Introduction

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

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

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

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

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

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

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

Getting Started
Two alternatives for introducing the week's topic of study. It attempts to fulfill two goals: (1) to introduce the topic to class members, and (2) to foster a comfortable and open atmosphere.
Delving Into the Word
Two alternative approaches to the content of the lesson. Each alternative leads all class members into the use of their Bibles through some form of active or interactive learning exercise.

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

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

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

Visit CQ’s Web Site
http://www.cqbiblestudy.org/

Questions? Comments?
E-mail: chiomentil@gc.adventist.org
Worship in Genesis: Two Classes of Worshipers

Surveying the Source


Plotting the Course

The students will:
► Gain a better understanding of what it means to be a true worshiper of Christ.
► Realize the importance of faith as a determinant of true worship.
► Learn how we can become true worshipers.

Preparing to Lead

Do a dictionary search of the word worship. How do the definitions you find differ from that shared by Frederick Schroeder? “Worship at its highest and best is the act of giving regard to God the honor and glory that are His due, without any personal satisfaction or benefit accruing from the act of adoration.”*

We worship a God who is not only reliable but strong in judgment, vindication, and retribution. He welcomes our worship on the ground that we can put absolute trust in Him, cementing the closeness that worship implies.

Getting Started

A. Distribute the reproducible activity (see p. 31). After the students have finished the activity, discuss why they answered as they did.

Next, ask each student to think about their favorite Bible worshiper. Record their answers on a flipchart. Then ask what characteristics each of these Bible worshipers have in common. Record these responses as well.

Say: “Worship is total adoration, which leads to inner renewal and recognition of the Holy Spirit’s presence. God accepts worship that shows reverence and commitment to Him above all other things. For this reason, to reduce worship to the performance of rituals is to deny the fundamental essence necessary for worship to be genuine.”

B. Distribute index cards and pens/pencils. Ask each class member to think of and write down a definition for the word worship. Allow each student to share his/her definition, and record each definition on the flipchart.

Ask: “Do these definitions seem representative of true Christian worship? Why or why not?”

Say: “Belief is one thing. Honoring Jesus in the manner He specifies is another.” Have class members take turns reading the story of Cain and Abel (Gen. 4:1–16). Say: “As children of God, we are called to be holy before Him. Therefore, it is equally important that we treat God as holy.” Have the class take turns reading the four stanzas of the popular worship song “O Worship the Lord” or sing it together (No. 6 in The Seventh-day Adventist Hymnal). Encourage them to meditate on the lyrics as they seek to worship God throughout the coming week.

Materials
dictionary; pencils or pens; chalkboard, flipchart, or whiteboard, and appropriate writing tools; index cards; copies of The Seventh-day Adventist Hymnal; three or four different translations of the Bible
Delving Into the Word

A. Share a dictionary definition of the word worship. Say: “True worshipers worship God in spirit and truth. But what does this mean?”

Have volunteers read aloud the following texts: ●Psalm 104:4; ●Matthew 18:20; ●Romans 12:1; ●2 John 1:4; ●Revelation 14:7.

Say: “The call to worship in Revelation 14:7 brings us back to the Sabbath commandment which God set aside specifically for holy purposes.” Have four students each read a verse of this commandment (Exod. 20:8–11).

B. Have three students read the following texts: ●John 4:19–24; ●Mark 12:30; ●Lev. 19:2. After a text is read, discuss it in relation to the Logos portion of this week’s lesson.

Ask: “In what ways can true Christian worship transform our lives? As you consider your answer, think about the Bible character mentioned in the Testimony portion of the lesson. Did this person show true obedience? Why or why not?”

Discussing the Ideas

1. We recognize that God is different from us and infinitely superior. However, by His choice, He intimately communes with us. Throughout Scripture, He reveals Himself as a God of mercy and compassion, worthy of our adoration. How can we know that we are never to view His love as sentimental favoritism, but as a series of bold, aggressive efforts to do good for us?

2. Why is it that God cannot to be localized, but must be readily accessible to all people, wherever they may be?

3. Christian worship leads us to a review of self in light of God’s nature and His knowledge of us. During such worship, we recognize God as the source of all, and therefore, as the initiator of worship. How should we as worshipers reach out in response to this divine initiative?

4. Why does God give certain guidelines regarding how we are to worship Him?

5. If we do not worship God in spirit and in truth, what are we at risk of forgetting? See Revelation 14:7.

6. Why were the Pharisees unable to worship in spirit and in truth?

7. How does Communion provide the ultimate in participatory worship?

Closing the Activity

Have a few volunteers share how they can be “true worshipers” in the week ahead. Have some of the students read 1 Samuel 12:24 from various translations.

Then have a volunteer offer a word of prayer to invite the Holy Spirit’s leading in the week ahead.

Samantha Bullock, St. Vincents and Grenadines, West Indies

**Directions:** Circle each name in the chart below who was a true worshiper of God. Below each of these names, write why you circled it. Then think about the names you did not circle. Below them, write what or whom these people worshiped instead of God.

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Worship and the Exodus: Understanding Who God Is

Surveying the Source

Plotting the Course
The students will:
► Understand how God seeks us out in loving and compassionate ways.
► Learn how God reveals Himself so we may know Him through a personal relationship.
► Learn that we worship God by how we live our lives as we experience His mercy.

Preparing to Lead
Culture is intrinsically attached to our understanding of God, and our relationship with Him is often shaped by the society in which we live. The Hebrew people had lived in Egypt for hundreds of years and had become accustomed to living like the Egyptians. They had learned the language, and its use among them had become a means through which they had gradually accepted Egyptian foods, arts, and religious values. In this way, the Hebrews suffered the consequences of “exile.” It should not surprise us how resistant they were to the changes brought about through Moses. For greater understanding of this, read Patriarchs and Prophets, chapters 22–28.

Getting Started
A. Divide your class into two groups. On one index card write the definition for the word acculturation. On another card write the definition for the word assimilation. Give a different card to each group. (Acculturation is when people keep their original culture but also accept parts of the new culture. Assimilation is when people replace their original culture with the new culture.) Explain to the groups that usually people who immigrate to other countries experience these cultural changes. Then have the group with the definition for acculturation discuss how the Hebrews acculturated to Egyptian culture, and the group with the definition for assimilation discuss how the Hebrews assimilated into Egyptian culture.

B. Read to the class the following quote from Patriarchs and Prophets: “The people of Egypt, in order to supply themselves with food during the famine, had sold to the crown their cattle and lands, and had finally bound themselves to perpetual serfdom. Joseph wisely provided for their release; he permitted them to become royal tenants, holding their lands of the king, and paying an annual tribute of one fifth of the products of their labor. But the children of Jacob were not under the necessity of making such conditions. On account of the service that Joseph had rendered the Egyptian nation, they were not only granted a part of the country as a home, but were exempted from taxation, and liberally supplied with food during the continuance of the famine” (p. 241). Say: “While in Egypt the Hebrews had
plenty of food to eat and land to build homes on. They had all they needed to make life comfortable. We could say that they were living a ‘dream life.’” Then discuss with the class whether or not this helped to promote the Hebrew’s spiritual values and lifestyle.

Delving Into the Word
A. Say: “After centuries of being slaves in Egypt, the Hebrews lived like the Egyptians. Moses’ mother raised him from birth until about the age of 12, teaching him the values of the true God. But when Pharaoh’s daughter took him as her own son, she educated him ‘in all the wisdom of the Egyptians’” (Acts 7:22, NIV). He remained in court with her for 40 years before he fled to Midian.

Ask: ●“What influences was Moses subject to during those 40 years that molded his mind and habits?” ●“Why was it important that he be away from these influences for a time?” ●“How did time alone with God in Midian prepare Moses for the challenges ahead of him?” ●“What does his experience at the burning bush teach us about the nature of true worship?”

B. Invite your class to make a list of all the things God did for the Hebrew people to show Himself worthy of their worship. Write their answers on a flipchart for all to see and discuss.

Say: “God took the initiative to rescue the Hebrews from Egypt. He elected Moses and Aaron to help Him. Consistently, He provided for their needs in the desert and throughout their journey in the wilderness. He was loving and compassionate toward them.”

Next, have four people take turns reading Hosea 11:1–4. Then have the class discuss the following questions: ●“Why was it that the more God did for Israel the further they went from Him?” ●“Why was change so hard for them?” ●“What obstacles kept them from crossing the threshold into a new life?”

Discussing the Ideas
1. How can prosperity help or hinder our relationship with God?
2. How can adversity/need/poverty help or hinder our relationship with God?
3. How can today’s culture influence our understanding/acceptance of God’s spiritual values?
4. Why were the Israelites so attracted to the pagan gods? What can we learn from their mistakes?
5. Romans 12:1 says, “In view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship” (NIV). How should mercy relate to how we worship God?

Closing the Activity
Invite class members to share how they’ve resolved conflict between pop culture and spiritual values. Ask: ●“How and why did you choose God?” ●“What things did you take into consideration as you made your decision?” ●“What spiritual resources did you use?”

For an alternative activity see page 32.

Sergio Torres, Maitland, Florida, U.S.A.
THINK TANK

Think of three ways worship could be more meaningful to your local congregation.

1. 

2. 

3. 

What would you add to or subtract from the worship service as it currently exists, and why?

Develop a plan for making these changes in a nonthreatening way.
The Sabbath and Worship

Surveying the Source
Exod. 20:4–11; Deut. 5:15; Isa. 44:5–20; Matt. 11:23–30; Rom. 6:16–23.

Plotting the Course

The students will:
► Understand the biblical meaning of worship.
► Articulate the relationship between Sabbath and biblical worship.
► Identify and practice various means of biblical worship.

Preparing to Lead

As an introduction to the song “We Sing Worthy,” Geron Davis talks about praising God for what He does for us, but that even if “He never blessed you or me from this day forward, He is worthy of our praise every day that we live because He is King of kings and Lord of lords.”

GETTING STARTED

A. Draw a line down the center of a whiteboard/flipchart/chalkboard, writing the word worship on one side. Then have class members call out what they associate with the idea of worship. Have them discuss their general associations and challenge them to expand their concept of worship based on what is presented bibli-cally as they proceed through the lesson. Also consider having them call out associoations they think older generations have of worship. Discuss the implications of perceived similarities and differences.

On the other half of the whiteboard/flipchart/chalkboard, write Sabbath keeping. Then have class members call out their thoughts. Discuss the correlations/incongruities between the ideas of worship and Sabbath keeping.

B. On large index cards, have class members list activities to which they devoted time during the past week. (You’ll come back to these cards to close the activity.) Discuss the idea that we worship what we spend time on, and how this individual worship affects our involvement in corporate worship. Listen to or read the lyrics to Michael W. Smith’s “The Heart of Worship.”

Ask: ● “According to the song, what is the “heart of worship”?” ● “How can we return to this heart?” ● “What role should the Sabbath play in this?” (Lyrics available at http://www.higherpraise.com/lyrics1/Heart_of_Worship.htm.)

Delving Into the Word

A. Divide the class into groups to look up verses regarding different components on the “What Is Worship?” worksheet (p. 33). Have each group share their work. Then develop a composite picture of worship, as presented in the Bible.
Have class members consider how their personal/corporate worship measures up to the picture presented in the Bible. Ask them to consider what changes each of them might need to make.

**B. Divide the class into two groups. Using a concordance or topical Bible, have one group find verses pertaining to creation (also “create[d]”) and redemption (also “redeem[ed]”) and the other group find verses related to “remem[ber]” (also “memorial”) as uniquely used in relationship to the Sabbath commandment.

Using what is learned, have the entire class discuss the relationship between the Sabbath, remembrance, creation, and redemption. Discuss how all of these inform worship.

(Some texts the group should find for creation/redemption include: Gen. 2:3; Job 38:4–39:30; Isa. 40:25–31; 42:5–7; 43:1–7; 44:23; 45:5–12, 18–23; 48:20; 51:11; 52:9; Acts 17:24–28; Rom. 8:19–25; Eph. 2:4–10; Col. 1:15–20; 2 Pet. 3:1–7; Rev. 3:14, 4:11; 5:9; 14:3, 4.)

(Some texts the group should find for remembrance/memorial include: Gen. 9:15, 16; Exod. 13:3; 20:8; Num. 15:39, 40; Deut. 5:15; 6:20–25; 7:18; 8:2,18; 32:7; Josh. 1:13; 4:1–9; Neh. 4:14; Pss. 22:27; 42:4, 6; 77:11; 103:17, 18; 105:4, 5; Eccles. 12:1; Isa. 46:9; 64:5; Zech. 10:9; Luke 24:6; John 16:4; Acts 20:31–35; Jude 1:17; Rev. 2:5; 3:3.)

**Discussing the Ideas**

1. Whether Adventist most of your life, a later convert, or still considering, how has your concept of Sabbath keeping evolved? In what ways does this affect your personal and corporate worship?
2. What is the relationship between creation, redemption, worship, and Sabbath?
3. Many paint the Ten Commandments as being restrictive. In reality, however, they are couched in the very freedom from enslavement God provided His people. What is the relationship of the Sabbath commandment and worship to this freedom?
4. What is the relationship between the freedom God gives us and that which He expects us to extend to others? What role does proper worship and Sabbath keeping play? Consider Isaiah 58.
5. Only God made and only God saves. He who created us also sustains us. How have you seen this in your life? What is the implication for worship?
6. What is the proper relationship between Sabbath, worship, and nature? How does this relate to God having made us stewards of the earth? How can you better apply these principles in the week ahead?
7. What are your customs regarding Sabbath observance from sunset Friday to sunset Saturday? Identify good customs as well as those that may be impeding true worship. What changes need to be made to enhance your individual and corporate worship?
8. Consider Jesus’ and the apostles’ Sabbath customs, as presented in Thursday’s lesson and the Bible. Despite the challenges, why should believers “not give up meeting together” (Heb. 10:25, NIV)?

**Closing the Activity**

Have class members review their index cards. [If you did not do this activity earlier, discuss the idea that we worship what we spend time on, and how this individual worship affects our involvement in corporate worship. On large index cards, have class members list what they devoted time to in the past week.] Have class members reprioritize for the week ahead the items on their list. Also have them identify things that need to be added/deleted if they are truly to worship as God requires. Suggest that during the week they prepare their hearts for the culminating worship experience of Sabbath.

Kaaryn Sanon, Owings Mills, Maryland, U.S.A.
## What Is Worship?

| Rendered to… | Exod. 20:3; Deut. 6:10–15; Matt. 4:8–10; Acts 10:25, 26; 14:8–17; Rev. 19:10; 22 |
| Elements/Attitudes in | Gen. 17:3; Exod. 34:8; 2 Chron. 20:18; Mark 3:11 |
| | Acts 3:1; Isa. 56:7 |
| | Lev. 9:22, 23; Num. 6:22–27 |
| | 2 Chron. 5:13; Ezra 3:10, 11; Pss. 100:1, 2 |
| | Pss. 22:22; 138:2 |
| | Pss. 35:18; 100:4 |
| | John 4:23, 24; 1 Cor. 14:15 |
| | Isa. 40:31 |
| | Pss. 65:4; 92:13, 14; 122:1 |
| Where/when | Isa. 30:29; Luke 6:12; Acts 16:25 |
| | Jer. 26:2 |
| | Acts 1:13, 14; 5:42; 12:12; Rom. 16:5; 1 Cor. 16:19; Col. 4:15 |
| | Isa. 45:23; Phil. 2:10 |
Rejoicing Before the Lord: The Sanctuary and Worship

Surveying the Source


Plotting the Course

The students will:

► Understand how communal worship can be a spiritual blessing.
► Explore what constitutes true worship.
► Consider how to keep their worship experience from growing stale and mechanical.

Preparing to Lead

Worship. It’s a mysterious concept at its core, and too often it leaves us cold, the spiritual connection lost in dry ritual. Yet God intends worship to revive our spirits, focus our minds, and connect us to Him. Moreover, worship is not simply something we do on our own time, as valuable and essential as personal devotions are. God calls us to community, to come together and share our gifts and insights and love for Him. Worshiping together shows us and plugs us into a bigger, broader picture of God.

Getting Started

A. Pass out notecards and pens. Tell your class to write down the words that come to mind when they think of worship and church. These words may include adjectives, feelings, occasions, or people. Then ask them to make two new lists: words describing what worship and church aren’t, and what they should be. When you’ve given them a few minutes, ask them to share their thoughts.

B. Share a meaningful memory of a transcendent church worship experience in your life, or a particularly meaningful experience that built your spiritual life and developed your concept of God. Ask your students to share their own experiences, explaining what qualities helped these experiences to be a blessing.

Delving Into the Word

A. Say: “God gave the Israelites detailed instructions for building their sanctuary and for conducting their worship services. As Christians today, we don’t necessarily follow such strict formulas—or do we? Why or why not?” Discuss how, within a culture, the order of a worship service may be identical from one church to another to another.

Have a class member read Exodus 25:10–22, the description of the ark of the covenant. Explain how the ark was God’s symbol of His glory, His grandeur, and His meeting His people. No other object was as sacred, and though it sometimes appeared in public, it usually stayed in the holy of holies, to be visited only by the high priest. Discuss why God would...
institute something that both brought Him closer, through a visible representation, yet made Him seem more distant through reverence and grandeur. Ask: “What does this tell us about how we should worship God today?”

Have a class member read Exodus 29:39–42. Emphasize how the sacrifices that prefigured Christ’s sacrifice were kept before the people as a constant reminder of the need for and attainability of salvation.

Ask: “What does this suggest to us today about how we should uplift Christ in worship?”

Do the activity on page 34.

B. Ask: “Why did God have the Israelites build a sanctuary?” Once you’ve acknowledged the students’ answers and discussed them, have a student read Exodus 25:8. Then have the students share in the reading of Hebrews 9:1–3, 7–14. Ask:

• “Now that we know Jesus and no longer require an earthly sanctuary, how should we relate to communal worship?”

• “What should our communal worship emphasize and illustrate?”

Read John 4:19–24. Ask: ● “How much do we still get tripped up on questions of formality and technical details, and fail to worship God ‘in spirit and in truth’?”

• “How can our worship services emphasize and facilitate a true connection with God rather than mere repetition and ritual?”

Ask your class members to share their experiences of both unfulfilling and truly uplifting worship.

**Discussing the Ideas**

1. Does the concept of worship have an overall positive or negative connotation for you? What has contributed to your concept of it?

2. Why does God want to hear our praise?

3. What do we gain from communal worship that we don’t gain when we worship by ourselves?

4. What aspects of worship most engage you personally—singing, listening, reading, praying, reflecting, studying?

5. How can you worship God with others outside church walls?

6. How can we involve more people in worship, using their gifts and perspectives?

7. What should our attitude be as we come to worship?

**Closing the Activity**

Play or sing the song “O Holy Dove” (No. 270 in *The Seventh-day Adventist Hymnal*). Ask:

• “How can we prepare ourselves, individually and as a group, for the Holy Spirit’s presence?”

• “Why did Jesus promise us the Holy Spirit in His absence?”

• “What is the Holy Spirit’s role in worship?” Say:

“God invites us to join with Him in worship—by ourselves, as a community, and through acts of service. Through worship in these three ways, we find meaning, encouragement, comfort, and understanding.”

Tompaul Wheeler, Baltimore, Maryland, U.S.A.
BEYOND THE WORSHIP NORM

Make a list of the talents you have that you could contribute to a worship service. While the typical music and public speaking talents are fine, think beyond them to other gifts such as photography, videography, or sketching that could enhance a communal experience.

Discuss with two or three classmates a potential worship service your class could put on, drawing on all of your gifts. Where would it be held? What would be its theme? How would its theme be explored? What Bible texts would this service center around?
Happy Are You, O Israel!

Surveying the Source
Leviticus 9; 10:1–11; Deut. 33:26–29; 1 Samuel 1; Isa. 5:20, 21; Rev. 20:7–10.

Plotting the Course
The students will:
► Understand the relationship between their experience of worship and their continual choice to obey God.
► Identify the choices they are making that can interfere with their worship and their relationship with God.
► Understand a bit more of God’s love, and develop their worship of Him in ways that will strengthen their ability to obey Him.

Preparing to Lead
Think about a time when you worshiped God in a way that was deeply significant to you. List what you were seeing, hearing, doing, and feeling at that time. What part did your obedience to God play in this worship experience?

Think about a time when you obeyed God even though it was challenging to do so. How did your experience of worshiping God help you to be obedient to Him?
Use these insights to guide you as you prepare to teach this lesson.

Delving Into the Word
A. Divide the class into groups of four to five people and give each group a sheet of flipchart paper and two different-colored marker pens. Invite the groups to

Materials
large tray; objects that illustrate some of the different life experiences that can inspire our worship (photos of a sunset, a night sky, a baby, a tree, a family; an egg; a large seed; a flower; a candle; a cross; some large nails; a loaf of bread; a worship CD; a first-aid pack; a glass of water; an attractive rock; a small gift-wrapped package); scissors; paper and pens; sticky notes; sheets of flipchart paper; thick marker pens in several colors; heavy, plain craft papers; handmade papers; tissue paper; glue sticks; staplers; crayons; marker pens; clay

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compare and contrast the story of Hannah in 1 Samuel 1 and the story of Saul in 1 Samuel 15.

Ask them to study the passages together and to illustrate their contrasting discoveries in any creative way they wish. For example, they might draw outlines of Hannah and Saul and list their different qualities within their outlines. Or they might map their contrasting stories, write character profiles or references, draw a collection of symbols, or create a piece of abstract art that illustrates the contrast between the two characters.

Allow each group 20–30 minutes to complete the task. Then ask each group to show to the rest of the class what they created. Invite them to share any new insights from their Bible study about the complex and close relationship between obedience, worship, and joy.

B. Have the students take turns reading Leviticus 9 and 1 Corinthians 14:26–40. As the verses are being read, encourage the class to imagine the sights and sounds of each worship experience. Then have the class compare and contrast these two descriptions.

Invite each person to write on sticky notes the different words that came to mind when these passages were being read. Collect the notes for each kind of worship on a different sheet of flipchart paper. Then ask the following questions:

●“What are the differences between these two worship styles?”
●“Are there any similarities?”
●“What do each of these worship services teach you about God’s love and His relationship with you?”
●“What troubles you about each kind of worship?”
●“What would you most enjoy about each kind of worship?”

Make a list of instructions/guidelines for the worship that happens in your church and another set for the best worship experience you could imagine. Discuss how these lists are similar/different.

Ask: “How does it help or hinder the worship experience for you when there are clear guidelines to follow and obey?

Discussing the Ideas

1. Whose story of obedience to God in the Bible most inspires you to obey and worship God, and why?
2. How has a specific worship experience in your life inspired you to be more obedient to God’s will?
3. How did making a choice to obey God in the last week bring you into a closer relationship with Him?

4. Which of the different worship styles described in the Bible would you most have enjoyed experiencing, and why?
5. How would you describe the relationship between obedience, joy, and worship in your life to someone who is not a Christian? to a teenager? to a small child?

Closing the Activity

Supply a range of quality craft items (seem Materials list). Arrange the items so there is plenty of work space.

Allow 10 minutes for class members to respond to this week’s lesson by creating something simple and worshipful to express their personal relationship with God. Close by asking the students to tell a partner one idea about this lesson that inspires their worship, one idea that encourages them to obey God, and any connection they can make between these two ideas.

Karen Holford, Fife, Scotland
### Character Cards

| Imagine you are Mary, and the angel has just told you that you will be the mother of Jesus. Luke 1:26–56 | Imagine you are Noah, and God has just asked you to build the ark. Genesis 6:1–22 |
| Prepare to give your 2–3 minute personal testimony to a partner. | Prepare to give your 2–3 minute personal testimony to a partner. |

| Imagine you are Elijah on the day fire from heaven burned his sacrifice. 1 Kings 18:1–46 | Imagine you are Esther praying for the deliverance of your people. Esther 4; 5; 8:15–17; 9:20–23 |
| Prepare to give your 2–3 minute personal testimony to a partner. | Prepare to give your 2–3 minute personal testimony to a partner. |

| Imagine you are Jacob running from your brother and dreaming of stairways to heaven. Genesis 27 and 28 | Imagine you are Job trusting and obeying God even though your world has fallen apart. Job 1, 2, and 42 |
| Prepare to give your 2–3 minute personal testimony to a partner. | Prepare to give your 2–3 minute personal testimony to a partner. |

| Imagine you are Ruth choosing to leave your Moabite family and live the rest of your life with your Israelite mother-in-law. Ruth 1 | Imagine you are the widow putting a mite into the temple collection box. Mark 12:41–44 |
| Prepare to give your 2–3 minute personal testimony to a partner. | Prepare to give your 2–3 minute personal testimony to a partner. |
Worship in Song and Praise

Surveying the Source

1 Chron. 16:8–36; Pss. 32:1–5; 51:1–6, 17; Psalm 150; Phil. 4:8; Rev. 4:9–11; 5:9–13.

Plotting the Course

The students will:

► Analyze different types of worship (not just singing or playing an instrument) and gain an understanding of the importance of worship.

► Evaluate the importance of worship in the Bible from the Old Testament to the New Testament.

► Produce their own worship journal and commit to doing at least one worship activity for a week in order to synthesize the connections between worship and their daily lives.

Preparing to Lead

The importance of worship in the daily life of a Christian is inherently connected to the reasons why we worship. It isn’t something we do just because it’s required.

This week’s lesson analyzes what worship is and why it is not as well as why we should do it. Although much debate and consternation have been associated with types of worship in the modern church, the focus should be about what the Bible says concerning worship and what kind of spirit a worshipper normally approaches God.

Getting Started

A. Compile a CD with at least three adult contemporary love songs and three worship songs that talk about an individual’s love for God or His love for us. Songs from Mariah Carey, Michael Bolton, or Whitney Houston might work well. Do not use easily recognizable tunes like Celine Dion’s Titanic theme song. Play a few seconds of each. Have students “name that tune” by recognizing the worship songs and pointing out the love songs that were not written for God.

B. Play a video with the sound turned off of either a live worship group or of a congregation singing. Ask your class to determine what emotions they think the worship group or leaders would like the congregation to feel. Ask: ●“Does watching these worship scenes without the sound seem strange or spiritually disorienting?” ●“How is this any different from when we might ‘tune out’ while attending a live worship service?”

Delving Into the Word

A. Create a checklist of worship attributes based on Paul’s criteria found in Philippians 4:8. Ask students to come up with different activities that a Christian might be able to engage in that meet each criteria (p. 36). It might be missionary...
work or praying for someone or raising funds for a charity, etc.

**B.** The Psalms studied in this week’s lesson provide an array of descriptions about worship. Ask students to think of their favorite hymn or worship song and cross reference some verses from Psalms that may apply to a characteristic or emotion that the hymn elicits. Having several hymnals available might prove useful.

**Discussing the Ideas**

1. What does worship mean to you? What does it look like? What does it sound like? What does it smell like? What does it feel like?
2. Why do you think there are so many differences between older Adventists and youth when it comes to worship? How can there be reconciliation?
3. Is it possible to be like David and live a life of worship even when lust or trouble seems to loom and overspill into our lives? Why? Why not?
4. Is giving an offering considered worshipping? Why? Why not?
5. In what way is worship part of a response to God’s blessings?
6. How do other religions use worship? What do we have in common with them? How are we different?

**Closing the Activity**

Encourage the students to keep a worship diary for one week. In this diary, students should write about one worship activity they do each day. The objective is to worship God in one way or another on a daily basis and to come to a realization that we can honor God with a variety of activities, not just singing, playing instruments, or listening to a sermon. Eventually, most students will realize that, if the intent is to glorify God, it is quite possible to live a worshipful life by engaging in a variety of activities.

**Fabian Carballo, Grand Terrace, California, U.S.A.**
## WORSHIP ACTIVITIES BASED ON PHILIPPIANS 4:8

<table>
<thead>
<tr>
<th>Worship Activity</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising money for charity.</td>
<td>Right</td>
</tr>
<tr>
<td>Writing a poem about God.</td>
<td>Pure and lovely</td>
</tr>
</tbody>
</table>

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Worship in the Psalms

Surveying the Source

Pss. 20:3; 49; 54:6; 73; 78:1–8; 90:1, 2; 100:1–5; 141:2.

Plotting the Course

The students will:

► Open up their hearts to God and worship Him in spirit and in truth.
► Express praise and humble submission toward God in worship.
► Commune with God through prayer, song, focused attention, and thoughtful listening.

Preparing to Lead

Worship is a deeply intense activity where one is face to face with God, whether in private devotion, as a response to Him as a family, or in a community gathering.

The angels love to worship God, and the more clearly we understand the unique privilege we have in coming before His throne and worshiping the God of the universe, the more intentional and passionate our worship will become.

Getting Started

A. Gather several pictures that inspire worship, such as the inside of a cathedral, a quiet and serene nature scene, Jesus on the cross or in prayer. Ask your class to describe the different aspects of worship these pictures bring to mind.

B. Either ask a musician to play a number of different calls to worship, play several examples of such using music CD’s, or have your class sing a variety of songs that are slow, majestic, and awe-inspiring; lively and joyful and lyrical; and contemplative. Consider such hymns from The Seventh-day Adventist Hymnal as No. 692, “The Lord Is in His Holy Temple”; No. 23, “Now the Joyful Bells A-Ringing” (a praise hymn set to the tune of a Christmas carol); or No. 33, “Sing a New Song to the Lord” (a more contemporary setting). Discuss how the different emotions evoked in this sampling of music contribute to creating an atmosphere that is favorable for worship.

Delving Into the Word

A. Have the class examine the following texts for characteristics of community worship: Exodus 15; Deuteronomy 27; Nehemiah 8:1–12. On a chalkboard or poster, list and describe the various physical activities involved in these worship experiences. Make another list of the feelings that the people expressed. Ask:

● “How did they express these feelings together as a community?”
● “What part did commitment play?”
● “Why were these worship events more powerfully experienced in solidarity than as private devotionals?”
B. Divide your class into groups of 4–6 members, and ask each group to examine a private, personal worship experience in the Scriptures, such as Genesis 28:10–21; Job 42:1–6; Isaiah 6:1–8; Daniel 9:1–23. Ask each group to present each experience in a dramatized form to the rest of the class, and discuss how private devotions are more conducive for some aspects of worship than community worship. Discuss why both private and community worships are important and necessary for spiritual growth.

**Discussing the Ideas**

1. How is worship as a community activity similar to personal worship, and how is it different?
2. Why is sharing our feelings with God an important part of worship?
3. How does God commune with us during worship? What can we do so that we can hear what He has to say more clearly?
4. Why is nature such an inspirational setting for worship?
5. How has God used nature in the past to help humankind understand His character and awaken feelings of awe, humility, and love?
6. Why is it so important to contemplate scenes of Christ and His death during our devotional times?

**Closing the Activity**

Divide your class into groups of no more than six, and ask each group to choose a responsive reading from either *The Seventh-day Adventist Hymnal*, Nos. 696 through 728 or a passage from the Psalms.

Ask each group to present their chosen reading as a worship experience for the rest of the class using unison, individual voices, male and female voices, or another dramatic method to make the meaning of the text come alive for the participants as well as for the listeners.

Distribute the reproducible activity (p. 37) along with pencils or markers, and ask your class to draw what to them would depict an incredible worship event in heaven.

*Cheryl Des Jarlais, Ringgold, Georgia, U.S.A.*
Read Revelation 7:9–17 and illustrate your favorite part of this future worship service in heaven.
Conformity, Compromise, and Crisis in Worship

Surveying the Source


Plotting the Course

The students will:
► Identify things that lead to conformity, compromise, or crisis and show how they affect our worship practices.
► Understand that true worship will be evident in every aspect of life.
► Discuss the importance of making choices that will allow believers to worship in spirit and in truth.

Preparing to Lead

Sometime after the Israelites crossed over into the Promised Land, Joshua reminded them how the Lord had led them in the past, and of the great things He had done for them. He wanted the people to remember who their God was. Read what he told them in Joshua 24:15.

We also must choose whom we will serve. The issue may not be foreign gods of wood or stone, but to what or whom we give precedence over God.

In this week’s lesson study you will explore with your class those things that through conformity, compromise, or crisis cause us to neglect putting God first in our lives.

Getting Started

A. Give a flashlight with dead batteries (or no batteries) to a class member and ask that person to turn it on. When the light doesn’t come on, ask the person to see if it has batteries. If it has dead batteries, have the person put in new ones. (If it doesn’t have any batteries, give the person new batteries to put in.)

Explain to the class how the only way for the flashlight to work properly is for it to have the right power source. In the same way, the only way for a Christian to live in a way that is pleasing to God is to be connected to Him. He is our Source of power. We receive His power when we worship Him and give Him first place in our lives each day.

B. Bring a small electronic device to class (cell phone, small computer, small music player, etc.) Also bring the adaptor for the device, and one or two adaptors that do not fit your device. To introduce this week’s lesson, give your electronic device to a class member. Then give him the wrong adaptor and tell him that you need to plug in (or charge) your device and ask if he can attach the adaptor to the object. When he is unsuccessful, give him a different adaptor, asking him to try this one. Repeat a couple of times until finally you give him the right adaptor for the device. Then explain to the class how this device is like the believer. We need the right connection to plug into the power source. God is our source of power and we must not allow things in this life (the wrong connectors) to distract us from worshiping our Lord and Savior in the way we should. Our worship is our connection to Him.
Delving Into the Word

A. Have the students take turns reading each of the following texts. After each text is read, discuss answers to the question(s) that follow it.

What is conformity? ●Exodus 23:31–33; ●Romans 12:2/Why did God command His people not to make a covenant with the people in the land He had given them? ●2 Kings 2:23, 24/Each one of the young boys chose to participate in the group’s disrespectful behavior. How can our choice of associates, whether business or casual, lead to conformity? Is it possible to be a part of a group without compromising or conforming to any practices or activities that are contrary to our loyalty to God? Explain. ●Matthew 26:14–16/What was Judas’ motivation for betraying Jesus? Judas compromised his faith for a few pieces of silver and possibly a little recognition. The pursuit of money, position, or career goals can cause us also to compromise our faith and worship. How can we achieve our goals in life without compromising our faith?

B. Have students share the reading of Galatians 5:16–25. Then discuss how the works of the flesh listed below can be caused by or can lead to conformity, compromise, or crisis. Finally, discuss which spiritual fruit will help fight against each of these behaviors: ●Adultery and fornication; ●Uncleanness (immorality) and lewdness (profanity or obscenity); ●Idolatry (worship, adoration, or reverence of something or someone other than God); ●Sorcery (witchcraft, fortunetellers, horoscopes, magicians, etc.); ●Hatred, contentions, and jealousy; ●Selfish ambition.

Encourage class members to invite the Holy Spirit into their lives so they will be able to fight against the works of the flesh.

Discussing the Ideas

1. Is it possible for a Christian to associate with nonbelievers and still maintain his or her identity as a Christian? If so, how?
2. How can true worship be interwoven into all aspects of life?
3. What are some common habits that can distract us from taking the time in our personal lives to worship God?
4. What is idolatry, and how can Christians today avoid idolatrous habits?
5. How can churches maintain unity and a wholesome worship atmosphere when different cultures are represented in church membership?
6. Are there practices or behaviors that should never be a part of personal or corporate worship? If so, what are they?

Closing the Activity

Give each member of your class a copy of page 38 from this issue of the CQ Teacher’s Guide. First have them read it silently. Then ask for five volunteers to read it, one volunteer per sentence. Close with a prayer, asking God to make Himself known to each class member through their worship of Him.

Tresa A. Beard, Kalamazoo, Michigan, U.S.A.
“Be still, and know that I am God” (Ps. 46:10).

“Our omnipotent God graciously invites us to cease our helter-skelter hustle and bustle and to take time to commune with Him. To the invitation ‘Be still,’ God adds, ‘and know that I am God.’ If these be the words of God, they place Him under a simple test by every sincere person, and He certainly will not disappoint anyone who follows the admonition. God longs for us to know Him, and if we follow His advice to ‘be still, and know that I am God,’ He will not disappoint us.” (God’s Footprints on My Floor, Leo R. Van Dolson, p. 65, Southern Publishing Assn., 1977.)
“Trust Not in Deceptive Words”: The Prophets and Worship

Surveying the Source
 Isa. 1:11–15; 6:1–8; Isaiah 44; 58:1–10; Jer. 7:1–11; Mic. 6:1–8.

Plotting the Course
 The students will:
 ▶ Identify three key behaviors that God expects of us.
 ▶ Explain why actions are more important than words.
 ▶ Assess personal motivations for worship.

Preparing to Lead
 Israel prospered under King Uzziah. For many years, the king obeyed God and led well. However, his early spirit of humility and sincerity gradually gave way to pride. One day he decided he could worship God in his own way. He entered the sanctuary to burn incense on the altar—an act of worship reserved by God only for the descendants of Aaron. God’s judgment on Uzziah was immediate: leprosy. This story underscores the importance of genuine worship. It also encourages us to examine our motivations and the benefits God intends to occur as a result.

Getting Started
 A. Ask for a volunteer whom you know really likes cookies. Offer the salty cookie on a plate, but suggest that the student start with a small bite. After the student samples the cookie, ask him or her to report on its flavor. Then read aloud the second half of 1 Samuel 16:7. Ask:
   ●“Did this cookie look tasty?”
   ●“What was the problem with it?”
   ●“What’s the difference between genuine worship and one based on formality?”
   ●“What types of worship might taste like a salty cookie to God?”

 B. Ask one or two students to tell the class about a worship experience that was particularly meaningful to them. Ask:
   ●“What made this time so deep and memorable?”
   ●“What would have ruined it?”
   ●“What steps can each of us take to have more experiences like this?”
   ●“How can we apply worship to our lives all week long?”

Delving Into the Word
 A. Read together Genesis 4:2–5, 2 Chronicles 26:16–20, and Isaiah 14:12–14. Say: “Satan’s pride led him to think he could be like God. Ever since then he’s been doing his best to undermine God’s authority. One key area that he’s always attacking is obedient worship.” Ask:
   ●“What similar act of disobedience
was committed by both Cain and Uzziah?” ●“In what ways was God’s response similar or different in each case?” ●“How does Satan tempt us today to worship God in our own way?”

Read together Isaiah 1:5 and 57:15. Ask: ●“What type of spirit must we have for genuine worship?” ●“If we have this spirit, where does God dwell?” ●“What will happen to people who go through the motions of worship but who do not have a contrite heart?”

B. Say: “Some people may wonder why they need to worship. They might think that God is on an ego trip. But the Bible provides a distinctly different picture. Let’s see what it says.” Read together Isaiah 5–7, 6:1, Luke 5:1–10, and James 4:8.

Say: “We begin to take on the characteristics of those whom we greatly admire. For example, who hasn’t seen a little girl or little boy trying to be like mommy or daddy? One reason God commands our worship is because our sinful nature needs changing. As we come into His presence, He reveals the holiness of His character. We become acutely aware of our great need. Pride vanishes, allowing Him to cleanse and purify us.”

Discussing the Ideas

1. What three behaviors does God expect of us (see Micah 6:8)?
2. In what ways could each of these behaviors be seen at work in our lives?
3. Why did Abel’s sacrifice please God when Cain’s did not?
4. What does our worship say about our values?
5. How does the Sabbath factor into worship?
7. How can we make sure our worship comes from the heart and isn’t a pretense?

Closing the Activity

Give each student a copy of the reproducible activity (p. 39), and a pen or pencil. Allow five minutes to complete the activity. Discuss the answers. Ask the class members to spend a few moments in silent prayer, asking for God’s direction in their worship lives. Close with a prayer of gratitude for God’s goodness and a request that He fill all with a hunger and thirst for righteousness.

Kevin Waite, Walla Walla, Washington, U.S.A.
Good and Evil

Read Isaiah 1:1–27. Then respond to the following:

1. List several reasons why God was disgusted with the worship being offered in these verses.

2. What is God’s two-part prescription for making things right? (See verses 16 and 17.)

3. List an example or two of how our forms of worship today might offend God.

4. What are some of the fruits of genuine worship?

5. What steps would you like to take to improve your worship life?
Worship: From Exile to Restoration

Surveying the Source
Nehemiah 1; Jer. 29:10–14, Ezekiel 8; Daniel 3; Haggai 1; Zech. 1:1–6.

Plotting the Course
The students will:
► Define the spiritual process from exile to restoration.
► Identify the meaning of true worship through Christ the model worshiper.
► Understand that the act of worship is more important than the place of worship.

Preparing to Lead
On October 14, 2010, the last of the 33 Chilean miners were rescued after spending nearly two months trapped underground. The world watched as these men were restored to their family and friends after living in “exile”; and millions around the world rejoiced as all the men were returned safely home.

The worshipers in the Old Testament, too, must have been happy to return to their spiritual home. However, in due time, they forgot their spiritual purpose and began to focus on their temporal needs. The building of their homes was more important than the restoration of the temple.

Getting Started
A. Arrange the class into small groups (with tables, if possible). Give each group a small jigsaw puzzle to complete. Take out one piece from each of the puzzles, but do not let the group know this. Allow about five minutes for this exercise. The purpose is to demonstrate exile (the jumbled pieces of the puzzle) and what is restoration (all the pieces fitting into place) and to emphasise that without all the pieces, the puzzle (restoration) is not complete.

B. Alternatively, play or sing Michael W. Smith’s “The Heart of Worship,” concentrating on the chorus that states that the heart of worship is all about God and not about us as sinful human beings. The last verse should be sung a cappella for greater emphasis of the words. Then ask one of the class members to say a prayer that God will enable them to see the heart of worship in the lesson.

Delving Into the Word
A. Say: “A conference director went to a church to introduce the new pastor. While there, he put his Bible on the communion table. ‘How dare you put the Bible on the communion table?’ the head elder barked. ‘Don’t you know that table is sacred?’”

To that elder, the table was more important than the Bible.

“In Haggai, God scolds the people for putting the secular before the sacred because they had forgotten their purpose in returning from exile.”

Next, have various class members take...
B. Ask class members to take turns reading Daniel 3. When they have finished, say: “The young Hebrew men made a definite stand in their worship of the true and living God.”

**Discussing the Ideas**

1. Worship is central to most Christian services today. We often talk about “praise and worship” as the singing and/or testimony time in church. There is often much debate about what is appropriate in worship. List three things that are essential to every worship service.
2. It is essential that our worship be Christ-centered. How can we make this more of a reality in our services and in our private worship times?
3. Many of us have come from the “exile” of a sin to “restoration” in Jesus Christ. How can we ensure that we focus on the things that matter in our spiritual lives?

**Closing the Activity**

Give each member of the group a yellow card. Ask them to write on it one thing in their lives that distracts them from the worship of God.

Then have each person fold their card and put it into a basket. Put the basket on a table for all to see. Then give each student a copy of the prayer of repentance and confession found on page 40 of this quarter’s *CQ Teacher’s Guide*. Have the class repeat the prayer as instructed on the prayer sheet.

*Cathy Boldeau, Hertsfordshire, England*
PRAYER OF CONFESSION AND REPENTANCE

Leader: Father God, we confess that at times we have not worshiped You with a true and pure heart.

Group: In Your mercy, hear and forgive.

Leader: We have allowed impure thoughts to block Your purity.

Group: We have let the secular rule over the sacred.

Leader: We have allowed pride to have a place in our lives instead of humility.

Group: We have entertained angry thoughts instead of peaceful ones.

Leader: We seek revenge instead of letting go.

Group: We are cruel instead of loving.

Leader: We are selfish rather than selfless.

Group: We are stubborn instead of adaptable.

Leader: We come into Your presence with a bad attitude instead of an open heart.

Group: We choose the wrong instead of the right.

All: Lord, today, we confess and repent.
In your mercy, hear and forgive.

Leader: Help us to be what we pretend to be.

Group: Fill our hearts with Your Holy Spirit.

All: Help us to understand the true meaning of worship.
Worship in Spirit and in Truth

Surveying the Source

Plotting the Course
The students will:
► Engage in meaningful worship.
► Use the Psalms as a tool for worship.
► Identify the attributes of God which are worthy of worship.

Preparing to Lead
God says that He wants worship that comes from the heart. As you lead the students through meaningful worship during Sabbath’s lesson study, try to avoid getting sidetracked on “hot-button” issues such as music or worship styles.

Instead, help the students focus on praise to God that flows out of a grateful and loving heart. God intended that our worship experience be both vertical and horizontal. Not only do we worship God, our Creator, who is infinitely higher than we are (vertical), but we share that worship experience with our fellow believers who are all equal in the sight of God (horizontal). Together these two directions meet at the cross and in the person of Jesus, who truly deserves our praise and adoration.

Getting Started
A. Worship involves testimony from individuals who share how God is active in their lives. Allow time for class members to give their own testimonies. They might want to share: answered prayers, special moments when they saw God at work; things they are thankful for; people who showed God’s character; praise for attributes of God

Follow the testimonies with songs of praise. Have two or three class members lead out in prayer.

B. Choose a worship song, or a Psalm that is set to music, that is familiar to your group. Read or recite the words of the song together. Discuss how these words are worship to God and how they relate to the lives of each member. Pray the words of the song. Then sing it together.

Delving Into the Word
A. One way to experience the beauty and worship of the Psalms is to rewrite a psalm in your own words. In order to introduce the students to this idea, choose a short psalm to use as an illustration. Have one student read it in an older translation, such as the King James Version or the Revised Standard Version. Then have someone else read it in a paraphrased version, like The Message, The Clear Word, or in another contemporary translation. Discuss the different shades of meaning
that different translations or paraphrases bring to a text.

Next, have each student work on paraphrasing a psalm themselves. Some possibilities are Psalms 16, 23, 27, and 42.

Make sure each student has a Bible. Direct them to look through the Psalms, specifically the ones mentioned above and in the lesson for this week to find one they like. After they have read their passage through two or three times, have them rewrite it in their own words. Instruct them to express the original meaning of the text using their own style of writing and their own cultural and experiential background.

When everyone is finished, allow students time to share their paraphrases with the class. Discuss how the different wording affects understanding of the text.

B. Say: “It helps in worshiping God to understand what His character is like.

Discussing the Ideas

1. What things can you do to draw closer to God in worship?
3. Technology changes our lives in many ways. How can it be used for worship? How could you use texting in worship?
4. What might worship be like if you were worshipping in a big cathedral? A home church? Outside?
5. Discuss what part confession plays in worship.
6. What are the components of a worshipful environment?
7. What can you do to prepare your heart for worship?

Closing the Activity

The writers of the Psalms often wrote psalms that included participation by different groups of listeners. As a way to close the class, read Psalm 136 interactively. Have one person read each verse aloud, and have the rest of the group respond by repeating the verse.

Kris Coffin Stevenson, Aldergrove, British Columbia, Canada
Worship in the Early Church

Surveying the Source

Plotting the Course
The students will:
► Be able to define worship for themselves.
► Understand that worship is integral to daily life.
► Understand how the objects we choose to worship can impact our own lives and the lives of those around us.

Preparing to Lead
When we think of worship, the first idea that pops into our head involves the church service. We tend to think of song service, Scripture reading, the sermon, special music, the children’s story, and prayer as worship. Hopefully all of these activities are worshipful; but true worship, as the apostolic church demonstrates, also involves a lifestyle. True worship should be practiced by every believer every day. True worship should change our lives.

Getting Started
A. Discuss each of the following quotes about worship: ● “I feel that everyone is beneath me, and I feel they should all worship me” (Roseanne Barr). ● “The eyes of... the fans at the Davis Cup matches scare me. There’s no light in them. Fixed emotions. Blind worship,” Boris Becker. ● “I’ve always admired trees. I just worship them” (Kim Novak).1
Ask: “If you had to define worship based on these quotes, what would your definition be?”
B. Say: “Recently Jan reconnected with a high school friend through Facebook. As she read through the essays he posted on his profile, she realized she had never really known him. Her friend had been raised in a harsh, unloving Adventist home. He is no longer an Adventist and has nothing good to say about our church. Sadly, his story is not unique.”
Ask: “What can we learn from the apostolic church’s understanding of worship that would change our homes and our lives in such a way that there would be no more stories like Jan’s friend’s?”

Delving Into the Word
A. Say: “Our definition of “worship” has an impact on the way we live. If we define “worship” as activities taking place within a religious service once a week, then worship becomes something we don’t think about the rest of the week, during which other interests become the focus of our lives.”
“The apostles, charged with testifying about their experiences with Jesus, clearly did not define worship as a once-a-week experience.”
Have class members share the reading of Acts 2:37–47 and 4:32–37. Then ask, ●“Based on these verses, how did the apostles define worship?” ●“If this is God’s model for worship, what needs to change in our own worship experience?”

Say: “In the verses we just read, we see the apostolic approach to corporate worship. Romans 12 and 13 take us to a personal level.” Have the students silently read these two chapters. Then say: “Paul did not believe corporate worship was enough. The Christian experience is nothing unless it produces changes in a person’s life. Ask: ●“If we were to follow Paul’s advice, how would our lives change? ●“How would these changes influence our corporate worship?” ●“How would our corporate worship change society’s perception of religion?”

B. Say: “Ellen White wrote that ‘Every [church] member should be a channel through which God can communicate to the world the treasures of His grace, the unsearchable riches of Christ’ ” (The Acts of the Apostles, p. 600). Ask: ●“What does this statement mean for how we should interact with our family members, friends, co-workers, neighbors, and church members?” ●“Why is it impossible to share the riches of Christ if we treat each other poorly?” Say: “Paul repeatedly discusses personal interactions. What can we learn about living a worship-filled life from these verses?” ●Acts 2:45; ●Acts 4:32; ●Acts 9:36; ●Romans 1:12; ●Romans 2:1; ●Romans 12:13; ●Galatians 5:13, 14; ●Ephesians 4:1–3; ●Philippians 1:27; ●1 Thessalonians 5:11.

Ask: ●“What qualities does Paul believe should be dominate in a Christian’s life, not only on Sabbath, but throughout the week?” ●“If we personally developed these qualities, how would they change our relationships?” ●“How would these changes influence how we present Christ to the world?” Say: “Unless worship permeates every aspect of our lives, our witness will be distorted and will produce more damage than good.”

Discussing the Ideas

1. How do we reconcile insistence on standards with love for each other?
2. How do we reach someone whose ideas of Adventists and religion have been distorted by what they perceive as being a lack of love and acceptance?
3. How does your society use the word “worship”? How does that usage impact your own understanding of what it means to worship?
4. Think of a prominent person to whom society pays “extravagant respect or admiration.” What has that person done to deserve such respect? How does our extravagant admiration of this person affect our ability to truly worship God?

Closing the Activity

Say: “Christian musician Harold Best assigns a lifestyle role to worship. He writes, ‘We do not go to church to worship, but, already at worship, we join our brothers and sisters in continuing those actions that should have been going on—privately, familiarly, or even corporate-ly—all week long.’”

Have class members individually do the reproducible activity (p. 42) and reflect upon their answers.

Close with prayer.

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

Ask God to show you anything in your life that may hinder your worship of Him. Is there anything upon which you are so focused that it has become an object that you worship? As things come to mind, write them down.

Below write a prayer, asking God to help you overcome these distractions. When you are ready, put the paper in the shredder and leave those things behind.
Worship in the Book of Revelation

Surveying the Source

Plotting the Course
The students will:
► Develop a greater understanding of how the book of Revelation can contribute to liturgy.
► Focus worship on God rather than our roles or preferences regarding worship.
► Understand that prophecy doesn’t mean much if it doesn’t include worship.

Preparing to Lead
The role of Revelation in worship planning is not usually emphasized, yet 275 stanzas in The Seventh-day Adventist Hymnal contain references to this book. And the Logos section of this week’s student lesson relates Revelation to the great Advent message of hope. Revelation 4 describes worshiping God in heaven, worship that is of epic proportions as befitting the Creator of the universe. As you prepare to teach this week’s lesson, keep in mind that although worship is greater than prophecy, both reveal the Lord of the universe.

Getting Started
A. Hold a prism to light, observing how light passing through facets of the prism changes the prism into a spangling rainbow of colors. Say: “Like a prism, the book of Revelation changes our perspective of worship. As we study the lesson together, pray for a change in your understanding and for an enlargement of your perspective of the awesomeness of God and what He has done on our behalf.”

Share the results of your Google search of the entry “book of Revelation and worship.” Describe the number of sites that turn up and an overview of the content.

B. Share with the class musical or written clips of music that refer to “the Almighty God.”

Delving Into the Word
A. Say: “Music and the spoken word are integral to the worship scenes described in Revelation. For centuries reading wasn’t a widely taught skill. Passages
had to be memorized and recited in groups. Some religious groups still have an auditory-oriented worship, with leaders whose responsibility is to read the passage of the week.

“Some worship is quite visual, while other churches emphasize the kinesthetic. We know that there are different learning styles, and that no learning style is better than another. Yet studies have found that the more immersed one is in learning, the more information will be retained for longer times. If one just reads a lesson, one will retain relatively little in the next 24 hours. If one hears in addition to reading, there will be better recall. If there is a dramatic way to insert oneself into the experience, there tends to be better recall after 24 hours.” Read Revelation 4 silently. Then divide the group into two groups and read the passage responsively. Repeat the exercise with Revelation 7:9–17. Finally, read Revelation 19:1–10 responsively. How does group participation add to the worship experience? Does a participatory worship feel more celebratory than a largely sermon-oriented service?

B. Read to the students this quote from the Testimony section of this week’s student lesson, “God declares that his judgments shall fall with increasing dreadfulness upon anyone who shall try to change the solemn words written in this book—the Revelation of Jesus Christ.”

Say: “Job wrote of an epiphany in 42:1–6. He had usurped God’s role, and had short-changed himself by ignoring God. He was busy navel-gazing when God had so much to offer. He had allowed his suffering to prevent him from having a relationship with God.

“Everyone is relationship challenged by sin. We suffer from an imperfect connection with God. When a child misses making personal connections during the first few months of life, that child doesn’t develop a conscience or feel guilt. One therapeutic approach to this syndrome is an intentional, deep connection between mother and child for several weeks. Never farther apart than three feet, the child (now older) isn’t allowed to ask questions (because an infant can’t talk). The goal is to mimic total dependency so that the child can learn trust and accountability.”

Discuss ways we need to relearn dependency on God. Discuss the role silence can play in this relearning process.

**Discussing the Ideas**

1. Why doesn’t prophecy mean much if it doesn’t include worship?”
2. How do life experiences affect your worship experience?
3. Is Revelation about the past, the present, the future, or a combination? Why?
4. How does your favorite worship music fit into worship as described in Revelation?
5. Describe the elements of worship that are most meaningful to you. Which are most meaningful to God?
6. How do you relate differently to Job as a result of this week’s lesson?

**Closing the Activity**

Go to Job 42:1–6. Divide the class into two groups and arrange them on opposite sides of the room. You read verse 1, then have the group on the left side of the room read verse 2, then the group on the right side reads verse 3. Alternate groups and verses until the passage is completed. Ask for volunteers to share their perspective of the passage. Then ask everyone to write a summary of the passage, personalizing it by inserting their names. Suggest that they place this paper in their Bible to read it each day and pray for humbleness.

For an alternative closing, do the reproducible activity on page 43 of these teacher’s guides.

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In each facet of the star-shaped decagonal prism below, write names for Jesus that can be found in the book of Revelation. What facets of Jesus’ character are described? See how many you can find in chapters 1–5, 7, 12, 19, and 22.