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.

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/
In the Loom of Heaven

Surveying the Source
Isaiah 64; Rom. 3:21–31; 4:1–7; 6:1–13; Phil. 3:3–16.

Plotting the Course
The students will:
► Understand the symbolism of the robe of righteousness.
► Recognize their need to receive God’s gift of salvation.
► Understand that every thread of this robe of righteousness has been woven in heaven, and that all who want it may receive it.

Preparing to Lead
“Only the covering which Christ Himself has provided can make us meet to appear in God's presence. This covering, the robe of His own righteousness, Christ will put upon every repenting, believing soul” (Christ’s Object Lessons, p. 311).

Getting Started
A. Give each class member a scrap of cloth. Ask them to touch the cloth and think of words they might associate with it. Write the words on the whiteboard as they say them. Finish the exercise by reading Zechariah 3:4.
B. Give each student a 3x5 card. Ask them to answer the following questions anonymously with a “yes” or a “no”:
● “Have you ever stolen anything?”
● “Have you ever slandered someone?”
● “Have you ever lied, even a white lie?”
● “Have you ever cheated?”
● “Have you ever lusted?”

Next, read Romans 3:11, 12; 4:7 and ask the students if they think they need the righteousness of Christ. Invite them to drop their cards in the shoe box. As you cover the box with the white cloth, remind the students that when we let Him, Jesus covers us with His robe of righteousness.

Delving Into the Word
A. Ask the class to read the parable of the wedding garment (Matt. 22:1–14). Then discuss the following questions:
● “Who are the main characters in this story? Whom do they represent?”
● “What point was Jesus trying to make?”
● “Why didn’t the man wear the wedding garment?”
● “How does this parable apply to us?”
B. Make enough copies of the reproducible activity for each student to have one (p. 31). After they have filled out their sheets, ask them to share their answers with the class.
Discussing the Ideas

1. How do we accept Christ’s robe of righteousness in our lives?
2. How can we represent Christ’s purity in all aspects of life?
3. What message are you sending with the clothing you choose to wear?
4. Why do we need to be clothed with the robe of righteousness?
5. Once we have been clothed by Jesus, how do we keep His robe?
6. Who wears the robe of righteousness?

Closing the Activity

Listen to the song “The Robe” by Wes King. You can find a recording of it at the following Web address: http://www.youtube.com/watch?v=T7_RJ0kKmQo. Afterward have class members surrender silently to God in prayer.

Sandra Araújo-Delgado, Apison, Tennessee, U.S.A.
<table>
<thead>
<tr>
<th>Find the Story</th>
<th>Whose Garment?</th>
<th>What Does It Mean?</th>
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<tr>
<td>Genesis 27:15</td>
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<td>Matthew 9:20</td>
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<td>Mark 11:7</td>
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<td>Revelation 3:5</td>
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From Exalted to Cast Down

Surveying the Source
Deut. 8:1–18; Isa. 14:12–14; Ezek. 28:12–19; John 1:1–3; 2 Cor. 11:14; Col. 1:15–17.

Plotting the Course
The students will:
► Understand the difference between true humility and humiliation, and why the difference is important.
► Recognize God as the source of all blessings, including our ongoing lives.
► Distinguish some of the modern disguises of Satan.

Preparing to Lead
Lucifer, like all created beings, was gifted by God (Ezek. 28:13, 14), perfect in all his ways. Because that wasn’t enough for him, he became filled with pride.
Unless we remain humble before God on a continuous basis, asking for His Holy Spirit to live in and through us, we too are in danger of following Satan in his rebellion. Only by accepting God’s strength and power can we overcome the pride that took down the brightest angel God made.

Getting Started
A. Say: “There is a difference between humility and humiliation. One accepts credit for a gift, modestly giving ultimate credit to the source of the gift. The other denies any existence of a gift in the first place. False modesty isn’t pleasing to God because it denies His generosity and creative power. Additionally, it belittles the person who praises the gift.”
Discuss in small groups what responses we might give that acknowledge God as our benefactor and that glorify Him for our talents and abilities. Have each group share their responses.

B. Ask: “What should you say when you receive a gift?” Say: “You say, ‘Thank you.’ In doing so, you’re giving proper credit to the giver for his or her generosity, and you are claiming the gift. “Likewise, thanking God for the gifts He gives us is a powerful way to give Him the glory for His goodness.”
Pass out the reproducible activity sheet (p. 32). Let students know that they won’t be asked to share the front side; but if they are willing, invite them to share the back section.

Delving Into the Word
A. Say: “We often swing from one extreme to the other when we talk about our natural gifts and talents. Either we brag about them, or we fail to mention them at all. Somewhere between those two extremes is a balance that honors God and His gifts to us.”
Pass out the slips of paper you pre-
out the words of 1 Corinthians 1:31, “Let him who boasts, boast in the Lord.”

When you have completed this list, begin a new heading: “Disguises Used by Satan in Modern Times.” Ask for suggestions about the types of disguises Satan uses today.

When you have finished with this list, ask the students to look in their Bibles to match the modern disguises with biblical disguises. For example, if “ambition” is listed as a disguise Satan uses in modern times, find its biblical counterpart. In this example, you could use Judas whose ambition to climb the social ladder by being associated with the Messiah could be compared to someone who uses ruthless or dishonest methods to climb the corporate ladder.

In closing, discuss the root of each disguise. While each disguise may look different, each one is fundamentally the same. Ask: “What is beneath every disguise Satan has used or ever will use?”

Pass out the smooth stones and felt-tipped markers. Instruct students to write on one side of the stone words that describe their gifts and talents. For example, “singer,” or “smart at math,” or “good listener,” or “speaker.” On the other side of the stone, they should write out the words of 1 Corinthians 1:31, “Let him who boasts, boast in the Lord.”

Encourage them to use the stone as a paperweight or to place it where they can see it as a reminder to thank God for every gift He has given us.

Céleste Perrino-Walker, Rutland, Vermont, U.S.A.

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Every one of us has God-given talents and abilities that are our “covering,” like Lucifer’s precious stones: diamond, sapphire, topaz, onyx, jasper, turquoise, et cetera (Ezek. 28:13, NKJV). Even though God gave this covering to Lucifer, Lucifer still took great pride in it. Likewise, we shouldn’t boast about our God-given talents and gifts. Instead, we must always keep in mind that we owe everything we have to God and that we need to thank Him for these things so that we do not find ourselves becoming proud like Lucifer did.

Below, list the talents, abilities, and gifts God has given you. Then write a note to God, thanking Him for each one and describing how you will use each one for His service and glory.

**My God-Given Talents**
A Garment of Innocence

Surveying the Source

Plotting the Course
The students will:
► Identify ways in which nakedness correlates to truthfulness.
► Discover ways in which passing the blame spread throughout the Bible.
► Consider ways to be completely truthful with God.

Preparing to Lead
Naked. That word makes some people very uncomfortable, perhaps because it means being completely exposed. You’ve heard about “the naked truth.” What does that mean? After disobeying, Adam and Eve responded to God’s question “Where are you?” with truth, but not the naked truth. God created them. He knew what their human form looked like. The naked truth is that their nakedness wasn’t about clothes at all. Their nakedness was about exposing their distrust, their sin, to their Creator God. In that moment of truth it seemed easier to cover themselves than to expose their sin. Somewhere along the garden path Adam and Eve lost their garment of innocence.


Getting Started
A. Invite class members to share stories they may have of when their child or a child they know did something wrong. Ask: ●“How did the child respond?” ●“How did they attempt to cover it up?” Examples could include cutting their own hair, writing on a wall, or taking something that didn’t belong to them.

Ask: ●“As parents, what is the lesson we would like children to learn when they do something they know they shouldn’t do?” ●“How can we help them understand why it is important for them to tell the truth?” ●“How can we use these opportunities to help children know the value of telling the truth and accepting the gift of forgiveness?”

B. Play the blame game. Ask class members who they think is responsible for the following problems (or think of some problems relevant to your group):
● the 2010 BP oil spill; ●underage drinking; ●teenage mothers; ●people leaving the church.

Next, have them discuss these questions: ●“Did any one pass the blame?” ●“Did anyone say we are all responsible? If yes, why? If not, why not?” ●“Why is it easier to play the blame game than to accept responsibility?” ●“Why do we think blaming each other and God was the first thing Adam and Eve did when confronted with their disobedience?” ●“How can we apply the story of Adam and Eve to our lives?” ●“God’s forgiveness is so freely given. So why do we find it difficult to confess our sins and accept this amazing gift?”

Materials
Bibles; pens/pencils and paper
Delving Into the Word

A. Divide your class into four groups, and have each group read about one of the following: ●Adam and Eve (Gen. 3:12, 13); ●Martha (John 11:21, 22); ●Jonah (Jonah 1:7–12; 4); ●Aaron (Exod. 32:21, 22).

Bring the groups back together to discuss each set above using the following questions: ●“How many times was the blame passed on?” ●“Ultimately, who ended up with the blame?” ●“What was the result of the blame game in each story?” ●“Did the blame ever seem justified? Why or why not?”

B. Have the class scan through the book of Job to see how many times the word blameless is used to describe Job. Then discuss the following questions: ●“What makes the story of Job so compelling?” ●“Why do you think Job chose not to play the blame game?” ●“Why were Job’s friends so willing to find ways to blame Job?” ●“What are some lessons we can learn from Job about placing blame?” ●“How can we prepare ourselves to keep from blaming God when bad things happen?”

Discussing the Ideas

1. When do you think children lose their innocence?  
2. Why do you think Adam and Eve chose to cover themselves?  
3. Why do we think nakedness is evil?  
4. What causes a loss of innocence?  
5. How can we know that Christ’s righteousness has covered our sins?  
6. What do we have to do to obtain the robe of righteousness?  
7. Why is it so hard for us to accept God’s covering of our sins?  
8. How do we restore trust?  
9. How can we restore innocence?

Closing the Activity

Have your students prayerfully contemplate the things in their lives they are hiding from God. Have them write these down. Doing so exposes them in a powerful way. Ask and say: “Is there anything you can do to cover them up? No. Now take your Bible and place it on top of what you have written. When you do, think of them all as being covered by God’s perfect sacrifice. Share your list with God in prayer.”

Give some time for the students to pray. Then have them take turns reading Hebrews 10:1–25 aloud. Last of all, urge them to accept Jesus’ death and resurrection as a covering over their sins. It’s that simple.

Janya Mekelburg, Lincoln, Nebraska, U.S.A.
After each of the words below, write the first word that comes to mind. Then think about how your perception of each word in the left column shapes how you view sin. What are some ways you can use each perception to find truth in God’s promises?

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<thead>
<tr>
<th>Word</th>
<th>Perception</th>
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<tr>
<td>Innocence</td>
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<td>Naked</td>
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The Coat of Different Colors

Surveying the Source

Plotting the Course
The students will:
► Understand the need to focus on spiritual matters.
► Resolve to be faithful in all matters.
► Know that God blesses His faithful children.

Preparing to Lead
One potentially disastrous experience provided a new and eternal focus for Joseph’s life. His “soul thrilled with the high resolve to prove himself true to God—under all circumstances to act as became a subject of the King of heaven. He would serve the Lord with undivided heart; he would meet the trials of his lot with fortitude and perform every duty with fidelity. One day’s experience had been the turning point in Joseph’s life. Its terrible calamity had transformed him from a petted child to a man, thoughtful, courageous, and self-possessed” (Patriarchs and Prophets, p. 214).

Getting Started
A. Write a list of at least seven colors on a sheet of paper. The color used to write the word should be different from the color described. For example red could be written with a green pen; blue with a red pen. You can repeat the colors, but always use a different color than the color you are describing.

Ask at least two people to read the list aloud. Then say: “It requires concentration to read what is written rather than the color you see. As we’ll see in today’s lesson, it’s important to have the right focus.”

B. Give each person a piece of paper. Then instruct them to do the following:
•“Fold it across into four ‘sections.’ ”
•“Flatten it out, and on the top quarter, draw a head. Then fold it so no one can see what you have drawn.”
•“Pass the papers to the right. Repeat for the torso and arms.”
•“Pass the papers and do the legs.”
•“Now pass the papers and do the feet.”
•“End by opening the pictures, and showing the results.”

Say: “We attempted to draw these pictures with only a limited amount of perspective. Likewise, we sometimes try to decide the direction of our lives from our limited perspective as humans. But when God directs, the result is totally different because He can see the end from the beginning.”

Delving Into the Word
A. Give each student a copy of the reproducible activity (p. 34). Divide into small groups and read 1 Corinthians 9:24–26. Say: “Paul talks about life as a race. In Joseph’s life’s race he experienced many setbacks, but he did not give
up. Joseph is often described as a type of Christ, saving his people from death. Using the racing track, make a list of difficulties that Joseph experienced. With the help of a concordance, fill in texts which hold the key to overcoming these difficulties. Expand the list with things which can cause us difficulties in our life race. Add texts which can encourage or help us to overcome these challenges.” Give time for class member to reflect on why they want to persevere and receive the prize Paul describes. Invite them to write it on the sheet and share it with the rest of the class. End by saying: “It is impossible to be sidetracked when we focus on the finishing line.”

**B.** “Throughout the Old Testament, God is identified as the God of Abraham, Isaac, and Jacob, yet Jacob was no saint. He was forced to run away from home after tricking his brother out of his birthright and deliberately misleading his father. Seven years later the roles were reversed and when he was misled by his new father-in-law, he reacted badly.

“Jacob did not learn from his mistakes. He neglected Leah and favored Rachel, and in turn, Rachel’s children. He planted seeds of jealousy and caused problems with the next generation. He reaped a harvest of lies and deception as his children misled him as to Joseph’s fate.”

Divide into small groups to review Genesis 29:21–30:24 and Genesis 34.

*Say:* “Make a list of Jacob’s mistakes, the consequences, and why you think God identified Himself as the God of Jacob.”

When they have finished their lists, *ask:* ●“What modern-day parallels can you think of?” ●“What does this tell us about how God relates to us?” ●“What is the difference between our perspective and God’s perspective?”

**Discussing the Ideas**

1. A single traumatic event changed the focus of Joseph’s life. What factors can shape your life focus?
2. How can trials and difficulties be positive factors in our lives? How can they help us to witness about Jesus’ love to others?
3. What practical steps can we take to avoid repeating the same mistake over and over again like Jacob?
4. How does focusing on the “prize” of eternal life help us in our daily lives?
5. Paul describes how athletes train to win the race. What are the essential components of our spiritual training?
6. By showing favoritism Jacob sowed the seeds of jealousy. Are we responsible for how other people respond to our actions? Explain your answer.
7. God is unchanging. What does the story of Jacob and Joseph tell us about God and how He treats His children?
8. How can you encourage others to keep focused on eternal things?

**Closing the Activity**

Ask the students to close their eyes and focus on one area of their lives where they need God’s help. Then ask them to visualize Jesus on the cross.

*Pray with the class and ask God to help each one with their specific challenge during the coming week. Thank God for the victory through Jesus.*

*Audrey Andersson, Lindesberg, Sweden*
Read 1 Corinthians 9:24–26. Then in the athletic “track” below, write the challenges faced by Joseph and the challenges we face today. In the second and fourth columns of the “track,” write one or more texts which illustrate how Joseph overcame his challenges and how we can overcome our challenges.

Write one reason why you want to cross the finish line and receive the prize Paul describes.

<table>
<thead>
<tr>
<th>Joseph’s Challenges</th>
<th>Texts</th>
<th>Our Challenges</th>
<th>Texts</th>
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</table>

I want to cross the finish line because:
The Priestly Garments of Grace

Surveying the Source


Plotting the Course

The students will:

► Explore the holy requirements for God’s chosen people.
► Contrast the darkness in the world against the bright clarity Christ provides.
► Recognize that Jesus Christ is the only way we are saved from sin.

Preparing to Lead

God’s high standards of excellence and order can be seen as we watch nature’s interdependent ecosystems, experience the seasons, notice that day and night consistently segment our time, and recognize that God provides the power and miracles for life to thrive every day.

However, through these same realities, we can identify sin as it works to destroy and disrupt every pure and holy act of God. Although our lives are made imperfect by sin, we know that evil will not overcome us. The war has already been won, and the victory over sin comes through the grace of Jesus Christ.

Getting Started

A. Say and ask: “Bob works for Greater Light Energy, and recently was given a snazzy polo shirt with the company logo embroidered on the front. What would happen if Bob came to work wearing a shirt with the logo of their rival company, Lesser Light Utilities?” (Spend a minute or two to discuss this question.) Say: “How often do we want to be God’s people, while looking and acting like the world? We are God’s ‘chosen generation, a royal priesthood, a holy nation, His own special people’ (1 Pet. 2:9, NKJV). He has covered us with His ‘company logo,’ marking us as His own.”

B. Give each class member a copy of the reproducible activity (p. 35). Allow about 15 minutes to complete the worksheet. Once the time is up, have volunteers share the responses they wrote down for question 2.

Delving Into the Word

A. Say: “Think about the setting during the time of the Israelite’s journey through the wilderness. It was dry and dusty, and there were cattle and small animals everywhere. People lived in tents, and bathing probably wasn’t an easy thing to do, considering there wasn’t much water. The priests were to wear very specific clothing, remove their shoes, and uphold certain standards for their own washing and
purification before they could enter the sanctuary.”

Next, hand out pens and paper, and divide the class into four small groups. Ask the groups to read Exodus 28; Exodus 32:1–6; and Leviticus 21:7–24. Instruct them to make notes on their paper about the most meaningful symbols, colors, numbers, and concepts concerning the requirements for the priests. Then have each group share their ideas.

Ask: ● “What do these requirements say about God?” ● “How do these high standards of purity translate to our time and society?” ● “Consider the fact that Moses had to take his shoes off in the presence of God. Are there still places today where we can ‘stand on holy ground’?” ● “In what other ways can we show our reverence for God?”

B. Say: “When some cats hear the doorbell ring, they dive under furniture or hide in a protected place. Such a reaction makes us think of Adam and Eve’s fear when they discovered they were naked and that God was looking for them in the Garden of Eden.

“Satan wants us to be afraid like Peter was when he took his eyes off Jesus and started sinking into the dark waters.” Ask a volunteer to read Matthew 14:22–32. Then say: “The good news is that Peter did not drown that night. He called out to Jesus, ‘Lord, save me!’ (Matt. 14:30, NKJV). The dark waters of this world are no match for Jesus Christ.”

Have each person find a partner. Pass out paper and pens to each pair. Allow 15 minutes for them to find Bible verses that show that faith in Jesus is the only way we are saved from sin. Have them write a summary of each verse they find and share these summaries with the group.

**Discussing the Ideas**

1. Consider the ornate jewels and fine linen and other material used to make the robes and accessories for the priests. Why do you think God required them to wear such specific stones, colors, and patterns?

2. The priests had lifestyle standards to uphold in addition to their clothing requirements. What lifestyle standards should Christians have today?

3. What “materials” do we try to cover ourselves with in ways we think will be acceptable to God?

4. Why do you think that “all our righteousnesses are like filthy rags” in God’s sight? (Isa. 64:6, NKJV).

5. Have someone read 1 Peter 2:9. Then ask: In what ways do we function as priests in our lives and among our family and friends?

6. Considering the vast array of sinful temptations available in our society, do you agree or disagree that Jesus “has been tempted in every way, just as we are” (Heb. 4:15, NIV)? Think of three or four basic sins that are at the root of most temptations (for example, lust, covetousness, lies, and greed).

7. What are some practical ways we can keep our eyes on Jesus as we run to finish the race of life?

**Closing the Activity**

Say: “You seldom hear about someone who has fallen overboard in the middle of the ocean swimming many miles back to shore. Such stories that end well always involve a rescuer finding the person, lifting him or her into a boat or helicopter, then whisking that person off to a hospital.

Usually the person who is saved develops a meaningful relationship with the rescuer. It’s a natural reaction to the gratitude felt for having been saved.

Debbie Battin Sasser, Friendswood, Texas, U.S.A.
Chosen by God

Although we are saved by God’s grace, He still requires that His chosen people be pure, holy, special, and different. We are all born into sin. We can never save ourselves through good works. But that does not mean we should continue to sin freely.

Summarize Romans 6:1–14 in your own words, focusing on the words, phrases, and concepts that speak to you in the most meaningful ways.

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Ask three other people in the room to answer the following question: How does being chosen by God make your life different from people who do not claim Jesus as their Savior? Be prepared to share the responses with the class.

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Elijah and Elisha’s Mantle

Surveying the Source

2 Sam. 10:3, 4; 1 Kings 19:1–19; 21:21–29; 2 Kings 2:1–18; Ezek. 16:15, 16.

Plotting the Course

The students will:

► Understand how clothing in the Bible (and today) can represent and demonstrate a person’s spiritual condition and make clear a person’s true goals and desires.

► Examine what “garments” they are wearing by their lifestyle choices and spiritual habits.

► Explore what it is that really matters about clothing in church (see Tuesday’s lesson for May 3 in the CQ Bible Study Guide).

Preparing to Lead

Say: “What are common assumptions we might make about a stranger who’s wearing pantyhose on his head and carrying a knife? Someone in a business suit? What about a casually dressed woman pushing a stroller? We often arrive at these assumptions by observing people’s clothing. Clothing can tell us a lot about a person. Equally interesting is the idea of power. A police uniform has no power. But the uniform confers power on the officer because of what it represents, in this case law enforcement. Today, we’ll discuss these ideas.

Getting Started

A. Ask for four volunteers to leave the room. While they are gone, they are to each change something about their outfit that changes the message their outfit communicates. For example, a right-handed woman could switch her watch to the other wrist. (In many Adventist circles, this communicates that she is engaged.) Or a meticulously dressed man could roll up his sleeves and loosen his tie. When they return, ask the class what changed and what the “new” outfit communicates to them that’s different than the old outfit.

B. Tape the provided pictures up in front of the class (p. 36). Hand out pencils and paper squares, and have class members silently number the pictured people in a hierarchy. Do not answer questions about how to determine hierarchy—class members must determine a comparative rank and power structure purely by observing the pictures. Give your answers and invite others to share. Discuss how members arrived at their hierarchy, what cues they used, and how much group agreement there is.

Delving Into the Word

A. Have volunteers read the Logos texts aloud to the class. After each text is read, discuss these questions: ● “In the case of 2 Samuel 10:3, 4, what was the
purpose of cutting the robes short and shaving half the beards off?” ●“What effect did this have on the messengers?” ●“On the Israelites who saw them?” ●“What message did it send to King David?”

Have class members take turns reading from 2 Samuel 10:1–17. Say: “It is interesting to note that David didn’t go to war for the purpose of avenging this insult.” Ask: ●“What did the clothing in this passage symbolize?” ●“What does the clothing tell us about this person’s loyalties or motives?” ●“Did Elijah’s mantle have power?” ●“If not, why did Elijah pass it on to Elisha?” ●“What good would it do Elisha if it didn’t carry any power?”

Display pictures of several well-known celebrities or sports stars. Discuss what their clothes “say” to others. If the class seems prepared, discuss in general whether class members are giving the message they intend to give about themselves, with the clothing they usually wear.

B. Divide the class into three groups, each with a self-appointed group leader. Give each leader paper and pencil. Have each group pretend it is going to interview God about what people’s clothes can tell others about them. Don’t refer them to the Bible. At least one group will probably come up with the idea on their own, and it may be helpful to the groups to see what they themselves come up with. Ask group members to think of at least 10 interview questions for God about garments and their symbolism.

Next have the groups pass their interview list to the left. Each group should now use the Logos texts and any other Bible passages they want to use to answer the interview questions.

Finally, have each group read one or two questions and answers for the rest of the class to discuss.

Discussing the Ideas

1. In the Bible, we read about people tearing their clothes to show grief or wearing special clothing if they were widowed. What special situations do we have today where we wear certain clothing for a period of time? What is the purpose of doing so today?

2. Is it always disrespectful or irreverent to wear jeans to church? When might it not be disrespectful? When would it be disrespectful?

3. In some countries, going into church with your shoes on is considered an insult to God. In other countries, taking your shoes off in church is considered irreverent/disrespectful. What are the points of view behind these differing perspectives? What common goal underlies the disagreement?

4. What will you take home from this lesson this week? How will it affect you over the next several days?

Closing the Activity

Have the class look up the following verses and discuss their relationship to this week’s topic: 2 Sam. 13:31 and Jer. 36:24; Exod. 19:10; Gen. 35:2 and 28:14; Exod. 28:4 and 29:29. After the discussion, say: “From rending them (to show grief)—2 Sam. 13:31; Jer. 36:24) to washing them (to purify yourself—Exod. 19:10), from changing them (to disguise yourself, or to show you have repented—Gen. 35:2; 28:14); to making holy garments (for a holy purpose—Exod. 28:4; 29:29), garments can be chosen to show our loyalties, and they can show our loyalties even if we threw them on without thinking. ‘Garments’ in our lives can be any life choice we make regarding prayer habits, preferred music, and how we spend our time. These all show where our hearts are.”

Lorna Hartman, Spangle, Washington, U.S.A.
In the Shadow of His Wings

Surveying the Source
Exod. 19:4; 2 Samuel 11; 12; Pss. 17:8; 32:1; 36:7; 51:2; 57:1; 61:4; 63:7.

Plotting the Course
The students will:
► Discuss various biblical meanings for the term shadow.
► Identify what we know about God from His protective shadow.
► Express the confidence and security to be found in God’s shadow.

Preparing to Lead
One of the metaphors Scripture uses for God’s protection is that of being “in His shadow” or “under His wings.” Like a protective shadow, Christ’s righteousness shields us from the wrath of God against sin. Only as we stay close to Him are we safe. He has provided a place of refuge for us, a place where we can rejoice in the calm of His presence.

Getting Started
A. Ahead of time, locate pictures of a solar eclipse, a skyscraper, and a beach umbrella. Show each picture to the group and ask: ●“What is causing a shadow in this photo?” ●“What things might you find within the shadow?” ●“Is this shadow a good place to be? Why or why not?” ●“How is this shadow like or unlike God’s ‘shadow’ that we’ve been studying about this week?”

B. Many idiomatic expressions use the term shadow or a variation of that word. What it is implied by each of the following sentences? ●“He grew up in his sister’s shadow.” ●“She made a shady investment.” ●“That event cast a shadow over the rest of her life.” ●“He shadowed his mentor through a day of work.” ●“I’ve got it made in the shade!”

Delving Into the Word
A. Say: “Much of what we have learned about the sun—or subatomic particles, for that matter—comes from studying shadows. Expert birders can identify a bird in flight by its silhouette or shadow.”

Next, using a flashlight or overhead projector, cast a beam onto a screen or wall. Ask the class to identify a variety of small objects as you hold them in the beam: pencil, key, cell phone, et cetera.

B. Finish by making bird-wing shadows with your fingers, or shining the light on a bird cutout or figurine. Ask: “What can you tell about each object by its shadow? Can you tell its size or color or brand?”

Say: “Like the sun or a subatomic particle, we cannot study God directly. No single passage of Scripture provides a complete picture of Him, just as no shadow provides a complete image.”

Have the students read the following...
passages. As they do, ask them to imagine each of these passages as a shadow and to answer the question, “What can we tell about God from the ‘shadow of His wings’”? As each text is discussed, list words or phrases that describe what each passage says about God. The texts are: Exodus 33:19–23; Job 38; 39; Psalm 91; John 14:1–14; Rev. 21:1–7.

B. Divide your class into smaller groups if necessary. Distribute copies of the reproducible page (p. 37). Allow time for the groups to complete their research and to discuss their answers. Then invite someone from each group to share what they have learned.

**Discussing the Ideas**

1. Think of a time when you felt protected by being in the shade. How is that like being in God’s shadow?
2. Is it always easy to see where you’re going when you’re in the shadows? Explain your answer.
3. Why do shadowy areas make good hiding places? What good things might God conceal in the shadows of your life for you to find?
4. How does an object’s shadow relate to its size? What can affect the size of a shadow? Apply this to your relationship to God and His shadow.
5. Does a shadow tell you more about the light source, or about the object that casts the shadow? Is God more like the light source or the shadow? Explain.
6. Why do you think that many people find the idea of God’s “wings” comforting?

**Closing the Activity**

As a group, compose a psalm expressing what your class has learned about God and His “shadow.” Write the psalm on paper or a chalkboard/whiteboard so the class can see it. Include some of the similes or metaphors from this lesson. Try to compose at least five “verses.” Conclude by reading your psalm aloud together as a prayer.

*Sharon Wright, Silver Spring, Maryland, U.S.A.*
Read each of the following groups of Bible passages, and discuss what is meant by each type of shadow. List words you associate with it, and think of a real-life illustration or simile that uses that kind of shadow. Discuss how we can experience each kind of shadow in our lives, and how God sometimes casts this kind of shadow.

**Fleeting shadows:** 1 Chron. 29:15; Job 8:9; Ps. 144:4; Eccles. 6:12; James 1:17

Descriptive words:

This shadow is like

**Reflective shadows:** Col. 2:17; Heb. 8:5; 10:1

Descriptive words:

This shadow is like:

**Protective shadows:** Ps. 17:8; 57:1; 91:1; Isa. 16:3; 4; 32:2; 51:16

Descriptive words:

This shadow is like:

**Threatening shadows:** Job 34:22; Ps. 23:4; Luke 1:79

Descriptive words:

This shadow is like:
Garments of Splendor

Surveying the Source

Plotting the Course
The students will:
► Recognize that Christ’s righteousness is a gift instead of something they can earn.
► Explore the connection between spiritual growth and spiritual discipline.
► Discover the practical application of God’s promises to redeem and transform us.

Preparing to Lead
“Clothes make the man”—but in the spiritual life, if we try to make our own attire, we’re in trouble. Yet when you meet someone who depends utterly on Christ for contentment and strength, who lives to serve God and others, they might as well be wearing a flashing neon sign that reads “I love Jesus.” Their connection to Him is as unmistakable and unreplicable as a glittering diamond necklace.

Getting Started
A. Show the class a favorite item of clothing or family heirloom and share with them the story behind it. Tell what it means to you or how you felt when you first wore it. Ask: ● “Why can a simple piece of clothing or object have such significance to people?” ● “What endows something so fleeting with such power?” ● “Why does human nature put such value in looks and outward appearance?”

B. Share (or ask a class member or guest to share) how your understanding of God’s gift of salvation has grown throughout your life. Ask: ● “What makes a gift so difficult to accept?” ● “In what ways do we try to even the score?” ● “How does accepting Christ’s unmatchable sacrifice empower a Christian to live for Him?”

Delving Into the Word
A. Have your class read Zechariah 3:1–7. Say: “Zechariah’s messages were given during the time of the Jews’ return to Jerusalem after their exile in Babylon. The people were struggling to regain their national and spiritual identity, and had experienced decades of destruction and despair.” Ask: ● “Why would God give them that message at that time?” ● “What does this message say to Christians struggling today?” ● “Why does the message begin with Satan focusing on people’s sins?” ● “What encouragement can we take from its picture of God replacing our filthy garments with His own?” ● “What meaning should we take from the charge given in verse 7?”

B. Have your class read Ephesians 6:10–18. Ask: ● “Why is this ‘spiritual armor’ so integral to our relationship with God?” ● “What spiritual exercises and attitudes develop the attributes Paul de-
accepting a penny for it. It’s a gift that makes the wearer look dazzling. It’s a look that compels attention, as others wonder what gives such love, freedom, and security.

Say: “A lot of imitations claim to cover up our inadequacies, from self-help ‘believe in yourself’ advice to legalistic prescriptions for personal purity. The truth is, however, that only Jesus can give us His robe of righteousness without spirituality?

1. Which gets more emphasis in Christian society—our outward appearance or our inner spiritual life? Explain your answer.
2. What part of us makes a greater impression on non-Christians—our outward appearance or our attitude? Explain your answer.
3. How do people fake a Christian walk, adorning themselves with synthetic spirituality?
4. What activities or settings make you feel most plugged in to Christ? Explain why.
5. How does Satan try to discourage us regarding our sinful nature and lives?
6. Given the totality of Jesus’ sacrifice and the overwhelming nature of His gift, why is it so easy to slip back into personal scorekeeping?

Closing the Activity

Say: “A lot of imitations claim to cover up our inadequacies, from self-help ‘believe in yourself’ advice to legalistic prescriptions for personal purity. The truth is, however, that only Jesus can give us His robe of righteousness without accepting a penny for it. It’s a gift that makes the wearer look dazzling. It’s a look that compels attention, as others wonder what gives such love, freedom, and security.

Tompaul Wheeler, Baltimore, Maryland, U.S.A.
Paraphrase Ephesians 6:10–18, applying its themes and ideas to your own life.

Verse 10:

Verse 11:

Verse 12:

Verse 13:

Verse 14:

Verse 15:

Verse 16:

Verse 17:

Verse 18:
A Brand Plucked From the Fire

Surveying the Source
Exod. 3:1–14; Zechariah 1–3; John 14:15; Eph. 2:8–10; Rev. 12:10.

Plotting the Course
The students will:
► Explore the process of accepting Christ’s robe of righteousness.
► Discover the characteristics of people who have received the robe of righteousness.
► Commit to accepting Christ’s robe of righteousness in their own lives.

Preparing to Lead
Imagine receiving an invitation requesting the honor of your presence at the coronation of a king. Immediately you begin to plan how you will travel, what sights you will see, and most importantly, what you will wear.

God’s chosen people have received an invitation to the coronation of Jesus. Living on earth is our preparation time for this event. God is so generous that He even offers the rich robes we will need to wear. We don’t have to pull out a credit card to pay for them. All He asks are lives of submission as we cover ourselves with His robe of righteousness.

Getting Started
A. Give each student a 4x6 blank card. Ask them to design an invitation for the coronation of a king and queen. Tell them to include the information necessary for those being invited.

Ask: ● “How would you prepare to attend an earthly coronation?” ● “Why couldn’t you just get on a plane and fly to the event?” ● “What would be the most important thing you would have to plan for in order to attend the coronation?”

B. Divide the class into groups of 4 or 5. Write the following texts on the board and tell the students you want them to discover the examples of robes that are being discussed in these texts: Genesis 37:3; Mark 5:21–34; Luke 15:11–31. Also have them find other examples of robes in the Bible. Remind them that they need to be prepared to share with the class the examples they have found.

Ask: ● “What was the significance of each of the robes you read about?” ● “How did it set the individual wearing it apart from other people?” ● “What role did the robe play in each story?”

Delving Into the Word
A. Ask a student to read Isaiah 61:10. Use the following questions to stimulate a discussion: ● “What are the two types of clothing mentioned in this text?” ● “How does a person receive the clothing?” ● “Describe what the garments of salvation are and how they are different from the robe of righteousness.”
Divide the class into groups of 4–6. Ask them to imagine that they are angels watching the events of this world. Have each group write a short script from the angels’ perspective about fallen human beings receiving Christ’s robe of righteousness. They should include a description of what the angels see as humans realize their need for a Savior (Ezek. 3:1–14), ask for forgiveness (Zech. 1:1–4), repent of their sins (John 14:15), ask God to change their lives (Col. 3:3–10) and receive His grace (Eph. 2:8–10), and ultimately come into the presence of God in heaven (Rev. 12:10).

Encourage each group to share their skit. Ask: ●“Describe your feelings about receiving the robe.” ●“Why would anyone choose to wait and put on the robe in order to live a life described in Colossians 3:5, 8?” ●“How would you encourage them to choose the robe rather than a life filled with those things?”

B. Divide the class into groups of 4–6. Distribute the student handout (p. 39). Instruct them to read Zechariah 3:1–5 and fill in Section A on the handout. Give enough time for the students to complete Section A. Ask: ●“Who were the individuals present at the beginning of this story?” ●“What was Satan doing in this story?” ●“How did the Lord respond?” ●“What does it mean that Joshua was like a burning stick snatched from the fire?” ●“What do the filthy clothes that were on Joshua represent?” ●“What do the rich garments represent?”

Instruct the students to return to their groups and complete Section B on the handout. When the students have completed this section, discuss the following: ●“Describe the order in which your group placed the events leading up to the triumphant people being in the presence of God.” ●“Discuss how these texts apply to Christ giving His robe of righteousness to humans.” ●“How do these texts apply to our lives today?” ●“If you were telling a friend the process of receiving Christ’s robe of righteousness, what would you describe to them?”

Discussing the Ideas

1. In the story of the prodigal son, the father didn’t care that his son was in filthy rags. He hugged him first and then called for the rich, clean robes to wrap him in while the son was still unclean. Describe how the son must have felt at that moment. Compare this with how we feel when we accept Christ’s robe of righteousness.

2. Jacob presented Joseph with a beautiful robe. This helped to create strife between Joseph and his brothers. Compare this with a person who turns from a life of sin and accepts Jesus. How does this new life affect friends who do not make the same choice? How could the tensions between friends be relieved?

3. This lesson has focused on Christ’s robe of righteousness. Why is receiving this robe necessary?

4. Describe characteristics in a person’s life that would indicate to others that he or she has been wrapped in Christ’s robe.

Closing the Activity

Say: “God has offered each of us the gift of salvation. When we accept that gift, we must be willing to allow Him to make changes in our lives. Then we become the stick that is pulled out of the burning fire and we are covered with the robe of Christ’s righteousness.”

Next, recite the memory verse together and sing the hymn “Cover With His Life,” The Seventh-day Adventist Hymnal, No. 412. Close with prayer, asking God to cover each of the students with His love and grace.

Deena Bartel-Wagner, Spencerport, New York, U.S.A.
Read Zechariah 3:1–5.

Who are the characters in this story?

How is Satan reacting?

Who responded to Satan's accusations?

What happened to Joshua’s filthy clothes?

Now match the verses in the left column with the descriptions in the right column. Then number the descriptions in the order you think best describes the process of a person coming to God and receiving Christ's robe of righteousness.

<table>
<thead>
<tr>
<th>Zechariah 1:1–4</th>
<th>God’s chosen people are in bondage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revelation 12:10</td>
<td>God’s offer of grace</td>
</tr>
<tr>
<td>Exodus 3:1–14</td>
<td>We are called to obedience</td>
</tr>
<tr>
<td>Ephesians 2:8–10</td>
<td>God and His chosen are triumphant</td>
</tr>
<tr>
<td>John 14:15</td>
<td>We are to turn away from sin and return to God</td>
</tr>
</tbody>
</table>
The Prodigal’s New Clothes

Surveying the Source

Plotting the Course
The students will:
► Understand more fully the multiple components of the prodigal son story.
► Sense anew the significance of God’s acceptance, patience, and forgiveness.
► Commit themselves to unselfish living, resolving to extend patience and forgiveness to themselves and to others who are mean to them.

Preparing to Lead

Even though it was recorded 2,000 years ago, the story of the prodigal son never grows old. That is because the very human and divine conditions it describes still persist today. We identify with the prodigal’s self-serving attitudes, and we don’t like the mess he willingly created.

We identify with the responsible older brother and maybe even the unglamorous life he led. However, we don’t like his self-righteous behavior over what he thinks is outrageous favoritism displayed by his father on behalf of his errant sibling.

Then again, we very much like the forgiving father. We would choose him over anybody else to be on our side, helping to restore us to dignity and worth.

Getting Started
A. Discuss the following questions with your class: ● T F: The father of the prodigal son must take some responsibility for the son’s transgressions. ● T F: If you had been the older brother, you would have been more charitable with the father and the prodigal. ● What trait of character in the prodigal son story do you admire? Not admire? Explain why.

B. Consider beginning the study with a very short first-person story of your own that may parallel the prodigal story. Then do a brief recap of the prodigal son story.

B. The story of the prodigal son is a story of contrasts. Discuss the following contrasts and what they can teach us about God and ourselves: ● the contrast between the two brothers; ● the contrast between the father and the prodigal son; ● the contrast between the father and the “good” son.

Delving Into the Word
A. From the story of the prodigal son we can learn about the following three things: (1) how God treats sinners, (2) the nature of God’s righteousness, and (3) how we respond to sinners who return to Christ. Use the following questions to
After leading a life similar to the younger son. Are you like the father or the older brother? Why did you answer the way you did?”

B. Divide your class into two or three groups. Have all the members in each group do the reproducible activity, one copy for each student (p. 40). When the groups appear to be finished, have them come together to discuss their answers.

Discussing the Ideas

1. If grace is a gift, why should we pray for it?
2. Since the prodigal son story is a hypothetical parable, what might one do to the illustration that would reveal more about the father as a representation of God?
3. How could the parable of the prodigal son affect one’s prayer life?
4. If the father could have refused to dole out the son’s portion of the estate, why didn’t he? What does this teach us about our heavenly Father?
5. The prodigal son was aware of all the wonderful things he left behind. But what can one say to those who never knew such abundance in the first place?
6. The older brother was jealous. What would jealousy look like translated into clothing?

Closing the Activity

Say: “The prodigal’s new clothes teach us that the greatest hallmarks of an unthreatened God is that regardless of our rebellion, He longs for our return, and when we do come back to Him, He welcomes us with open arms and the best He has to offer.”

Close by singing “Come, Ye Sinners,” No. 280 in The Seventh-day Adventist Hymnal. Tell the class to imagine the story of the prodigal son as they sing each verse, especially the refrain.

Loren Dickinson, College Place, Washington, U.S.A.
DIRECTIONS: Read the texts in the left-hand column. Discuss them in relationship to the following topics: (1) how God treats sinners, (2) the nature of God’s righteousness, and (3) how we should respond to sinners who return to Christ. Write some of your thoughts regarding these three topics in the right-hand column. (Not every text will relate to all three.)

<table>
<thead>
<tr>
<th>Text</th>
<th>How God Treats Sinners</th>
<th>The Nature of God’s Righteousness</th>
<th>How We Should Respond to Sinners Who Return to Christ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ps. 51:7</td>
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<tr>
<td>Ps. 103:13</td>
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<td>Song of Songs 2:4</td>
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<td>Isa. 44:22</td>
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<td>Isa. 61:10</td>
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<tr>
<td>Zechariah 3</td>
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<tr>
<td>John 6:37–40</td>
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<td></td>
<td></td>
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<tr>
<td>1 John 4:8–11</td>
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</tbody>
</table>
The Wedding Garment

Surveying the Source

Gen. 3:9–19; Eccles. 12:14; Isa. 61:10, 11; Dan. 7:10; Matthew 21; Matt. 22:1–14; Rev. 21:2, 9, 23–27.

Plotting the Course

The students will:

► Understand the importance of being “dressed” as Jesus’ bride.
► Desire the garments of salvation with all their hearts.
► Understand God’s desire for us to accept His righteousness, and to be with Him in heaven.

Preparing to Lead

God has been sending His servants out to invite people to come to Him as long as sin has existed (Matt. 22:1–8). He has given us the gift of choice, so we all have a fair chance to decide to follow Jesus or not. Only God sees our heart, but people can know whom we belong to by what we “wear”—what we say, how we act, and how we treat others.

There will be an open, transparent (Rev. 21:23–27), but if we have accepted God’s robes of salvation (Isa. 61:10, 11), we need not fear.

Getting Started

A. Ask class members to pantomime the story of the wedding garment while someone reads the story from the Bible. Then ask: ●“What is a person’s responsibility when God invites him or her to His wedding banquet?” ●“How would you feel if you were one of the servants inviting the guests?” ●“Who is represented by the man who is not wearing wedding clothes?” ●“How can we be sure we don’t forget our ‘wedding clothes’?”

B. Look at the wedding pictures that you brought. Ask: ●“How did the bride and groom look at each other?” ●“What was worn at the wedding?” ●“How will they keep their commitment?” ●“How will other people know that this couple is married to each other?”

Give class members a few minutes to write down their wedding vows to God and then share with the class if they are comfortable doing so.

Delving Into the Word

A. Read Revelation 21:2, 9, 23–27 together as a class. Imagine that you are from another planet and you are watching the events of the Revelation unfold before your very eyes. Look at the light imagery in this passage, and discuss the following: ●“How do we know that God is fair and just?” ●“Who is God accountable to in this passage?”

Next, list several other Bible verses that talk about light and that also show God to be a God of truth and transparency.
B. In Genesis 3:9–19, we read about the embarrassment of Adam and Eve when they discovered that they were naked and how they immediately tried to cover themselves with fig leaves.

Have the class share times when they or someone they knew were ashamed of something they did.

*Ask:* ● “What is our human response to shame?” ● “What are we trying to hide from when we are ashamed?” ● “How is shame the opposite of the openness and righteousness that God wants to give us?”

Read Isaiah 61 together and talk about the clothing imagery in terms of shame or pride. *Ask:* ● “How can someone who is ashamed become willing to give up his or her ‘dirty clothing’ in exchange for God’s clean, white robes of salvation?”

Do the activity on page 41.

**Discussing the Ideas**

1. Jesus offers us the clothing of salvation for a reason. What is that reason? What will others learn by what we “wear” for God?

2. Adam and Eve made a conscious decision to disobey God. The result was that the robes of light He had given them disappeared, and they realized that they were naked. How do we feel when we are “naked” or vulnerable? How do God’s robes make us feel? How do they change our behavior?

3. What identifies someone who belongs to a gang? How does this relate to what a bride wears when she is committing herself to her groom?

4. In today’s secular news, we read much about the connection between the mind, body, and spirit. How can our heart, mind, and soul reflect how we feel about God and His invitation to be His bride?

5. How can we proudly talk about this mind, body, and spirit connection in the context of our commitment to Christ?

6. “Submit to one another. . . . Husbands must love your wives with the same love Christ showed the church. He gave up his life for her. . . . In the same way, husbands ought to love their wives as they love their own bodies” (Eph. 5:21–28, NLT). Based on these verses, what does it mean for Christians to submit to one another?

**Closing the Activity**

Have the students talk about times when they accepted invitations from someone they wanted to spend time with. Also have them share times when invitations they gave to others were rejected.

*Ask:* ● “How did you feel when your invitation was rejected?” ● “How would you answer Christ’s invitation if it meant giving up something you liked but knew was wrong?” ● “Give an example from the Old Testament and one from the New Testament of someone who invited another person to God. What was the result of that invitation?” ● “How can these examples deepen our commitment to God and our love for Him?”

**Stephanie Yamniuk, Winnipeg, Manitoba, Canada**
**DIRECTIONS:** Read the story of the wedding parable in Matthew 22:1–14 and then fill in the chart below.

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The king and his son</td>
<td></td>
</tr>
<tr>
<td>The servants</td>
<td></td>
</tr>
<tr>
<td>Those who are invited to the banquet</td>
<td></td>
</tr>
<tr>
<td>The second group of people who ignored the request or mistreated the servants</td>
<td></td>
</tr>
<tr>
<td>People on the street corners, both good and bad</td>
<td></td>
</tr>
<tr>
<td>The man who came to the wedding without the proper clothing</td>
<td></td>
</tr>
</tbody>
</table>
More Clothing Imagery

Surveying the Source


Plotting the Course

The students will:

► Be able to explain the meaning behind the clothing imagery in this week’s lesson and how these images can be applied in a Christian life.

► Recognize that clothes “don’t make the man”—the inside does, that true beauty comes from within rather than from outward appearance.

► Realize that removing one’s sinful, dirty rags and clothing oneself in Christ’s righteousness symbolizes a change of lifestyle.

Preparing to Lead

Everyone wears clothes, at least we hope they do! Since sin entered the world in the Garden of Eden, wearing clothes has been a standard practice, which involves modesty, practicality, appearance, and fashion. Even when Jesus lived on earth in human form, He wore the standard clothes of the time. Everything Jesus did had purpose and meaning, and in Matthew 26:59–68; Mark 5:24–34; John 13:1–16; 19:23, 24 we find that Jesus’ stories about clothing had object lessons. In a world where fashion is so important, the clothing imageries of Christ reveal what is truly important—becoming more like Jesus, dressing ourselves in His righteousness, and in turn developing true inner beauty.

Getting Started

A. Say: “Picture two women, the first is a tall blonde super model who eats carrot sticks and celery shakes to keep her catwalk body looking sharp. The second is a stay-at-home mother who joyfully nurtures her two adopted daughters and volunteers at a juvenile detention center tutoring teens in basic literacy skills. “Now picture two men. The first is a retired carpenter who builds orphanages in Africa and helps run a club every weekend for the local village kids. “The second man is the local high school’s under 18 basketball champion whose build, height, and ego make the girls melt at the mere sight of him.”

Now, have students read aloud 1 Peter 3:3, 4 and 1 Samuel 16:17. Ask: ●“Which of the men and women I’ve mentioned are more attractive, and why?” ●“Think about it. In light of these verses, when God looks at you, are you attractive in His eyes?”

B. Go around the class and ask everyone to reveal what their favorite article of clothing is and how they think it may reflect who they are as a person. Then read the following: “Today, fashion is really about sensuality—how a woman feels on the inside. In the ‘80s women used suits with exaggerated shoulders and waists to make a strong impression. Women are now more comfortable with themselves and their bodies—they no longer feel the need to hide behind their clothes.”

Ask: “What do you think about this

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27
Delving Into the Word

A. Divide the class into three groups:

  Group 1: This group reads the story of Jesus healing the sick woman (Mark 5:24–34). They are then to read Matthew 21:21, Hebrews 11:1, 1 Peter 1:7 and discuss how these verses relate to and illuminate the symbol of the woman reaching out for Jesus’ robe.

  Based on their discussion, the group is to prepare a drama or activity to present to the class on how the image of reaching out to touch Jesus’ garment can be applied to a Christian’s life today.

  Group 2: This group reads the story of Jesus washing the disciples’ feet (John 13:1–16). Then they will read Matthew 20:28, 1 Peter 4:10, Philippians 2:3, 4 and discuss how these verses give meaning to Jesus removing His outer garment and washing His disciples’ feet. In light of their discussion, they are to prepare a drama or activity to present to the class on how John 13:1–16 can be applied to a Christian’s life today.

  Group 3: This group reads the story of Jesus being dressed as a king and mocked (Matt. 27:27–29).

B. Divide the class into groups of two or three. Give each group this scenario: A teenage girl in your church is struggling with her body image. She spends copious amounts of money on clothes and the latest beauty aids. Sadly, she still feels less than beautiful.

   Using the messages from the following texts, write a letter or conversational script that encourages this girl to embrace her inner beauty and to clothe herself in the righteousness of Jesus in order to find true beauty: Genesis 1:27; 1 Samuel 16:17; Psalm 139:14; Jeremiah 29:11; Zechariah 3:3, 4; Luke 12:27, 35; Galatians 5:22, 23; 1 Timothy 2:9; and 1 Peter 3:3, 4.

Discussing the Ideas

1. How can your class remove its “outer garment” and offer itself in service?
2. The woman reached out in faith to touch Jesus’ garment. What about your life requires you to “reach out” in faith?
3. Do you know a person who is truly beautiful? What qualities does this person have that makes him or her this way?
4. Is there anything wrong with looking nice? Why or why not?
5. If God looks at the heart rather than a person’s outer appearance, why is it still important to be modest?
6. How relevant is the clothing imagery in Matthew 27:27–29 for today?

Closing the Activity

Do the reproducible activity (p. 42). Once everyone has shared their personal application, pray that all students will clothe themselves with the righteousness of Jesus to truly reflect their inner beauty.

Amy Townend Turner, Cooranbong, New South Wales, Australia

**Application Sentences**

Cut up these unfinished sentences and distribute them to your class members. Depending on the number of people in your class, you may want to make more than one copy of this activity. Have the students reflect on their unfinished sentence. Then have each one share her or his completed sentence with the rest of the class.

<table>
<thead>
<tr>
<th>First Peter 3:3, 4 has taught me that . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>One thing I learned today that really challenges me is that . . .</td>
</tr>
<tr>
<td>Wearing Christ’s garments in my life will mean that . . .</td>
</tr>
<tr>
<td>The clothing symbol that will really change the way I live is . . . because . . .</td>
</tr>
<tr>
<td>One thing that I will change in my life because of what I learned from this lesson is . . .</td>
</tr>
<tr>
<td>The story of Jesus washing His disciples’ feet with His outer garment will change the way I . . .</td>
</tr>
<tr>
<td>I have been challenged to reflect on the way I . . .</td>
</tr>
<tr>
<td>Following the example of Jesus in my life will change the way I . . .</td>
</tr>
</tbody>
</table>
Clothed in Christ

Surveying the Source
Rom. 6:1–6; 1 Cor. 15:49–55; 2 Cor. 5:1–4; Gal. 3:26–29; Eph. 4:22–24; Col. 3:1–12.

Plotting the Course
The students will:
► Understand the concept of spiritual transformation embedded in the metaphor of new clothing.
► Know how to receive God’s power for the purpose of transformation.
► Make a personal commitment to be spiritually transformed.

Preparing to Lead
The Old Testament uses clothing to illustrate spiritual transformation. The priestly garments are symbolic representations of significant spiritual truths. The prophets, such as Isaiah (Isa. 64:6) and Zechariah (Zech. 3:1–5), use clothing as a metaphor for righteousness. In the New Testament parable of the wedding, Christ uses a robe to represent the righteousness He provides. The apostle John continues this tradition in the book of Revelation when he addresses the Laodicean church (Rev. 3:17, 18).

Getting Started
A. Distribute notepads and pencils or pens. Give class members a specified time period (30 seconds to a minute) to list the names of articles of clothing that other members will not think of. At the end of the time period compare notes to isolate the clothing items that are unique to a class member’s list. Starting with the unique articles, have class members describe the purpose of the item and tell whether or not it has been used symbolically in Scripture or elsewhere.

B. Distribute clothing advertisements from newspapers, magazines, and other printed sources, or search the Internet for clothing manufacturers. Discuss the psychology behind advertising and what fashion and clothing mean in your society. Then discuss the symbolic use of clothing in the Bible. Ask: ● “What does it mean to accept the clothing which Christ offers us.” ● “What might it mean to reject it?”

Delving Into the Word
A. Use the reproducible activity sheet found on page 43. The Logos article of this week’s lesson divides the Scripture’s metaphorical use of clothing into three categories: Redemption, Renewal, and Restoration. Remember that the word clothing is not necessarily present with every scriptural allusion to dress. (For example, Paul says at the end of time that believers will “put on” immortality.) Starting with those scriptural references contained in the entire week’s lesson and
possibly branching out to others, classify the passages discussed into one of those categories or a fourth miscellaneous one.

Let the class members share why they believe a specific text applies to a certain category. Avoid the temptation to debate which text belongs to which category as a number could apply to more than one. The purpose is to encourage members to unlock the metaphors for themselves and give a personal witness about what the text means in their lives. Do not overlook Old Testament stories in which an article of clothing may play a prominent part (Achan’s hoarding of a Babylonian garment or Joseph’s colorful coat). Channel the discussion toward a personal application of the story by asking how the passages influence the members to experience redemption, renewal, or restoration.

B. Distribute blank sheets of paper or 5x8 cards along with colored pencils. Ask members to design their robes of righteousness on the paper. Invite them to share their “creations,” stressing that the aesthetic quality or artistic skill is not what counts, but the quality of the ideas behind the sketch. When the members share their sketches, have them also share specific Bible texts which formed the basis for their ideas.

The color, shape, accessories, or other aspects of their drawings may represent various aspects of righteousness such as grace, self-discipline, surrender, obedience, forgiveness, and humility.

**Discussing the Ideas**

1. Why do you suppose Christ chose the wearing of clothing to illustrate spiritual decisions?
2. What practical things might we do to gain access to God’s transforming power?
3. What things might we be doing to hinder that transformation?
4. How can we share our witness of how God is transforming us?
5. What does the act of baptism signify in terms of clothing symbolism?
6. What evidences is there in your life that God is freeing you from sin?
7. How can we best cope with the temptation to put our old “clothes” back on?

**Closing the Activity**

Invite members to express what they see as the benefits that follow spiritual transformation in terms of redemption, renewal, and restoration. An example of redemption might be that a person is no longer burdened by shame and guilt but lives at peace with him- or herself and with God. An example of renewal might be the joy and sense of spiritual adventure that characterizes their attitude toward life. Cancer patients might talk about the bodily restoration they are expecting when Jesus returns.

Conclude by singing a song that expresses our hope in Christ or our trust in His righteousness.

**Daniel Solis, College Place, Washington, U.S.A.**
**DIRECTIONS:** List the Scriptures from this week’s lesson in one or more of the following categories. Recognize that some verses may appear to fit in more than one category. The important thing is to identify the reasons why you feel it should be classified in one area or another.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>SCRIPTURES FROM THIS WEEK’S LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redemption</td>
<td></td>
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<tr>
<td>Renewal</td>
<td></td>
</tr>
<tr>
<td>Restoration</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous/Other</td>
<td></td>
</tr>
</tbody>
</table>