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.
Lesson 1

Love

Surveying the Source

Plotting the Course
The students will:
► Understand that love is more than a feeling. It’s a choice.
► Evaluate God’s definition of love versus the world’s definition.
► Choose, with God’s help, to grow agape love over and above selfish love.

Preparing to Lead
Love is an over-used word to express our feelings. In today’s world we use it more about things than people: “I love my Honda.” “I love the new colors for cell phones.” “I’m in love with . . . (at least this week).” In actuality, we are expressing our preference of the moment—not a lifelong relationship. Using the word love in these instances has a tendency to devalue it so that when we speak of God’s love, it’s difficult to really comprehend what it’s like.

Getting Started
A. Say: “Television commercials try to convince us to purchase their products by appealing to our emotions. When they use the word love it’s to describe everything—vitamins, cars, services, food, toys, and diet products.

“Turn to the person on your left. Share a television commercial you have seen that promises you will ‘love’ their product. Then discuss the following: [You may want to reproduce these to give each couple or put them on a whiteboard or chalkboard.] ● Why will you ‘love’ the product? ● What will it do for you? ● Also analyze how you feel when you listen to such a commercial. ● Is love a proper word the way they use it? Why or why not?”

B. (Pass out paper and pens or pencils.) Say: “Agape love is a choice and a decision. It’s not based on happiness, feelings, and emotions, but it does give an inner joy and peace. Compose a slogan for Christians that accurately describes agape love. Remember, you are trying to convince someone to accept and implement what you say. Why would they want to experience agape love rather than just emotional feelings?”

After 5 or 10 minutes, have class members share and discuss their slogans.

Delving Into the Word
A. Read the following to your class: “Painful encounters with the faith also have a strong influence on what a person thinks of Christianity . . . fifty million adult residents of this country (USA) . . . admit they have significant emotional or
For many people the love we show will be the only way they will ever know what Jesus is like. What picture are you presenting to your family? Your schoolmates? Your fellow workers? God's love is superior to ours, but He desires us to grow in His manner of loving.” Close by reading 1 John 4:7, 8.

Say: “Without love and attention, babies do not mature as naturally or at the same rate as babies who are cuddled, loved, and talked to. Jesus knows this, because He is the one who created us. That’s why He’s so anxious to have this type of relationship with us and for us to pass on that loving experience to others.

**Discussing the Ideas**

1. Explain the difference between love as a feeling and love as a choice.
2. How does the world define love?
3. What does “looking for love in all the wrong places” mean?
4. How can you love the unlovable?
5. What does “love is an action” mean?
6. What steps can you take this coming week to express love in a way you have not done before or to show love to someone you find difficult to love?

**Closing the Activity**

Say: “For many generations, children and young adults have been taught that the Ten Commandments are the law of love. Yet they do not see this love acted out in people’s lives. Rather, they are presented with a list of what they should not do. As a result, non-Christians, and even some church members, see Christians as hypocrites.”

Ask someone to read Matthew 22:37–40. Pass out paper and pens or pencils and say: “Use the sheet of paper in front of you to show or diagram how the Ten Commandments of the Old Testament and the two commandments Jesus gave in Matthew 22:37–40 are connected.”

Then ask: ●“What does love look like as described in the Ten Commandments and Matthew 22?” ●“Are they the same or different?” ●“What is the reasoning behind your answer?”

B. Read 1 Corinthians 13:13 from a translation other than the King James. Say: “If God esteems love even higher than faith, we need a thorough understanding of what love is. It takes a lifetime for our lives to become a full expression of love, and even then it’s a gift from God as our relationship with Him grows.” Have someone read 1 John 4:7 (NIV).

Give out the reproducible activity (p. 31). Instruct them to unscramble each word. After they have completed it, have each class members share a time when a person they knew lived an example of some of the words. If appropriate, have them share which aspect of love they find most difficult.

End by reading 1 Corinthians 13:4–8, again from a version other than the King James. Ask someone to pray for Jesus to give the help your students need to live out love in their lives.

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

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Faith

Surveying the Source

Plotting the Course
The students will:
► See how faith isn’t alive until it’s risked.
► Discover how to develop faith.
► Explore the difference between faith and presumption, and how we can have faith despite challenges and setbacks.

Preparing to Lead
Faith. Trust. They’re familiar words, but they lose their meaning with repetition. What does it mean to live a life of faith? Christians view life differently. They don’t fear fickle fate nor meander the morass of nihilism. They still struggle, still wrestle with issues beyond understanding, but God promises to see them through. As a glimpse into the unseen, faith isn’t always easy. If it were, it wouldn’t be faith. Faith opens our eyes to the spiritual issues around us and plugs us into the resources we need to triumph.

Getting Started
A. James explores faith in action, demonstrating that faith is mere intellectual knowledge if nothing is risked for it. Share from your own experiences and/or ask class members to tell of when they have had to exercise faith despite fear of unpredictable consequences.
Say: “James says that faith without works is like the body without breath [2:26]. He emphasizes that if our faith bears no fruit, it’s worthless to us and to others we might bless.” Then ask class members to share how God has blessed their faithful risk-taking.

B. Say: “Ephesians 6 paints a picture of Christians clad in the ‘armor of God.’ Truth, righteousness, readiness—with those attributes and more Christians stand prepared to oppose injustice, temptation, and deception, counting on God to bless their efforts even when hope seems slim.” Then ask class members to share the real-world situations they believe these spiritual attributes prepare them for. Discuss:
• “How does a strong spiritual stance bring clarity to a world of confusion?”
• “How can Christians develop ‘spiritual muscles’ when their flesh is weak?”

Delving Into the Word
A. Matthew 8 tells several stories in succession, each touching on matters of faith, doubt, presumption, and how exercising faith can turn comfortable lives upside down. A leper asks Jesus for healing. Jesus lauds the centurion for a faith unseen in those who’ve known God from birth. A teacher of the law claims exce-
tional faith, and Jesus gently rebukes him. The disciples fear for their lives when a storm threatens their boat, and Jesus laments their lack of confidence in Him. Demons demonstrate that knowing about God’s power is not enough, and townspeople beg Jesus to leave when they discover that following Him may not be good for business.

As you review the characters and situations in this chapter, have your class members explore which ones they most relate to. Ask:  ● “Have you moved from one to another?”  ● “Do different characters reflect different stages of their own spiritual journey?”  ● “Explore the motivations and perspectives of each character. For example, what made the centurion’s faith so exceptional?”  ● “How would you feel if Jesus’ actions on someone else’s behalf threatened your livelihood?”  ● “What do the leper’s few recorded words tell us about his character?”  ● “Would you have reacted any differently in the storm than the disciples?”

For an alternative activity, have class members do the activity on page 32.

B. Say: “Developing faith is the work of a lifetime, and yet Jesus commended and recommended the faith of children. Children must trust others for their every need, counting on their caregivers to protect and provide all that is essential. Their parents are the world to them. The religious elite of Jesus’ day felt they had salvation sewn up from their own self-help.” Have someone read Revelation 3:17. Say: “In Matthew 18:4, Jesus proclaimed, ‘Whoever becomes humble like this child is the greatest in the kingdom of heaven’ [NRSV].

“As we grow up, life’s cruelties and uncertainties chip away at our faith, and we often come to believe that in the end, we can only rely on ourselves. We think that humility is only asking to be trampled on. Yet faith requires humility, and the knowledge that there’s only so much we can do, yet we trust a God who can do anything.”

Divide the class into groups of three or four. Have each group look up the word faith in a concordance to see what the Bible has to say about developing faith. After about fifteen minutes, bring the groups back together to share with one another what they have learned.

Discussing the Ideas

1. What can we learn about faith from Jesus’ struggle to accept His mission as He prayed in Gethsemane?
2. What kinds of life experiences does God use to develop faith?
3. How can we tell the difference between a grounded faith and pie-in-the-sky presumption?
4. What can we learn about faith from children?
5. Why does God sometimes seem to make His will less clear as people get deeper into their Christian lives?
6. When has it been easiest for you to trust in God? When has it been hardest?
7. How has God surprised you in His response to your faith?

Closing the Activity

Have various class member read Hebrews 11:32–40. Afterward discuss how faith is not about securing a relaxed life on earth, but about looking forward to another world altogether. Ask how looking forward to that world is possible when this world seeks to overtake us. Discuss how faith in that other world is maintained. Close with a prayer that each member’s faith will be strengthened daily.

Tompaul Wheeler, Nashville, Tennessee, U.S.A.
The Gadarene Gazette has sent a reporter to interview eyewitnesses of one particularly strange day within its subscription area. The purported miracle-worker, Jesus of Nazareth, made an unexpected appearance in the region; but not everyone is celebrating the celebrity.

Imagine that you were part of two of the groups below. What would you say to the reporter about what happened to you as a result of meeting Jesus?

1. Healed demoniacs, now free to live a wholly new life:

2. Local pig farmers, who lost a lot of inventory when expelled demons took possession of their property:

3. Witnesses who saw Jesus’ arrival with His disciples and the subsequent exorcism and its aftermath:

4. Family and friends of the demoniacs:

5. Jesus’ disciples, still shaken up from a busy day and a life-threatening storm:
Hope

Surveying the Source
Rom. 15:13; 1 Thess. 1:8–10.

Plotting the Course
The students will:
• Consider what they hope for and what they stake their hopes on.
• Realize that the strength of their hope lies in what they hope for, and that their hope needs to be in Christ.

Preparing to Lead
“Hope . . . means . . . [a] continual looking forward to the eternal world . . . It does not mean that we are to leave the present world as it is. If you read history you will find that the Christians who did most for the present world were just those who thought most of the next. . . . It is since Christians have largely ceased to think of the other world that they have become so ineffective in this. Aim at Heaven and you will get earth ‘thrown in’: aim at earth and you will get neither.”*

Rom. 15:13; 1 Thess. 1:8−10.

Getting Started
A. Ask students to share their hopes regarding school, career, family, lifestyle, accomplishments, etc. List their hopes on a whiteboard or flipchart. As they volunteer their hopes, ask them to outline the steps they are taking to realize their hopes. Also ask them to tell how their hopes guide their lives. Then discuss the hope we have in Christ and what we expect from that hope, as well as how that expectation impacts their daily lives. Invite them to share from personal experience how their hope in Christ’s promise for eternal life keeps them grounded in their faith.

B. Early in the week, ask a few people from your Christian community to share with your Sabbath School class how hope in Christ and His soon return has helped in their daily Christian walk. Ask two or three people from different walks of life and who are at different stages of Christian maturity (someone new to the faith, a mature Christian, and one involved in community service or mission work) to share how hope in Christ impacts their personal lives and how they live out their lives before others because of that hope.

Delving Into the Word
A. Focus in on 1 Thessalonians. Tell the students that the main theme of this book is the second coming of Christ. Ask a student read aloud 1 Thessalonians

*Rom. 15:13; 1 Thess. 1:8-10.
1:8–10. Then divide the students into groups. Have one group read chapter 3; another, chapter 4; and another chapter 5. Ask each group to list the specific instructions/word Paul had for the Thessalonians in their passage. Also have them include what this implied about the issues the Thessalonians needed to deal with or have corrected. Bring the class together, and list their findings on the chalkboard or whiteboard.

Ask the students how the issues the Thessalonians dealt with have relevance to our own church and to our personal Christian walk.

Themes that should arrive from this exercise are: ● how we worship and wait upon the Lord—in our personal lives and in public; passion for God’s Word; communion with Him; lifestyle choices; passion for others, our community, and for spreading the gospel message (1 Thess. 3:11–13); ● how we approach practical living (1 Cor. 15:58; 1 Thess. 4:1–12; 5); ● how we face the death of family and friends (1 Thess. 4:16, 17); ● not falling for false doctrine concerning the Second Coming (1 Thess. 4:13–18).

Discussing the Ideas

1. What misconceptions did first-century Christians have about the second coming of Christ? How did their misunderstandings affect their spiritual and communal lives?
2. How did Paul and the early apostles address these misunderstandings?
3. How does hope in Christ and the promise of the resurrection and eternal life impact the life of a believer?

B. Ask the students to read 1 Corinthians 15 and 1 Thessalonians 5. Share historical background with the students. You can do this by reviewing commentaries ahead of time, or by bringing some to class and engaging the students in the historical search. Say or show that Paul wrote to the Thessalonians while he was church-planting in Corinth. A point of interest is that in both 1 Corinthians 15 and in Thessalonians 1 and 2, the theme is the resurrection and Second Coming. Point out that this is a theme in all preaching done by all the apostles, and that it was this hope that awakened the hearts of sinners and built the church, even during persecution. Ask students to take turns reading aloud verses from 1 Corinthians 15. Use the flipchart or whiteboard and have a group discussion outlining the themes of the chapter which outline the gospel message. Discuss how this message gives hope to the believer by including the discussion questions. Help the students understand that this hope is what sparked the Adventist movement, and it is what awakens each soul to new life and from spiritual apathy.

4. Considering Romans 8:24, could we have salvation without hope? What is the role of hope in the life of a believer? Where does this hope come from?
5. Why is a proper grasp of Scripture and doctrine important in holding on to hope in Christ? (See 1 Peter 3:15.)
6. How do we live if we hold to the hope of the resurrection and eternal life? How does hope guide our path?

Closing the Activity

Write the C. S. Lewis quote from “Preparing to Teach” on the flipchart or whiteboard. Read it aloud. Then say: “A balanced Christian is one who lives hoping for heaven, but who also remains engaged in this present world by living out their hope in the promises of Christ.” Ask them to reflect upon how they are living out their hope. Distribute the reproducible activity on page 33 for the students to use in their personal devotional time during the week. Close with prayer.

Jean Kellner, Columbia, Maryland, U.S.A.

*C. S. Lewis, Mere Christianity, p. 118.
Hope: The Stronghold of Our Soul

Look up the verses listed in the chart below. Complete the chart by listing the reason given for our Christian hope. Once you have finished, note the overwhelming theme of the gospel. How much consideration have you given to this hope? Think and write down in the column provided for you, what personal implication or application this hope has for you.

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Life

Surveying the Source
Gen. 2:7; Ps. 139:13, 14; John 1:1–3; 10:10; 2 Cor. 5:17; Phil. 2:1–5.

Plotting the Course
The students will:
► Perceive God’s image in humanity.
► Define abundant life.
► Identify the outcomes of spiritual rebirth.

Preparing to Lead
Flickering torches and the sounds of nightfall set the scene of a life-changing conversation between Jesus and Nicodemus (John 3:1–21). Nicodemus had difficulty grasping the difference between physical and spiritual birth. Read John 3:1–15, making note of the references to human life, being born of water and the Spirit, and eternal life. Our lesson this week will delve deeply into the meaning of life—physical and spiritual.

Getting Started
A. This week’s lesson covers the flesh and bones of human physical life and faith-based spiritual life. Compare and contrast these ways of perceiving life by dividing the class into pairs and passing out paper and pens to each pair. Assign one question per couple, and ask them to write down and discuss answers from the perspective of human existence (dirt, flesh, and blood) and spirituality (sinner, an adopted child of God). The questions are: ● Who am I? ● What do I know?
● What do I need? ● What should I do?
● What can I hope for? ● Where am I going?

B. Say: “Nicodemus and his comrades had a religious life but not a spiritual one. Their religious life was based on ceremonies, sacrifices, and the law. Their strict religious habits pointed to the Messiah, but gradually they had placed more and more importance on adhering to rituals. They no longer possessed God’s love, wisdom, strength, and power. They had lost the Holy Spirit and did not recognize the Son of God when He came to earth.”

On a flipchart or chalkboard write activities, experiences, and priorities that threaten our spiritual life. Ask the group to vote on the top three threats. Then ask for volunteers to pray for victory in these areas. Continue personal reflection by passing out the reproducible activity sheet (see page 34).

Delving Into the Word
A. Say: “When the Holy Spirit lives in us, His power flows out to others. Lives are touched and changed through God’s love, compassion, and life-giving Spirit manifested through us. No matter who we’ve been, God can use us to show oth-
ers the way to Jesus.” Then read and discuss the following two quotes.

“When we are motivated by goals that have deep meaning, by dreams that need completion, by pure love that needs expressing—then we truly live life.”

“When you discover your mission, you will feel its demand. It will fill you with enthusiasm and a burning desire to get to work on it.”

Divide into small groups, and ask each group to read and discuss one of the following verses. Then regroup and share your ideas and inspiration. The verses are: 2 Cor. 4:16; 2 Cor. 5:17; Luke 12:15; John 6:63; John 11:25, 26; James 4:14; Eph. 3:19; Ps. 16:11.

B. Say: “God created us like Himself—physically with a head, hands, feet, etc. And, our inner being reflects His character through our ability to believe and experience emotional responses like love, compassion, happiness. Through spiritual rebirth, God’s character is continuously cultivated within us by the power of the Holy Spirit. After spiritual rebirth, life is different. Jesus’ love for us compels us to love others. Our hearts are softened to the needs of others, and we reach out to help as the Holy Spirit leads.” Then read the following verses as a group, and discuss practical life applications: John 10:10; Phil. 2:1–5; Gal. 5:22, 23; 2 Tim. 1:7; 2 Pet. 1:3–11.

SAY: “Jesus’ disciples and apostles had power at work in their hearts—a power so great we can sense it in the pages of Scripture. The way to Jesus is revealed through their testimonies.” Discuss the conversion of Zacchaeus in Luke 19:1–10. ASK: “How does this story exemplify spiritual rebirth?” “What were the outcomes of Zacchaeus’ conversion experience?” “Compare the story of Zacchaeus with your own personal testimony.”

Discussing the Ideas

1. What role do we play in obtaining the experience of abundant life?
2. How did human beings become victims of circumstance?
3. If we are victims of circumstance, then what responsibility do we have for our actions?

Closing the Activity

Read the following quote, and use it to discuss the lesson themes immediately following it: “When I consider the short duration of my life, swallowed up in the eternity that lies before and after it, when I consider the little space I fill and I see, engulfed in the infinite immensity of spaces of which I am ignorant, and which know me not, I rest frightened, and astonished, for there is no reason why I should be here rather than there. Why now rather than then? Who has put me here? By whose order and direction has this place and time been ascribed to me?”

Lesson themes: the meaning of life; humanity versus spirituality; abundant life; our personal roles in life; God’s roles in life; eternal life.

Debbie Battin Sasser, Friendswood, Texas, U.S.A.

DIRECTIONS: Answer the following questions. Take five minutes to write down your responses. Then share with the group.

1. Define abundant life.

2. Compare and contrast abundant living on earth versus eternal life in the new earth.

3. List three of the most meaningful facets of your life.

4. Read the following quote, and write a personal response to it. “If we are creatures of circumstance, we shall surely fail of perfecting Christian characters. You must master circumstances and not allow circumstances to master you.”—Testimonies for the Church, vol. 3, p. 47.

5. List three metaphors or word pictures to explain what happens when a person is spiritually born again.
Revelation

Surveying the Source
Exod. 7:1–6; Ps. 19:1–4; Rom 1:18–23; 2 Tim. 3:14–16; Heb. 1:1–3.

Plotting the Course
The students will:
▶ Be able to explain how they discern God’s voice.
▶ Prioritize the ways God reveals Himself on the basis of how reliable the method of revelation is.
▶ Understand the impact that nature, God’s second book, has on belief.

Preparing to Lead
God speaks to us. Sounds simple, but how do we know it’s His voice we hear? How do we know that we aren’t hearing our own desires and preconceived opinions? What happens when we disagree over what we think is being revealed? How do we strike a balance between taking revelation too literally or too figuratively? Is revelation objective or subjective, and how do we know the difference?

Getting Started
A. Begin by passing out the prioritizing activity sheet (p. 35) and giving the class time to complete the exercise. (List the various ways on the board or flipchart.) Say: “Today, it’s so easy to doubt that God is speaking. There seems to be no end of people who believe they speak for Him, in churches, on television, and through books. It can be confusing when there are so many voices. Let’s look over our lists, and try to figure out how to really discern God’s voice.”

B. Give each student a sheet paper and a pen or pencil. Say: “The Bible is God’s book, and nature is sometimes referred to as God’s second book. List three things from nature that tell you something about God. Also list three things from nature that might lead you to not believe in God.” Write their lists on the whiteboard/flipchart. Say: “Today, we’ll consider these two books as a revelation of God and how they relate to each other.”

Delving Into the Word
A. This activity goes with part A in the Getting Started section. Consider the prioritized list on the board. Almost certainly the class will consider the Bible as the most reliable way in which God reveals Himself to us. Push them a little about the choice of the Bible as the most reliable. Ask: ●“Isn’t it disturbing how many interpretations there are of what the Bible says?” ●“How about the people who use the Bible to support violence and hate? Do you sometimes wonder if we’re all reading the same Bible?” ●“Might a solution to this dilemma be found in the...
Testimony section of this week’s lesson?” ● “If we apply the values of Jesus as taught in the New Testament (humility, forgiveness, love, peace, etc.) to the Scriptures first and then to the world, might we stay on the right track?” ● “Now look back at the list. Which one is number two? Is it nature (Psalm 8 and 19)? Is it the church (Eph. 3:16–19)? Is it an individual (John 14:25, 26)? Or events/providence (Exod. 7:1–6)?” Push for good discussion. There is no “right” answer. The problem of prioritizing the rest of the list might be the best reason for making the Bible number one!

B. This activity goes with part B in the Getting Started section. Consider the two lists on the board. Ask for volunteers to read the following verses: Psalm 8:3–9; 19:1–4, and Romans 1:20. Ask: ● “Can you add anything from these texts to the list of things in nature that reveal God to you?” ● “If all we had was nature, how much could we figure out about God?” ● “Nature most obviously reveals a Creator, but how about a Redeemer? Is the plan of salvation revealed in nature?” ● “What do you think Romans 1:19, 20 have to say about this question?” ● “Why do you think that when nonbelieving scientists look at nature they see reasons not to believe?”

Ask the following questions about the second list on the board: ● “How does sin play a role in what we observe in nature?” ● “How are the nonbelieving scientists of today described in Romans 1:22, 23, and 25?” ● “It appears that the greatness of God’s creation fools the nonbeliever into thinking that nature is an end in itself. In what ways does secular science worship the created?”

Discussing the Ideas

1. Adventists believe that when it comes to the Bible we have it right. How do we avoid spiritual arrogance?
2. Why do you think science and religion are so often at sword points?
3. How do you understand the argument of irreducible complexity in terms of the creation-evolution debate?
4. What are some rules for deciding if you take direction from the church or follow what you think God is saying directly to you?
5. What are some lessons from the world of sport or exercise that we can apply to our part in knowing God’s revelation?
6. How can Romans 13:8–10 reduce the friction between competing views and opinions?

Closing the Activity

Say: “Do you feel exhausted by the discussion this morning? Sometimes having a discussion about things that elicit a wide range of opinions is frustrating. Why is it so important to figure out how God reveals Himself? (Pause for discussion.) God’s revelation helps answer all the big questions: Where did we come from? What is our purpose here? and Where are we going? I’m glad the discussion and study does not have to end here, as a matter of fact it will be the stuff of eternity.” Close with prayer.

Victor Brown, Kettering, Ohio, U.S.A.
DIRECTIONS: Prioritize the list below, starting with the most reliable source. Write a brief reason for your priority order.

Get reveals Himself to us through the following:

The church
Individuals
The Holy Spirit
The Bible
Events/Providences
Nature

Your list of the above in order of importance:

1.
2.
3.
4.
5.
6.

Reason for your priority order:
Sin

Surveying the Source
Isa. 14:12–14; Matt. 23:23; 25:45; Phil. 2:6–8; Heb. 1:1–5; Rev. 5:9–12.

Plotting the Course
The students will:
► Understand what sin really is, the lie that goes with it, and the effect it has on our characters.
► Learn that the solution to the sin problem is Christ’s holiness and sacrifice which God sees when we ask Him to forgive us.
► Understand the sinful heart’s need for Christ.

Preparing to Lead
As inferred in the lesson study, sin is the illusion that we are better than we really are. Long before the Fall, the Trinity put a plan in place to save fallen humans. Only because of God’s grace, which is still upon the earth today, are we able to continue with our day-to-day lives on this earth. If God had not made a way out for humankind, Adam and Eve would not have been able to survive in the presence of our Holy God. Christ’s death exemplifies God’s grace.

Getting Started
A. Place the tiny object (B) next to the much bigger object (C). Discuss the difference in size. Let everyone imagine that his or her life is that tiny object (B). Christ is represented by the much bigger object (C). Explain that if Christ created all, He is also above all, represented by the ratio between the two objects. If you place yourself near Christ, you—the smaller object will not be seen, but Christ—the larger object will be seen. Remarkably, when Christ came to earth He became like a grain of sand (object A). Discuss what Christ offered up for us.

B. Send the flashlight around. Let everyone hold it and see where it has been manufactured. Let them speak about the purpose of the flashlight and its functions. Let them try to turn it on. Ask the students to draw a parallel between the flashlight’s function and purpose to the function and purpose of God’s Word in our lives. Also use the flashlight to illustrate the role played by God’s presence when it comes to our own function and purpose in life. Discuss how sin brought this state of being upon us and Who our light is to be.

Delving Into the Word
A. Divide the class into three groups. Each group will review 1 Kings 13:11–28. Then one group will discuss the Group Questions 1; another group, Group Questions 2, and Group Questions 3. Have the questions written on the flip-
chart, chalkboard, or whiteboard before class: Group Questions 1: Why was the man of God not to drink water or eat bread in that place? Why were Adam and Eve not to eat from the tree of good and evil? Group Questions 2: What approach did the man use who deceived the man of God? How did Satan go about deceiving Eve? Group Questions 3. What was the man of God’s choice and the outcome of that choice? What choice did Adam and Eve make, and what was the outcome of that choice?

Have each group report back to the entire class. Discuss as a class what can be learned about the consequences of sin and the antidote for sin from this exercise.

B. Have class members share in the reading aloud of Jeremiah 2:1–37. Then discuss the following points: ● Did God love Israel? ● Did He give them everything their hearts desired? ● What did Israel do to have all these things happen to them? ● What did God say to those who handled the law? ● Why is it that unless people find Christ, they never change the gods they serve—come what may—but the moment Christians go through hard times they often want to give up our faith?

Discuss the love God had for Israel, and for us today, apparent in the warnings He provides for us not to go our own way and sin against Him. ● Why does God so desperately want us to repent and give ourselves completely to Him? ● Why as humans, do we tend not to learn from the past, but over and over get ourselves into the same mess, and in some cases, even worse?

Discussing the Ideas

1. What does the word sin mean to you?
2. How can we cling to Christ in the times of temptation and gain the victory over it?
3. Why is it important to you that Christ came to earth, lived a sinless life, and died on the cross?
4. In light of what sin means to God, what approach should you have toward sin?
5. Knowing that God loves us and wants the best for us, which of these two options would I choose, and why: (1) cling to sin and die with it when God destroys sin, or (2) live eternally with Him by overcoming sin through Him?

Closing the Activity

Have members design posters which display the following elements: ● the characteristics of sin; ● the characteristics of Jesus Christ; ● why Christ will forgive them of their sins if they ask Him to. Use the template on page 36 as the basis for their posters.

Place their posters on a wall where they can view them often during the next few Sabbaths. Then encourage them to obtain permission to put them up somewhere in the community for others to view.

Jonathan Baptiste, Western Cape, Somerset West, South Africa
Grace

Surveying the Source
Exod. 25:8; Isaiah 53; Rom. 5:18, 19; 2 Cor. 3:16–18; Eph. 2:4–10; Titus 2:11–14.

Plotting the Course
The students will:
► Be able to provide examples of grace offered in the Bible.
► Understand that although God’s grace is a gift, once we accept it, He expects us to extend grace to others.
► Realize that grace has no limitations of age, gender, frequency, or situation.

Preparing to Lead
When you rush out of a store and see the meter attendant just two cars from your expired meter, you feel so relieved and lucky to have arrived “just in time.” When the doctor tells you the funny-looking spot on your arm you’ve been losing sleep over is “nothing to worry about,” you suddenly feel like celebrating. Life is good! When a tree falls in the street and misses your car by two inches, you can’t believe your good fortune. Someone you’ve been avoiding for months because of a disagreement sees you on the street, hugs you, and acts like you never quarreled. You feel so free. Free from worry, anxiety, fear of the future. Grace equals freedom.

Getting Started
A. Have a generic gift bag labeled GRACE. Place in it three to five pieces of paper describing situations that require grace, such as arriving at the door of a taxi the same time as someone else. Do you let them have the taxi? How do you decide? Or holding your temper or tongue when you are the next person in line at an event and someone cuts in front of you. Have individual class member take turns drawing these scenarios out of the bag and reading them aloud. Then have the entire class discuss each one as it is drawn from the bag.
B. Ask students to give an example of grace that they have observed in their own lives. How could they tell it was grace and not just coincidence? How did they feel once they recognized the occurrence as an act of grace? Did they realize it immediately, or upon reflection at a later time?

Delving Into the Word
A. Tell the class: “To apply for credit you must have: (1) employment history (proof you are capable of repaying); (2) a qualifying salary (ability to repay debts); (3) no bad credit history (be a low risk); (4) minimal current debt potential (limited baggage/distractions); (5) extra insurance (to repay your debt just in
Then ask the class how these standards compare to the credit Christ offers. Have class members take turns reading the following texts. After each text has been read, have the class discuss the question:


B. Discuss the following Bible characters one at a time by asking the class how grace was manifested in each of their lives: Noah, Daniel, Esther, and Paul. Then divide the class into small groups. Using Bibles and concordances have each group come up with two more biblical characters that were recipients of grace and discuss how grace was manifested in their lives. Give each group notepaper and pens or pencils to keep track of their discussion. After each group has finished, bring them back together to share their findings.

**Discussing the Ideas**

1. When someone offers you grace, how do you react?
2. How can you tell grace from a coincidental occurrence?
3. Why does unity require grace?
4. How can people who don’t even know Christ be “saved by grace”?
5. What “good works” are we preordained to do? (Eph. 2:10).
6. Explain why the following statement is true: Extending grace toward another is a favor to yourself, whether or not they accept or deserve that grace.

**Closing the Activity**

Give the class a few minutes to fill out the reproducible True or False Quiz handout (see page 37). Go over responses together. Close with prayer.

*Kathy Hecht, Takoma Park, Maryland, U.S.A.*
In the circle beside each statement write T if you believe the statement is true or F if you believe the statement is false. Then briefly write a reason for your answer below the statement.

- **You need Christ’s love in your heart before you can even want to be reconciled to God.**
  - T
  - Reason: This statement is true because it highlights the importance of personal relationship with Christ for spiritual reconciliation.

- **A good score on an exam that you studied hard for is an example of grace.**
  - F
  - Reason: This statement is false because academic success is earned through effort and study, not necessarily through grace.

- **Matthew 20:1−16 shows us that God gives us grace based on His purpose, not on what we deserve.**
  - T
  - Reason: This statement is true because Matthew 20:1−16 illustrates that God’s grace is based on His divine purpose and not our deserving.

- **Finding the car keys you dropped in the dark in the rain is as much an example of grace as being forgiven.**
  - T
  - Reason: This statement is true because both situations involve unexpected and unexpected blessings, reflecting the theme of grace.

- **Since grace is a gift, we no longer have to obey God.**
  - F
  - Reason: This statement is false because while grace is a gift, it does not mean we can ignore obedience to God’s laws.

- **Deuteronomy 14:2 says that God’s people are to be a “peculiar” (holy) people. Peculiar people should offer grace to others when it’s not expected.**
  - T
  - Reason: This statement is true because Deuteronomy 14:2 encourages God’s people to offer grace, even when it is not expected, highlighting the importance of grace in Christian life.
Rest

Surveying the Source

Gen. 2:2, 3; Deut. 5:12–15; Isa. 58:12–14; Ezek. 20:12; Heb. 4:9–11.

Plotting the Course

The students will:
► Understand why God instituted the Sabbath as a time for rest.
► Determine methods of rest in order to enjoy the Sabbath.
► Identify some challenges we face in keeping the Sabbath holy.

Preparing to Lead

The Sabbath marked the culmination of Creation week. God rested from His work and gave the Sabbath to humankind for observance, rest, communication, and communion. Adam and Eve could not have been tired the day after they were created because they had not yet done any work. This suggests that God’s intent regarding the Sabbath was for fellowship, communication, spiritual interaction, and to enjoy the marvels of His creation. Because He wanted to communicate with the first humans, He chose the Sabbath as a special time for a one-to-one talk with them.

Getting Started

A. Say: “After the Fall, the Sabbath rest took on additional significance. Now humans would grow tired from their labor. They would need to renew their energies before starting a new cycle of seven days.” Have individual students take turns reading aloud the Ten Commandments. Ask: ● “The fourth commandment says ‘remember the Sabbath to keep it holy.’ The other commandments say ‘thou shalt not.’ What difference might this wording have on our attitude toward Sabbath-keeping?”

B. Say: “The exclamation, ‘Thank God it’s Friday!’ expresses relief that the work week is over and it’s time for relaxation. But for the secular world, Saturday has nothing to do with worship, or reading one’s Bible or an inspirational book. Instead, it’s an escape from work. Yet for Adventists, the Sabbath is a time to forget the challenges of the work and to just ‘cast all our anxieties upon him because he cares for you’ (1 Pet. 5:7).” Next, invite class member to share what the Sabbath means to them. If someone shares some negative thoughts, do not be judgmental, but encourage discussion on why such thoughts might exist and how they can be changed.

Delving Into the Word

A. Say: “Today’s world is filled with many challenges. Sometimes we don’t know how to cope with these challenges. God, however, has provided a way to re-
lieve our stresses and for us to find answers to the endless questions constantly bombarding us.”

Then divide the class into groups. Have each group use a concordance to find at least five passages of Scripture that speak about stress relief. Also have each group identify at least one song from *The Seventh-day Adventist Hymnal* that speaks of Sabbath rest. List each group’s responses on the whiteboard, flipchart, or construction paper.

**B.** Have individual class members read the following scriptures to see what the Bible says about the Sabbath, and what God/Christ did on the Sabbath. Before they start reading, tell them to listen to see if there is any mention in these verses as to what we as Christians should do with respect to the Sabbath. The texts are:

- Gen. 2:2; Exod. 16:4, 5, 21–26;
- Exod. 23:12; Exod. 31:15; Isa. 56:2;
- Isa. 58:13, 14; Ezek. 20:20; Heb. 4–11; Rev. 14:6–12. Use a concordance to link these passages and to determine their meaning. Also consider using *The Seventh-day Adventist Bible Commentary.*

Have the class imagine what it will be like when we can talk with individuals such as Adam and Eve, Abraham, Mary, Rahab, Noah, Moses, Enoch, and Elijah about the Sabbath. Imagine what they might say about the first Sabbath, the Sabbath after the crucifixion, a Sabbath in the ark, the first Sabbath after their conversion, Sabbaths in the wilderness, the first Sabbath in heaven after translation. **Ask:** “How can we become more prepared for the Sabbath rest and Christ’s second coming when we will have ultimate rest in Him?”

**Discussing the Ideas**

1. What are some of the things you can do to keep the Sabbath holy and to help others to do the same?
2. How did Jesus observe the Sabbath when He lived on earth?
3. God created the day of rest when the world was not so busy. So how can we be expected to spend a whole day in prayerful praise now? Do we have to work and become tired before being able to keep the Sabbath holy?
4. How can you be expected to walk the Christian walk in its entirety when there are so many challenges in life?
5. God gave the commandments, including the fourth, to persons in Old Testament times. Why is it necessary to keep the Sabbath holy in these modern times?
6. Will persons be allowed to go to heaven if they do not keep the Sabbath rest here on earth? Substantiate your response.
7. Why is rest an important part of keeping the Sabbath? Compare and contrast modern-day observance of the biblical Sabbath with that of Sunday-keeping. What difference in rest can you observe, if any?

**Closing the Activity**

**Say:** “Many persons do not realize that God not only made humans, but He planned for every aspect of human life, including rest. Like good parents plan for food, clothing, shelter, education, and the health for their children, God has made complete preparation for us. Part of this preparation includes the weekly Sabbath.” Then distribute the reproducible activity (p. 38) to each student and fill it out together. Close with prayer.

**Beverly Henry, Mandeville, Jamaica, West Indies**
A Sabbath’s Rest

The Bible has many suggestions for keeping the Sabbath holy. Explore these using a concordance and commentary. Make a chart below, contrasting/comparing the biblical recommendations to what is currently “acceptable” as Sabbath observance: for example, see Hebrews 4:9, 10 and Exodus 20:8.

On the back of this sheet, list activities you can do to have a “good” rest: for example, forgiving others, giving your troubles to God, listening to inspiring music, etc.
Heaven

Surveys the Source

Eccles. 9:5, 6; Col. 1:3–6, 10–14; 1 Thess. 4:13–18; Rev. 21:1–4, 8.

Plotting the Course

The students will:

► Increase their knowledge of God’s plan for humanity through using the Bible.
► Be able to connect life and not death with Christ’s return and a heavenly afterlife.
► Be able to discern Satan’s lies about death through a scriptural search.

Preparing to Lead

Heaven should be a topic of discussion regarding the living because it entails everlasting life. However, most Christians talk about heaven when someone dies. The Bible is transparently clear about the following two things: (1) There is a physical heaven where Jesus resides and where He will take us, and, (2) The dead in Christ will arise and, “we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever” (1 Thess. 4:17, NIV). Heaven is not a matter of life or death. It’s a matter of eternal life.

Getting Started

A. Give each student some paper and a pen or pencil. Then have them list words or phrases that invoke heavenly images. Such word might include trumpets, crowns, or streets of gold. Finally, have them share their lists and discuss how they imagine heaven.

B. One T-shirt slogan reads, “If there’s no soccer in heaven, I’m not going.” Ask the students to replace the word soccer with something that or someone who is the most important to them. They should say, “If there’s no ______ in heaven, I’m not going.” Tell them by doing so, you are hoping to put their worldly lives in perspective with heaven’s riches. Have them share and discuss their responses and how they felt when they repeated the slogan with their special something or someone in the blank space.

Delving Into the Word

A. Give a blank piece of paper and some colored markers or crayons to each student. Using the descriptions from this week’s Bible verses and all others that mention heaven in their Bible concordances and indexes, have each student draw an illustration of heaven and, in particular, what they think their own house will look like. Scissors may be used to cut out their houses and placing them on a larger backdrop (blue butcher paper) on the classroom’s bulletin board. These
“heavenly” illustrations may even be placed inside the church and halls.

B. Divide the class into small groups and have each student do the reproducible activity (p. 39). Tell them to try to have more biblical imagery than imagery from popular songs. Of course, not all popular descriptions of heaven and death are bad, and that can be a matter of discussion. When the charts are completed, discuss the following questions: ● “Which song or movie’s imagery is closer to the descriptions from the Bible?” ● “Could that artist or director have been influenced by the Bible?”

Discussing the Ideas

1. Why do you think most people wrestle with the idea of eternal life? Why is it so difficult to fathom?
2. Why do you think the world is so concerned with heaven in movies and secular music?
3. How do you imagine heaven? Is your image of heaven based on the Bible or other influences?
4. Does the idea of death frighten you? Why? Why not?
5. Why do you think so many people have a misconception of what happens after we die?
6. Is there anything in the world that would keep you from going to heaven? What alternative is there to worldly riches and power?

Closing the Activity

At the end of the class, students will have realized that popular culture is obsessed with questions about death, heaven, and what happens after we die. Also, they will be amazed at their own knowledge of secular sources of information and what an Internet search on the subject would yield. The main objective, however, is to relate these issues to the wonderful promise that Jesus made: He is preparing a place for us to live with Him forever. This can be done by helping the students memorize the week’s key verses and John 14:2, 3 in particular. End the class with that hope, and urge the students to carry it with them in their hearts and in their minds.

Fabian Carballo, Colton, California, U.S.A.
## WHAT THE BIBLE AND THE WORLD SAY ABOUT HEAVEN

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<th>The Bible’s Imagery</th>
<th>The World’s Imagery</th>
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Discipleship

Surveying the Source
Exod. 18:13–27; Matt. 4:19; 9:9; Mark 3:13–19; 8:31–38; Rom. 8:18.

Plotting the Course
The students will:
► Understand what discipleship means.
► See how discipleship applies to their own lives.
► Identify specific areas in their lives which would be changed if they made a conscious effort to be Christ’s disciples.

Preparing to Lead
In our society it’s easy to find disciples. We call them fans. Fans admire a celebrity so much that they copy that celebrity’s actions, even when those actions are harmful or ridiculous. Wanting to copy someone special is very human. Samuel Johnson, writing in the 1700’s, said, “Almost all absurdity of conduct arises from the imitation of those we cannot resemble.” As Christians, we have a “celebrity,” if you will, whom we can resemble. A bonus of copying Jesus’ actions is protection from “absurdity of conduct.”

Getting Started
A. Divide the class into pairs. Have the partners face each other. One person in each pair will mirror the other’s actions. Reverse roles. Ask: ● “How did mirroring feel?” ● “How did modeling feel?” ● “How do Christians mirror Jesus?” ● “Define a Christian disciple.” Read Matthew 28:18–20. Ask: “What does Jesus say about discipleship?” Say: “Being Jesus’ disciple is like what we just did. We mirrored others’ actions by watching them. We become Jesus’ disciple by watching and following what He does.”
B. Have the class sit in a circle. As you hold the string, toss the ball of string to someone in the circle. The person receiving the ball must name a discipleship quality. That person then holds the string and tosses the ball to someone else who names a discipleship quality. Continue until everyone has received the ball of string at least once. Ask: ● “Which discipleship quality is most important?” ● “How will discipleship change your life?” ● “How can we be better disciples?” ● “Why does it matter what disciples do?”

For an alternate activity, do the reproducible activity on page 40.

Delving Into the Word
A. Read the following texts, and decide which quality or qualities of discipleship each text is talking about: ● John 15:5, 8 (abide, fruit); ● Rom. 8:18 (suffering);

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Each team should have a Bible with a concordance. Ask each team to come up with a strategy for presenting these qualities to an unchurched person of their own age in such a way that that person will understand discipleship and want to become Christ’s disciple. Stress that their strategy should be based on Bible texts.

Use the following questions to help them get started:

1. “These texts indicate certain traits of discipleship that on the surface don’t seem particularly attractive. If you were unchurched and read these texts, would being a disciple seem like a good choice? Why? Why not?”
2. “If you wanted to convince someone of the positives of discipleship, how would you do so?”
3. “What texts could you use to explain any confusing aspects of discipleship that might arise from reading the texts you just dealt with?”
4. “What do you feel are compelling or attractive aspects of being a Christian disciple?”
5. “How could you present discipleship so it would appeal to someone your own age?

B. Ask the class to think of a celebrity who is currently having a profound impact on some aspect of our lives. Ask the following questions about that person:

- “Why is this person a celebrity?”
- “How has this person influenced choices you have made regarding fashions, music, friends, and pastimes?”
- “Would you read an article or watch a movie because it involves this celebrity? If so, why?”

Say: “Edmund Burke wrote, ‘It is by imitation, far more than by precept, that we learn everything; and what we learn thus, we acquire not only more efficiently, but more pleasantly. 3 We can’t imitate someone unless we know about that person. What we read; what we listen to and watch are all ways we get to know someone.” Then ask the class to think about what they might need to change in their life to become a Christian disciple. Close with prayer.

Janalee Shaw, Sykesville, Maryland, U.S.A.

Use the alphabet code below the puzzle to discover a biblical text that defines true Christian discipleship.

“

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” (, NIV).

A B C D E F G H I J K L M N O P Q R S T U V
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
W X Y Z
23 24 25 26
Stewardship

Surveying the Source
Deut. 8:18; Ps. 50:12; Mal. 3:8–12; Matt. 24:45–47; 25:14–30; Luke 4:16; 1 Cor. 4:1, 2; 6:19, 20; Rev. 2:10.

Plotting the Course
The students will:
► Appreciate that stewardship involves Christian principles that impact many aspects of our lives—not just money.
► Consider God’s original plan for human beings to be stewards of the earth and all the resources He has given us.
► Explore the use of all our skills, abilities, and resources to serve God and others as an expression of our lives lived in partnership with God.

Preparing to Lead
*Stewardship* is an old-fashioned word suggesting images of servants faithfully working for a king or nobleman. In many churches today, the term has become little more than a polite way for church leaders to ask for money. Both of these definitions have their place. However, they are much too narrow. Stewardship is about a life lived in partnership with God, with real and practical implications for every aspect of our lives, choices, talents, and resources. It’s about putting God first and trusting Him to help us with the rest.

Getting Started
A. Invite two older, experienced church members to share an experience from their lives in which they chose to put God first in their life, despite difficult circumstances. Ask them to relate how they felt when they made the choice and the outcome of the choice. Allow time for questions from class members, and have one or two questions of your own to encourage interaction.
B. Photocopy the activity sheet on page 41, and provide pens or pencils. Ask class members to individually list skills, abilities, and resources that they have. Encourage them to think broadly, prompting them with questions like “What resources or abilities do you have that you can use to help or encourage someone else?” This could be a time for recognizing the talents of each student. When they’re finished, ask them to suggest practical applications of how they could use items on their list for God or for others. Ask each student to contribute at least one suggestion from their list to a combined list on a whiteboard or flipchart. As a class, plan to do a service project from this list.

Delving Into the Word
A. The responsibility of stewardship began when God created human beings. He gave His first stewardship charge to the first people in Genesis 1:28 and 2:15.

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Reading these two texts, four key words or phrases appear (NIV): (1) “subdue”; (2) “rule”; (3) “work it”; and (4) “take care of it.” Divide the class into four groups, assigning each group one of these words/phrases. Each group is to decide how to explain the term they have been assigned. Have dictionaries available, but ask them also to draw on their knowledge of other applicable biblical principles. Have each group report back, and then discuss how the four terms work together. For example, “subdue” and “rule” may sound domineering but “work it” and “take care of it” paint a more nurturing picture. Ask the class to suggest what taking these four commands together should mean for our relationship to the earth. Point out that our physical and material resources are largely drawn from our environment, and so these same principles apply to our stewardship of money, possessions, health, time, and more.

**Discussing the Ideas**

1. How would you define Christian stewardship to a friend who may not understand why you choose to live and give differently?
2. Why does God care what we do with our money and abilities?
3. Why do you think some churches are afraid to talk about money and giving, while others seem too focused on the importance of giving and much more ready to talk about it? Where do you think the right balance lies?
4. Why is stewardship of the environment and its resources important to us as Christians? What could we do better in relation to these issues?
5. What is one aspect of your life you think you could be a better steward of?
6. Why is it important to remember that the parable of the talents is part of a sermon Jesus gave about His second coming?

**Closing the Activity**

Say: “It’s remarkable that God is not only faithful in His interactions with ordinary people, but that He is even faithful in and cares about the most ordinary aspects of our lives. When we commit all of our lives to Him and choose to live in partnership with Him, even the most mundane areas of our lives become extraordinary, because they are about living for Him and His faithfulness to us in return. And that’s what it means to be a disciple and steward of Jesus.”
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Community

Surveying the Source

Plotting the Course
The students will:
► Understand the difference between you, me, and us in God’s family.
► Learn that God’s family takes precedence over our human family.
► Discover that there is a reward for belonging to God’s family.

Preparing to Lead
Imagine: The U.S. Olympic team leaves for the Olympics. Its numbers are made up from subteams: track and field, swimming, martial arts, weight lifting, shooting, ball games, etc. At the opening ceremonies, they all are marching behind the U.S. flag. They look confident as they smile and wave to the cheering crowd. Thousands of U.S. spectators in the stadium and millions more watch on TV, believing their team had come to conquer. Two days after the competition started, one person from the subteam is expelled for using drugs. Who is affected? The one who was expelled, the weight-lifting team, the U.S. team, or all of the U.S.?

Getting Started
A. Below are two word lists extracted from this week’s student lesson. Divide the class in two, and give each group a list. Instruct the groups to divide a piece of paper in two columns: United family and Warring family. They are to place each word from their list in the appropriate column and note its emerging characteristics. After five minutes, ask a volunteer from each group to share the words in their longest column and to describe the characteristics of that family type.

Word List A: Diversity, loyalty, connected, love, communication, comprehension, encouraged, salvation, patient, obedient, prays, famous, friend, effective, serving, abilities, talents, self-sacrifice, sympathy, rejoices, precious, Christian, biblical, learn, achieve, precious.

Word List B: Problems, inequality, submissive, persecution, hurt, separation, ineffective, selfishness, faults, suffers, inflexible, flattery, division.

B. Ask the class the following questions, and put their responses on a flip-chart/whiteboard: ●“Name some organs in your body.” ●“Could anyone live naturally without a vital organ even if all the other organs are in excellent working order? Explain your answer.” ●“Do you know every detailed function of each organ?”

Conclude with: “Even though most of our organs are in good working order, if one is missing we do not have a functioning body.”

Materials
two pieces of notebook paper; pencils or pens; flip-chart or whiteboard; markers
Delving Into the Word

A. Use the reproducible activity on page 42. Divide the class into small groups. Ask them to complete the exercise by selecting the top three people-groups they wouldn’t mind worshipping with regularly and rank them 1, 2, 3. Then choose the group they would least like to worship with. Discuss: ● “Give three reasons for distinguishing between your first and third choices.” ● “Give two reasons for your least likely choice.” ● “Scripture tells us that Jesus was closer to Peter, James, and John. What do you think was the basis for His choice?” ● “The disciples came from different social and educational backgrounds, and from different biological families. They mostly worked well together and achieved much in spreading the gospel. What can we learn from Jesus’ family group?”

Ask two volunteers to read 1 Corinthians 12:13 and Ephesians 4:2–6. Ask: ● “If you had to choose between your biological family and your church family, which would you choose, and why?”

B. Have someone read Matthew 6:25–33. Ask: ● “If your biological family is not sympathetic to your faith, would you let them or your church family influence your relationship with Christ? Explain your answer.” ● “How confident are you that if you make Christ your first choice, everything will eventually turn out right? Explain your answer.”

Ask another volunteer to read Genesis 12:1–3. Then establish that God asked Abraham to: (a) emigrate; (b) leave both immediate and extended family and go to a far country for which he had not even seen an advertisement.

Ask the class to: List the benefits God used to entice Abram to take that unknown journey (see verses 2, 3). Ask any recent immigrants in the class if they or their parents were given a similar benefits package before they travelled.

Ask: ● “Is God’s offer to His family as sure today as it was then? Explain.” ● “What exceptional benefits are there in belonging to God’s family?” Note that once a community or an individual embraces Adventism, their educational and social status improves.

Discussing the Ideas

1. Read 1 Corinthians 12:14–26. If you are a heart in the body of Christ and I am a kidney, which is the more important for a proper functioning of the body?
4. Worship is both personal and communal, but should always be beneficial. If you don’t like a certain worship style, is it OK for you to find one that helps you to commune more easily with God? Explain your answer.
5. How can a group of people, all from different cultures, worship together in harmony?

Closing the Activity

Say: “When we pray ‘Our Father which art in heaven,’ we are acknowledging that there is one God, who is Father of all of us, and that the church is made up of many parts but one body.” Close with prayer.

Albert A. C. Waite, Riseley, Berkshire, United Kingdom
The chart below represents *good and loyal Adventists* from different people groups. Identify three groups, and rank them in the order of groups you would prefer to worship with each Sabbath. Then select one group you would least like to worship with. Do not include your own group. When you are finished, ask yourself: What is the main factor influencing my choices?

<table>
<thead>
<tr>
<th>Afghanists</th>
<th>Italians</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Americans</td>
<td>Israelis</td>
</tr>
<tr>
<td>Barbadians</td>
<td>Jamaicans</td>
</tr>
<tr>
<td>Black Britons</td>
<td>Koreans</td>
</tr>
<tr>
<td>Black South Africans</td>
<td>Mexicans</td>
</tr>
<tr>
<td>Canadians</td>
<td>Nigerians</td>
</tr>
<tr>
<td>Chinese</td>
<td>Norwegians</td>
</tr>
<tr>
<td>Danes</td>
<td>Pakistanis</td>
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<tr>
<td>French</td>
<td>Palestinians</td>
</tr>
<tr>
<td>Ghanaians</td>
<td>Russians</td>
</tr>
<tr>
<td>Guyanese</td>
<td>Spaniards</td>
</tr>
<tr>
<td>Haitians</td>
<td>Trinidadians</td>
</tr>
<tr>
<td>Indians</td>
<td>White Americans</td>
</tr>
<tr>
<td>Indonesians</td>
<td>White Britons</td>
</tr>
<tr>
<td>Iranians</td>
<td>White South Africans</td>
</tr>
<tr>
<td>Iraqis</td>
<td>Zambians</td>
</tr>
<tr>
<td>Irish</td>
<td>Zimbabweans</td>
</tr>
</tbody>
</table>
Mission

Surveying the Source

Plotting the Course
The students will:
► Understand that God has given each one of us different gifts that we are to use to bring others to Christ.
► Understand that they do not have to go far away to serve God, but that they need to be prepared to stand up for their faith in order to witness to others and also to grow spiritually.

Preparing to Lead
The great commission was Christ’s final instructions to us before He returned to heaven. That message still bears the same gravity it did that day on the mount; and each one of us has a role to play in its fulfillment. We need to understand that the Lord gave talents to each of us to use for His glory, be it at home, in the office, or in distant lands. We also need to be prepared to defend our beliefs.

Getting Started
A. Prepare a T-chart on a chalkboard, flipchart, or whiteboard. Ask the students to identify different talents that God has blessed people with. Write their response on the left side of the chart. Then discuss how these can be used to win souls for Christ, and write these responses on the left side of the chart.
B. Discuss how we can be missionaries right where we are. List all the ideas that class members make.
Also do the reproducible activity on page 43. Give each person a copy of the activity. To introduce the activity, say: “Winning souls for Christ is an integral part of every Christian’s life; but at times even performing a simple act of kindness might generate fear in our hearts. This activity highlights some keys to helping us overcome all those fears.”

After each class member has finished the activity, ask for volunteers to read some of their paraphrases. Discuss how these texts might have made them feel less apprehensive about witnessing to others.

Delving Into the Word
A. Say: “As Seventh-day Adventists, the great commission is something we’ve heard about from a very young age. Yet just a handful of us take it seriously and personally. We seem to have the idea that the job must be left to the pastors and the missionaries while we sit at home on the sidelines. Yet if that is what God had planned, He wouldn’t have been so specific about the fact that He has given each one of us different gifts to be used to draw people closer to Him.”

Materials
chalkboard, flipchart, or whiteboard; chalk or marker
Ask volunteers to read Ephesians 4:7 and Ephesians 4:11–13. Then ask class members to share what these verses say to them.

B. Say: “In addition to preaching, teaching, and giving Bible studies, we also can be actively involved in the great commission by doing simple acts of kindness. Paying the neighbor a visit, helping a colleague at work, babysitting for a busy mother, these are just some of the kindnesses we can do to extend God’s hand of mercy to others. When people are the recipients of such act, they will want to know what motivates you. They also will learn about the true nature of God and His Son.

**Discussing the Ideas**

1. How can we ensure that the message “Go ye therefore” becomes a personal message?
2. What are the effects of each one of us helping to spread the gospel?
3. What are some of false doctrines being spread today?
4. What can we do so that we are excited about being missionaries for Christ wherever we are?
5. What are the dangers of leaving the gospel commission to missionaries and pastors only?
6. What other verses are there which emphasize the fact that God has given each of us a special gift to use for Christ?

**Closing the Activity**

Ask individuals to share what the great commission means to them and how they plan to make it a part of their lives.

Have class members share what they think their talents are in relationship to the great commission. Or have people sitting next to each other say what they think the other person’s talents are.

Discuss how each other’s talents can be used to fulfill the great commission. Encourage everyone to put their talents to use.

Close with a prayer of dedication for each person and their individual talents.

_Saneliso Moyo, Somerset West, South Africa_
Directions: Winning souls for Christ is an integral part of every Christian’s life. At times, however, we are overcome by fear. This activity highlights some keys to help you overcome those fears. Read each text below. Then after each one, write what reassurance that text gives you regarding the winning of souls for Christ.

1. Joshua 1:8, 9  
   Reassurance that

2. Acts 1:8  
   Reassurance that

3. Philippians 4:13  
   Reassurance that

4. Second Timothy 1:7  
   Reassurance that

5. Second Peter 1:3  
   Reassurance that