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://www.cqbiblestudy.org/

Questions? Comments?
E-mail: chiomentil@gc.adventist.org
Atonement and the Cross of Christ

Surveying the Source
Ps. 139:1-4; Isa. 46:9-11; John 1:4; Rom. 5:8; 8:35-39; 1 John 5:11, 12.

Plotting the Course
The students will:
► Gain a better understanding of the terms Omniscient, Omnipotent, Omnificent, and Omnisamor.
► Understand the true meaning of the word love and aptly make the distinction between secular love and God’s eternal love.
► Understand that even as sinners God still demonstrates His perfect love for us through forgiveness.

Preparing to Lead
Flip through a couple of newspapers. Take a look at some of the headlines relating to crime. How many of these crimes do you think deserve the death penalty? Make a note of some crimes and fender would deserve. What does the Bible have to say about God wanting to forgive us? Read 1 John 1:9. Be prepared to share your findings and scriptural references on the subject of forgiveness.

Getting Started
A. Have the class call out as many sins as they can think of in a one to two minute time period. Write their responses on the flipchart or chalkboard. Then ask them to identify what they consider to be the most important component of forgiveness. Ask: ● “How does this component offer hope for us as sinners today?”
● “Does this component cover all the sins on the list or just some of the sins? Explain your answer.”
Say: “We often blame ourselves when we commit a sin, thinking that others will find it hard to forgive us. Many of us assume that we are unlovable and undeserving of second chances. So many times we sell ourselves short because we doubt God’s ability to transform us, to cleanse us from unrighteousness, and to grant us the opportunity to be worthy of His eternal love. Often we get caught in cycles of self-destructive behavior when we convince ourselves that we can’t rise above our sins. However, God offers us perfect forgiveness to overcome even the worst of sins. We need to accept God’s restoration plan.

B. Distribute index cards and pens or pencils. Ask the students to write on their cards a definition for the word love. Allow each student to share his or her definition. Record them on the flipchart or chalkboard. Ask: “Do these definitions seem representative of Christ? Why or why not?” Say: “In the song ‘Love Is’ we hear that ‘Love breaks your heart/Love takes no less than everything/Love makes it hard.’* How does this differ from the love that God offers us?”

Have someone read 1 Corinthians 13:4-8. Then discuss what true love really is.
**Delving Into the Word**

A. Share a dictionary definition of the term *forgiveness*. Ask: “Who does the Bible say we should fashion our pattern of forgiveness after?” Then have a volunteer read Colossians 3:13 for the class to discover the answer.

Have the following texts written on the flipchart or chalkboard: ●Matt. 6:14, 15; ●Matt.18:21−35; ●Mark 11:25; ●Luke 17:4; ●Eph.1:7; ●Heb.12:15; ●1 John 1:9.

Then divide the class into small groups of three or four. Have each group decide what each text has to teach us about forgiveness. Each group should appoint someone to record their thoughts. After about 10 minutes, have the group share their responses.

B. Have each student do the “Match That Text” activity sheet on page 31. After they have finished, have a brief discussion of why they matched certain texts to each word. Then discuss omniscient, omnificent, and omnipotent in relation to the Logos portion of the lesson in the quarterly.

Conclude by stressing that God knows our past, present, and future, and that He is able to forgive even our most painful memories. This is one of the first steps in embracing forgiveness.

**Discussing the Ideas**

Share with your class that these questions represent eight steps to forgiveness.

1. How can we learn to recognize that we are all sinners in need of forgiveness?
2. How can we make a conscious choice to forgive others, and to let go of anger, resentment, hurt, and bitterness so that God can in turn forgive us?
3. Explain how we can allow God to transform us, even when we think we don’t deserve forgiveness or when we have been wronged by someone who we don’t think deserves forgiveness.
4. What effect do hatred and resentment have on our ability to forgive and to be forgiven? How can we overcome these negative emotions?
5. What role does the Holy Spirit play in forgiveness?
6. What role does trusting God play in the area of forgiveness?
7. What role does trusting others play in forgiving them? Is there ever a situation when your forgiving someone might not necessarily mean that you should be reconciled to them? Explain.
8. If anyone is really struggling with either accepting God’s forgiveness or forgiving someone who has wronged them, how could you give them a friendly, helping hand?

**Closing the Activity**

As a group, repeat the Lord’s Prayer. You or a volunteer should then offer a word of prayer asking God to grant you the gift of forgiveness for the week ahead.

**Samantha Bullock, St. Vincent and the Grenadines, West Indies**

MATCH THAT TEXT

Draw a line from each sin on the left to the text you believe that matches that sin. Be prepared to tell the class why you matched each sin to a particular text.

Lying
Stealing
Murder
Lust
Rape
Sloth
Greed
Blasphemy
Assault
Gossiping
Cheating
Adultery
Fornication
Pride
Envy
Wrath
Kidnapping
Terrorism
Swearing

Psalm 33: 8, 9
Let all the earth fear the Lord: let all the inhabitants of the world stand in awe of him. For he spake, and it was done; he commanded, and it stood fast.

Genesis 1:1
In the beginning God created the heaven and the earth.

Hebrews 4:13
Neither is there any creature that is not manifest in his sight: but all things are naked and opened unto the eyes of him with whom we have to do.
Cosmic Crisis: The Disruption of God’s Established Order

Surveying the Source
Gen. 3:15; Deut. 7:5, 6; Rom. 8:1, 2; 1 John 1:7.

Plotting the Course
The students will:
► Explore and contrast the characteristics of Christ and Satan.
► Evaluate truth as it is found in Jesus and contrast that with the false promises found in Satan.
► Commit this week to specific ways of growing in a relationship with Christ and of developing His character traits.

Preparing to Lead
Since the Fall of Adam and Eve, there has been both overt and covert warfare between Christ and Satan. While Christ is pledged to truth and honesty in all His dealings with us, Satan is pledged to falsehood, trickery, and deception to draw us away from a saving relationship with Christ (John 8:32, 36, 44). Christ’s plan is to give us freedom. Satan’s plan is to plunge us into destructive bondage. We must make daily choices about whom to believe and follow, and about who will mold our lives and character. Will we choose deceit, distortion, deception, and disaster? Or will we select freedom in Christ?

Getting Started
A. Give the class members the characteristic cards (p. 32), and ask them to arrange the cards in two columns: One for Christ, one for Satan. The cards should also be arranged from the most important or strongest characteristic on down to the least for each column. After they have arranged the cards, have them write down the order in which they listed them for each column/person. Then have the class share their lists and make up a master list on the flipchart or chalkboard.
B. Bring out both the bowl of multi-colored buttons and the bowl of M&Ms®. Offer the candies and the buttons to the class to sample/taste. Have the class list the characteristics of each on the chalkboard or flipchart: one column for the M&Ms®, the other column for the buttons. Some characteristics will be the same (both are colorful; round; smooth) but only the M&Ms® are sweet and make you want more, etc. The buttons are cold, hard, tasteless, unsatisfying, etc. Ask: ●“Which list describes Jesus?” ●“Which describes Satan?” ●“What characteristics do you want in your life?”

Delving Into the Word
A. On a flipchart or chalkboard, make two columns, one labeled Christ, the other labeled Satan. Have members of the class read each of the texts in the Logos Lesson 2.
them to put a 0 where they want to be on that line/characteristic. Invite them to look at their lines and to silently pray for and plan to move from where they are to where they want to be on three of the issues. Ask them to invite Christ into their lives this week to help them make the shifts they have marked. Remind them that changes need to be (1) doable; (2) observable; and (3) measurable.

Look at the characteristics of both Christ and Satan from the lists developed earlier. Ask the students to take pencil and paper and pick five or six of the characteristics from each column and to draw a horizontal line above the characteristic they wrote down. Put the number 1 on the left (meaning “not at all”) and 10 on the right end of the line (meaning “very much”). Ask them to place an X where they currently are on that line. Then ask them to put a 0 where they want to be on that line/characteristic. Invite them to look at their lines and to silently pray for and plan to move from where they are to where they want to be on three of the issues. Ask them to invite Christ into their lives this week to help them make the shifts they have marked. Remind them that changes need to be (1) doable; (2) observable; and (3) measurable.

**Discussing the Ideas**

1. If Satan walked into your group today, what would you expect him to look like, and why? Discuss and defend your comments.
2. Relate an experience when you were deceived. How did you feel about it? How did that affect your relationship with the one who deceived you? How does that parallel our spiritual walk?
3. List and discuss the qualities of someone you would want as the ideal friend.
4. What positive characteristics and personality traits draw you into friendships and relationships with others? How many of those characteristics and personality traits do you have?
5. What three traits will you commit to work on in your life and relationships to be more Christlike this week? Write them down with a specific plan on how you will do that. Be prepared to share how it went with the class.
6. What, if any, is the relationship between belief (theology) and a personal relationship with Christ (the way I live and how I treat others)? How do the two link together, or do they?
7. How can we “tell the truth” without even saying anything? How can we lie without saying anything? What is the practical impact on witnessing for Christ to others and in our personal and spiritual life?

**Closing the Activity**

Look at the characteristics of both Christ and Satan from the lists developed earlier. Ask the students to take pencil and paper and pick five or six of the characteristics from each column and to draw a horizontal line above the characteristic they wrote down. Put the number 1 on the left (meaning “not at all”) and 10 on the right end of the line (meaning “very much”). Ask them to place an X where they currently are on that line. Then ask them to put a 0 where they want to be on that line/characteristic. Invite them to look at their lines and to silently pray for and plan to move from where they are to where they want to be on three of the issues. Ask them to invite Christ into their lives this week to help them make the shifts they have marked. Remind them that changes need to be (1) doable; (2) observable; and (3) measurable.

Dick Stenbakken, Loveland, Colorado, U.S.A.
**CHARACTERISTIC CARDS**

Cut out each characteristic card in the left column along the solid lines. Then put each characteristic either under Christ or Satan. Also arrange the cards in each column from the most important, or strongest, characteristic on down to the least.

<table>
<thead>
<tr>
<th>LOVING</th>
<th>CHRIST</th>
<th>SATAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to give love</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| DISHONEST       |        |       |
| To be willing to lie or cheat for an advantage |        |       |

| CARING          |        |       |
| To give to others and to meet needs |        |       |

| COLD            |        |       |
| To be unemotional and cunning |        |       |

| SELFLESS        |        |       |
| To put the needs of others before personal needs |        |       |

| SELFISH         |        |       |
| Looking only for personal advantage and needs |        |       |

| TRUTHFUL        |        |       |
| Choosing to tell the truth in any circumstance |        |       |

| SPITEFUL        |        |       |
| Bent on getting even and doing harm |        |       |

| CONSTANT        |        |       |
| To not change on a whim, but to remain the same |        |       |

| CHANGEABLE      |        |       |
| Unsteady and unpredictable |        |       |

| RESPECTFUL      |        |       |
| Showing courteous concern for others |        |       |

| ARROGANT        |        |       |
| Unwilling to give to or take directions from others |        |       |

| COURAGEOUS      |        |       |
| Willing to do what is right rather than what is expedient |        |       |

| COWARDLY        |        |       |
| Doing what is expedient or in one’s best interest at the moment |        |       |
The Fall Into Sin

Surveying the Source
Genesis 1–3; Rom. 3:9–18; 5:10–21; 6:16; 2 Pet. 2:19.

Plotting the Course
The students will:
► Consider the problem people in our world have with the idea of sin.
► Explore sin as relational rather than merely a behavioral problem.
► Focus on Jesus as our gracious, all-sufficient Savior.

Preparing to Lead
Without a concept of sin, who needs a Savior? Many modern people view sin as a carryover from an earlier, superstitious age. Postmoderns might affirm a certain notion of sin as long as it resonates with your inner being and helps you get through the day.

No wonder the task of sharing Christ is challenging. Not only must we convince people that an ancient Jewish tradesman and itinerant storyteller is the only hope for the world, but we must also persuade them that He matters to them—that the world really does need hope and that they personally need help.

Getting Started
A. Say: “Frederick Buechner declares that ‘the Gospel is bad news before it is good news. It is the news that man is a sinner, to use the old word, that he is evil in the imagination of his heart, that when he looks in the mirror all in a lather what he sees is at least eight parts chicken, phony, slob. That is the tragedy.’”

Buechner’s assessment is similar to the apostle Paul’s: “All have sinned and fall short of the glory of God” (Rom. 3:23, NIV). Ask: “How might you convince a sincere seeker for truth that Paul and Buechner are right?” On the board or flipchart, list the group’s top 10 evidences that sin is real and its consequences are serious.

B. Pass out the reproducible activity sheet, “Breaking the Rules or Breaking a Relationship?” (see page 33). Give class members five to 10 minutes to complete the sheet. Then have them share and discuss one another’s answers.

Delving Into the Word
A. Before class starts, write on the chalkboard or flipchart the names of each of the following Bible characters along with the references: (1) Adam and Eve—Gen. 3:1–24; (2) David and Bathsheba—2 Samuel 11; (3) Christ and Satan—Matt. 4:1–11; Father, Son, World—John 3:16, 17. Say: “Some think sin is doing certain things and not doing other things. This is sin with a little ‘s.’ Sin with a big ‘S’ refers to choices that negatively impact our relationship with God.”
As participants read and discuss each of the people and their stories, decide whether to put an “S” (capital) or “s” (lowercase) by their names. Then discuss how these stories make clear what sin really is.

B. Read Paul’s statements on sin in Romans 5:1, 2, 6–21 together. These texts are actually a story about every human being. Discuss the story together. Jot notes on the board as you answer the following questions: ●Who are the main characters in this story? ●What are the essential ingredients of a good relationship? ●What is the problem in this story? Why? ●What other terms, besides sin, might we use to describe the human condition? ●What hope is there of reconciling our relationship with God? By what means? ●Who is the hero in each story? Why? And how is this status achieved? ●Where do you see yourself in each story? ●What does it mean that Jesus is both Savior and Lord of our lives?

Discussing the Ideas
1. Why do you think it is so hard for people in our culture to grasp what sin is and why they need a Savior?
2. What part do you think Christians may have played, historically, in making sin a more difficult concept for people to comprehend? What is the best way to address the types of problems we ourselves may have created in this area?
3. What difference does it make to think of sin primarily in relational terms rather than solely in behavioral terms?
4. What does it mean to you that Jesus is your Savior?
5. What part do you think your behavior plays in your salvation? Is it the cause, the result, or some of both in your salvation?
6. In communicating the gospel to others, why is it important to be clear about these ideas?
7. In what ways is God’s solution to the sin problem surprising to you?
8. Why does God’s solution work? In what ways does it address both our relationship to God and our behavior?
9. In what way does the radical solution to sin underscore just how serious a problem sin is?
10. What is the most winsome way we can tell others about our Savior?
11. What do you think makes some Christians hesitant to share their faith about Jesus?
12. What role does the Holy Spirit play in helping us proclaim the gospel to the people around us? How can we avail ourselves of His power and influence?

Closing the Activity
Hand out sheets of paper to participants. Ask each person to draw four large, cartoon frames (rectangles) on their sheet. Then have them label the frames as follows: ●Why I need Jesus; ●What Jesus means to me right now; ●My future with Jesus as my Savior and Lord; ●How I can show or tell someone else about Jesus. Put pictures (stick figures are fine), symbols, and/or a few, well-chosen words in each frame that illustrate the theme for that frame and help to tell the story of your life. When completed, the frames on each participant’s paper will contain elements of that person’s story—her or his testimony. Have members divide again into groups of two or three and pray for each other as they seek to share with people around them the good news about the love and grace of God which is available to all people through Jesus Christ.

John C. Cress, College Place, Washington, U.S.A.

BREAKING THE RULES
OR
BREAKING A RELATIONSHIP?

_Jot notes from your small-group discussion below:_

A. Do you think sin is breaking the rules or breaking a relationship or both? Explain your answer.

B. What Scriptures inform your answers to A?

C. Which view makes the most sense to you—the relational view of sin (severing a relationship) or the behavioral view of sins (committing forbidden acts)? Why?

D. Which view might make the most sense to people who live in your community? Why do you think that might be the case?

E. How are the two views of sin (relational and behavioral) related, and why?
Lesson 4

Atonement and the Divine Initiative

Surveying the Source
Rom. 3:19–22; 5:6–8, 20, 21; Eph. 1:4, 5; Col. 1:25–27; 2 Tim. 1:8–11; Titus 1:1–4.

Plotting the Course
The students will:
► Demonstrate an understanding of what atonement means.
► Discuss God’s initiative in every stage of the atonement process.
► Decide for themselves to accept or reject Christ’s atonement for their sins.

Preparing to Lead
In the film “Atonement”\(^1\) Briony falsely accuses her sister's lover of a crime he did not commit and consequently changes the course of three lives forever. Seeking forgiveness for her childhood misdeed, Briony later writes: “No matter how hard I work, I can’t escape from what I did and what it meant.”\(^2\)

Likewise humanity cannot escape what they have done, except through the atonement initiated and affected by Jesus Christ.

We who were separated by fear are joined by love and redeemed by hope to the very One falsely accused and punished for our misdeeds.

Getting Started
A. Say: “The biblical concept of atonement has its basis in the Day of Atonement and is observed on the tenth day of the seventh month of the Hebrew calendar. The Hebrew word ‘Yom means day’\(^3\) and ‘Kippur means to pardon.’\(^4\) Yet the English concept of atonement means to make amends or to reconcile. How do these concepts differ, and what difference does it make who initiates the process?”

B. Ask the students to share their understanding of the word atonement and what it means. Then have them use a thesaurus to collect a list of related words and a dictionary to understand what each of these related words mean. (A Bible dictionary may help.) Discuss present day applications of these words and how they add understanding to the concept of atonement. The reproducible activity on page 34 will assist the class in this exercise. Make enough copies for each person in your class.

Delving Into the Word
A. Share the following illustration with the class: During lambing season in such countries as New Zealand, many newborn lambs die within hours of birth. Many mother sheep (ewes) also die giving birth. In order to save the orphaned lambs, the shepherds re-pair lambs that have lost their mothers with ewes who have lost their lambs. It’s not as easy as it sounds. Ordinarily, a mother sheep won’t

nurse a lamb unless it is her own. Therefore, the mother’s own lamb, which has died, is skinned; and the skin of the dead lamb is draped over a living lamb as it is placed by the adoptive mother’s side. The mother sheep then smells the skin and accepts the orphaned lamb as her own.”

Next, have the class examine the following texts and discuss what the texts mean to them in light of God initiating a process that re-pairs our relationship with Him: ●John 1:29; ●1 Pet. 1:18, 19; ●Rev. 13:8.

B. Divide the class into four subgroups with one to focus on each of the following passages by highlighting words and phrases that focus on the law, accountability, the process of atonement, justification, grace, and righteousness. Discuss how these concepts impact our lives today: ●Rom. 3:19–22; ●Rom. 5:6–8, 20, 21; ●Eph. 1:4, 5; ●Col. 1:25–27; ●2 Tim. 1:8–11; ●Titus 1:1–4.

Discussing the Ideas

1. In the film “Atonement,” Briony—the guilty one—initiates an uncertain atonement; but in the Christian faith Jesus—the innocent one—initiates an absolutely certain reconciliation. What difference does it make when the innocent one starts the process?

2. Describe a time when you wronged someone but later managed to repair that relationship. How did you atone for your misdeeds? What did the other party do to help reconcile you?

3. Think of a time when you were falsely accused. What did, or what will it take, for the accuser to atone for their misdeeds?

4. How was/is your experience different in the above two situations, and how can you demonstrate grace and forgiveness when someone tries to atone for their misdeeds?

5. List as many steps as possible in the atonement process that involved God taking the initiative. What wasn’t God involved in?

6. What difference does it make when Jesus initiates every step necessary to repair our relationship with Him?

Closing the Activity

Remind the class that we are separated from Christ by fear, but that His atonement joins us to Him by love. Have each student write a message thanking Jesus for initiating every step in this process that brings us home.

Darrin Parker, Burpengary, Queensland, Australia

4. Ibid.
In the space below give a working definition for *atonement*. What do you currently think the word atonement means?

Now use a thesaurus to collect a list of related words and a dictionary to understand what each of these related words mean.

How do these words and their meanings alter your understanding of Christ’s *atonement for our sins*?
Atonement Announced

Surveying the Source


Plotting the Course

The students will:

► Probe passages of Scripture on the atonement.
► Consider the transfer of sin necessary to the atonement.
► Respond in prayer to the thing that most impresses them about the atonement.

Preparing to Lead

Any dictionary will tell you the word atonement has to do with making amends for an injury or wrong. The Hebrew and Greek words used in the Bible for atonement are also translated “reconciliation,” indicating that the whole picture of spiritual atonement involves someone making amends for our sins in a way that restores our relationship with God. In fact, one of the Greek words translated “atonement” actually means “exchange,” filling out our picture of the atonement even more, as we realize this reconciliation is made possible because Jesus exchanged His life for ours.

Getting Started

A. Ask your class if they remember playing “so big” as a child. The parent asks, “How big are you?” and the child reaches his arms as high as he can and responds, “So big!” Then the parent asks, “How much do I love you?” and the child reaches his arms as wide as he can and says, “So much!” Remind them that when we asked Jesus how much He loved us, He stretched out His arms . . . and died. Explain that today’s class will take a look at Jesus’ death and the atonement.

B. Ask your class what punishment would sufficiently atone for the sins of the people who ran concentration camps during World War II or who currently strap bombs to their bodies and detonate those bombs in crowds of innocent people. Then pick out one person in the class and announce that the punishment the class chose will be administered to them. Ask if the class thinks that would be fair. Explain that when it comes to sin, God’s plan was to execute an innocent person, because He wanted more than atonement. He wanted to provide salvation and restoration. Then say that today’s class will take a look at God’s plan for atonement.

Delving Into the Word

A. For each of these points on the atonement, first read the question to your class. Then ask volunteers to read the verses in parentheses after the question. Discuss as a class how each verse answers the question. Point I—The Plan for
Atonement: What do these verses reveal about God’s forethought and love for sinners before they ever come to Him? ●Gen. 3:15; ●Rom. 5:8; ●Gal. 4:4, 5; ●Rev. 13:8.

Point 2—The Nature of Atonement: What do these passages reveal about the nature of God’s plan to atone for humanity’s sinfulness? ●Gen. 22:1–13; ●Isa. 53:5, 6, 10, 11; ●2 Cor. 5:18, 19, 21.

Point 3—Applying the Atonement: According to these verses, what does it take to receive atonement? ●Num. 21:4–9; ●John 3:14–17; ●Eph. 2:8, 9; ●1 Cor. 15:2; ●Col. 1:21–23.

B. Give each class member a copy of the reproducible activity “The Lamb Slain” (see page 35). Read Exodus 29:38–42 aloud. Ask: “What three sacrifices made up the combination offering that was offered daily (morning and evening)?” Answer: ●Burnt offering (whole burnt offering); ●Grain offering (meat offering, meal offering, oblation); ●Drink offering (libation).

Tell the class you’re going to fill out the activity sheet together to get a clearer picture of what the morning and evening sacrifices tell us about our Savior. For each offering, have someone read the passages that describe it, then ask the class to list as many characteristics of the offering as they can. Write their observations on a whiteboard. Ask for ideas as to how Jesus fulfilled each characteristic and have them write the answers in their charts. The verses listed will help clarify the ideas.

Discussing the Ideas

1. A pastor was asked if a person could lose their salvation. He answered, “I don’t think you can lose it, but I do think you can walk away from it.” Do you think his answer was biblical? Why, or why not?
2. What can an understanding of the atonement offered through Christ do for guilt feelings?
3. According to Ephesians 2:8, 9, is there anything you can do to add to Christ’s atonement to help secure it for yourself?
4. Why do you think some Christians struggle with insecurity about their salvation?
5. Is there any sin Jesus’ death cannot atone for? Explain.
6. How does understanding the Old Testament enrich our concept of Jesus as our Savior?

Closing the Activity

Ask the class what about this lesson impressed them the most concerning their Savior. Then give them some quiet time to respond in prayer.
### THE LAMB SLAIN

<table>
<thead>
<tr>
<th>The Offering</th>
<th>Jesus Christ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnt Offering (Lev. 1:1–9)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

| Grain Offering (Lev. 2:1–13)  |              |
| 1.                            | 1.           |
| 2.                            | 2.           |
| 3.                            | 3.           |
| 4.                            | 4.           |
| 5.                            | 5.           |
| 6.                            | 6.           |

<table>
<thead>
<tr>
<th>Drink Offering/Libation (Exod. 29:40; Gen. 35:14)</th>
<th></th>
</tr>
</thead>
</table>
Atonement in Symbols—Part One

Surveying the Source


Plotting the Course

The students will:

► Demonstrate an understanding of the scriptural context of sacrifice.

► Learn the differences between the sacrifices required in the Old Testament and in modern society.

Preventing to Lead

Sacrifice: “The surrender or destruction of something prized or desirable for the sake of something considered as having a higher or more pressing claim.”* This week it is vital to understand the deep biblical meaning and relevance of sacrifice, both to the Israelites of the Bible and
to the modern Christian. Finding the significance of the object that is being sacrificed and what the sacrifice means to the one on the receiving end of that gift is crucial. It also is important to understand what makes Christ worthy of our sacrifices in light of our unworthiness.

Getting Started

A. Give each person a piece of paper, and ask them to write a short story focusing on the lives and emotions of an imagined character who could have lived during the time of sacrificial offerings. Allow time for anyone to share their story if they wish, and discuss the realities of living and relating to God during that time.

B. Discuss the reality of Christian sacrifice in modern society. Pass out the reproducible activity sheet entitled “Life Chart” (see page 36). Ask each person to label the chart according to his/her life activities and priorities. Each person should customize the chart with as many wedges as needed. Which items take up the majority of their life chart? Which thoughts or actions take up the least room? If asked by God to surrender or “sacrifice” one area of this chart, ask which would be the most difficult to let go of and why.

Delving Into the Word

A. Ask each person to use their Bibles to find at least one story that expresses an example of sacrifice. Discuss the aspects of both giver and receiver in each of the Bible stories mentioned. Compare and contrast the type of sacrifice described in

each story to the type of sacrifice that the sanctuary model exemplifies.

B. Read the story of Cain and Abel (Gen. 4:3–16). Discuss what each character involved (Cain, Abel, and God) may have been thinking. Compare and con-

Materials

Bibles; pens or pencils; blank paper; felt tip pens of various colors; 3x5 cards

Lesson 6

November 8, 2008

Sacrifice: “The surrender or destruction of something prized or desirable for the sake of something considered as having a higher or more pressing claim.”* This week it is vital to understand the deep biblical meaning and relevance of sacrifice, both to the Israelites of the Bible and
to the modern Christian. Finding the significance of the object that is being sacrificed and what the sacrifice means to the one on the receiving end of that gift is crucial. It also is important to understand what makes Christ worthy of our sacrifices in light of our unworthiness.

Getting Started

A. Give each person a piece of paper, and ask them to write a short story focusing on the lives and emotions of an imagined character who could have lived during the time of sacrificial offerings. Allow time for anyone to share their story if they wish, and discuss the realities of living and relating to God during that time.

B. Discuss the reality of Christian sacrifice in modern society. Pass out the reproducible activity sheet entitled “Life Chart” (see page 36). Ask each person to label the chart according to his/her life activities and priorities. Each person should customize the chart with as many wedges as needed. Which items take up the majority of their life chart? Which thoughts or actions take up the least room? If asked by God to surrender or “sacrifice” one area of this chart, ask which would be the most difficult to let go of and why.

Delving Into the Word

A. Ask each person to use their Bibles to find at least one story that expresses an example of sacrifice. Discuss the aspects of both giver and receiver in each of the Bible stories mentioned. Compare and contrast the type of sacrifice described in

each story to the type of sacrifice that the sanctuary model exemplifies.

B. Read the story of Cain and Abel (Gen. 4:3–16). Discuss what each character involved (Cain, Abel, and God) may have been thinking. Compare and con-
trast each participant’s view of sacrifice and why that perspective led each of

**Discussing the Ideas**

1. How has the real meaning of sacrifice changed the way you understand God and how you relate to Him?
2. What items or ways of thinking can you identify that would be difficult or seemingly impossible to “sacrifice” or surrender to God?
3. Relate one story from your life in which you did sacrifice for someone else. What impact did this situation have on your life? On the other person’s life?
4. Do you think that the Old Testament sacrificial system successfully fulfilled its objective for the Israelites? Why, or why not?
5. Has the sacrificial system been successful in continuing to teach the vital lessons of our sin and Christ’s sacrifice through the years until today? Why, or why not?
6. There is deep meaning in the difference between the sacrifice presented by Cain and the one presented by Abel. Can you identify areas in your life in which the principle behind Cain’s sacrifice is also in play?

**Closing the Activity**

God gave the ultimate sacrifice for us when we were still sitting squarely in our sin and long before we asked for His help or His love. Facilitate a group discussion about how studying this lesson and understanding the meaning and the focus of the atonement has challenged each person to make a practical change to live out that reality more fully. Ask the class to each write down these ideas on a 3x5 card and put it in a prominent spot in their house as a daily challenge and encouragement.

**Melissa Blackmer, Burtonsville, Maryland, U.S.A.**

LIFE CHART

Label the chart below based on your activities and priorities. Customize the chart with as many wedges as you need. Which items (activities, thoughts) are taking up the majority of your life?
Atonement in Symbols—Part Two

Surveying the Source
Leviticus 16; Num. 18:1–8; Ps. 28:2; 132:7; 138:2.

Plotting the Course
The students will:
► Have a better understanding of what happens on the Day of Atonement.
► See where the grace of Jesus Christ is shown in the sanctuary service.
► Understand that Christ is our High Priest and Intercessor.

Preparing to Lead
It is clear that the main focus of atonement is God wishing to reconcile us back to Him. God never meant for us to be separated from Him by sin. Our free will and bad choices have gotten us where we are today. However, He has made a way for us to become one with Him again. This truth is an important part the Bible, and you will be stretched to get every facet of the discussion finished. It would be wise to take a look at the major points and major themes.

Getting Started
A. Hand the students paper and pen or pencil as they walk in. Have the following written either on the chalkboard or on their papers: “Please write down every sin you have committed in the last 24 hours.” This will probably make them uncomfortable. When class starts, be sure they have put something down, and ask them to turn in their papers. This will make them even more uncomfortable. Once they’ve turned their papers in, make sure you don’t look at them, ask if they would like it if every one of their sins could be forgiven, making the paper as white as when they first received it. Tell them that this is basically what atonement does.

B. As the students arrive, have a list of sins written on the chalkboard. Once they have settled down, ask them if they would like to come up and put a checkmark by the sins they have committed in the last 24 hours. This is quite a public situation that will most likely make them feel rather uncomfortable. Allow the silence to linger. Then take an eraser and clean the board. Tell them that this is what atonement is like in our lives.

Delving Into the Word
A. Read the following quote: “This concept and truth about the atonement is so all-embracing and transcendent that it is impossible to communicate it or properly to understand its meaning simply by a study of isolated words used. The biblical doctrine of the atonement, however, centers around the use of certain specific words. But the English, the Greek, and the Hebrew words do not actually correspond in meaning. They are not exactly equivalent.”

Materials
white paper; pens or pencils; chalkboard; chalk; eraser; whiteboard, or butcher paper; matches or lighter; fireproof container; fire extinguisher or bucket of water
Say: “The word used in Hebrew for atonement is kaphar. While the original meaning is tough to understand, it can be traced back to an Aramaic root meaning ‘to wash away,’ ‘to rub off,’ or ‘to eradicate.’ Expiation is another word for this. Four forms of the root word are used in the Old Testament: (1) ransom (Prov. 13:8, RSV); (2) cover over (Gen. 32:20); (3) Day of Atonement (Lev. 23:27); and (4) atonement money (Gen. 30:15, 16).”

Ask: “Which of these meanings do you think best describes what Jesus does on our behalf, and why?”

B. Say: “Did you know that the KJV translation of the Bible uses the word atonement only once? And that’s in Romans 5:11? (Have someone read the verse.) From then on, the concept is translated as reconciliation. This is perhaps a more correct meaning of the word. The emphasis is on the change in our relationship with God from enemies to heirs.”

Point out that Christ’s work of atonement is in three stages: “The first is the atonement at the cross when Christ brought redemption to sinful man. The second is the priestly ministry of Christ (comparable to the daily ministry of the Levitical priesthood). His intercession and representation before the Father on our behalf, and His guidance of the church to its ultimate triumph. The third is the atonement through judgment. Without all of these there can be no end to sin and no immortality for man. The final destruction of sin and death comes with the end of Satan himself. It may be that the failure to grasp the whole work of our Lord, both on the cross and from the heavenly sanctuary, leaves man with less than a complete knowledge of all the truth the Bible reveals as to the full meaning of the atonement.”

You might want to finish by reading the following quote: “The intercession of Christ in man’s behalf in the sanctuary above is as essential to the plan of salvation as was His death upon the cross. By His death He began that work which after His resurrection He ascended to complete in heaven.”

**Discussing the Ideas**

1. What does it mean to you to have Christ interceding on your behalf?
2. Why is it important that Christ continue the work of salvation?
3. If Christ is still working for us now, what happened at the cross?
4. Do you think it is important to have a period of introspection before you confess your sins to Christ? Why?
5. Do you think it is important to have a period of introspection before you confess your sins to Christ? Why?
6. What does it do in your heart to know that Christ took care of the sin problem by dying for your sins?
7. Knowing that God must react to sin, what does it mean to us to be reconciled to Him through the blood of Jesus Christ?

**Closing the Activity**

Pass out the reproducible activity on page 37. Give the students time to fill it out. Then, without showing anyone their papers, have each student put theirs in a fireproof container. Take the class outside, and ask them if they are ready to let go of their sins and be one with their Creator. Light a match to the papers, and let them burn away. Pray with your class, thanking God for being a Creator who is interested in our reconciliation with Him.

**Tim Gillespie, Loma Linda, California, U.S.A.**

SIN

Check the ones you struggle with.

Greed _____ Others:
Lust _____
Anger _____
Hatred _____
Gluttony _____
Selfishness _____
Pride _____

Lesson 7  Copyright 2008 General Conference of Seventh-day Adventists®
Lesson 8

Born of a Woman—Atonement and the Incarnation

Surveying the Source
Matt. 1:18–25; 3:13–17; 4:1–11; 9:35; Mark 1:12, 13; John 1:1, 2, 14; Rom. 8:1–3; Col. 2:9; Heb. 1:3; 1 John 3:5.

Plotting the Course
The students will:
► Understand the need for Christ’s human incarnation.
► Learn Jesus’ role in the atonement for our sins.
► Feel the assurance of eternal life through His sacrifice.

Preparing to Lead
John 1:14 says, “And the Word became flesh and dwelt among us, and we beheld His glory, the glory as of the only begotten of the Father, full of grace and truth” (NKJV). God came down from the perfection of heaven to dwell among us. God became one of us. God lived as us. God suffered as us. God died for us. And He didn’t just dip His toes in humanity just to see how it feels. He fully immersed Himself in the human experience.

From birth to baptism, from ministry to death, Jesus was just as much human as He was God. He endured a death meant for us. His blood was the atonement for our sins. This week’s lesson will focus on the importance of Jesus’ life as a human, His atoning sacrifice on the cross, and the assurance it brings.

Getting Started
A. The Free Grace Alliance and the Grace Evangelical Society believe that “the sole condition for receiving everlasting life is faith alone in the Lord Jesus Christ. . . . No act of obedience, preceding or following faith in the Lord Jesus Christ, such as commitment to obey, sorrow for sin, turning from one’s sin, baptism or submission to the Lordship of Christ may be added to or considered part of faith as a condition for receiving everlasting life.”* This view differs from that of the Adventist Church. Why would this belief be attractive to some people? How do you feel about this idea? Is there any scriptural basis for it?

B. Distribute the handout on page 38. Have the class search the Gospels and identify instances that illustrate Jesus’ humanity and those that illustrate His divinity. How can He be both fully human and fully divine? Discuss.

Delving Into the Word
A. Draw attention to the fact that the Gospels emphasize the human traits of Jesus—as son, friend, brother, community leader, etc. Ask the class to identify situations where Jesus expressed real human emotions and traits (for example, temptation [Matt. 4:1–11]; sadness [Matt. 26:38]; anger [Mark 11:15–17]; pain

Materials
pens or pencils; Bibles

Copyright 2008
General Conference of Seventh-day Adventists®
[Luke 22:44]; fear [John 12:27]; and love [John 15:12]). Next, ask the class why Jesus’ human side is so important to our faith.

Ask the class what they consider to be the consequences of sin. Have them read Genesis 3:14–19 and Romans 6:23. Say: “These verses call sin a curse, the wages of which are death. Paul puts it simply: You sin, you die. That is the law of God. There is no way for us to escape the penalty of sin on our own. It is only through Christ’s atonement that the law could be fulfilled.”

B. Have someone read Romans 8:1–3. Say: “This is the essence of atonement. Paul begins by saying, ‘There is therefore now no condemnation to them which are in Christ Jesus.’ This means that because we have accepted Jesus as our Savior, He will stand in our place. He will be judged in our place. Verses 2 and 3 tell us how a life in Christ sets us free from the law of sin and death.” Discuss this passage and what it means in your walk with God.

**Discussing the Ideas**

1. God is omnipotent. He can do all things. Why did He have to send Jesus to live and suffer as a human to atone for our sins? Couldn’t He have just granted us a pardon?

2. How should Christ’s life and sacrifice affect the choices you make every day?

3. Imagine if Jesus had come down and lived among us and had done everything the same except for His atoning sacrifice. Would it not have been enough for Him to experience our life, understand it, and live through its miseries? Isn’t it enough to have Jesus as the best example of living? Was the cross necessary? Explain.

4. God asks nothing from us in return for salvation except that we believe (John 3:16). How should this belief be reflected in our lives? Give Bible texts to support your answer.

5. Jesus is the Son of God and fully divine. However, at the same time He was Mary’s son and fully human. How can you relate to His experience on earth on a personal level? On some level, should you as a Christian be expected to be both divine and human? Explain.

6. Do you think Jesus’ temptations in the wilderness have a role in the atonement? Explain.

7. While Jesus spoke often about His death and resurrection, His disciples failed to fully comprehend Him. Why?

8. If there were just one question you could ask God about His plan of salvation, what would it be, and why?

**Closing the Activity**

Say: “Christ’s life is the perfect blueprint for our own lives. He gives us the ultimate example of a God-centered life. His ministry showed that God is more than just an idea. He cares about our lives, the everyday intricacies of our existence. He spent time with people, talked with them, ate with them, and taught them. James 1:23–25 urges us not to just be complacent hearers of the word, but doers. Don’t be satisfied with just an understanding of Jesus’ time on earth. Use Christ’s example every day as a prototype for your own life.”

---

**Fylvia Kline, Medford, Oregon, U.S.A.**

FULLY HUMAN/FULLY DIVINE

Search the Gospels to identify instances that illustrate both Jesus’ humanity and His divinity. Then list the verses under the correct column.
Lesson 9

Metaphors of Salvation

Surveying the Source
Rom. 2:1-29; 3:19-26; 2 Cor. 5:18-21; 1 John 4:7-11.

Plotting the Course
The students will:
- Be able to explain the meaning of the word *atonement*.
- Understand that the price of salvation has already been paid.
- Know they need to accept salvation to be saved in Jesus.

Preparing to Lead
Why study atonement? We know Jesus died for our sins so that we can be saved. “To the angels and the unfallen worlds the cry ‘It is finished’ had a deep significance. It was for them as well as for us that the great work of redemption had been accomplished. . . .

Getting Started
A. Ask: “Can you think of a time when a good friend was accused of doing something wrong? Did you believe the accusation? Or were you skeptical until there was undeniable proof of your friend’s guilt? What did it take to convince you that your friend was guilty?

And/or ask: “Have any of you been falsely accused? Would you be willing to share your experience with the class?”

Not everyone may be willing to share a personal experience. (As the teacher, be prepared to share a story of your own if no class member is comfortable sharing.)

B. Show the class a gift card, and share the following story or one of your own.

“One year I was given a gift card to ‘The Heavenly Ham.’ Being a vegetarian, I had no desire to use this card, nor did I think it would be all right to give it away. A couple of years later, I learned that the store also sold marvelous breads. Quickly I found the gift card and discovered the expiration date was long past.”

How is Christ’s atonement like a gift card? Does it have an expiration date? Explain your answers.

Delving Into the Word
Ask the class members how they define the word *atonement*. Write the definitions down for all to see. Definitions could include: the act of atoning; satisfaction given for wrongdoing or injury; agreement or reconciliation.

Share the following Bible texts together, and discuss how the definitions for *atonement* help us to understanding the texts’ meaning: ● 1 John 4:10—God’s

Materials
gift card; whiteboard, chalkboard, or large sheet of paper; pen or chalk; various versions of the Bible; pens or pencils

Copyright 2008
General Conference of Seventh-day Adventists®
Son as the atoning sacrifice for our sins; ●1 John 2:2—Understand that each individual only needs to accept salvation; the gift has already been purchased; ●Heb. 9:12, 14—Jesus entered the Most Holy Place once. Christ’s sacrifice was perfect. It was completely effective and did not need to be repeated.

In Greek, the phrase “sacrifice of atonement” means a sacrifice that satisfies the righteous wrath of God. Ask: How did these texts help us to understand the concept of atonement?

B. Read the following passages from several different versions of the Bible:
●Rom. 3:19–26; ●2 Cor. 5:18–21; ●1 John 4:7–11.

Discuss what these texts mean by role-playing a situation where one or two Sabbath School members volunteer to explain their understanding of the concept of atonement to another class member who is pretending to be a person who has never heard this message before. The following questions might help with your discussion: ●What do these verses have in common? ●What do you think is the message or meaning of these verses? ●How can a God of love allow the death of His beloved Son? ●Why should I care?

To wrap up your discussion, read the following quote: “But the work of human redemption is not all that is accomplished by the cross. The love of God is manifested to the universe. The prince of this world is cast out. The accusations which Satan has brought against God are refuted. The reproach which he has cast upon heaven is forever removed. Angels as well as men are drawn to the Redeemer.”

Discussing the Ideas

1. Even if I don’t feel saved, how can I know I am saved?
2. What does atonement mean in the biblical sense?
3. If God can let the devil kill Jesus, how can I trust God with my life?
4. How does the concept of Christ’s atonement influence the decisions we make on a daily basis?
5. What effect does our understanding of Christ’s atonement have on our understanding of eternal salvation?
6. How would you explain that it was God’s love that sent His Son Jesus to die?

Closing the Activity

Tell the class to study the flowchart on the reproducible sheet (see page 39). Tell them to fill in the empty boxes with possible choices they might make based on their understanding of Christ’s atonement.

Judy L. Shull, Grand Rapids, Michigan, U.S.A.

1. The Desire of Ages, p. 758.
2. Ibid., p. 626.
How does what I believe about atonement affect how I live my life?

Fill in the chart by giving some choices that would be determined by how you could answer the following question:

Do I accept that Jesus paid the full price of sin for me?

- NO
  - I help other people to prove I am good enough.

- YES
  - I help other people because I love them.
Atonement at the Cross

Surveying the Source

Plotting the Course
The students will:
► Contemplate the closing hours of Christ’s life.
► Explore the emotional impact of Christ’s atonement.
► Share lessons learned from their contemplation.

Preparing to Lead
“It would be well to spend a thoughtful hour each day reviewing the life of Christ from the manger to Calvary.”


Divide your class into three groups and assign each group to read the reaction of one of these three writers to Christ’s death. Ask each group to underline the sentence creating the strongest understanding of His suffering. Ask:

● “How does the culture, denomination, education, or life experience affect the writer’s reaction to the crucifixion story?”
● “How do these same things affect our reaction to His suffering?”

Also ask members to share when they felt close to Christ’s sufferings.

B. Ask the class to vote by raising their hands:

● “If you were offered a choice of bad news and good news, which would you want to hear first?”
● “How many would prefer to know the worst that’s coming in their lives?”
● “How many would want to know if they had a terminal illness?”
● “How many would prefer not to know?”

Continue by saying: “Jesus quoted Psalm 22:1 while on the cross.”

Then ask:

● “What must it have felt like for Jesus reading that prophecy?”
● “Is prophecy scary or comforting?”
● “How is prophecy similar to a doctor’s diagnosis?”
● “Is it scary or comforting to have a name for an illness?”

Getting Started
A. The Evidence section in the Bible study guide for this week’s lesson describes a trauma physician’s response to Christ’s sufferings. The Testimony lesson and the reproducible activity on page 40 quote from Ellen White and Julian of Norwich.

Delving Into the Word
A. Read the Ellen White quote from the reproducible activity (p. 40), and invite your class to contemplate the closing scenes of Christ’s life. Read the follow-
B. Centuries before Jesus was crucified, the psalmist encapsulated Christ’s suffering in Psalm 22. Jesus quotes this Psalm in Matthew 26:46. Read entire chapter aloud in class. Divide the class into seven teams, and have each team read one section of the Psalm: verses (a) 1–5; (b) 6–11; (c) 12–15; (d) 16–18; (e) 19–21; (f) 22–25; (g) 26–31. Then have each team come up with the following: (a) a title for their section, (b) a song that matches their section, and (c) a personal experience or modern example of when someone might experience the emotions described in their section. Conclude by having teams share their ideas with the class as a whole.

Class members can sit quietly during this time, or they can respond creatively. Some suggestions are: Writing a letter to Jesus; drawing an emoticon appropriate for each reading; or thinking of a song that, for them, best expresses this event.

After reading all three text groupings, encourage class members to share their responses with the whole class. Spend some time talking about the experience of contemplation. Some questions to discuss are: ●“How is contemplation valuable?” ●“Were you comfortable or uncomfortable with the silence?” ●“How many of you contemplate (as opposed to pray) on a regular basis?” ●“How does contemplation help you in your daily life?”

Discussing the Ideas

1. Did Jesus bring His friends with Him to Gethsemane, or did He withdraw from His friends? (Matt. 26:37, 38; Luke 22:39–46).
2. Can companionship help us in our own Gethsemanes? Or must we go through these experiences alone?
3. Is Psalm 22 a psalm of despair or faith? Explain your answer.
4. Do you think the centurion’s response was one of superstition or faith? What is the difference between them?
5. What do you think your response would have been if you had been standing next to the cross and had seen what the centurion saw?

Closing the Activity

Ask class members to close their eyes and to picture Jesus’ face during the last moments of His life. Then ask the following questions: ●“Is Jesus looking at you?” ●“What is the emotion on His face?” ●“Is Jesus in pain?” ●“Is He scared?” ●“Is He confident?” ●“Is He at peace?” ●“Is He in too much pain to love you?” ●“Is His love for you helping Him bear the pain?” Next, ask class members to give their physical pains (present and future) to Jesus.

Invite them to end the session with sentence prayers to Jesus.

Jennifer Morgan, Newfoundland, Canada

1. Testimonies for the Church, vol. 4, p. 374.
2. Ibid.
Underline the sentence that creates the strongest understanding of Christ’s suffering on the cross.

“It would be well to spend a thoughtful hour each day reviewing the life of Christ from the manger to Calvary. We should take it point by point and let the imagination vividly grasp each scene, especially the closing ones of His earthly life. By thus contemplating His teachings and sufferings, and the infinite sacrifice made by Him for the redemption of the race, we may strengthen our faith, quicken our love, and become more deeply imbued with the spirit which sustained our Saviour. If we would be saved at last we must all learn the lesson of penitence and faith at the foot of the cross. Christ suffered humiliation to save us from everlasting disgrace. He consented to have scorn, mockery, and abuse fall upon Him in order to shield us. It was our transgression that gathered the veil of darkness about His divine soul and extorted the cry from Him, as of one smitten and forsaken of God. He bore our sorrows; He was put to grief for our sins. He made Himself an offering for sin, that we might be justified before God through Him. Everything noble and generous in man will respond to the contemplation of Christ upon the cross.”—Ellen G. White, Testimonies for the Church, vol. 4, p. 374.

“As I understand it, it is God’s will for us to look at our Lord’s passion in three different ways. And the first is to see with contrition and compassion the severe pain he experienced. That was shown me by our Lord at this time, and by his grace I was enabled so to see it.

“I looked with all my might for the moment of his dying, and thought I would have seen his body completely dead. But I did not see him thus. And just as I was thinking that his life was about to finish and that I might be shown his end, suddenly while I gazed on the cross, his expression changed to cheerful joy! The change in his blessed countenance changed mine too, and I was as glad and happy as could be. Then our Lord put this thought in my mind, ‘What point is there in your pain and grief, now?’ And I was happy indeed. I understood him to mean that we, through our own pains and passion, are now dying with him on his cross, and that as we deliberately abide on that same cross, helped by his grace, to the very end, suddenly his expression shall change, and we shall be with him in heaven. Between the one thing and the other no time shall intervene: all shall be brought to joy. This is what he meant by this revelation, ‘What point is there in your pain and grief now?’ We shall be blessed indeed!”—Julian of Norwich, Revelations of Divine Love, p. 95.
Benefits of Christ’s Atoning Sacrifice

Surveying the Source
Rom. 8:34–39; 1 Cor. 15:16–18; Eph. 1:3; Col. 1:16, 17; Heb. 7:25; 1 Pet. 3:21, 22; 1 John 1:9.

Plotting the Course
The students will:
► Recognize that the atonement is about choices.
► Consider how Christ’s atonement affects their lives.

Preventing to Lead
The Day of Atonement was a day like no other in the lives of the Israelites. Their houses had been cleansed, their clothes laundered, their bodies washed, and their hearts inspected. Everything was to be clean before God. There was to be no sin nor uncleanness in the camp.

Getting Started
A. Say: “The Israelites had two choices in the days leading up to the Day of Atonement. They could choose to cleanse their houses, clothes, bodies, and hearts, or they could choose not to and take the results. By making the second choice, they were acknowledging the future sacrifice of Christ and accepting His atonement for them. As the lamb and scapegoat each received their reward, the result of sin and God’s forgiveness were imprinted on each mind.”

Delving Into the Word
A. Have class members take turns reading Leviticus 16:1–28 aloud. On the whiteboard, outline the activities of the Day of Atonement. Discuss the class’s reaction to each activity. Ask what each action represented.

B. As a class, imagine that today was a Day of Atonement for your house. Discuss what it would be like to remove all sin from your home today. What items would you have to get rid of? How would you get rid of them?

Copyright 2008
General Conference of Seventh-day Adventists®
sonally: “And even on the Day of Atonement, when the veil was drawn aside and the blood sprinkled in the holiest, the blood did not reach the law. The mercy seat covered the law, and there the blood rested. The mercy seat was a type of Christ. According to Romans 3:25 God set forth Christ ‘to be a propitiation,’ literally, a ‘mercy seat.’ Christ is our ‘mercy seat.’ By His death on the cross and His ministry in the courts above, Christ saves us by taking our place on the cross and pleading our case over the broken law. He stands between us and the law and saves us from its penalty, not by ignoring or abolishing it, but by paying its just demands, and thus acknowledging its authority and honoring it.”

In your own words, explain what the above quotation means.

B. Read Leviticus 16:5–28. Ask:
● “Why were there two goats?”
● “Explain what each represented.”
● “What did Aaron put on the head of the live goat?”

Read the following quote: “The scapegoat, bearing the sins of Israel, was sent away ‘unto a land not inhabited,’ [Leviticus 16:22]; so Satan, bearing the guilt of all the sins which he has caused God’s people to commit, will be for a thousand years confined to the earth, which will then be desolate, without inhabitant, and he will at last suffer the full penalty of sin in the fires that shall destroy all the wicked. Thus the great plan of redemption will reach its accomplishment in the final eradication of sin and the deliverance of all who have been willing to renounce evil.”

Divide the class into two groups. Using two large pieces of paper, make two flowcharts: one portraying the movement through the service and symbolism of the goat, the other group doing the same for the scapegoat. Explore comparisons to Jesus and His sacrifice and Satan and his punishment.

### Discussing the Ideas

1. Why were there different kinds of animals for Aaron’s sins and the Israelites’ sins?
2. Leviticus 16:8 says that Aaron cast lots. How did the Israelites cast lots?
3. Read Hebrews 9:1–15. What did the blood represent? What was the blood supposed to do for our conscience?
4. Describe the choices the Israelites had to make concerning the Day of Atonement? What were the results?
5. When Christ’s atonement for us becomes a meaningful part of our lives, what changes will be seen?

### Closing the Activity

To summarize this week’s lesson, have the class work together on the reproducible activity (see page 41).

Close by saying: “The activities of the sanctuary service were designed to point to Christ and the atonement He made for humankind. Each individual could see how their choices led to the sacrifice of the goat and the banishment of the scapegoat. By accepting Christ’s atonement in our lives, we are choosing which side we are on each day.”

End with prayer.

---

**Karen Pires, Ooltewah, Tennessee, U.S.A.**

Identify a Bible text to support whom and what is being talked about. One is already done as an example.

<table>
<thead>
<tr>
<th>Text</th>
<th>Event</th>
<th>Goat</th>
<th>Scapegoat</th>
<th>Jesus</th>
<th>Satan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sin offering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Lord’s lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented live before the Lord</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood of this goat was sprinkled on the mercy seat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sins laid on head of this goat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Led away into the wilderness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 John 1:9 Forgives our sins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Shall bear upon him all their iniquities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had lots cast for them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify a Bible text to support whom and what is being talked about. One is already done as an example.

<table>
<thead>
<tr>
<th>Text</th>
<th>Event</th>
<th>Goat</th>
<th>Scapegoat</th>
<th>Jesus</th>
<th>Satan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sin offering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Lord’s lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented live before the Lord</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood of this goat was sprinkled on the mercy seat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sins laid on head of this goat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Led away into the wilderness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercession</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 John 1:9 Forgives our sins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Shall bear upon him all their iniquities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had lots cast for them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 12

United to Christ

Surveying the Source
Rom. 5:19; 6:3–6; 8:9; 2 Cor. 5:17; Gal. 4:4–7; 6:1; Eph. 4:17–24; Col. 3:5–11.

Plotting the Course
The students will:
► Gain a deeper appreciation for the depth of God’s mercy and love.
► Feel compelled to make a decision regarding their relationship to Jesus.
► Reflect on the implications of a commitment to Christ for life’s decisions.

Preparing to Lead
Sin separates us from God. Without a remedy for the problem of sin, the chance to unite with God would not exist. By planting seeds of distrust, Satan tricked Adam and Eve into disobeying God. The natural consequence of that act is death. Any plan to reunite us with God must involve a resolution of the basic issues that go all the way back to Eden. How will forgiveness be provided? How will the human race overcome the propensity to trust self and instead learn to trust God completely? How can humanity be reprogrammed for a life of obedience? What takes us beyond good intentions to a transformed life?

Getting Started
A. Make two stacks of seven 3x5 cards with the following words written on them, one word per card: Stack A: angels; height; the future; demons; death; depth; life. Stack B: witchcraft; rage; orgies; hatred; envy; drunkenness; idolatry.

Divide into groups (for example, gents versus ladies, odd birth months versus even birth months). Each group chooses a member to give clues. No part of the word may be used as a clue (for example, idol for idolatry). Other members try to correctly guess the words within 60 seconds. At the end, each group must also guess a category. For Stack A (Rom. 8:38, 39) the category might be: “Things that cannot separate us from God’s love.” For Stack B (Gal. 5:19–21) the category could be: “Things that separate us from God” or “Sinful acts.”
B. Ask the class to select four players (two competing teams of two). Prepare two sets of six 5x8 cards with the following categories: Set A: things that bind you; things that blind you; things that separate; things that heal; things that unite; people who forgave. Set B: animals that obey; people you trust; people who followed Jesus; Satan’s lies; things/people you love; things in the future. Team members should face one another. A person holding the cards stands behind the person trying to guess the category and reveals them one at a time to the clue giver and the audience. The guesser can “skip” to another category at any time. (The categories are: “Things that separate us from God’s love” and “Things that cannot separate us from God’s love.”) See which team does best within the two-minute limit.
Delving Into the Word

A. Distribute hymnals to the class members, one for every two to four persons who will work as a team. Ask them to study the lyrics of the Christmas hymns, looking for the basis on which God offers to unite us with Himself. Ask them to suggest what passages of Scripture form the basis for these hymns. (Often scriptural allusions found in the hymn are listed at the top of the hymn page.) Have each team report back to the larger group on their findings, and ask them to share how these concepts apply to their own lives. Since all the groups are studying the same material, the group leader should rotate the opportunity for sharing, otherwise the first group to report may not leave much for subsequent groups to say.

Next, make a chart on a large writing surface visible to all. The chart has three headings: God’s Initiative; Positive Human Response; Outcomes of Positive Responses. As the teams respond to the larger group, keep track of where team responses fit under these headings.

B. While Option A focuses on the scriptural foundation for uniting with Christ, this option looks more deeply at the practical obstacles to maintaining that unity with Him. What things in life do we truly worship? What things do we allow into our lives that distract us from true spiritual living? What steps can we take to ensure that our priorities are in order? How does Satan keep us from complete devotion to Jesus? Busyness? Materialism? Intellectualism? Entertainment? Cyberspace?

Have the class read and analyze the “children’s” parable from the reproducible activity page for this lesson (p. 42). Then discuss how Billy’s experience illustrates the distractions we face. Compare/contrast these attractions with real adult world diversions. Have class members read the following texts to decide what practical help the Bible offers to keep us on the spiritual track: ●Ps. 119:10, 11, 71, 72, 97−104; ●John 5:39, 40; ●Rom. 8:1−17; ●Gal. 5:16−26; ●Gal. 6:1, 2; ●Eph. 2:4−10; ●Eph. 6:10−18; ●Phil. 4:8, 9; ●1 Thess. 5:16−22; ●Heb. 10:24, 25; ●Heb. 12:1−10; ●2 Pet. 1:3−11.

Discussing the Ideas

1. In what ways has God demonstrated His love and mercy for you?
2. How has communication with God in prayer prevented spiritual erosion in your life?
3. What role does/should the Bible play in developing your priorities?
4. What changes can you make in you life so God can effectively coach you?
5. What do your schedule and routine activities say about what comes first in your life?
6. What are the first signs or symptoms in your life that warn you when you are separating from God?

Closing the Activity

Pass out stationery with envelopes, and ask everyone to think of one person whose example of being united with Christ has encouraged them. Invite class members to write a note of appreciation to that person. If you have access to the song, What Can Separate You? made popular by Babbie Mason, play it at the conclusion of class or during the time when the notes are being written. Finally, break into groups of two or three and pray for one another, claiming the promise of Philippians 1:6 on behalf of your prayer partners.

Daniel Solis, College Place, Washington, U.S.A.
Coach Jay

Billy lived next door to one of the best loved people in the entire city—Coach Jay. Coach Jay was the head coach at the university which had more national championships than any other school in the nation. Many people wanted Coach Jay to talk to their group or attend their function. Yet despite his busy schedule, he always seemed to have time for his neighbors.

Coach was pleased to learn that Billy was interested in basketball, so he offered to spend some afternoons on his driveway teaching Billy how to play. Billy’s mom thought this was a wonderful idea. She told Billy what a great opportunity it would be to learn the game from the most successful coach in history.

At first Billy was quite excited. He liked to watch basketball, and he often imagined himself making the winning shot in a national championship game. One Monday Coach Jay offered to meet with Billy that afternoon. Billy was so excited. He promised to meet “Coach” at three. However, when three rolled around, Billy and his friends were playing computer games, and he completely forgot Coach Jay.

Coach called that night to ask if Billy had gotten sick or perhaps had hurt himself. Oh! Billy apologized. He had been so wrapped up in his game that he had completely forgotten. So Coach invited him to come over the next day to begin practice. Billy gratefully accepted the invitation. But the next day at practice time, Billy was at a friend’s house. Once again, he had completely forgotten about his appointment.

That evening Coach called to tell Billy how much he had missed seeing him. Oh! Billy was so sorry that he had forgotten. He promised never to do it again. So Coach Jay invited Billy to meet him the next day. However, Billy’s aunt offered him $30 to mow her lawn that same afternoon. With that kind of money Billy could buy the latest computer basketball game. Needless to say, Billy was so busy making money that once again he forgot all about Coach.

That night Coach Jay called him again, and Billy explained that he was busy making money so that he could buy the basketball game. He thought that might impress him. Coach said that he was happy that Billy was interested in basketball but that he wanted to coach him. So he invited Billy to meet him the next day. Billy assured him that he would be there. But once again, Billy forgot! Apparently he was having too much fun watching TV.

That night Coach Jay called Billy and suggested that Billy might look at a coaching DVD since Billy was apparently too busy for their afternoon appointments. Billy agreed to watch it, so Coach dropped it off at Billy’s doorstep the next morning. Billy watched a bit of it, but found it boring compared to the exciting DVDs he owned—ones with chase scenes and explosions. He thought, Coach’s DVD is just about drills and rules and things I have to learn and do. If that’s what being a basketball player is all about, I don’t think I want to be one.

That night Coach Jay called again. Billy knew it was him because his family had caller I.D. He decided not to answer, because he was tired of Coach bugging him. Are you surprised that Billy never made the winning shot in the national championship?

Did this story begin to sound redundant as it moved along? Then think about how God must feel when we continually offer similar excuses for why we can’t spend time with Him!
Atonement and Universal Harmony

Surveying the Source


Plotting the Course

The students will:

► Understand that God’s judgment is less a pronouncing of sentence than it is a bringing of everything out into the open.
► Discover and reflect God’s absolute fairness.
► Eagerly anticipate God’s closeness for eternity.

Preparing to Lead

I’ve known a couple of men who got caught up in the legal system while battling for joint child custody and related issues. Both of these men told me afterward how helpless they felt under the wheels of justice. Thinking about what they had told me, I remembered Jesus’ words: “Agree with your adversary quickly, while you are on the way with him, lest your adversary deliver you to the judge, the judge hand you over to the officer, and you be thrown into prison” (Matt. 5:25, NKJV).

Providentially, God’s system of justice “has a heart”—His own. This week we’ll watch that great heart in action.

Getting Started

A. Ask:

● “Think back on your parents’ ‘justice system.’ Was it fair?”
● “Did this justice change a little—or a lot—as each new child came along?”
● “Did your parents have any sort of ‘investigative judgment’? If so, what methods did they have of discovering the truth?”
● “Once they found out who the guilty party was, how did they punish that person?”
● “Did the punishment differ from child to child?”

Allow time for discussion.

B. Place three chairs in a line across the front of the classroom—far left (from the class members’ viewpoint), center, and far right. The chair on the left represents fear of God’s judgment, the center chair stands for peace about His judgment, and the chair on the right stands for joy about His judgment. Say: “Would anyone be willing to come up and walk us through your ‘judgment journey’? Stand by the chair that represents where you were as a child, then walk to where you were as a teen, and then to where you are now. At each stop, briefly tell us why you stopped there.”

Delving Into the Word

A. Say to the class: “Open your Bibles to Revelation 20, and also put a marker in 1 Corinthians 4. This class has now become a very successful ad agency. A well-known multimillionaire, who was raised a Christian and for years has been fearful of God’s judgment, has just been powerfully converted to Adventist Chris-
tianity. In Revelation 20 and 1 Corinthians 4:1–5, she has discovered some deep encouragement about the judgment, and she has hired your firm to design and write an appealing yet powerful one-page ad which she will place in all the major news magazines.

“The purpose of the ad will be—without watering down heaven’s vigilant resolve to provide a sin-free universe—to banish the fear of divine judgment and replace it with courage. Your job, as a group, is to discover this encouragement from these texts, and write (or develop ideas for) meaty, interest-grabbing copy which emphatically expresses this encouragement. Some of you may also want to discuss design and graphics as well.”

Discussing the Ideas

1. In Daniel 8:13, 14, Daniel hears a “holy one” speaking, but suddenly another “holy one” asks the speaker a question. Do you think this conversation between heavenly beings about this topic was staged for Daniel’s benefit, or could there be some other significance to it?

2. God and His Son are our ultimate judges, and Jesus makes it quite clear that we ourselves are not to “judge” (Matt. 7:1, 2), yet a few verses later He insists that we carefully evaluate false prophets (verses 15–20). How can we tell when we’re being a “judge” and when we’re being a “fruit inspector”?

3. Have someone read 1 Corinthians 4:5 aloud. Then ask: “From this verse, can you come up with a definition of God’s method of judging, and describe why it’s different from human methods?”

4. In the first few verses of Revelation 20, an angel from heaven binds the devil for a thousand years. For the past several thousand years the entire universe has seen the disgusting results of his plotting, why keep him alive?

5. Revelation 20:11–15 is one of the most sobering passages in the Bible. If a new Christian came to you frightened by that passage, what comfort could you share from those verses? How could the sacrifices and services of the Old Testament sanctuary help you to encourage this worried Christian?

Closing the Activity

Hand out the “My Most Dramatic Childhood ‘Jesus’ Return Dream’” activity sheet (see page 43). If there’s not time to complete it on paper, you may choose to use it as a discussion tool. Leave time to ask this question: “Do you think you’d have a different kind of ‘Jesus’ Return’ dream if you dreamed one tonight? If so, how would it be different?”

Maylan Schurch, Renton, Washington, U.S.A.

My Most Dramatic Childhood “Return of Jesus” Dream

Many children who have grown up in a Christian denomination that highlights Jesus’ return has had at least one Second Coming dream. If you have had such a dream, follow the directions in each box below. If you haven’t had such a dream, go through the exercise in a way that reflects your current thinking about His return.

Draw or describe what the sky looked like.

Draw or describe what the earth looked like.

Draw or describe what Jesus looked like.

Draw or describe what you think might have been the expression on your own face.