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
Defining Evangelism and Witnessing

Surveying the Source

Genesis 12; Isa. 43:12; Matt. 5:1–16; 28:19–20; Mark 16:15; Luke 4:18, 19; Acts 1; 2; 4:18–20; 33; 13; 22:2–21; Rom. 12:4–8; 1 Cor. 14:12; 1 Pet. 3:15; 1 John 1:3.

Plotting the Course

The students will:

► Identify biblical examples of discipleship.
► Discuss what it means to be a disciple and a witness.
► Increase their personal comfort level with the idea of “making disciples.”

Preparing to Lead

Despite our weakness and tendency to garble things, God uses us to convey His message to the world. He wants to change our lives in such a wonderful, powerful way that we overflow with passion for Him. As Christians, we’re called to work alongside Christ, to share His gifts and hope with those around us. He sends us into the dark places of the world, and urges us to shine forth His love. Jesus’ disciples couldn’t help but share what they’d experienced. The church of Acts overflowed with the Holy Spirit’s power. These things represent God’s greatest desire for His modern disciples as well.

Getting Started

A. Ask the class to think of something they’ve seen or experienced that was fun to tell other people about—such as a celebrity encounter, an exciting escape, a favorite app or product, etc. Have several volunteers briefly share their examples. Ask: “How do you feel when you tell people about this?” “Why do you want to tell people about it?” “How do you expect them to react when they hear your story?” “Do you find it easier to talk about something like that than to share what Jesus has done for you? Why or why not?”

B. Say: “Early Christianity was the original ‘social medium,’ a classic ‘grassroots movement.’ Today, let’s compare and contrast the advent and growth of today’s social media with that of Christianity in the book of Acts.”

Divide a whiteboard or flip chart into two columns. Have the class list similarities and differences. Note them in contrasting colors. Discuss how and why each one spread so rapidly. Ask the class what today’s Christianity might learn about witnessing from the phenomenon of social media.

Delving Into the Word

A. Using Bibles and concordances, study the words disciple and witness. Look up a variety of passages and discuss the following: “How does the Bible use the terms witness or bear witness?” “What does a witness do?” “How do
people become disciples?” “What does a disciple do?” “What special gifts or talents might be required to be a witness or a disciple?” “Think of someone who was one, but not the other?”

B. Say: “Jesus directs us to ‘go. . . and make disciples’” (Matt. 28:19, NKJV). We can find out what that means by examining some of the Bible stories where this happened.”

Divide the class into smaller groups and give each group a copy of the reproducible activity (p. 31). Assign each group one of the following passages to read. Then ask them to discuss the questions on the activity sheet and prepare to share their conclusions with the class:

- Mark 5:1–20 (a demon-possessed man healed);
- John 1:29–42 (John’s disciples follow Jesus; Andrew tells Peter);
- John 4:1–35 (the woman at the well).

**Discussing the Ideas**

1. What aspects of your walk with Christ are the most valuable to you and the easiest to talk about?
2. How can witnessing, or “making disciples,” become a natural and comfortable part of your life?
3. Witness is a legal term that describes both someone who has seen or experienced something, and what that person does when they tell about it. What would happen in court if you tried to witness about something you had not seen or experienced?
4. Why do you think that Christians often focus more on the “heathen” or “needy” on the other side of the world than on those in their own community?
5. In Monday’s lesson, a quote from *The Acts of the Apostles* states, “You need not present doctrinal points unless questioned,” and emphasizes the importance of sharing Jesus’ love and grace. What evangelistic outreach efforts have you seen that illustrate this priority structure? Brainstorm for more that could be used in your community.
6. Imagine God’s viewpoint as He tries to get people to understand and appreciate what He has done for them, and to share that with others. What do you think He might find frustrating about the process?

**Closing the Activity**

This week’s key text closes with the words, “I am with you always, even to the end of the age.” Have the class read the whole passage aloud together, emphasizing that part. Ask the students to think of ways to complete the following sentence that reflect what they have learned this week about evangelism and witnessing: “Because Jesus is with me always. . . .” (for example, “Because Jesus is with me always, I will always have something exciting to share with other people,” or “I will not be afraid of how people might react when I talk to them about Him.”)

Sharon Wright, Silver Spring, Maryland, U.S.A.
Directions: Read the passage you’ve been assigned, then discuss the following questions. Use this page to jot your notes, and be prepared to share your conclusions with the whole group.

1. Who did the “discipling” in this story? What did they do?

2. Who became a disciple in this story? What did they do?

3. What are the fruits—or results—of discipleship?

4. Below, draw a picture of a fruit that you think might be used to represent a disciple such as the one(s) in this story, and list several characteristics of this fruit that can help you remember what a true disciple does (for example, this fruit has a lovely smell, people like it, etc.).
Every Member Ministry

Surveying the Source
John 4:35–41; 2 Cor. 5:15–20; Eph. 4:11, 12; 1 Thess. 1:5–8.

Plotting the Course
The students will:
► Realize that they can’t know how much people are hurting by just looking at them and that this fact should affect their witnessing efforts.
► Understand that the power of their living God is what they have to offer to a hurting humanity.
► Identify people they can pray for and help during the coming week.

Preparing to Lead
As Christ’s ambassadors we have responsibilities to the people we share the planet with, particularly those who do not know Christ. These responsibilities cannot be passed on to those who work for the church. When we become a Christian, we all became ambassadors for Christ and will be judged by others on how well we perform our duties, regardless of whether we want to be or not. This job has no sick days or vacation time. We are on duty 24/7. The only way we can faithfully represent Christ is by allowing His power to work continually through us.

Getting Started
A. Pass out envelopes, index cards, and pens or pencils. It’s important to follow the instructions exactly to make the point. (1) Instruct students to look up 1 Corinthians 14:40 and write it down on the index card. (2) Address the envelope to themselves. (3) Seal the envelope. (4) Place the index card inside the envelope. Say: “In the same way you wouldn’t seal an envelope before you enclose its contents, we shouldn’t rush into witnessing. We need to take time to establish relationships so we know how to pray for people and what we might say that could benefit them.”

B. Pass out the index cards. Invite students to list on the front of each card the name of someone they know. On the back of the card have them list specific things they can pray about for the person whose name is on the front. Ask them to consider the following: “What promises can I claim for this person?” “What needs do I know this person has that I can pray for?” On the front of the card, have them write one tangible thing they can do for that person in addition to praying for them.

Delving Into the Word
A. Say: “Imagine if you had special glasses that allowed you to look past everyone’s false smiles or grumpy attitudes right into their heart. Then you could know that the salesclerk was short with you because her child has terminal
cancer, that the man in the registrar’s office just lost his wife, and that the child who is always getting into trouble is being abused at home. If you knew these things, what would be different about how you treated people?

“Using your Bible, look up verses that might comfort or help people cope with life’s problems and concerns. Check the concordance in the back of your Bible which sometimes lists verses topically.

“Then, using colored markers, write encouraging verses on the craft (popsicle) sticks. On the back, if you feel comfortable doing so, write your name and contact information. You may choose to put your contact information on only a few sticks and give them to people you know. This week, as you see people who are hurting, give them a Bible verse craft stick. Or simply put them in creative places such as magazines in a waiting room.”

B. Say: “Everyone has problems. Some may seem insurmountable and others insignificant. But they all matter to the person with the problem. The difference between Christians and the rest of the world is that, ‘We are hard pressed on every side, but not crushed; perplexed, but not in despair; persecuted, but not abandoned; struck down, but not destroyed’ (1 Cor. 4:8, 9, NIV). We are as fragile as the rest of humanity, but we contain in our ‘jars of clay’ the limitless power of the almighty God. This is the treasure we offer to others.”

Pass out sheets of blank paper and tell the students to write verses that offer hope for life’s problems on each one. Then have them wad up the papers and toss them at other students. Students can either catch the paper balls in midair or collect them from the floor.

Say: “If the promises you are holding were just words on pieces of paper we would have nothing to say to the world. But they are promises made by a living God who has the power to keep them. The deepest desire of our heart should be to share Him with others. Share a promise with someone this week.”
The Spirit of the Sovereign Lord is on me, because the Lord has anointed me to proclaim good news to the poor. He has sent me to bind up the brokenhearted, to proclaim freedom for the captives and release from darkness for the prisoners, to proclaim the year of the Lord's favor and the day of vengeance of our God, to comfort all who mourn, and provide for those who grieve in Zion—to bestow on them a crown of beauty instead of ashes, the oil of joy instead of mourning, and a garment of praise instead of a spirit of despair (Isa. 61:1–3, NIV).
Spiritual Gifts for Evangelism and Witnessing

Surveying the Source


Plotting the Course

The students will:
► Understand spiritual gifts in relationship to evangelism and witnessing.
► Discover how to share the bond they have with Jesus with other people.
► Define what grace-filled evangelism would look like in their lives.

Preparing to Lead

Human beings do a lot of sharing. We share colds, messages on Facebook, and chores at home. Evangelism involves sharing what Jesus has done for us and in us.

How do we share our experiences with Him? The Holy Spirit strengthens, empowers, and defends our call to share and graces us with gifts to help us share. He equips each of us with spiritual gifts so that we can effectively share Christ with others (Eph. 4:11, 12). Such gifts and sharing also edify the church, the body of Christ. Thus, sharing and evangelism is for everyone.

Getting Started

A. Ask class members to share a time when someone shared something positive/negative and how that made them feel. What was learned from the sharing?

Give class members approximately two minutes to share their experience with another class member. Then call for some general conclusions. How do those conclusions fit with the class’s understanding of evangelism? (This “think/pair/share” model allows each class member to be involved in the discussion. At the same time, it moves them from individual experiences to principles.)

B. Select a common item such as a hymnal or coat. Start with one person who shares the item with the next person. Each person needs to verbalize why he/she wants to share this item.

End the activity by discussing the following questions: (1) How different were the reasons for sharing? (2) What motivations became evident? (3) If we all share the same Jesus, why are our experiences so different?

Delving Into the Word

A. Divide your class into four groups and give each group one of the following texts. Have each group discuss how their text sheds light on the role of the Holy Spirit and spiritual gifts in relationship to witnessing and evangelism. The texts are John 14:16–21; Acts 2; Romans 12:1–8; 1 Corinthians 12:7, 13. The following questions can guide each group’s discussion. Write the questions on a white-
others. Let your focus be on God and He will lead you to share. Oswald Chamber wrote: “Never try to make your experience a principle for others, but allow God to be as creative and original with others as He is with you.”

**Discussing the Ideas**

1. How do we witness to people who have no biblical background, negative ideas of Christianity, or no interest. What should be our criteria for success when engaging with such people?
2. Since the spiritual gifts are gifts of grace, what should the “evangelism of grace” look like?
3. Many people believe in “anonymous evangelism” where Christians live their lives but don’t try to convert anyone. How does that concept fit with the following? “Adventists cannot lose the importance of the Christian religion, cannot reduce the uniqueness of Christ, cannot separate between Jesus of Nazareth and the Son of God.”
4. Spiritual gift surveys circulate through the church regularly. What advantages or disadvantages might these surveys present? What about the concept of a “spiritual gift” as something that is given as a grace element outside of one’s personal talents? How would one “discover” such a gift?
5. How can we determine the need of others when we witness? What might we see in others that is a sign of God working in them?

**Closing the Activity**

Have someone read 1 Corinthians 13:13. Say: “Sharing in love is different from sharing to control. All of us are called to share Jesus’ work in our lives. If God is working with someone, and our focus is on God, then our sensitivity to God will alert us to the Spirit’s work in others. Let your focus be on God and He will lead you to share. Oswald Chamber wrote: “Never try to make your experience a principle for others, but allow God to be as creative and original with others as He is with you.” Close with an appropriate prayer.

**Morna Bahnsen, Enumclaw, Washington, U.S.A.**

The Greek word translated “evangelist” occurs only three times in the New Testament (Acts 21:8; Eph. 4:11; 2 Tim. 4:5). Look up other “evangelism” words listed below. What insights do these words offer regarding the "how-to" of evangelism?

Preach (Greek: “euaggelizo”): Acts 8:4, 12, 25, 35, 40; 10:46

Witness (Greek: "martureo"): Acts 1:8, 22; 5:32; 10:39

Speak (Greek: "laleo"): Acts 4:1, 17, 20, 29, 31; 5:20, 40; 6:10, 11

Teach (Greek: "didasko"): Matt. 28:20; Acts 4:18; 5:21, 25, 28

Reason (Greek: "dialegomai"): Acts 17:2, 17; 18:4, 19; 19:8, 9; 20:7, 9

Announce (Greek: "kataggello"): Acts 17:3


Persuade (Greek: "peitho"): Acts 17:4; 18:4; 28:23

Disciple (Greek: "matheteuo"): Matt. 27:57; 28:19; Acts 14:21
Evangelism and Witnessing as a Lifestyle

Surveying the Source
Matt. 9:36–38; Mark 5:1–19; John 17:11–19; 1 Cor. 9:20–23; 2 Cor. 3:2, 3.

Plotting the Course
The students will:
► Recognize their role in evangelism and witnessing.
► Consider how Christ’s lifestyle affects their role in evangelism.
► Realize that their lifestyle is a testimony they can use in evangelism and witnessing.
► Be able to apply the witnessing methods used by the disciples.

Preparing to Lead
He persecuted Christians. But after his conversion, he developed a passion for bringing the gospel to the Gentiles, despite heavy opposition from the Jewish community. He was arrested, charged in court, and sentenced to prison. Yet wherever he visited, a Christian church came to life, which in turn further provoked the Jewish and Roman authorities. The person we are referring to is Paul, one of the most widely traveled disciple of Christ.

After Paul’s conversion, he dedicated his life to spreading God’s Word, doing good, and witnessing to both Jews and Gentiles. By the end of his life, he had left a string of growing churches across the eastern Mediterranean. Paul was both a disciple and a discipler, and his lifestyle reflected his words. By God’s grace, he was “all things to all people for the sake of the gospel” (1 Cor. 9:22, NRSV).

Getting Started
A. Review the opening story in the Opinion section of this week’s lesson. Then divide the students into three groups and have each group discuss the following questions which you wrote on the whiteboard earlier: “What would be your priority if you were the priest?” “Who is your neighbor?” “How far and wide should you witness?” “Christ instructed His disciples to go out and make more disciples.” Ask: “If you were given the choice to witness to people you know or people you don’t know, which would you choose?” “Where are you most comfortable sharing your faith?” “How can you create more opportunities to be in such situations?” On index cards, have each member write three ways in which he/she can witness as an individual. Have one member read Luke 10:25–37. Then have each student write two questions about the Good Samaritan story they can share and discuss with the class.

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Delving Into the Word

A. Have class members share aloud in the reading of Matthew 28:18–20. On a whiteboard, list the instructions in these verses that Christ gave to His disciples. Discuss the meaning of each instruction. Ask: “Why do you think Christ gave His disciples these very important instructions?” “List some of the ways in which you as an evangelist can see or experience the reign of Christ today.” “How do Christ’s instructions to the twelve disciples in A.D. 31 affect you as an evangelist in the 21st century?”

B. Read the following quote to the students. Then have them discuss the questions that follow it.

“It is a fatal mistake to suppose that the work of saving souls depends alone on the ordained minister. All to whom the heavenly inspiration has come are put in trust with the gospel. All who receive the life of Christ are ordained to work for the salvation of their fellow men. For this work the church was established, and all who take upon themselves its sacred vows are thereby pledged to be co-workers with Christ”*

Ask: “What does this passage mean to you personally?” “What does the Bible say about how we should evangelize through our lifestyle?”

Next, read and discuss 2 Corinthians 3:2, 3 in light of evangelism and one’s lifestyle.

On a whiteboard, have the following texts written: Matthew 9:36–38; 28:16–20; 1 Corinthians 9:20–23; Ephesians 4:1–16. Divide the class into small groups of three or four. Have them read the texts together and record their thoughts on what the texts teach about evangelism. After 10 minutes, have the groups share their responses.

Discussing the Ideas

1. How can we find time to evangelize? Should other objectives such as education or career deprive us of the chance to witness effectively? Explain your answer.
2. Consider your strengths and talents. How do you think you can use them for evangelism?
3. What personality traits do you have that help you to make friends? How can you use these traits to witness in your workplace, school, and community.
4. Paul evangelized far and wide. Which of his qualities can you apply to your evangelistic efforts?
5. How can you witness to anyone anywhere?
6. What role does the Bible play in evangelism? Is there ever a time when it might be best not to mention the Bible? Explain your answer.
7. First Corinthians 9:22 instructs us to evangelize using “all possible means” (NIV). If Paul were alive today, what “means” do you think he would use, and why?

Closing the Activity

Give each member of your class a copy of the reproducible activity (p. 34). After each person has completed it, discuss their responses. Also discuss the role that an individual’s abilities and talents might play in their responses.

End with a prayer that all of your students will find ways to use their lifestyle, talents, and abilities to evangelize effectively.

Tony Philip Oreso, Nairobi, Kenya

*The Desire of Ages, p. 821.
EVANGELISM AND WITNESSING PRIORITY

On a scale of 1-10 (where 1 represents the lowest and 10 represents the highest), indicate your priority in witnessing to the following categories of people.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PRIORITY</th>
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<tbody>
<tr>
<td>Children</td>
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<td>Teens</td>
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<td>Young adults</td>
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<td>Parents</td>
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<td>The sick at home</td>
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<td>Prisoners</td>
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<td>Refugees</td>
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<td>The rich/upper middle class</td>
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<td>People with physical challenges</td>
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<td>The hungry</td>
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<td>Enemies</td>
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<td>Drug addicts</td>
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<td>Fellow church members</td>
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<td>The unemployed</td>
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<td>People who are not members of your faith</td>
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<td>The poor</td>
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<td>The homeless</td>
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Sequential Evangelism and Witnessing

Surveying the Source

Plotting the Course
The students will:
► Identify the truth that they are to be living in today’s laissez-faire society.
► Explore the character traits of someone who is living this truth.

Preparing to Lead
“And I tell you, you are Peter, and on this rock I will build my church” (Matt. 16:18, NRSV). For any task, great or small, a good foundation is essential to longevity. In the case of the establishment of Christ’s church, the foundation is of even greater importance due to the stakes involved. The keys to success for those who witness for Christ’s church today lie in an unbreakable spiritual foundation. Prayer and attentiveness to the study of God’s Word should be the evangelist’s first goal, with witnessing as a result.

Getting Started
A. Display a complicated piece of sheet music to the class. (Sample pieces can be found online for you to display on a computer screen or perhaps your phone.) Then have everyone imagine a musical instrument of their choosing. If there are musicians present, have them think of an instrument they can’t play.

Next, tell them that the lights have come up, the stage curtain has parted, and they are seated alone before a full audience in a prominent performance hall. Their task is to play that sheet music.

Then discuss why someone might feel that he or she can’t witness about Christ to others without studying His Word and praying each day?

B. Show to the class several pictures—a mixture of old barns and new ones; rotten trees and strong ones. Next, have each student choose the image that resonates most with him or her, and have them ascribe one word to it. Then ask each member of the class to share why he or she chose that word and image. Discuss how each image relates to the spiritual condition of a person before that person witnesses to someone else about Jesus.

Delving Into the Word
A. Give each student an index card. Have them write a spiritual gift or a result of spiritual gifts on it. (For example, a spiritual gift might be “encouragement” while a result might be “100 people baptized.”) Collect the cards, then redistribute them and have each member act out either the spiritual gift or the result of a
class members to share and discuss their responses.

Next, have the students discuss their perceptions of what constitutes a spiritual gift. Ask: “Why does the Bible stress cultivating spiritual gifts before going out to witness?” Have someone read Matthew 25:35–40. Ask: “Based on the verses just read, is Jesus concerned with the sheer volume of converts we lead to Him, or is He more interested in the quality of the way we have interacted with His people?”

Discussing the Ideas

1. How can you discover what your spiritual gifts are?
   2. Name some people in the Bible who made it a point to interact with God daily. Discuss the results of their witnessing.
   3. How can you daily approach events and people in a more Christ-like manner?
   4. At what point do you let God count how many people you might have led to baptism, while you focus on a relationship with Him that helps you witness to others?

B. Look at stories in the Bible where truth was an issue. (For example, review when Sarah and Abraham lied about being husband and wife.) Have the class map out several of these stories. For each one, discuss what the moment of telling the truth or of not telling the truth led to. Ask: “Was it an opening for witnessing or was it a lost opportunity? Why?” “In what ways did Jesus live a truthful life, even when it caused problems for Him?” “How can we emulate Him in a culture that espouses a lack of accountability?”

5. Why aren’t mission trips or outreach events the only times you should be thinking about witnessing to others?

6. Imagine the results of various projects, for example: building a house, writing a book, or operating on someone. What if the person performing the task has neglected to complete his or her training? Likewise, what is the importance of establishing a close relationship with Jesus before you begin to witness for Him?

Closing the Activity

Discuss why it’s important to discover and use your spiritual gifts in order to witness. Have class members share ways they can be on the lookout for daily witnessing opportunities.

Distribute the reproducible activity (p. 35). When all have finished it, ask your class members to share and discuss their responses.

Close by inviting them to contemplate on their own what a successful interaction would look like using any one of the strategies discussed.

Jeremy Vetter, Moscow, Idaho, U.S.A.
Think of an everyday event not considered to be evangelist in nature that you can approach with a mindset to witness for Jesus. Describe that event below.

Develop a strategy for approaching this event that uses your spiritual gifts to witness to the person or persons involved. Explain that strategy below.
Personal Evangelism and Witnessing

Surveying the Source

Plotting the Course
The students will:
► Realize the power of a personal testimony.
► Understand ways to share their faith.
► Know that God can use them.

Preparing to Lead
“The church of Christ is God’s appointed agency for the salvation of men. Its mission is to carry the gospel to the world. And the obligation rests upon all Christians.”1 This means that each of us has a part to play because we all have a unique influence on the people in our lives. Some of us may do “sowing,” others “watering or weeding,” and still others “reaping.” But whatever our gifts or calling are, God will use us if we open ourselves to His leading.

Getting Started
A. Ask the students to think of a law they wish they could put into effect. It could be a law for their local area, country, or even the world. Then ask them to discuss how they would go about convincing people to vote for this change. What arguments or examples would be the most powerful? If you designed a print or TV ad to promote the law, what might it look like?
B. Hand out pens or pencils and a copy of the reproducible activity (p. 36) to everyone. Ask the students to list some things people have “witnessed” to them about. What products, places, or ideas have family members, friends, co-workers, church members, mates, or even strangers tried to convince them to “buy into?”

Encourage them to think broadly, including not only religious beliefs, but products to purchase, places to visit, or lifestyle changes to make. Then have them list in the right column of the activity what appeals people have used to convince them. Discuss their answers, including which appeals were most effective or ineffective.

Delving Into the Word
A. Ask the students how each of them were called to follow Jesus. Did they feel called by Jesus Himself, or did someone extend the call? Discuss how they know this call was real. What convinced each student to follow Jesus?
Now read John 1:35–50 with the class. Discuss the different ways Jesus’ disciples came to follow Him. What did He say or do to alleviate their concerns and doubts? How can we reassure people that Jesus is their Savior?
Point out verses 39 and 46. Ask why Jesus invited Andrew and Simon to spend
the basis for sharing our faith in Jesus. Our witness need not be practiced or polished; it can be as simple as our daily actions and words. And as our love for the Savior and people around us grows, we will want to introduce them to each other.”

Say: “Dwight L. Moody said: ‘Where one man reads the Bible, a hundred read you and me.’”

While Jesus came to earth to show us the heavenly Father, even He relied on humans helpers to spread the gospel and testify to His kingdom. The relationships we have in our lives form business conduct; diligent, faithful work; and a joyful spirit (pp. 77, 78, 82). Some people are to contribute to the work “with their means, their sympathy, and their prayers” (p. 81). Ask: “What ways of witnessing do you find particularly easy or particularly hard?”

Read Matthew 25:14–30. Discuss why we don’t all receive the same number of talents. Ask: “When have you felt that God gave you more talents as a result of using the one you had?” “Have you ever been called to serve in a way you did not feel equipped to serve? What was the result?”

Ask class members to name a particular way of witnessing or a unique witnessing opportunity God has given to someone else in the class.

Discussing the Ideas

1. When have you felt like a “sower” in sharing the truth about Jesus? When have you felt like a “reaper?”
2. Why do you think Jesus didn’t call each one of the 12 disciples Himself?
3. Read Matthew 5:13–16. Then discuss this quote by the evangelist Dwight L. Moody: “We are told to let our light shine, and if it does, we won’t need to tell anybody it does. Lighthouses don’t fire cannons to call attention to their shining—they just shine.”
4. Do you think Jesus made His greatest impact in one-on-one settings, in small groups, or in large gatherings? Explain your answer.
5. Read Matthew 10:5–15. Why did Jesus tell the disciples to shake the dust from their feet when leaving a house or city that did not accept their witness? What does this mean for you today?
6. Read Acts 4:13 and ask the class: What person do you know whom you could say this about—“they had been with Jesus?” Why would you say this about the person?
7. How do you think God is calling you to share His love?

Closing the Activity

Say: “Dwight L. Moody said: ‘Where one man reads the Bible, a hundred read you and me.’” While Jesus came to earth to show us the heavenly Father, even He relied on humans helpers to spread the gospel and testify to His kingdom. The relationships we have in our lives form the basis for sharing our faith in Jesus. Our witness need not be practiced or polished; it can be as simple as our daily actions and words. And as our love for the Savior and people around us grows, we will want to introduce them to each other.”

Lori Peckham, Sharpsburg, Maryland, U.S.A.

1. Steps to Christ, p. 81.
<table>
<thead>
<tr>
<th>What People Have Witnessed to You About (Products, Places, Ideas)</th>
<th>Appeals They Used to Convince You</th>
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Corporate Evangelism and Witnessing

Surveying the Source
Gen. 1:27, 28; Prov. 22:6; Eccles. 4:9–12; Matt. 28:18–20; Eph. 4:15, 16; Phil. 1:5–18; Col. 1:28, 29.

Plotting the Course
The students will:
► Explore the role of community in evangelism.
► Consider the dynamic between the simplicity of the gospel and the depth of spiritual and character growth to which they should aspire.
► Gain a richer understanding of the gospel’s power in a broken world.

Preparing to Lead
The Great Commission sounds straightforward, but after nearly 2000 years, the task still appears immense. In areas where Christianity has been known for centuries, people are burnt out and disaffected, hardly believing that Jesus or the church is good for much more than nostalgia. Those Christians’ grasp of the gospel may even be weaker than where the gospel is fresh and new, and where it stands in sharper contrast to prevailing belief systems. It’s still a wonder that Jesus trusted the greatest message ever to the least reliable messengers—human beings—and that He challenges us to be His body on Earth.

Getting Started
A. Invite someone who has recently joined the church to share his or her story with the class. All too often new members soon leave the church when they find that church life is nowhere near as dynamic as the truth-filled presentations of an evangelistic series. They are convinced of Bible-based truth, but find that the community they joined is surprisingly lifeless. Researchers have found that the most effective way of growing the body of Christ is friendship evangelism. When people invite their friends to church and involve them in church life, these friends form lasting bonds and find meaning and fulfillment in their new community.

Ask your students for their thoughts on this issue. What has their experience been as part of the community of Christ? How do they keep their spiritual commitment alive despite everyday challenges and distractions? How can they build a community that nourishes believers and makes a life in Jesus attractive?

B. Say: “Perhaps the biggest cliché about witnessing is that witnessing is a lifestyle. But what does that mean? Bumper stickers? Frequent door-to-door witnessing? Praying publicly? Talking about Jesus or doctrine to everyone you meet?” Then ask your students to share ways they have seen faith demonstrated that impressed or inspired them. Hand out pens or pencils and paper for them to brainstorm ideas for ways they could witness as individuals or as a group, or have them share ideas as you write them down on a whiteboard.
Delving Into the Word

A. Say: “One of the most challenging aspects of Jesus’ absence is that His people—earnest, lazy, selfish, distracted, loving, forgetful, self-defeating—make up His body on earth.” Have a volunteer read Ephesians 4:15, 16. Ask: “Why does God entrust us to share His message instead of angels?” “What is God’s goal for His church?” “What principles do we learn as members of the body of Christ?”

Have a volunteer read Philippians 5:12–18. Say: “Paul was excited that people had come to sense the gospel’s magnificence and purpose through his willingness to sacrifice for it. Then he speaks of people preaching the gospel with bad motives—including ‘envy and rivalry.’” Ask: “What should we make of this contradiction—and Paul’s gladness that, ‘whether from false motives or true,’ the gospel is nonetheless being preached?” “Can God use people who promote Christianity for selfish purposes? Is a distorted gospel truly better than none at all?”

B. Have a volunteer read Philippians 1:9–11 and Colossians 1:28, 29. Ask: “What does it mean to be ‘mature in Christ?’” “What attitude will such a Christian convey?” “What character traits will such a person exhibit?” Have your students describe someone who is mature in Christ. Say: “The gospel is simple enough for anyone to understand, yet its details invite ever deeper study.” Ask: “What can the church and its members do to develop its members’ spirituality? Is it simply a matter of knowledge, or of attitude and submission?”

Have your students come up with suggestions for developing their own spiritual lives (daily devotions, acts of service, prayer, meditating on God’s Word, etc.).

Discussing the Ideas

1. How can you live so that people will see Jesus through you, sense your passion for Him, and want to know Him better because they know you?
2. Witnessing often takes creativity—or just putting our spiritual gifts to work. How can you find ways to witness that seem natural and unforced?
3. We often seem to have lost our sense of the gospel’s transforming power. What will it take for the power of the gospel to flourish anew in your own life, in your church community, and the lives of those it touches?
4. How can spiritual maturity help you to be greater witnesses for Christ?
5. What affect does witnessing have on the witness’s spiritual development?
6. What steps can the church and its members take to be a more united witness?
7. If the world will know you follow Christ because of our love, why do so many people today associate Christians with hatred?
8. What role does the Holy Spirit play in evangelism?

Closing the Activity

Give each student a copy of the reproducible activity (p. 37). After most of them seem to be finished, discuss their responses.

Close by encouraging them to record in a journal throughout the next week opportunities they had to share their faith and to grow spiritually. Have them write down which activities occurred naturally, and which ones they had to create by themselves. Close with prayer.

Tompaul Wheeler, Nashville, Tennessee, U.S.A.
List reasons why people stop attending church.

List reasons why people join a church.

Ways to Keep People Connected to the Church

____________________________________________________________________
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Equipping for Evangelism and Witnessing

Surveying the Source

Plotting the Course
The students will:
► Explore what it really means to follow Christ.
► List some of the challenges one might face in evangelism.
► Identify specific ways evangelism can occur in one’s local community.

Preparing to Lead
Distribute the reproducible activity (p. 38) to your class, and read it to them. Ask: “Have you ever thought about how God sees witnessing and what it really means to Him?” Allow time for a brief discussion. Then have them set aside the activity, telling them they will need it again at the end of the lesson study.

Getting Started
A. Have your class form small groups and give each group one of the following scenarios to role play for the rest of the group: (1) You’re sitting beside someone on the train who is clearly upset about something. How can you encourage them and show them Jesus? (2) Your non-Christian boss/teacher has been treating you unfairly. How can you witness to this person and what personal hurdles do you need to overcome first? (3) A new friend of yours has been posting negative comments about God online. How can you show this person what God is really like?
B. Ask your class for a volunteer. Then give the volunteer one minute to try to persuade the rest of the group that they should believe in, and follow Jesus. Discuss what the class learned about witnessing from this exercise.

Delving Into the Word
A. Share with the class that it’s not possible to “fish for men” when we’re not connected to the Creator of “fish.” Then have someone read Romans 12:2. Explore together what each part of this verse means. Ask: “What are the behaviors of the world God wants us to avoid?” “What does a ‘new person’ look like in the flesh?” “What does God want us to do?” “Do you know how good and perfect His will is, and do you desire His will to be done in your life?”
Then, discuss ways in which Satan tries to sabotage all of this and search for Bible promises that can help us to overcome such times.
B. How effective were the disciples in being “fishers of men”? Divide your class into groups of three or four and have them reflect on what we know of their personalities. Then give each person a pen/pencil and a piece of writing paper to...
record his/her responses to the following questions which you have written beforehand on a whiteboard: “Which disciple do you most identify with, and why?” “What strategies did this disciple use?” “What were the results?” Write the following names and passages on a whiteboard for them to refer to as they do this activity, or photocopy enough copies of the list below:

- **James (son of Alphaeus)**—Matt. 10:3; Mark 3:18; Luke 6:15.
- **Thaddaeus**—Matt. 10:3; Mark 3:18; John 14:22.
- **Simon the Zealot**—Matt. 10:4; Mark 3:18; Luke 6:15.

## Discussing the Ideas

1. What is the essence of evangelism? (Think of as many synonyms as possible.)
2. What challenges face you today in sharing God with the world around you? What do you personally find most challenging about evangelism?
3. What advice do you think God would give you if He were to evangelize beside you?
4. What audience/age is the most receptive to hearing the gospel in your local environment? What audience is the most resistant? What can you do about this?
5. In what ways can you ‘follow Him’ more whole-heartedly at the moment? What things are stopping you from following Him completely?

## Closing the Activity

Encourage your class by claiming 2 Peter 3:9. Say: “God longs for all of His children to be with Him as soon as possible. He needs us to make this happen! But more than anything, He longs for a truly meaningful relationship with each one of us.”

Then, on the reproducible activity sheet (p. 38), invite class members to write specific ways they can focus on their relationship with God and therefore be a “light” to others.

Finish by asking each member to pray for the person on their right, specifically that they will have victory over Satan and that they can be bold in their personal witness of God in their lives this coming week.

**Nina Atcheson, Margate, Australia**
Might God be saying the following to you?

“In some ways I feel so removed, so distant from My beloved children. I watch intensely, constantly trying to find any possible way to woo them to Me, and to feel My love for them through the gift of My Son, Jesus. Because I love them like this, I give them total freedom to choose. I wait for them to respond. I knock, gently. I sing over them, hoping they will hear My voice. I see small lights all over the earth, shining in the darkness, and I wait for the light to spread.”

How can you focus on your relationship with Christ, and therefore be a light to others? Write some ideas below.
Releasing Into Ministry

Surveying the Source

Plotting the Course
The students will:
► Learn to rely on Scripture.
► Be challenged by what Scripture says.
► Feel encouraged to go out and minister.

Preparing to Lead
In Matthew 10:7, 8, Jesus gives His disciples what we today might call a job description. They were to go to the lost sheep of Israel, preaching that God’s kingdom was at hand, as they healed the sick, cleansed the lepers, and raised the dead. In Matthew 28:18–20, Christ sends His disciples to baptize people from all nations and to teach them to observe His ways. Together, these two commissions present us with our work as Christians. See also Isaiah 58, Micah 6:8, and Luke 4:18, 19. Because it is true that actions speak louder than words, it is necessary for us to combine our evangelistic and witnessing efforts with good deeds motivated from hearts in which Christ resides.

Getting Started
A. For each item in the following list, have the class members decide who should make the announcement, and why? Would sharing this information be easy, difficult, why?
   1. getting fired
   2. a job promotion
   3. a fire in a building
   4. a birth
   5. a wedding
   6. a high school graduation
   7. a birthday party for a 1 year old
   8. a birthday party for a 50 year old
   B. Ask if any class members have any announcements they would like to share, or to share a time when they made an announcement that was particularly fun to make. What made sharing this information so enjoyable?
   Relate this to sharing the gospel. What makes sharing the good news of salvation so enjoyable?

Delving Into the Word
A. Divide the class into groups of 3 or 4. Give each group a different translation of the Bible and have them read all of 1 Corinthians 3. Instruct them to look for and discuss the factors Paul writes about that are pre-requisites to the productive sharing of the gospel. Have them record their findings on paper.

Materials
multiple translations of the Bible; writing paper and pens or pencils; whiteboard, chalkboard, or flip chart and appropriate markers

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When each group appears to be finished or nearly finished, have them appoint a spokesperson to report their findings. Record each group’s findings on a whiteboard. Then discuss any differences and/or similarities. Also discuss the importance of these pre-requisites for today.

B. Have class members do the reproducible activity on page 39. When they are finished, discuss their answers and how their findings can be applied to spreading the gospel in today’s world.

**Discussing the Ideas**

1. Before studying this week’s lesson, how did you define—in your own mind—the words **evangelism** and **discipleship**?
2. How has your study of this lesson changed your definition of evangelism and discipleship?
3. What does “ministry” look like in your life? What ways of serving others come easily to you?
4. Of the variety of ways to minister mentioned in this lesson, which ones might make you feel uncomfortable to do yourself, or which ones would require an extra amount of faith for you to perform?
5. Ralph Waldo Emerson wrote, “What you do speaks so loud that I cannot hear what you say.”* How does 1 John 3:16–18 compare with this quote?
6. *(These questions are for personal, private reflection only.)* If you are not actively ministering at this time, why aren’t you? What is more important to you instead? What would need to happen in your life to get you started?
7. In light of question seven and this lesson’s discussion, how would you define the word “ministering?”

**Closing the Activity**

Ask those who are willing to share what ministries they are currently participating in or feel called to move into. Arrange an opportunity in class for these members to receive prayer for the Holy Spirit, with a laying-on of hands, if they would like to. (At the same time, if they are uncomfortable with this, just prayer is fine.) Suggest that those receiving prayer write down what they experienced. Ask those who prayed, but weren’t prayed for, if they now have a clearer picture of how to minister to others, and if they, too, would like to be prayed for.

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

From these verses in the book of Acts, make a list of descriptors of the people who began ministering.

<table>
<thead>
<tr>
<th>Texts</th>
<th>Descriptors</th>
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<tr>
<td>1:4, 5</td>
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<td>1:13–15</td>
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<td>16:13–15</td>
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Based on the following texts, list below the types of ministries people performed: 2:42–47; 4:32–37; 11:19–23; 14:2, 3; 21; 22. Where do you see the need for these ministries today? Circle the ministries you feel equipped to participate in.
A Love Response

Surveying the Source

Plotting the Course
The students will:
► Learn Christ’s way of reaching people.
► Know that God said He would be with them.
► Learn the meaning of the imperative “Go Ye.”
► Understand that there will be no starless crowns in heaven.

Preparing to Lead
Jesus’ command to tell others about Him is something we should take very seriously. “Go to all nations, He bade [His disciples]. Go to the farthest part of the habitable globe and be assured that My presence will be with you even there. . . . I will be with you always, helping you to perform your duty, guiding, comforting, sanctifying, sustaining you, giving you success in speaking words that shall draw the attention of others to heaven.”

Getting Started
A. Ask three class member to each read one of the three verses that comprise the Great Commission in Matthew 28:18–20. Then discuss why God gave His disciples this command and why it still applies to His disciples today.
B. Divide your class into groups of three or four. Have each group create a list of people in the Bible who were witnesses for God and indicate how each person witnessed by what they did, what they said, or both.

Delving Into the Word
A. Have class member use their Bibles to investigate the methods Jesus used to reach out to others. Using a writing board, have them create a list of these methods. When the list is sufficient, discuss which methods are possible or impossible for us to use, and why.
Then discuss the significance of the following thought: God has the right to interrupt your life anytime He wants to. You gave up your rights when you accepted Him as your personal Savior.
B. Using a writing board, have the class list creative ways they could witness for the Lord in school, work, and in their general associations with people as they come into contact with them during the course of a day.
Discuss if witnessing is limited to talking with people face-to-face, or if there are other ways of reaching out to them with the Good News.


**Discussing the Ideas**

1. What is holding you back from sharing the love of God with others?
2. Why is it impossible to love God and not witness for Him?
3. Why are you often afraid to witness to others, when Jesus said He would always be with you?
4. How can what you know or don’t know about God effect your ability to witness?
5. How can your prayer life impact your desire to witness?
6. What is the implication of Matthew 24:14 to you as an Adventist?
7. Discuss the meaning of the following quotation. “There will be no one saved in heaven with a starless crown. If you enter, there will be some soul in the courts of glory that has found an entrance there through your instrumentality.”

**Closing the Activity**

Distribute a copy of the reproducible activity to each class member (p. 40). After they have completed it, say a prayer of dedication on behalf of each student, that God will help each one to fulfill the Great Commission in ways that befit the talents God has given them.

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**Alden J. Ho, Berrien Springs, Michigan, U.S.A.**

Evangelism and Witnessing
Preach, Teach, and Baptize

List ways Jesus reached out to others.

List five ways you are currently reaching out to others.

List other ways in which you would like to reach out to others. Circle one of those ways. Then during the next week, work with God to develop a plan so you can begin to witness using that way.
Let the Church Know

Surveying the Source

Plotting the Course
The students will:
► Recognize the relevance to today’s church of the reporting discussed in Acts.
► Learn concrete steps of how to “do” ministry using reporting.
► Practice accountability within the church.

Preparing to Lead
The early church approached evangelism and intra-church (within the church) ministry by observing peoples’ needs, planning and trying new methods, reporting the results, adjusting the methods, and being accountable to one another as a family learning together from Christ. Numbers 13:1–26 tells how Moses sent a team to research Canaan before entering it. This team observed, reported back, and brought items from Canaan. Although their report was mostly fear-based instead of faith-based, Moses’ example sets the standard for how to approach any God-ordained venture.

Getting Started
A. Before class, write on the board the following lists for two candidates who are applying for the same job: 
   Candidate One: (1) Think of sales qualifications and any other related work experience. (2) Polish résumé. (3) Practice interview. 
   Candidate Two: (1) Informational interview with companies sales executive or human resources person about the position. (2) Research the company’s position and culture. (3) Polish résumé. (4) Practice interviewing.
   Go over each résumé with the class. Ask: “Which candidate is more likely to get the position, and why?” “What is the value of finding out the lay of the land before starting something new?”

B. Retell the story of Moses and the spies by leaving the reconnaissance out completely. Instead, tell how the Israelites arm themselves, have a quick prayer, and then go straight into Canaan. Ask: “What would their reaction to the giants have been with no preparation?” “How would they have handled traveling and fighting on terrain they knew nothing about?” “Certainly God could still have fought for them, so why did they bother to send spies first?”

Delving Into the Word
A. Divide the class into groups of three or four and give each student in each group a copy of the reproducible activity (p. 41). Have each group work on it together. After nearly everyone seems to be finished, discuss their answers.
B. Pass out slips of paper on which the Surveying the Source texts are written (one text per piece of paper). Have each class member read aloud the content of their text. Then have the entire class discuss what that text says about accountability. Ask: “How did the believers’ accountability or lack of it affect the situation described in the text?” “How could the believers’ accountability to each other have improved the situation?”

Next, ask class members to discuss behaviors that believers engage in that discourage accountability within the church. Discuss what personal qualities need to be present in church members in order for accountability to take place.

**Discussing the Ideas**

1. What church plans or activities have you observed, heard, or read about that involved research, action, and reporting?
2. Think of situations where research and/or reporting is built into church functions.
3. How can you avoid preparing forever and never taking action? How can you also avoid taking action without proper preparation?
4. What part should observation, planning, new methods, reporting, and accountability as a consistent set of actions play in world missions? In everyday church governance?
5. Given today’s texts, what spirit is best for you to cultivate when planning and reporting church activities?

**Closing the Activity**

Read the following to the class: “The organization of the church at Jerusalem was to serve as a model for the organization of churches in every other place where messengers of truth should win converts to the gospel. . . .

“Later in the history of the early church, when in various parts of the world many groups of believers had been formed into churches, the organization of the church was further perfected, so that order and harmonious action might be maintained. Every member was exhorted to act well his part. Each was to make a wise use of the talents entrusted to him."

Then discuss how this passage applies to the principles of today’s lesson, particularly in regards to reporting. Discuss various talents class members have and how these talents can work together in harmonious organization even though a large number of people are performing different tasks.

Divide the group into pairs or small groups to pray for guidance on how each one can use their unique talents.

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*Lorna Hartman, Spangle, Washington, U.S.A.*

**Directions:** For each set of texts, fill in the corresponding columns with as much information as the texts provide.

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Evaluating Witnessing and Evangelism

Surveying the Source

Plotting the Course
The students will:
► Identify the context and meaning of evangelism in our church today.
► Explore the importance of evaluating, witnessing, and evangelism.
► Reflect on and respond to the call to be faithful witnesses in their own lives as well as their church.

Preparing to Lead
Witnessing and evangelism are important parts of discipleship in which we have a solemn duty to be engaged. Over the years many methods have been used to convince people that Jesus is the Savior and that He will soon return. Problems arise, however, when discussions about these activities center around how much money should be spent in order to bring people to Christ. This week’s lesson invites us to re-evaluate our understanding of witnessing and evangelism. It challenges us to move from program-oriented formats to person-centered, one-to-one endeavors.

Getting Started
A. Divide the class in two to read the texts and discuss the following questions.
  2 Corinthians 13:5—In what ways might we be able to ‘test’ our faith in Christ?
  Revelation 14:6—What is the significance of this text in relationship to our call to be witnesses and to do the work of evangelism?
  Have each group share their perspective.

B. Write the heading “Witnessing and Evangelism” in the middle of the whiteboard. Have the class brainstorm definitions, examples, feelings, and any ideas associated with witnessing and evangelism from both a church and personal perspective. Have the group come to a consensus on the top four concepts for both witnessing and evangelism, and allow them to share personal reflections on each.

Delving Into the Word
A. Ask a student to read Matthew 23:13–15. Then discuss the following questions: “Why do you think Jesus talked so vehemently about the Pharisees methods of evangelism?” “What cautions is Jesus pointing out for us when it comes to witnessing and evangelism?” “Which do you think is more important in our witnessing and evangelism, and why? (1) the methods, or (2) the heart and spirit we
in which we undertake these endeavors?”
“How can we become ‘show-offs’ in the process of evangelism and witnessing?”
“How should we define evangelistic success in our own lives and church?”

B. Divide your class into two groups.
Designate one group as Group 1 and the other as Group 2. Make two copies of this page and give a copy to each group. Have each group read their texts and discuss their questions. When both groups have finished, have them share their findings.

1. Review Matthew 28:16–20. Is it or is it not difficult to distinguish between us ‘doing’ the work and the Holy Spirit doing His work as we evangelize and witness?
2. How can we allow the Holy Spirit to guide us as we share God’s message with others?
3. What encouragement can we find in Matthew 28:16–20 regarding God’s power to convict the soul and of the eternal hope to come?

Discussing the Ideas
1. If someone asked you to share your testimony about God, what would you say, and why?
2. Who in your life needs to hear about Jesus’ message of love? (family, friends, work colleagues, etc.) How can you help them to hear it?
3. How can you support the work of church evangelism during the year ahead?
4. What do you think would happen to your faith if you experienced bringing someone to Christ?
5. What new methods or resources could you use to share the gospel with others? (for example, preparing a gospel tract or booklet, an internet blog site, or a business card size gospel message with church details).

Closing the Activity
Give each student a copy of the reproducible activity (p. 42) to complete in class. When they have finished the activity, have three or four class members close with a prayer in which they ask God to help everyone be witnesses for Him and for Him to guide them in their witnessing and evangelistic endeavors.

Jean-Pierre Martinez, Sydney, Australia
My Decision to Pray and Witness

“I saw another angel. This one was flying across the sky and had the eternal good news to announce to the people of every race, tribe, language, and nation on earth” (Rev. 14:6, CEV).

Circle the sentence(s) below that fit your decision:

I believe God can use me to reach people (friends, family, work colleagues, roommates, classmates).

I will look for ways to support evangelism in my local church.

I will pray that the following people will accept Christ as their Savior:

I daily commit to being open to Christ’s leading for evangelistic and witnessing opportunities.
A Perpetual Ministry

Surveying the Source

Plotting the Course
The students will:
► Recognize the importance of developing a personal relationship with Jesus Christ.
► Understand their calling to be witnesses of God’s saving grace.
► Share their God-given gifts and talents with others.

Preparing to Lead
The basis of evangelism and witnessing is the authority of Jesus Christ, not the needs of the unsaved. God simply says, “Go ye therefore, and teach all nations” (Matt. 28:19). This enables us to naturally teach and preach out of a living experience with Him. In the phrase “Go ye therefore . . .”, Go means live. If we abide in God, and if His words abide in us (John 15:7), the natural result will be a vibrant and perpetual ministry of witnessing. It won’t matter where we are placed for ministry because we know and trust that God engineers it all.

Getting Started
A. Prior to class, collect the following: mustard seeds, a plastic fish, fresh figs or a picture of figs, a glass of water. Divide the class into groups and hand out one item to each group. Ask them to discuss how these objects could be used as a metaphor (apart from the biblical parables) for evangelism and witnessing. Give them five to seven minutes for discussion and then ask for a spokesperson from each group to give a synopsis.
B. Write the word Witness on a whiteboard. Ask: “What are the characteristics of a witness? Let’s think of characteristics that begin with each letter in the word Witness.” Example: Wakeful; Insightful; Trustworthy; Near; Expert; Seeing; Scrupulous.

Delving Into the Word
A. Say: “Today we’re looking at symbols of evangelism and witnessing. Which of these biblical accounts most closely represent the evangelistic process?” Upon mentioning the story of the woman at the well, ask the students to prayerfully reflect while the following texts are read and the questions asked:
2. Read John 4:28. Ask: “What personal experience with Jesus has caused you to stop what you are doing and leave to tell your friends about Him?” “Is walking the ‘talk’ enough? If not, then what else should we, as disciples of Jesus, do? If ‘yes’ then how do we make sure our
‘walking’ and ‘talking’ are compatible?”

B. Divide the class into three groups. Designate each group for a different type of witness. Distribute copies of the reproducible activity (p. 43) to each member in all of the groups. After the groups have finished the activity, discuss their answers as an entire class.

**Discussing the Ideas**

1. Which is more important—devotion to Jesus or service for Jesus? Explain your answer.
2. What steps do you take to make people feel emotionally safe around you?
3. In the story of the fig tree, did the tree have control over producing its own fruit? Explain the relationship of this story to one’s ministry for Christ.
4. If the “rocks” can witness to the saving grace of Jesus, why does He need you?
5. Are you a witness whether you want to be or not? Explain your answer.
6. Is it possible to have a jewel-less crown in heaven? Explain your answer.

**Closing the Activity**

Say: “When Jesus was here on earth, His joy was doing what the Father sent Him to do. Witnessing is as natural as breathing when we are rightly related to God. Reflect for a moment and you’ll realize that the people who have witnessed to you were those who were unconscious of it. As we conclude our time together, let’s thank God for these witnesses in our lives. May we, too, go from here with a renewed determination to focus on Jesus Christ and so that we also can unconsciously serve as shining witnesses of His love and soon return.”

*Rose Gamblin, Smithsburg, Maryland, U.S.A.*
In a court of law there are three types of witnesses: lay witnesses, expert witnesses, and character witnesses. Lay witnesses—the most common type—are people who watched certain events and describe what they saw. Expert witnesses are specialists who are educated in a certain area. They testify with respect to their specialty area only. Character witnesses are people who know the victim, the defendant, or other people involved in the case.

**Directions:** Give examples of the type of witness your group is researching. Support your selections with Bible texts.

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