparing to Lead
Read the following quote to the class and explain that this week’s lesson focuses on the person of Christ: “Jesus didn’t just claim to be God; he believed it. He wasn’t pulling some kind of scam to get ahead by saying he was God. After all, what it got him was killed. And no one in his right mind dies for a lie.’”*

Getting Started
A. As a class, brainstorm how different our world would be if “the Word” (Jesus) had not come to dwell among us. Discuss what our world would be like. Ask: ●“Do you think there would be much good in the world today?” ●“Does it help you to better appreciate what Jesus did for you?”

B. Hand out paper and colored pencils, and have each person draw something that to them represents Jesus. Encourage them to steer away from the obvious, such as the cross.

Delving Into the Word
A. Form two teams. One team is to look for all the biblical evidence (and/or situations or stories from Jesus’ life) they can find on the divinity of Jesus Christ (for example, performing miracles—John 11:43–45). The other team is to look for all the biblical evidence they can find on Jesus’ humanity (for example, He cried when Lazarus died—John 11:33–35). Get each group to write down all the Bible texts/situations and then share with the other group specific examples from the Bible about the nature of Jesus Christ.

B. As a class, read John 1:14, 18. These verses imply that we wouldn’t know nearly as much about God as we do, had Jesus not walked on this earth. Divide the group into two. Give them 10 minutes to flick through their Bibles and write down as many qualities of God as they can find. (For example: Ps. 86:15; Eccles. 12:14; Isa. 1:24; 12:2; 53; Eph. 2:4, 5; Phil. 2:5–9; Col. 1:15–20.) See which group finds

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the most. Discuss whether these qualities are specific to God, Jesus, the Holy Spirit, or all three. *Ask:* •“Are there any differences between qualities found in the Old Testament and in the New Testament?” •“What do these qualities mean to you, personally?”

**Discussing the Ideas**

1. What difference does it make to you that Jesus was both human and divine?
2. How do you understand the concept of “God in me”? How hard is it to maintain this closeness with God? (See Romans 8:9–11.)
3. How can you make God more real to yourself in your everyday life?
4. If Jesus were to come to live among us, would you recognize Him? What do you think He would be like?
5. Do you think we’ll still need faith when we get to heaven? Explain your answer.
6. Have you seen someone converted to Christianity? What major changes occurred in his/her life?
7. Did Jesus leave enough of His divinity behind for Him to know what it’s like to be fully human? How completely do you think He understands everything about your life?

**Closing the Activity**

Hand out the reproducible activity sheet, “Message to Jesus,” to each class member (see p. 32). Allow some quiet time for each person to write their own responses on their sheets. When they are finished, tell them to keep their message in their Bibles where they can read it from time to time. Close with a group prayer.

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_Nina Atcheson, Scarborough, Queensland, Australia_
Message to Jesus

Dear Jesus,

Sometimes I find it hard to believe that You really walked on this earth, where I now live. Sometimes I think about what it would have been like for You to live here. I’d like to ask you these things when I see you. . .

There are some things I find really hard to understand about You, such as. . .

Sometimes I feel really close to you, Jesus; but other times I feel so distant. Please help me to have the desire to know You more. I need Your help in these areas of my life. . .

When I stop to think about it, there are so many things I should thank you for. Some of them are. . .

Thanks, God, for always listening to me, no matter what.

Your child,
The Reality of His Humanity

Surveying the Source
Isa. 9:6; John 1:14; Gal. 4:4; 1 Tim. 2:5; 3:16; Heb. 4:15, 16; 1 John 4:1–3.

Plotting the Course
The students will:
► Think about the significance of the Incarnation as it impacts their lives.
► Explore scriptural support for the humanity of Jesus.

Preventing to Lead
The Son of God united Himself with a mortal human body, subject to all the senses and emotions we are so familiar with. And then He died, like we do, so that we can choose to allow His Spirit to unite with our bodies and our spirits to perform His work in this world today.

Getting Started
A. Have two different class members read one of each of the following quotations: Then ask each member, “What does ‘being human’ mean to you?”

The quotations are:
1. “In the Bible clouds are always associated with God. Clouds are the sorrows, sufferings, or providential circumstances, within or without our personal lives, which actually seem to contradict the sovereignty of God. Yet it is through these very clouds that the Spirit of God is teaching us how to walk by faith. If there were never any clouds in our lives, we would have no faith. ‘The clouds are the dust of His feet’ (Nahum 1:3). They are a sign that God is there. What a revelation it is to know that sorrow, bereavement, and suffering are actually the clouds that come along with God! God cannot come near us without clouds—He does not come in clear-shining brightness.”

“ When suffering strikes, those of us standing close by are flattened by the shock. We fight back the lumps in our throats, march resolutely to the hospital for visits, mumble a few cheerful words, perhaps look up articles on what to say to the grieving.

“But when I ask patients and their families, ‘Who helped you in your suffering?’ I hear a strange, imprecise answer. The person described rarely has smooth answers and a winsome, effervescent personality. It is someone quiet, understanding, who listens more than talks, who does not judge or even offer much advice. ‘A sense of presence.’ ‘Someone there when I needed him.’ A hand to hold, an understanding, bewildered hug. A shared lump in the throat.

“We want psychological formulas as precise as those techniques I study in my surgery manuals. But the human psyche is too complex for a manual. The best we can offer is to be there, to see and to

Materials
Bible concordances; paper; pencils or pens
touch.”

B. Have someone read Matthew 1:23. Then ask: “How does it make you feel that God is with us through Christ?” Give each member the opportunity to share their response.

**Delving Into the Word**

A. Using concordances, find and read all texts related to the word **Immanuel** (or **Emmanuel**). In each instance, look at the surrounding verses, and share those that add to the meaning of the word.

**B.** Complete the second and third columns of the reproducible activity (see p. 33) to explore how much like us Jesus really is.

**Discussing the Ideas**

1. Romans 6 talks about Jesus’ complete physical and spiritual death and resurrection. According to Paul, how should that play out in our lives?

2. In Luke 11:2, Jesus set the example for us to address God as “our Father,” even though Mary birthed and nursed Him and raised Jesus with her husband Joseph. Explore the concept of how God is our Father, as He was/is also Jesus’ Father.

3. Explain how Jesus’ humanity matters to us. And if it doesn’t matter, what should we experience that would change our minds?

4. What would your life be like if you felt no pain?

5. What contribution did emotional and physical pain make to Jesus’ life? How can His experience benefit us?

6. Why did Jesus need to have a mortal, blood-filled body like ours?

7. If you’ve donated blood, what reasoning lay behind your decision to do so? What were you willing, or unwilling, to endure in the process? Compare and contrast this to Jesus “donating” His blood so that we could be saved.

8. Have you ever been struck by the incredible concept of bringing another human being into the world? If so, describe what happened when you had that realization. How do you think God must have felt when He brought Jesus into this world?

**Closing the Activity**

Pass out paper and pencils or pens. Instruct class member to each write how they can make the humanity of Jesus productive in their life. Tell them to make it applicable for right now, in ways that will change how they relate to other people, including family members. Be sure to tell them to include the Father and the Spirit in their instructions.

**Gill Bahnsen, Auburn, Washington, U.S.A.**


3. To better understand this question, read *The Gift of Pain* by Philip Yancey and Paul Brand, especially the opening story about Tanya.
For each text listed below, write the human attribute of Jesus (a word or phrase) in the middle column. Circle “E” if the attribute is primarily emotional (or spiritual) or “P” for physical ones.

<table>
<thead>
<tr>
<th>Passage of Scripture</th>
<th>Attribute of Humanity</th>
<th>Emotional or Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew 4:2</td>
<td>became hungry</td>
<td>E P</td>
</tr>
<tr>
<td>Matthew 9:36</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>Mark 3:5</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>Mark 10:21</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>Luke 2:52</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>John 4:6</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>John 11:33–35</td>
<td></td>
<td>E P</td>
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<tr>
<td>John 12:27</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>John 15:11</td>
<td></td>
<td>E P</td>
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<tr>
<td>John 19:28</td>
<td></td>
<td>E P</td>
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<tr>
<td>John 19:33</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>Galatians 4:4</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>1 Timothy 2:5</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>1 Timothy 3:16</td>
<td></td>
<td>E P</td>
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<tr>
<td>Hebrews 2:18</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>Hebrews 4:15, 16</td>
<td></td>
<td>E P</td>
</tr>
<tr>
<td>1 John 4:1–3</td>
<td></td>
<td>E P</td>
</tr>
</tbody>
</table>
The Wisdom of His Teachings

Surveying the Source

Plotting the Course
The students will:
- Understand that biblical principles are applicable to today’s world.
- Evaluate their own principles in the light of what Jesus taught.
- Recognize the need for divine help to implement these principles in their own lives.

Preparing to Lead
The word beatitude “means either (1) the joys of heaven, or (2) a declaration of blessedness, especially as made by Christ . . . the word is most commonly used of the declarations of blessedness made by Jesus in the discourse recorded here by Matthew.”* In giving the maxims found in Matthew 5–7, Jesus was telling His listeners how to live a blessed and happy life. As we compare these sayings with the world in which we live, we can quickly conclude that most of them have been forgotten, or at the very least, have lost their importance to people.

Getting Started
A. Divide the class into small groups. Each person should have a Bible, a piece of paper, and a pen or pencil. Say: “Jesus’ discourse on the Mount was not like sermons we have today. It was more like a teacher instructing a class on Lifestyle Ethics. Matthew 5–7 is made up of many subheadings or topics. Make a list of these topics that you think are applicable to today. After two minutes, we will compare our lists. Be ready to defend why you wrote what you did or why you left something out.”

B. Ask the class to imagine the scene on the Mount. Help them by asking the following questions: ● Where was Jesus sitting? ● Where were the disciples? ● What were the people doing? ● What was the weather like? ● What kind of feelings do you think the disciples were experiencing? ● The people? ● Jesus? ● What expectations do you think the disciples had? ● The people? ● If you wrote a song or a poem about this event, what would be its theme? ● Its first line?

Delving Into the Word
A. Ask two people to act out (without words) Matthew 7:24–27. When they are finished, ask the group to identify the message Jesus was giving. Then ask the group if they remember the song they learned as little children about the wise and foolish man. Have them say or sing it with you. Ask: “As a child, how did you understand this song? As an adult, has the meaning changed? If so, in what way? “Wisdom comes to us in a variety of ways. How do we get wisdom? In what...
Then as a group, read John 4:23, 24. 

**Ask:** “What is involved in worshiping God in spirit?” Point out that many people are first led to the Lord by their heart and emotions. God made us to feel emotions, so they are a good thing. It’s with our heart and emotions that we love God. It’s when we’re led by uncontrolled emotions that we get into trouble.

**Ask:** “What is involved in worshiping God in truth?” Point out that this includes the mind—knowing the facts, and the intellect—understanding the facts. The Bible is where we find the truth about God and Jesus. Knowing Bible truth is important for worshiping God. Some people are first led to Jesus by Bible studies or learning the facts. John says that God wants us to worship in both—the spirit and the truth—by engaging both the mind and the heart.

Have someone read Matthew 7:1–5.

**Say:** “Jesus is cautioning us about judging others. What do you think this has to do with worshiping in spirit and truth?”

Jesus confirmed for the people that there was wisdom in His law and that the law was still relevant. He did this by citing several items from His law, then giving a deeper explanation of it.”

Divide the class into two groups. Have one group read Matthew 5–7 and another group read Exodus 20. Then have Group 1 read Matthew 5:21. Group 2 should respond by reading the commandment from Exodus 20 that deals with that subject. ●Group 1 reads Matthew 5:28. Group 2 responds with a verse from Exodus 20. ●Group 1 reads Matthew 5:33–37. Group 2 responds with a verse from Exodus 20.

**Close by asking:** “Are any of these attitudes and laws out of date? Why, or why not?”

**B.** Give each person a copy of the reproducible activity (see p. 34). **Say:** “In the top half of the circle, write the words *spirit, heart, emotions.* In the bottom half, write the words *truth, mind, intellect.*”

**Discussing the Ideas**

Write the various subheadings found in Matthew 5–7 on a flipchart or whiteboard. Ask the class the following:

1. Which of these topics do you think are still important to people today?
2. Which topics are most ignored, and why?
3. Which topic is hardest to explain, and why?
4. Which topic do you wish people would be more sensitive to, and why?
5. Is there any topic that is not relevant to life today? Why, or why not?
6. Which topic comes closest to your own need for growth? Share this need, if you feel comfortable doing so.

**Closing the Activity**

Jesus taught how to live happy and rewarding lives. He gave principles we need to apply to life no matter what age, what time, or where we live. When tempted to envy someone who seems “to have it all,” yet who does not live by these principles, look into their “real life.” Has money, position, possessions, affairs placed them in total bliss?

Remember, wanting to change is the first step. Doing it is vitally different. We can exert all kinds of willpower, but without the help of the Holy Spirit we’re not likely to be successful. Find yourself a personal “nest” and spend time in it everyday with your Bible and with God. Tell Him your needs, thank Him for what He has already done for you and for what He is going to do for you.

**Barbara Manspeaker, Luray, Virginia, U.S.A.**

*Archaeological Study Bible, p. 1565, NIV.*
Worship God
in Spirit and in Truth
The Wonder of His Works

Surveying the Source

Plotting the Course
The students will:
► Think more deeply about what constitutes a “miracle” and consider the spiritual dimension of miracles, not just their physical manifestations.
► Reflect on the role of belief and expectations in answered prayers and on other factors that can hinder our prayers.
► Recognize prayer not so much as a skill or event but more as an ongoing relationship with our God.

Preparing to Lead
James 1:5–7 and 2 Chronicles 7:14 are two of the most compelling calls to prayer in Scripture. The first emphasizes the importance of faith in the effective prayer of the saint. The second represents God’s personal and passionate appeal to us to see prayer as a way to transform our lives. Both texts call forth new ways of thinking about communication with God. Both contain divine promises of awesome proportions. One shudders with excitement to think what would happen if Adventist youth throughout the world could walk away from this week’s lesson hearing the voice of God calling them, in a special and personal way, to lives that would make conversation with Christ meaningful, rewarding, and unending.

Getting Started
A. Let a few students share their favorite Bible texts dealing with prayer. Then share one or two of your own. Unless you have other contenders for favorite status, I suggest 2 Chronicles 7:14 and James 1:5–7. In the first, emphasize the personal nature of the call and how God uses the text to encourage a total surrender of our lives along with an end to sin, pride, distance from our Creator, and being too busy to talk to Him. In the second, stress the importance of faith.
B. Ask class members to share some of their favorite prayer hymns and to say, if they can (no pressure!), why those hymns appeal to them. Then you do the same. Possible examples are “In the Garden,” “Balm in Gilead,” and “A Little Talk with Jesus.” Ask the class to share why those hymns appeal to them, and how each hymn promotes either the importance of faith, closeness with the Creator, or the power of prayer.

Delving Into the Word
A. Ask the class to write down, and find in the Bible, the following texts: 2 Chronicles 7:14; Proverbs 28:9; Matthew 6:12; Mark 11:23, 24; James 1:5–7; 5:16; and 1 Peter 3:7. Then have them identify the one thing all the texts have in common. After they have identified this common element as “hindrances to answered
prayers” or “conditions for answers to prayers” (however they word it), take them through two or three of the texts to identify the conditions each of the texts lays down. Ask: “How do the texts require us to change our relationship with God or with each other in order for Him to take our prayers seriously?”

B. Distribute the reproducible sheet entitled “Big Miracle Or No Big Thing?” (see p. 35), as well as pens or pencils. Have individuals or groups complete the exercise. Ask each group or individual to concentrate on a separate “miracle,” but to feel free to tackle one or more of the others if time permits. In each case, they should first complete columns 2 and 3. They should read the Scripture in brackets only when they’re ready to tackle column 4. Discuss the results. Ask if they think they would have done columns 2 and 3 differently if they had read the texts first.

**Discussing the Ideas**


2. What would you say to a new Christian wanting to know the correct time of day to pray, the number of times each day, whether to kneel or stand, etc.?

3. Is variety (in words used, etc.) important in prayer? (Clue: Think of using the same words each time you talk to a close friend. Would that friendship be a relationship or a ritual?)

4. Can we feel sure we will get what we pray for (Mark 11:23, 24), and still pray according to God’s will (Matt. 6:10)? (Clue: See Daniel 3:16–18.) Could the words “Thy will be done” sometimes be a smokescreen for lack of faith? How do we know this was not the case with Shadrach, Meshach, and Abednego?

5. If prayer is about relationship rather than ritual, are we doomed if we don’t feel a real closeness to God? Or can we pray for that closeness, and wait for God to help us experience it?

6. Knowing that prayer is not just about “Gimme this” and “Gimme that,” what is the role of praise in prayer? How about praying for others?

7. What are some possible impediments to having your prayers answered? What must you change to transform your prayer life and your overall relationship with God?

8. Has a parent, teacher, or pastor ever prayed a blessing on you—the way Isaac and Jacob, for example, blessed their children? Is this kind of blessing still meaningful today?

**Closing the Activity**

Express the hope that after this week’s lesson you and your students will not just pray more often but will have a closer relationship with God. Remind them that praise and intercession must both be important elements of their new prayer life. Read Numbers 6:22–27. Then quickly divide the class into groups of two. Ask each class member to stand and place his or her hand on the forehead of the other person. Then, as you slowly reread the blessing (only verses 24–26 this time), ask them to repeat it, thus pronouncing the blessing on one another. (Make sure they all understand beforehand the solemnity of what they’re doing, and plead with them to bless their classmate with a sincere heart.) Finally, you yourself may wish to pronounce the blessing on the entire class. Enjoy. And now, dear teacher, as you prepare to teach this important lesson, “the Lord bless thee, and keep thee: The Lord make His face shine upon thee, and be gracious unto thee. The Lord lift up His countenance upon thee, and give thee peace” (Num. 6:24–26).

Frank A. Campbell, Ottawa, Ontario, Canada
### BIG MIRACLE OR NO BIG THING?

<table>
<thead>
<tr>
<th>The Situation</th>
<th>Miracle, yes/no?</th>
<th>Why/why not?</th>
<th>How Text(s) Applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegeterian Adventists in Loma Linda live 4–10 years longer than other Californians. (Exod. 15:26; 3 John 2).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There aren’t Enough oranges to make juice for the 9 campers. The volunteer puts out the 9 glasses and prays for oranges to show up or for the juice available to do “double duty” in everyone’s stomach. The camp leader brings oranges 5 minutes later. He was likely already on the way before the prayer (Isa. 65:24; Matt. 6:31, 32).</td>
<td></td>
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</tr>
<tr>
<td>A mother dies praying for the conversion of her 13 children. In heaven, almost all of them are there (Ps. 56:8; Isa. 49:25).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A young man receives a flyer and attends a crusade. He’s converted and is baptized (John 3:16, 17).</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The Challenge of His Sayings

Surveying the Source
Matt. 5:48; 24:35; John 7:46.

Plotting the Course
The students will:
► Reevaluate their response to the teachings of Jesus.
► Find relevance for today’s living in the words of Christ.
► Renew their faith in God’s provision, which allows us to walk in His Word.

Preparing to Lead
Mahatma Gandhi, Gautama Buddha, Muhammad, Jesus. All are men hailed by the world as spiritual leaders whose words still stir the hearts of millions today. What makes Jesus different, and His words truth? Are His sayings still applicable to our fast-paced, technologically savvy, modern world? Can His standards for living be attained? Jesus—the Son of God, a revolutionary, a pacifist, the Savior of our fallen race—left us the power of His words to challenge the way we think and to shape the way we live.

Getting Started
A. Ask the students to form a circle. Have each student repeat aloud a saying of Jesus. As they say them, write them on a chalkboard (flipchart or whiteboard). If a student can’t remember a saying, have them step out of the circle until only one student is left.
B. In advance, write each of the following sayings on a piece of paper: “ ‘Be perfect’ ” (Matt. 5:48, NIV); “ ‘Here is your mother’ ” (John 19:27, NIV); “ ‘Not seven times, but seventy-seven times’ ” (Matt. 18:22, NIV); “ ‘What God has joined together, let no one separate’ ” (Matt. 19:6, NRSV); “ ‘Sell your possessions and give to the poor’ ” (Luke 12:33, NIV). Divide the class into two teams. Each team will send a representative to act out a saying for the rest of the team to figure out. Read the verse at the end of each pantomime.

Delving Into the Word
A. Ask students to read the following verses: Psalm 12:6; 119:103; 119:105; 119:160; Matthew 24:35; John 6:68. Next, have the students write a newspaper promotional advertisement for the Word of God using the adjectives which appear in these verses.
B. Make a copy of the reproducible activity for each student (see p. 36). After the students fill out their sheets, ask them to share their paraphrases with the class. Then ask the following questions: ● How is the Word of God relevant in our daily lives? ● How can we live up to God’s standard for us?

Materials
paper; markers or chalk; cardboard; blackboard, whiteboard or flipchart; pens or pencils
Ask students to form a circle. Each one will say one thing about Jesus’ character that they want to emulate. Close with prayer, requesting that all students might commit to hiding God’s words in their hearts.

Sandra Aradjo-Delgado, Apison, Tennessee, U.S.A.
Read each situation in the chart below. Then read the adjoining Bible verse to find Jesus’ response. Finally, paraphrase the verse in today’s language in the text portion of the chart.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Bible Verse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone is copying CDs and DVDs. I’m not going to sell them, so I don’t think there’s anything wrong with that.</td>
<td>Romans 13:9, 10</td>
</tr>
<tr>
<td>I love to go to the gym or the beach and watch beautiful women who take good care of their bodies.</td>
<td>Matthew 5:27–30</td>
</tr>
<tr>
<td>I’m too messed up. This Jesus thing is not for me.</td>
<td>Mark 2:17</td>
</tr>
<tr>
<td>There’s nothing wrong with wanting financial freedom. I want to work hard and make a lot of money. That’s my goal in life.</td>
<td>Luke 16:13</td>
</tr>
<tr>
<td>What I watch or read doesn’t define who I am. I am much more than my choices of entertainment.</td>
<td>Luke 11:34–36</td>
</tr>
</tbody>
</table>
The Puzzle of His Conduct

Materials
four different colored sheets of paper (8 ½” x 11’’); four pens or pencils; whiteboard or flipchart and markers

Surveying the Source

Plotting the Course
The students will:
► Distinguish between being in the world, but not of the world.
► Understand the distinguishing features of Jesus’ life and character.
► Appraise one’s life in light of Jesus’ life to discover how they need to grow in Him.

Preparing to Lead
Water lilies are beautiful flowers that grow in muddy water. So do angel wings—a type of clam with a delicate and pure white shell. Though the conditions in which nature’s gifts grow often are not beautiful, the gifts themselves often are. Jesus grew up in Nazareth, a wicked town. Yet the beauty of His character showed that one need not be like their environment.

Getting Started
A. Write each of the following questions on four different colored sheets of “graffiti” paper: 1. What character trait of Jesus made Him unique? Give a supportive example. 2. What does being in the world, but not of the world, mean to you? 3. How can learning about Jesus’ unique character help you? 4. What one practical way could you show uniqueness as Jesus’ disciple?

Divide the students into four groups. Have each group sit in a circle. Label the groups 1–4, and appoint a scribe for each group. Give each group a “graffiti” paper and a pen or pencil. Have them discuss each question and write their responses below each question. At the end of the allotted time, Group 1 will pass their paper to Group 2; Group 2 will pass their paper to Group 3; Group 3 to group 4; and Group 4 to Group 1. Each group will discuss the paper it has received and write its reactions to the answers. After a set time, the sheets are once again passed on in the same order as before. This continues until each group has seen all the papers. In the final round, each group receives its own paper. Have them review all the responses and summarize the ideas. Then have each group share the summarized information from their “graffiti” paper with the entire class.

B. Discuss how the Pharisees often criticized Jesus for spending a lot of time in the company of “sinners.” Then divide the class into groups of four to discuss the following question: “Is being in the company of people with questionable reputations a good idea?” In each foursome, have two people debate a Yes answer, and the other two people debate a No answer. Have each set of pairs within the groups discuss among themselves how they will present their view. Then have each pair debate within their own group, defending their positions. End by having the whole class share their views regarding the question.

Lesson 7
May 17, 2008

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Delving Into the Word

A. The secret to Jesus’ sinless life was His constant study of God’s Word.1 Have volunteers read the following verses, quite possibly the very ones Jesus used. Then have the class discuss the significance of these verses in Jesus’ life: ●Job 28:28; ●Psalm 119:1–3; ●Psalm 119:14–16; ●Proverbs 3:1–4.

Say: “Just as Jesus used these gems of verses from the Scriptures to defend Himself during times of adversity, we too can use Scripture to defend ourselves from Satan’s attacks. Plus, we now have the New Testament, which along with the Old Testament, makes up the entire Bible. There is a great deal of help in the Scriptures that can do wonders for us in times of need.”

Next, choose a chapter from the New Testament that provides practical suggestions for living a Christlike life—for example, Romans 12. Having the students work in pairs, ask each pair to choose one verse from that chapter which means something to them. After five minutes, have the pairs summarize their verse to the class while you write the reference and their summary on a whiteboard or flipchart.

B. Philip Yancey states that one of the things which most impresses him about Jesus is the ordinariness of the disciples He chose. He did not select people with superb talents or greatness. This fact brings hope to our hearts that Jesus loves working with unpromising people.2

Divide the class into two groups, and give each group the following Scripture references for discussion: ●Luke 10:21; ●1 Corinthians 1:26–30. Ask the groups to find at least four lessons from these passages. Have them also write one question that will be discussed later by the whole class.

After giving about five minutes for discussion, let the two groups gather together for sharing their ideas. Write the lessons they learned on the flipchart or whiteboard. Write also the questions that each group wrote. Have the entire class discuss possible answers.

Discussing the Ideas

1. Values must be based on some sort of rationale. What are the best guiding principles in the selection of values?
2. Why is it easier to go along with the crowd than to stand up for the values one holds dear?
3. How are young people pressed into conforming to the world’s mindset?
4. How was Jesus’ life in agreement

with the saying “Only at a tree that bears fruits would people throw stones”?

5. How is knowing the truth different from obeying the truth?
6. What behaviors would help you stand out as positively unique in your home, school/workplace, and church?
7. What can we do, starting today, to become more like Christ?

Closing the Activity

Knowing about Jesus is one thing, but it is even more important to personally know Jesus. To help your class get to personally know Jesus better, have them do the activity on page 37. Afterward, ask them if it is their desire to follow Jesus. Close with a prayer of dedication.

Prema Gaikwad, Silang, Philippines

1. The Desire of Ages, chapter 9.
GETTING TO KNOW JESUS*

Make a list of things you enjoy doing. Then mark with an X those items best done in a group (G), with a significant person (S) (parent, close friend, etc.), or alone (P). Circle three X marks of items which are most important for you.

<table>
<thead>
<tr>
<th>Things I enjoy doing</th>
<th>G</th>
<th>S</th>
<th>P</th>
</tr>
</thead>
</table>

The Gospels and *The Desire of Ages* describe the life of Jesus which we are very familiar with. Make a list of things that Jesus really enjoyed doing and that were important to Him.

<table>
<thead>
<tr>
<th>Things Jesus enjoyed doing</th>
<th>G</th>
<th>S</th>
<th>P</th>
</tr>
</thead>
</table>

Now compare the lists. How many items do you have in common with Jesus?

What areas can you begin working on?

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The Intensity of His Walk

Surveying the Source

Plotting the Course
The students will:
► Recognize the need for continuing access to the Source of true power.
► Commit to spending time recharging their personal spiritual life.
► Pray each day for opportunities to help others connect to the Source of true power.

Preparing to Lead
The fast pace of everyday living all too often results in an on/off, stop/start relationship with God. Consistently spending time with God would transform our lives, not only fulfilling our own dreams and aspirations, but taking us far beyond anything we could ask for.

“As the flower turns to the sun, that the bright beams may aid in perfecting its beauty and symmetry, so should we turn to the Sun of Righteousness, that heaven’s light may shine upon us, that our character may be developed into the likeness of Christ.”—Steps to Christ, p. 68.

Getting Started
A. Say: “The Tour de France is a 21-day cycling competition. Over the last decade, the 94-year-old race has been tainted by one drug scandal after the next. The phenomenon is not unique to cycling. High profile, successful athletes regularly hit the headlines as dope cheats. They have enhanced their performance with drugs. So what seems real about them is just an illusion. Is there a Christian parallel? Do we sometimes do things to appear super-Christsians without having the real power?” Take a few minutes to brainstorm with the class.
B. Say: “Rechargeable batteries are the environmentalist’s friend. They save money, they preserve the environment, and they work time after time. The only thing the user has to remember is to put them on charge. Otherwise they are like any other battery—they have a limited life. Our bodies need regular rest, food, fresh air, and exercise to function optimally, otherwise, like the batteries, they are not recharged. As Christians we need to recharge our spiritual batteries daily, otherwise our spiritual lives will grind to a halt.” Take two to three minutes to brainstorm with the class things that might stop us from recharging our spiritual batteries.

Delving Into the Word
A. Say: “The Logos section of CQ for this week discusses the power of the word (John 1:1), the power of purpose (John 4:34), the power of prayer (Luke...
Jesus offers us unlimited power. The Bible is the indispensable Source of power. It gives us new birth (1 Peter 23). It teaches us about righteousness (2 Tim. 3:16, 17). It gives us direction or purpose (Prov. 19:21). It teaches us how to pray (Matt. 6:5). It teaches us how to be disciples (1 John 1:6, 7). Let’s put each of these aspects of Christianity under the microscope to see how we can better access the power Jesus promises us.

Brainstorm what the Bible means to the class. Give out some Post-It© notes, and ask the class to write problems that stop them from accessing, spending time with, or applying the Bible, Jesus’ Word, to their lives. Put these notes on one side of the cross. Give out the other colored Post-It© notes, and have them find at least one text offering a solution to each problem. Then cover the problem with the Bible verse.

B. Draw a cross on a large sheet of paper. Have two different colored Post-It© notes, and have them find at least one text offering a solution to each problem. Then cover the problem with the Bible verse.

**Discussing the Ideas**

1. Sometimes it’s easy to forget that not all of the disciples were fishermen. Reflect on the diversity of background of the first disciples. What does this tell us about the type of people God wants to reach through us?

2. Many are frightened when they see the uncontrolled power of a thunderstorm. When we talk about access to God’s unlimited power, is it like a flash of lightning or is it controlled? Explain why.

3. In Matthew 14:13–15 and 22, 23, we find two examples of when Jesus went to pray. How can we deal with the practicalities of life in 2008 and still make time for prayer?

4. Part of being a disciple is teaching others to obey what Jesus commands us to do (Matt. 28:18–20). What do we need to do in order to teach others?

5. If we truly believe that we have access to unlimited power, why do we on occasion hesitate or doubt?

6. Jesus, the Living Word, came to earth to save us. How can we be a living reflection of Jesus to those we meet?

**Closing the Activity**

Make a one-inch strip of paper divided into 24 equal sections for each student. Say: “Each of us has 24 hours a day, 1,440 minutes or 17,280 seconds. On average, we sleep 8 hours, and work 8–10 hours. The rest of the day is filled with eating and doing necessary chores. Take time to prioritize your time with God, to recharge your batteries. Mark that time on the strip. Look at it each day, and ask God to help you to guard that time.”

Close with prayer, asking God to bless the commitments made and to strengthen each person’s resolve to spend more time with Him.

*Audrey Andersson, Lindesberg, Sweden*
This week’s Logos discussed four sources of power:

- power of the word (John 1:1),
- power of purpose (John 4:34),
- power of prayer (Luke 6:12),
- power of discipleship (1 John 2:6).

Reflect on anything that blocks you from fully accessing any one of these powers in your life. Then list those things in the appropriate box. Across each box write 2 Corinthians 12:9: “My grace is sufficient for you” (NIV).

<table>
<thead>
<tr>
<th>WORD</th>
<th>PURPOSE</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRAYER</th>
<th>DISCIPLESHIP</th>
</tr>
</thead>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The Tenderness of His Love

Surveying the Source

Plotting the Course
The students will:
► Consider the different ways Jesus showed tender love to vulnerable people.
► Reflect on how much Jesus loves them personally.
► Discover practical ways to help others experience Jesus’ tender love.

Preparing to Lead
How does Jesus love you? Read 1 Corinthians 13, and list the practical and tender expressions of love found there. For each one, think of a specific time when you experienced that aspect of God’s love. Spend a few quiet moments experiencing the depth, breadth, and height of God’s love for you personally.
Be filled with wonder at how special you are to God. And ask how you can lead your class to experience the tenderness of Jesus’ love this Sabbath?

Getting Started
A. Write the letters of the alphabet down the left side of a flipchart or blackboard. Invite the class to find 50 aspects of Jesus’ love as you go through the alphabet: at least two for each letter. You can even find some for Q (quieting); and use ex-words for X, such as excellent.
Give them some examples, and encourage them to keep the ideas coming as fast as you can write them down. How many aspects of Jesus’ love can your group find in five minutes?
B. Invite class members to form pairs, and allow them two minutes each to describe a time when they experienced God’s love. Draw a large heart on your flipchart or blackboard. Bring the group together, and ask each class member to find one word to summarize the aspect of God’s love that was being experienced by their partner: for example, forgiveness, provision, comfort, etc. Write the responses in the heart. Then give the group a few moments of silence to be filled with wonder at the greatness of God’s love. Play peaceful music if you wish.

Delving Into the Word
A. Divide the class into two groups. Give Group 1 the first set of instructions below. Give Group 2 the second set of instructions.
1. Read the story of the compassionate Jesus (John 8:2–11). Discuss the various feelings the woman may have had throughout the story. Reflect on the love Jesus showed for her and the different aspects of His love that prompted His compassionate response toward her. How did Jesus’ love transform her life? Prepare to present your ideas to the class in a creative way. Perhaps you could use a diagram or monologues.
2. Read the story of the compassionate...
groups of three or four people, and give each group one of the reproducible character cards (see p. 39). Invite them to discuss which aspects of Jesus’ love the person on their character card most needs to experience. Have the following questions written on the flipchart or blackboard so each group can answer them: ●What insights might other verses in the Gospels shed on how Jesus might respond to this person? ●Which of the people that Jesus actually met was most like the person described on the character card? ●How would Jesus show His love for the person described on the card if He met them today? ●What might He do for them and say to them?

Bring the class back together, and let each group introduce their character, describing how they think Jesus would have responded to this unique person, and how you, personally, and your church, could show the same compassion to similar people in your community.

Discussing the Ideas

1. What beliefs did Jesus hold about people that enabled Him to respond so lovingly toward them? What evidence is there to support your answers?
2. What unhelpful beliefs might we have about people that could interfere with our ability to love those around us in practical ways?
3. How does a richer understanding of the way Jesus loved people inspire us to respond to the hurting people around us?
4. How do we show love toward someone whose lifestyle obviously contradicts God’s laws?
5. What difference would it make to your community if each person left church today having experienced how much God loves them, and how much at least one other person in the congregation loves them?
6. If Jesus walked past your church today, how would He express His love for those He met?

Closing the Activity

Give each person a sheet of paper, and ask them to draw four hearts, one inside the other. Label each heart, from the smallest to the largest: Me, My family, My church, and My community. Invite each person to write what Jesus might do and say to show His love for someone in each of the heart categories.

Have each person hold their heart papers. Pray that they will discover fresh ways to share Jesus’ love with those around them this week. Give each person a heart-shaped object or candy to remind them to share God’s love with others.

Karen Holford, Hemel Hempstead, Hertsfordshire, England
<table>
<thead>
<tr>
<th>Melissa</th>
<th>Sarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>She lives with her four children and a female partner, after being violently abused for 10 years by her ex-husband.</td>
<td>At two, she was abandoned by her mother, who had problems with alcohol. Plus, she has spent the past 12 years in eight different foster homes.</td>
</tr>
<tr>
<td>David</td>
<td>Molly</td>
</tr>
<tr>
<td>He fell asleep at the wheel of his car and was involved in an accident which has left his wife permanently disabled.</td>
<td>Her husband had an affair on a business trip, and she is now HIV positive. She is the head deaconess in her church and has three children and seven grandchildren.</td>
</tr>
<tr>
<td>Charles</td>
<td>Harry</td>
</tr>
<tr>
<td>This pastor of a large inner-city congregation often works 12-hour days. He has a wife and two-year-old twins. He wonders how much longer he can cope.</td>
<td>This father of a young family and a pregnant wife has just lost his job for the third time in two years.</td>
</tr>
<tr>
<td>Caroline</td>
<td>Bill</td>
</tr>
<tr>
<td>Although she is only 12 years old, she is the main caregiver of her three younger siblings and her mother, who has multiple sclerosis.</td>
<td>This wealthy businessman experiences severe bouts of depression. He wonders if there is more to life than money and success.</td>
</tr>
<tr>
<td>Fred</td>
<td>Anyita</td>
</tr>
<tr>
<td>This man as just left prison where he became a Christian. He wants to start a new life, but his family is afraid to trust him again.</td>
<td>A refugee from another country, she is experiencing racial harassment at work from her fellow employees.</td>
</tr>
</tbody>
</table>
The Death of Jesus on the Cross

Surveying the Source
Matt. 27:45–56; Luke 2:25–35; 1 Cor. 15:3; 2 Cor. 5:18–21; Gal. 6:14; Heb. 2:17.

Plotting the Course
The students will:
► Know why Jesus had to die.
► Understand the meaning of Jesus’ death on the cross.
► Understand grace and righteousness through Jesus’ death on the cross.

Preparing to Lead
Death. There are two types. The physical death we all will die if time lasts long enough and the eternal death those who are not saved will experience. God never intended for us to die either one of these deaths. And there is no reason why any one should have to experience eternal death. That’s why Jesus died on the cross. No one has to be “separated from God” or “apart from God” or die eternally, because Jesus already experienced that second death for us.

Getting Started
A. Assign your students (individually or in groups) one of the Gospel accounts of Jesus’ death: Matt. 27:45–56; Mark 15:33–41; Luke 23:44–49; John 19:28–37. Say: “Understanding the events of Jesus’ death is important to understanding the meaning of His death. After you have all read the verses assigned to you, we will use all four Gospels accounts to create a timeline of His death.”

B. Pass out copies of the short story “The Appointment in Samarra” (see p. 40). Say: “Different cultures have different views of death. Some Christians believe that when a person dies they go straight to heaven or hell. Buddhists and Hindus believe that a person is reincarnated into an animal or a human being depending on how many good deeds one has done. Despite cultural differences, most people are still afraid of death. After reading the story, we will discuss the main character’s reaction to meeting Death and the result of the meeting.” Use the following questions to guide the discussion: ● Describe the character of Death—what characteristics does Death have? ● What does this story say about death? ● How would a Christian react to this story? ● How does this story differ from Jesus’ story in the Garden of Gethsemane?

Delving Into the Word
A. “God is love” is a simplistic way of describing what Jesus did on the cross. Yet, Jesus’ death on the cross is the epitome of a love story. At the same time, God’s grace plays an important role in Jesus’ death on the cross. Assign the following texts to individual class members or groups depending on your class size:

Have students discuss first what the text means in regard to Jesus’ death, and then report back to the group. On the board, keep track of what each group or student has reported. From what has been written on the board, have the class as a whole come up with a phrase that depicts what Christ’s death on the cross means—more so than the phrase “God is love.”

B. Say: “From the moment Adam and Eve sinned, the plan was in motion for Jesus to die on the cross. This was no Plan B since Plan A didn’t work. God had developed this plan even before He created the world (1 Pet. 1:19, 20; Rev. 13:8). He knew what would happen. Throughout the Bible, there are references to Jesus’ death on the cross.” Have the class look up the following texts, and answer the corresponding questions based on the information given in the texts: ●Matthew 1:20, 21/What does it really mean that “He will save His people from their sins?” ●Isaiah 53:5/What are some of the ways in which Jesus suffered? ●Luke 18:31–34/Why was the meaning of Jesus’ prediction hidden from the disciples? ●Matthew 16:21–23/Why would the disciples believe that Jesus would not be killed?

To close, ask: Why do you think Jesus had to die on the cross?

Discussing the Ideas

1. What do you think Paul meant when he wrote “he dies every day” (1 Cor. 15:31, NIV)?
2. How can one not be afraid of death?
3. What is God’s will concerning death?
4. How does the cross show grace and righteousness?
5. What does the cross symbolize for you?
6. How can you share the meaning of the cross with others?

Closing the Activity

Say: “The focus of the wedding of Cana has always been the turning of water into wine. For now, however, let’s focus on the words of the master of the banquet ‘You have saved the best for last’ (John 2:10; paraphrased). Likewise, Jesus saved the best for us. Dying the second death on the cross for us was the best He had to give us. That’s what makes it the greatest gift of all. He died so that we may have life forever. And the second best thing is that He is there to enjoy that life with us.”

Now give each student an index card and pen or pencil if they need one. Give them a few minutes to list on their card what the cross means to them. Close with prayer.

Marklynn Bazzy, Bangkok, Thailand
There was a merchant in Bagdad who sent his servant to market to buy provisions and in a little while the servant came back, white and trembling, and said, Master, just now when I was in the marketplace I was jostled by a woman in the crowd and when I turned, I saw it was Death that jostled me. She looked at me and made a threatening gesture; now, lend me your horse and I will ride away from this city and avoid my fate. I will go to Samarra and there Death will not find me. The merchant lent him his horse, and the servant mounted it, and he dug his spurs in his flanks and as fast as the horse could gallop he went. Then the merchant went down to the marketplace and he came to me and said, Why did you make a threatening gesture to my servant when you saw him this morning? That was not a threatening gesture, I said, it was only a start of surprise. I was astonished to see him in Bagdad, for I had an appointment with him tonight in Samarra.


**Describe the character of Death:**

- What characteristics does Death have?
- What does this story say about Death?
- How would a Christian react to this story?
- How does this story differ from Jesus’ story in the Garden of Gethsemane?
The Power of His Resurrection

Surveying the Source

Plotting the Course
The students will:
► Affirm biblical support for the resurrection of Jesus.
► Discover the spiritual benefits of the resurrection of Jesus.
► Learn to experience the power of the resurrection in their daily lives.

Preparing to Lead
Life, Death. These two words summarize the existence of every human. We are born to live, and after a number of years, we will die. No wonder people throughout history have been searching for knowledge about life after death. Does knowing or not knowing that there is life after death make a difference on how one lives in the present? Christianity claims that Jesus’ resurrection assures life after death (eternal life). Does that mean someone can only look forward to eternal life in the future? Or can knowing there is eternal life assure a life with significance, purpose, and meaning on this earth? If so, how and why? Share your conclusions with your class.

Getting Started
A. Read the following quote to your class: “Satan with his fierce temptations wrung the heart of Jesus. The Saviour could not see through the portals of the tomb. Hope did not present to Him His coming forth from the grave a conqueror, or tell Him of the Father’s acceptance of the sacrifice. He feared that sin was so offensive to God that their separation was to be eternal.”—*The Desire of Ages*, p. 753. Have your class discuss the implications of this quote as it relates to Jesus’ resurrection and the significance of His incredibly personal sacrifice.

Delving Into the Word
A. Divide your class into two groups. Give each group one of the following texts: Matthew 27:62–66; Luke 24:36–49. Then have each member of both groups read their text silently, after which someone in the group will read it aloud.

B. Give each member of the class a sheet of paper. Invite the students to imagine standing by Jesus’ tomb when the angel appeared Sunday morning. Ask them to finish the following sentences in about two or three minutes: ●“I see...” ●“I hear...” ●“I feel...” Then ask them to read to another person what they wrote. Next, invite everyone to share with the entire class what he or she “saw,” “heard,” and “felt.” On a flipchart or blackboard, list each response under the corresponding category.

Materials
flipchart or blackboard and appropriate markers; paper; pens or pencils; index cards; various colored crayons
Next, each group is to identify the people mentioned in their text and what each of those persons did. Tell the groups to be specific in what the people said and how they felt. Encourage the groups to immerse themselves in their text, and to capture what their text is really saying about Jesus’ resurrection, and how having or lacking the knowledge about the resurrection changed those people.

Ask each group to write a short paragraph about what they think is the main thought of the text. Also have them give a title to their paragraph. Encourage the groups to think about how a person who does not believe in God would understand their paragraph. Conclude by inviting each group to report their findings to the class as a whole.

**Discussing the Ideas**

1. The Pharisees called Jesus a “deceiver” (Matt. 27:62, 63). Where did they get that idea from?
2. The Jews believed in the resurrection of the dead (John 11:23–27). So why do you think the religious leaders had such a hard time with Jesus’ resurrection?
3. Pilate ordered that Jesus’ tomb be guarded, as the Pharisees requested (Matt. 27:62–64). Why do you think Pilate complied with their request?
4. What do you think was going on in the “troubled” and “doubtful” mind of the disciples, and why (Luke 24:36–39)?
5. How did Jesus help the disciples cope with His “ghost-like appearance”? What specific things did He do for them?
6. When you have been “troubled” and “doubtful,” how has God helped you cope?
7. How do you think humans will be changed from the perishable to the imperishable (1 Cor. 15:42)?
8. How do you feel about going from a mortal being to an immortal being?

**Closing the Activity**

Say: “The resurrection of Christ is not just a doctrine. It is a living reality that can transform our lives here and now.”

Then, invite the students to think about what they’ll say the first time they see a loved one at the resurrection. Invite them to think how they’ll feel when they see that person, and when they see Jesus. Ask them to share their answers with the class. Invite them to hold hands in a circle and commit to each other to be present at the final resurrection day.

*Sergio Torres, Miami, Florida, U.S.A.*
First Corinthians 15

1 Now, brothers, I want to remind you of the gospel I preached to you, which you received and on which you have taken your stand. 2 By this gospel you are saved, if you hold firmly to the word I preached to you. Otherwise, you have believed in vain.

3 For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, 4 that he was buried, that he was raised on the third day according to the Scriptures, 5 and that he appeared to Peter, and then to the Twelve. 6 After that, he appeared to more than five hundred of the brothers at the same time, most of whom are still living, though some have fallen asleep. 7 Then he appeared to James, then to all the apostles, 8 and last of all he appeared to me also, as to one abnormally born.

9 But Christ has indeed been raised from the dead, the firstfruits of those who have fallen asleep. 21 For since death came through a man, the resurrection of the dead comes also through a man. 22 For as in Adam all die, so in Christ all will be made alive. 23 But each in his own turn: Christ, the firstfruits; then, when he comes, those who belong to him. 24 Then the end will come, when he hands over the kingdom to God the Father after he has destroyed all dominion, authority and power. 25 For he must reign until he has put all his enemies under his feet. 26 The last enemy to be destroyed is death.

35 But someone may ask, “How are the dead raised? With what kind of body will they come?” 36 How foolish! What you sow does not come to life unless it dies. 37 When you sow, you do not plant the body that will be, but just a seed, perhaps of wheat or of something else. 38 But God gives it a body as he has determined, and to each kind of seed he gives its own body. 39 All flesh is not the same: Men have one kind of flesh, animals have another, birds another and fish another. 40 There are also heavenly bodies and there are earthly bodies; but the splendor of the heavenly bodies is one kind, and the splendor of the earthly bodies is another. 41 The sun has one kind of splendor, the moon another and the stars another; and star differs from star in splendor.

42 So will it be with the resurrection of the dead. The body that is sown is perishable, it is raised imperishable; it is sown in dishonor, it is raised in glory; it is sown in weakness, it is raised in power; it is sown a natural body, it is raised a spiritual body.

If there is a natural body, there is also a spiritual body. 45 So it is written: “The first man Adam became a living being”; the last Adam, a life-giving spirit. 46 The spiritual did not come first, but the natural, and after that the spiritual. 47 The first man was of the dust of the earth, the second man from heaven. 48 As was the earthly man, so are those who are of the earth; and as is the man from heaven, so also are those who are of heaven. 49 And just as we have borne the likeness of the earthly man, so shall we bear the likeness of the man from heaven.

50 I declare to you, brothers, that flesh and blood cannot inherit the kingdom of God, nor does the perishable inherit the imperishable. 51 Listen, I tell you a mystery: We will not all sleep, but we will all be changed— 52 in a flash, in the twinkling of an eye, at the last trumpet. For the trumpet will sound, the dead will be raised imperishable, and we will be changed. 53 For the perishable must clothe itself with the imperishable, and the mortal with immortality. 54 When the perishable has been clothed with the imperishable, and the mortal with immortality, then the saying that is written will come true: “Death has been swallowed up in victory.”

55 “Where, O death, is your victory? Where, O death, is your sting?” 56 The sting of death is sin, and the power of sin is the law. 57 But thanks be to God! He gives us the victory through our Lord Jesus Christ (NIV).
Lesson 12

The Efficacy of His High Priestly Ministry

Surveying the Source

Exod. 25:8; Matt. 27:50, 51; Acts 7:54–56; Heb. 6:19, 20; 7:23–28; 8:1, 2; 9.

Plotting the Course

The students will:

► Recognize the symbolism between the sacrifice in the earthly sanctuary and Christ’s sacrifice for our sins.
► Describe Christ’s role as our High Priest in the heavenly sanctuary.
► Compare the Old Testament covenant with the New Testament covenant.

Preparing to Lead

“What is efficacy? A quick review of [www.Dictionary.com](http://www.Dictionary.com) shows that “efficacy” is the “capacity for producing a desired result or effect; effectiveness.”

This lesson focuses on Christ as our High Priest. “Jesus stands in the sinner’s place, and takes the guilt of the transgressor upon Himself. . . . To him who accepts Christ as his righteousness, as his only hope, pardon is pronounced; . . . The justice, truth, and holiness of Christ, which are approved by the law of God, form a channel through which mercy may be communicated to the repenting, believing sinner.”—Sons and Daughters of God, p. 239.

Getting Started

A. (This activity ties in with Delving Into the Word, Part A.) Say: “Court TV, a cable television channel, offers 24/7 ‘entertainment’ with such programs as Most Shocking and Forensic Files. However, there is an ongoing court in heaven that offers no entertainment, sentences, and time served, but far greater results. The Judge may not appear to favor the accused: ‘My people are fools; they do not know me. They are senseless children; they have no understanding. They are skilled in doing evil; they know not how to do good’ (Jer. 4:22, NIV). Nevertheless, He who established the law provided a way for all sinners to be restored to Him.

B. (This activity goes with Delving Into the Word, Part B.) Have the students do and discuss the reproducible activity on page 42. Ask them to share family Christmas traditions. Are presents opened Christmas Eve or Christmas Day? Does someone read aloud the Christmas story from the Bible? What about birthdays? Is there a special meal? Is the birthday person treated as a special guest that day? How does your family celebrate anniversaries and other holidays?

Delving Into the Word

A. Briefly review the earthly sanctuary services as outlined in the lesson.

Read aloud the verses listed in the Logos section, and summarize each one.

Materials

erasable board and markers, or large paper; The Seventh-day Adventist Hymnal or other songbooks; paper; pencils or pens; fireproof container for burning and matches, or paper shredder
on an erasable board or paper: for example, ●Exod. 25:8—God dwells in His sanctuary; ●Matt. 27:50, 51—temple curtain torn; ●Heb. 6:19, 20—Jesus our High Priest in heaven; etc.

The foundations of Christianity—including Adventism—have been immortalized in great hymns. Learning and singing these hymns remind us of these truths. Using *The Seventh-day Adventist Hymnal,* sing hymns with words that refer to Christ’s role in heaven as our High Priest, such as the following from: No. 522, the end of verse 2 “My anchor holds within the veil” (Heb. 6:19); ●No. 178, all verses (Matt. 27:51). For more, check “Scriptural Allusions in Hymns,” *The Seventh-day Adventist Hymnal,* pp. 791–807.

**B.** The sanctuary service was laid out in great detail according to God’s instructions to Moses. Just as we use anniversaries and holidays to remember important events, God designed the special events of the sanctuary service to teach the children about salvation. “The mighty works of God in the deliverance of His people and the promises of the Redeemer to come were to be often recounted in the homes of Israel; and the use of figures and symbols caused the lessons given to be more firmly fixed in the memory.”—*Patriarchs and Prophets,* p. 592.

Review the sanctuary services outlined in the lesson, along with what they represent in the heavenly sanctuary: such as, ●the Lamb without blemish and Christ without spot or blemish; ●cloud of incense and prayers ascending to God and Christ’s intercession for us; ●the show-bread and their dependence upon God; etc.

Not only was the sanctuary service on earth a pattern of the heavenly sanctuary, “the people were taught each day the great truths relative to Christ’s death and ministration, and once each year their minds were carried forward to the closing events of the great controversy between Christ and Satan, the final purification of the universe from sin and sinners.”—*Patriarchs and Prophets,* p. 358.

**Discussing the Ideas**

1. How can understanding the sanctuary service change your values and behavior?
2. What if Jesus had never come to earth to give His life for our sins?
3. Why is it important to ask for forgiveness of all our sins?
4. Why was God so specific in giving Moses the plans for the sanctuary? Do your plans and goals for your life matter to Him?
5. How do you think the people of Israel felt when they had to sacrifice with their own hands one of the lambs they had raised?
6. How can you have assurance that your sins are forgiven?
7. What part of the sanctuary service is the most meaningful for you? Why?

**Closing the Activity**

*Say:* “The Day of Atonement was designed to impress the Israelites with the holiness of God and how much He hates sin. Everyone spent the day humbly before God in prayer. Though we do not observe the Day of Atonement, we still need to spend time solemnly and humbly before God. ‘While the sins of penitent believers are being removed from the sanctuary, there is to be a special work of purification, of putting away of sin, among God’s people upon earth.’”—*The Great Controversy,* p. 425.

Invite the students to write their sins on a piece of paper and symbolically “put them away” by burning them in a fireproof container or shredding them.

Twyla Geraci, Belgrade, Montana, U.S.A.
Write the first symbol you think of for each of the words below.

Peace (example) a white dove

Love

Christmas

Death

Birthday

Light

Happiness

Birth

Church

Sorrow
His Return as King and Friend

Surveying the Source

Plotting the Course
The students will:
► Be able to explain how they can believe in a soon-coming Savior and have assurance of salvation at the same time.
► Understand how to draw the line between excitement for Christ’s soon coming and setting a date for His coming.
► Be able to explain what “soon” means in the context of the Second Coming.

Preparing to Lead
It’s in our name—Seventh-day Adventist. The doctrine of the Second Coming is front and center for our church. We believe Jesus is coming back, and we believe His coming will be soon. But here’s the problem. We started saying this more than 150 years ago. How long can we maintain the idea of a soon coming with any credibility? Are we rationalizing the delay, or just ignoring it? In this lesson, I hope the teacher and class will bask in the assurance of salvation with the Second Coming in mind and struggle with the issue of the time delay.

Getting Started
A. (This activity corresponds with Part A of Delving Into the Word). After greeting the class, hand out the Pre-test/Post-test (see p. 43). Tell the class that you want them to write down brief answers to the three questions. Let them know they will retake the quiz at the end of class and that they will compare their second answers with their first answers. After you think the class has had sufficient time to answer the questions (about five minutes), take five more minutes to discuss their answers. Tell them that in this lesson, we will emphasize how assurance in Christ can take away the fear some people face when they think about the Second Coming.

B. (This activity corresponds with Part B of Delving Into the Word). After greeting the class, hand out the Pre-test/Post-test (see p. 43). Tell the class that you want them to write down brief answers to the three questions. Let them know they will retake the quiz at the end of class and that they compare their second answers with their first answers. After you feel the class has had sufficient time to answer the questions (about five minutes), take five more minutes to discuss the answers the class wrote down. Tell them that in this lesson, we will emphasize the problem of defining what “soon” means in reference to the Second Coming.
Delving Into the Word

A. Say: “Seventh-day Adventists don’t believe in the doctrine of once-saved-always-saved. Because we believe that we can lose our salvation, many of us harbor doubts about our salvation. These doubts affect how we feel about the Second Coming. Instead of being filled with joy over the Second Coming, too many of us face it with fear.” Ask the class if they can relate to this. Do they know people who struggle to have assurance of salvation?

Ask individuals to read the following Scriptures which teach salvation assurance: ●John 3:16; ●John 10:27–30; ●1 John 5:11, 12. Ask class members to share the courage they receive from these verses. Ask for other verses that have been meaningful to them in terms of assurance.

Explain that 1 Thessalonians 4:13–18 brings the Second Coming and salvation assurance together. Have a few students read these six verses aloud. Ask: ●What message is in verses 13 and 18? ●How do these two verses reduce the fear that can be associated with the Second Coming?

●When it comes to the Second Coming, what should our focus be?

B. Ask: “What truth is taught in Matthew 24:36?” Say: “Even with this clear Scripture, Adventism has had datesetters throughout its history. They are usually more sophisticated than just declaring His coming will be on such and such a day, date and year. Typically they will speak of a ‘season’ or before such and such a month and year. Is it possible that by speaking too much of the soon coming of Jesus we can become de facto datesetters?”

Ask: “In the context of the Second Coming, what does ‘soon’ or ‘imminent’ mean? ●Is it possible to take timing out of the equation and maintain expectancy?” Push the class to come up with some answers. The answer lies in a balanced approach. Discuss this thought: Maybe the “He is” coming back is more important than the “when” He is coming back.

Discussing the Ideas

1. What are some suggestions you can offer to reduce the anxiety some have about the Second Coming?

2. How many years can the church say Jesus is coming soon and still be taken seriously?

3. Explain how increasing your salvation assurance can increase your excitement for the Second Coming.

4. What are the dangers in deemphasizing how soon the Second Coming will be?

5. What things other than how soon Jesus will return can make you excited about His return?

6. How do you explain what John was thinking in Revelation 22:20?

Closing the Activity

Are you read for Jesus to come? Give the Pre-test/Post-test again, and have the students compare their second answers with their first answers. Give one last opportunity for class members to share their experiences. Ask: ●Why do you look forward to Jesus’ coming? ●How do you stay excited about His coming despite the delay?

Say: When it comes to the Second Coming and salvation assurance, the question should be, Where is our focus? If our focus is on ourselves, we will be insecure. If our focus is on Jesus, our joy will be full (John 15:11)!

Victor F. Brown, Kettering, Ohio, U.S.A.
1. It is near the end of June, the 4th of July (U.S.A. Independence Day) is coming soon. Is saying that Jesus is coming soon like saying that the 4th of July is coming soon?

   *First answer:*

   *Second answer:*

2. If Jesus is coming really soon (by Monday), am I happy or nervous?

   *First answer:*

   *Second answer:*

3. What scriptural reference to the Second Coming is the most comforting to you?

   *First answer:*

   *Second answer:*