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.cq biblestudy.org/

Questions? Comments?
E-mail: chiomentil@gc.adventist.org
The Great Controversy—The Foundation

Surveying the Source

Gen. 3:1–5, 15; Deut. 32:17; Josh. 24:15; Isa. 14:4–21; Ezek. 28:12–19; Matt. 2:1–18; John 3:1, 17; Rom. 1:20–28; Rev. 12:7–9, 17.

Plotting the Course

The students will:

► Review the major events from the start of the great controversy (Lucifer questioning God and ultimately being exiled from heaven) to today.

► Discuss the role of choice in the great controversy.

► Discuss how Jesus turned the tide in the great controversy and won the battle once and for all.

Preparing to Lead

Taken from the Introduction of the Lesson: “The conflict between God and His love and Satan and His selfishness forms the back-story for all that’s written in the Bible. Each individual story—from Enoch to Samson to Mary Magdalene to Martha to Paul—is another chapter of God’s multi-millennial quest to save His children from sin.” This controversy has been raging for many years and still is going on around us each day. We must choose to bind ourselves to Jesus; after all, His side is the only side that will be left standing when all is said and done!

Getting Started

A. Pass out the reproducible activity (“The Great Controversy Timeline,” p. 31). Give the class time to think about events that have transpired since Lucifer challenged God in heaven and was exiled. Encourage members to include their place in the story. (This does not have to be shared with the rest of the class if their stories are too personal.) Since each class member will recall different events in the Bible or history, have them share aloud the stories or events that they put on their timeline.

B. Using a whiteboard, have the class list stories or events that clearly depict the great controversy. By each story, make a note of who won that “battle” in this great war—God or Satan. As you wrap up the activity, ask the following questions: ●“What does this story tell us about the nature of God?” ●“How does this story affect how we live our lives now?” ●“How does this story affect our outlook of the future?”

Delving Into the Word

A. Read aloud the verses above in Surveying the Source. Have class members make notes on their “Great Controversy TimeLine” reproducible. (If they have already filled it out, have them add more lines of key events.) Discuss the role of choice for Lucifer and how choice affects our place in the great controversy. Have
class members share practical ways to remember to daily choose Jesus.

B. Read through the three items in the How-to section of this week’s lesson study: Love God (Deut. 6:5; 11:1, 22; 19:9; 30:6; Love Yourselves (Matt. 10:30); and Love Others (John 15:17).

Ask class members to discuss how love changed things—through the gift of Jesus’ death on the cross—in the great controversy.

Then ask them to think about their own lives. We all know someone who seems “unlovable.” Have the class brainstorm ways to share the love of Jesus with these who may be unreached.

Ask: “What could happen if you are able to reach these people with love? What could happen if you cannot?”

Discussing the Ideas

1. What does history tell you about the great controversy?
2. For you, who is a particularly inspirational character who has sided with God in the battle? What challenges did that person face? How did his or her story end?
3. What are some lessons you can learn from these people that you can apply to our lives?
4. What sort of challenges have you had in your life that have established you as part of the battle?
5. Do you personally know anyone who has become disheartened and joined Satan’s side? Can you share a bit of their story?
6. What are some things you can do to encourage others (or yourself) when they (you) become disheartened with the stress of the controversy?
7. What choices can you make each day that will help you remain closer to Jesus?
8. We know that God will be victorious in this controversy, and we know that all who are on His side will join Him in heaven. What is something that you are looking forward to doing or seeing in heaven? How can this thought comfort you in tough times to come?

Closing the Activity

Have each person write a letter to God, praising Him for His strong hand throughout history, for the beautiful gift of Jesus, and for the promise that He will win this controversy. Ask each member to include a section in their letter in which they recommit their lives to Jesus and list practical ways to choose Him each day.

The letters need not be shared with the class or anyone else. Have them put their letters in their Bibles near one of the texts located from Surveying the Source.

Encourage them to read the letter to remember Who is in control whenever they are feeling disheartened or as though the enemy is winning.

Allison Saucedo, Centerville, Ohio, U.S.A.
**Great Controversy Timeline**

Below, list some of the major events or stories that are a part of the great controversy. For each event, list a few details about the role of God and Satan in that event. Notice that a space has been included for your place in the story.

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**My Story**
Revelation and the God Revealed in it

Surveying the Source

Plotting the Course
The students will:
► Appreciate that God always has provided revelations for the salvation of mankind.
► Realize that evidence of God is needed to serve Him in spirit and in truth.
► Consider that intellectually accepted revelations need to be spiritually applied in order for us to draw Christ.

Preparing to Lead
A. Read to your class this conversation between friends: “Hi Steve, what are you making? That looks rather unique.”
“Not really. There’s nothing new under the sun.”
“Maybe not to you, but it would take a revelation for me to understand that.”
“Revelation? It’s interesting you would use that word.”
“Why?”
“I was thinking about that word last night and checked it out online. The World English Dictionary lists two definitions: ‘the act or process of disclosing something previously secret or obscure, esp. something true,’ and ‘a fact disclosed or revealed, esp. in a dramatic or surprising way.’

“Will that make the understanding of your complex experiment a revelation to me?”
“Let’s get the results first. Then we’ll see if it’s a revelation or not.”

B. Also read to your class this conversation: “What do you think about this? My friend Celia sent me two text messages. The first is: ‘I want a camera that will zoom on to a bird high in a tree with no loss in detail.’ The other message said: ‘I’m into nature photography—sunset, sunrise, the moon in all its phases, the clouds, my flowers, the rainbow formed in the spray from my garden hose.’ Is there any revelation in those?”
“Hmmm! We’ll need some time to look into that.”

Getting Started
A. Divide the class into two groups. Each group selects one person to read and another to take notes. Give the note-taker a pencil and paper and the reader a copy of Preparing to Lead, with Celia’s text messages and the dictionary definitions highlighted. Have each group apply the dictionary definitions to Celia’s texts and show if there are any answers to her friend’s question.

Call the groups together and list their findings on the flip chart. Say: “The rainbow is a scientific phenomenon in which water droplets in the atmosphere separate sunlight into seven colors, forming the bow. Through the bow, God reveals the physical nature of light and the revelation that the world would never be destroyed...”
again by a universal flood” (Gen. 9:13–16).

B. Ahead of time, write the following definition of the word revelation on the whiteboard: “God’s disclosure of his own nature and his purpose for mankind, especially through the words of human intermediaries” (The World English Dictionary). Write the following tasks on separate pieces of paper: (1) Analyze the definition of revelation and recall examples from the Bible that illustrate your analysis. (2) Given that God reveals Himself through the Bible and nature, in what ways is the definition incomplete? Give examples.

Divide the class into two groups, giving each group one of the two tasks. Have them discuss the assignment for 10 minutes, then share their findings with the class.

Delving Into the Word

A. Write the following statement on the whiteboard: “Intellectual knowledge of Scripture is not enough to appreciate its true teachings.” Give each of the following texts to pairs of students to compare with the statement on the whiteboard—Gen. 8:21, 22; Ps. 19:1–11; Acts 16:25–31; 2 Tim. 3:16; 4:4; 2 Pet. 1:16–21. Allow 15 minutes. Then explain to the class that atheists (who don’t believe there is a God) and macro-evolutionists (who believe that man evolved from monkeys) frequently quote the Bible in their writings to criticize it and those who believe in God. Ask: “What is the main source of revelation?” Then ask each pair in turn: “What does your text reveal to demonstrate that more than intellectual knowledge is needed to believe in the God of our Bible?”

B. Have the following texts written on two pieces of paper—Gen. 1:1; 9:12–16; Exod. 13:21, 22; 20:2, 3; Ps. 19:1–2, 7, 8; Matt. 1:20; Luke 1:35–45; John 3:16–17; Acts 2:1–17; 4:12, 24; 16:25–31; Heb. 1:1, 2. Divide the class into two groups, giving each a set of the texts, a pencil, and paper to write on. Have them use their Bibles to explore this statement using the texts: “God reveals truth in different ways and at different times to save humankind.”

Bring the class together and invite sample responses with reasons from each group.

Discussing the Ideas

1. How might one explain the following scenario? A person finds a Bible and without attending a church or having a human teacher, that person begins keeping Saturday as God’s true Sabbath.
2. Why is it possible to serve God without knowing some facts about Him?
3. What does an understanding of the revelations of Scripture lead to?
4. Which comes first, revelation or faith?

Closing the Activity

Read the following to the class or arrange for two students to read alternate sentences: “When God’s natural laws provided the rainbow after the Flood, God knew that the rainbow would always appear when the conditions were right. ‘I have set my rainbow in the clouds, and it will be the sign... between me and the earth’ (Gen. 9:13, NIV). Through the rainbow, God reveals that we can rely on Him to keep His promises. So no matter how many local floods there are, we know our planet will never be destroyed by flood again. The rainbow—the physical reaction of water droplets reacting with sunlight—is a revelation, a reminder that God’s laws of nature are reliable, as are His promises.”

Albert Waite, Riseley, Berkshire, United Kingdom
The information in the right column was taken from the CQ and adult student’s lesson. In each of the three sets, use the information on the right to develop an argument for each statement or question on the left.

| Revelation extends at least from Adam to the Second Coming. | a. “And the Lord God commanded the man, ‘You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die’ ” (Gen. 2:16, 17, NIV).  
b. “In the third year of Cyrus king of Persia, a revelation was given to Daniel (who was called Belteshazzar). Its message was true and it concerned a great war. The understanding of the message came to him in a vision” (Dan. 10:1, NIV).  
c. “‘For the revelation awaits an appointed / time; / it speaks of the end / and will not prove false. / Though it linger, wait for it; / it will certainly come and will not / delay’ ” (Hab. 2:3, NIV).  
d. “And this gospel of the kingdom shall be preached in all the world for a witness unto all nations; and then shall the end come” (Matt. 24:14).  
e. “‘But the Counselor, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you’ ” (John 14:26, NIV). |
| Evidence is needed to rightly serve God. | a. “‘I will take you as my own people, and I will be your God. Then you will know that I am the Lord your God’ ” (Exod. 6:7, NIV).  
b. “The heavens declare the glory of / God; / the skies proclaim the work of his / hands. / Day after day they pour forth speech; / night after night they display / knowledge” (Ps. 19:1–3, NIV).  
c. “‘And this gospel of the kingdom will be preached in the whole world as a testimony to all nations, and then the end will come’ ” (Matt. 24:14, 15, NIV).  
d. “When they saw him, they worshipped him; but some doubted. Then Jesus came to them and said, ‘All authority in heaven and on earth has been given to me’ ” (Matt. 28:17, 18, NIV). |
| Intellectual knowledge of Scripture is not enough to save us. Where does revelation fit in? | a. The truths of Scripture are of no value in and of themselves. We have the Bible to tell us about God. We have the fulfillment of prophecy in Jesus Christ. But we must put these things in our hearts. We need to treasure what Jesus has done and is continuing to do in our lives.  
b. The Bible is so much more than just words or a record of acts and miracles that astound. What the Bible teaches us about the God who inspired it is spelled out in James 1:17. God is our benevolent Provider and consistent Keeper.  
c. And just like the prophets did, we also must—for better or worse—listen with our hearts and minds to the message that He has for us.  
Humans—God’s Handiwork

**Surveying the Source**

**Ploting the Course**
The students will:
► Understand that a loving God created them for a purpose.
► Comprehend how their daily lives and obedience to man’s laws relates to their obedience to Christ.
► Place greater value on the grace, justification, and righteousness that Jesus gives us.

**Preparing to Lead**
From the very beginning, God showed how much He loves us and how much He values obedience—He spoke, and the light and dark obeyed. In His love, God created Adam and Eve in His image, and gave them dominion over the creatures of the earth (Gen. 1:26–28).

When Jesus was on earth, He obeyed the law—both man’s and God’s (Mark 12:17). We too can love and obey God’s Law because “just as sin reigned in death, so also grace might reign through righteousness” (Rom. 5:21, NIV).

**Getting Started**
A. Discuss the story in Mark 12:13–17.
*Ask:* ●“Based on this story, what kind of reputation did Jesus have?” ●“How did He show obedience to God and to the laws of man?” ●“Why is it important to obey both sets of laws?”

Do the reproducible activity (p. 33). Afterward, *ask:* ●“Why does God ask us to be obedient?” (Because as our loving Creator, He wants to see us happy and secure in His love. He wants us to have loving relationships with those around us.)

B. Ask class members to talk about their experiences with driving and obeying traffic laws. Have them discuss the ten traffic laws on your list. Have them share any stories about when someone has cut in front of them, or when someone they know has broken a traffic law, or a person has been hurt because someone broke a traffic law.

*Ask:* ●“What does it say about us as Christians when we follow or break traffic laws?”

**Delving Into the Word**
A. Read Romans 5:18–21 together as a class. *Ask:* ●“What does it mean to sin?”

*Ask:* ●“How does our sin cause condem­nation?”

Talk about the amazing love Jesus had for us, that He would die for our sins, and how incredible it is that through only one righteous act,” there is eternal life for all people who accept Christ as their Savior.

*Ask:* ●“What are some ways we can
Ask: ● “God loves us. So how can we honor Him?” ● “How can obeying Him make a difference in the lives of the people around us?”

Ask the students to talk about times when they created something beautiful, and someone either complimented them or said that they didn’t like it.


Say: “God did this so we would seek Him and find Him, even though He is not far from any one of us” (verse 27).

Ask the students to share a time when someone reached out to them. Then have them think of examples in the Bible where someone reached out in love to someone else, and because of that, something changed.

**Discussing the Ideas**

1. How do you know God loves us? Why does He want you to obey Him?
2. We often talk about Jesus being our perfect example. How did He demonstrate respect for man’s laws by following God’s laws? What are some examples of when He did not follow man’s laws? Why did He not follow them? What does this show us about His love and respect for His Father?
3. Read Genesis 1:26–29. What do these verses show you about how much God loves us? Read Psalm 139:13. How does this verse help you to see ourselves as God’s handiwork?
4. How can we explain God’s love for you amidst all the destruction in the world?
5. Why do God’s laws allow His grace to increase? Give an example from your life where God has shown you grace through one of His laws.

**Closing the Activity**

Ask the students to talk about times when they created something beautiful, and someone either complimented them or said that they didn’t like it.

Ask: ● “God loves us. So how can we honor Him? ● “How can obeying Him make a difference in the lives of the people around us?”

**Stephanie Yamniuk, Winnipeg, Manitoba, Canada**
Remote Control*

Materials: A remote control. If you don’t have one, you can make one from a small rectangular box. Cover it with paper and draw the following buttons on it: Rewind, Fast Forward, Play, Pause, and Stop.

Preparation: Prepare a list of temptations that young adults commonly face. Describe each situation as if it were a dramatic script. Each scenario should rise to a point where a specific decision or choice must be made. Examples include the opportunity to cheat on a test, shoplift, drink, or take drugs at a party, go against work place regulations, et cetera.

What to Do: (1) Choose a few volunteers to participate in the “remote control” role play. (2) Describe one of the tempting situations and ask class members to consider how their peers might handle the situation. Give them a few minutes to think. (3) Then hit the play button and say the word play. Allow the participants to act out the situation as you have described it. When they come to the point where a decision must be made, press the pause button while calling out the word pause and have the actors freeze. (4) Ask the rest of the class how the actors should respond to the choice. (5) Finally, have the participants act out the group consensus.

Take It to the Next Level: At this point, look at Bible texts dealing with the topic, and if a different choice becomes evident, hit the rewind button while calling out the word rewind. Have the volunteers “rewind” the role play to reflect the Bible-based conclusion. Ask and discuss the following questions:

1. Were the role-plays typical of how your friends might respond? How would they justify these responses?
2. How do we know when to listen to the group as opposed to doing what we think is the right thing to do?

Variation: Choose any biblical story and recount only the first half of it. Then discuss what the people in the story might have done were they living today.

Salvation—the Only Solution

Surveying the Source


Plotting the Course

The students will:

► Discover how the Psalms reveal salvation.
► Identify Jesus’ teaching on salvation.
► Realize that salvation is a gift.

Preparing to Lead

Salvation often gets a bad rap. Many people believe that to be saved, rules must be followed and checklists kept, or that they are not good enough to be saved. Various religions have told people that they must work, pay, and beg their way into heaven. What a miserable existence.

God, however, gifts us with salvation. This gift is made possible by the sacrifice of Jesus on the cross. When we accept Christ’s sacrifice, then by God’s grace and the power of the indwelling Holy Spirit, we become Christlike.

We should be sharing this good news with everyone we meet.

Getting Started

A. Say: “Even if you’re not a football fan, you’ve probably heard of tebowing. ‘Tebowing’ is to ‘get down on one knee and start praying, even if everyone else around you is doing something completely different.’ Tebowing references the stance quarterback Tim Tebow takes on the football field after winning or losing a game.

“Over 2,000 years ago Jesus did something completely different when He died on the cross. Salvation is ours because of Jesus’ stance on the cross. Now that is something worth celebrating!”

Have the students read Isaiah 59:17; Ephesians 6:17; and 1 Thessalonians 5:8.

Ask: “Why is a helmet a good description of salvation?”

Ask if anyone has a story to share on how a helmet saved his or her life or the life of someone they know. Follow that illustration with a discussion of why Isaiah and Paul would choose this metaphor.

B. The debate over what we must do to be saved can be a tense conversation. On one side, you have people who think that all you need to do is believe on the name of Jesus. On the other side, you have those who believe you must work for your salvation. And then you have those who believe the truth lies somewhere in between the two debates. Depending on how comfortable your class members are with each other, open up the discussion to see if you can discover what they believe about salvation.
Delving Into the Word

A. The Psalms and salvation. Salvation is referenced in Psalms many times. Divide your class into groups and give each member in each group a copy of the reproducible activity (p. 34). Ask everyone to determine what type of salvation is being referring to in each text.

When they have finished, bring the groups back together. Have them tell the number of different ways salvation was used in the texts they read. Ask: ●“What is the most common way salvation was used throughout Psalms?” ●“Were you surprised by your findings? Why?” ●“What text stood out the most to you, and why?” ●“What was the most comforting text, and why?” ●“The most confusing?” ●“The most challenging?”

Discussing the Ideas

1. Why is it so hard for us to accept the gift of salvation?
2. How do you think most people view salvation?
3. Why is it difficult for people to share the good news of salvation?
4. What can you say to someone who insists you must earn salvation?
5. How can you share the good news of salvation?
6. With whom would you like to share the good news of salvation?

Closing the Activity

Max Lucado writes about the rich young ruler who thought heaven was just a payment away. “It only made sense. You work hard, pay your dues, and ‘zap’—your account is credited as paid in full. Jesus said, ‘No way.’ What you want costs way more than you can pay. You don’t need a system, you need a Savior.

Janya Mekelburg, Lincoln, Nebraska, U.S.A.

Salvation in the Psalms

How is salvation being used in each text? Does it refer to forgiveness, redemption, deliverance, escape, rescue, or something else?

| Psalm 9:13–15 |
| Psalm 13:4–6 |
| Psalm 14:6, 7 |
| Psalm 18:1–3 |
| Psalm 27:1–3 |
| Psalm 28:7–9 |
| Psalm 35:2–4, 8–10 |
| Psalm 37:38–40 |
| Psalm 50:22, 23 |
| Psalm 51:11–13 |
| Psalm 53:5, 6 |
| Psalm 62:1–3, 5–8 |
| Psalm 67:1–3 |
| Psalm 69:12–14 |
| Psalm 69:26–30 |
| Psalm 85:6–10 |
| Psalm 91:15, 16 |
| Psalm 95:1–3 |
| Psalm 96:1–3 |
| Psalm 98:1–4 |
| Psalm 116:12–14 |
| Psalm 118:13–15 |
| Psalm 118:20–22 |
| Psalm 119:40–42 |
| Psalm 119:80–82 |
| Psalm 119:122–124 |
| Psalm 119:154–156 |
| Psalm 119:165–167 |
| Psalm 119:173–175 |
| Psalm 132:15–17 |
Growing in Christ

Surveying the Source
Mark 10:45; John 12:31, 32; Romans 6; Gal. 4:1–11; Eph. 6:12–18; Col. 1:16; 2:8, 13, 15.

Plotting the Course
The students will:
► Learn the meaning of true Christianity.
► Discuss ways they grow in the Spirit.
► Examine the importance of prayer for their daily life.

Preparing to Lead
Jesus had compassion for lost people (Matt. 9:36) and for sick people (Matt. 14:14). He had compassion for hungry people (Matt. 15:32). He had compassion for people who had seen loved ones die (Luke 7:13–15). And from His example, we are shown that compassion for others is at the core of true Christianity.

Peter added one other component when he implored the early church with these words, “Finally, all of you be of one mind, having compassion for one another; love as brothers, be tenderhearted, be courteous” (1 Pet. 3:8, NKJV).

Getting Started
A. Hand out pens or pencils and paper to each student. Then have them write their answers to each of the following questions as you read each one to them:
   ● “What is compassion?”
   ● “Do you have compassion for other people?”
   ● “When you see a homeless person, do you experience a deep longing for him or her to be in the kingdom of God?”
   ● “Can you be a Christ-indwelling Christian if your answer to the second and third questions were either ‘no’ or ‘not sure’?”

   Discuss their answers and the following texts: 1 John 3:17; 1 Pet. 3:8–12.

B. Ask: ● “Would you agree that a true friendship is where one person does all of the talking and never listens to a single word their friend has to say? Why or why not?”

   Have someone read aloud Psalm 25:14. Then say: “For some people, the tendency is to tell God all of their wants and desires. But this verse tells us that He is waiting to confide in us.” Ask: ● “What things might He want to confide in us?” ● “How do we hear Him?”

Delving Into the Word
A. Say: “Paul teaches that God freely gives to everyone ‘so that they would seek him and perhaps reach out for him and find him, though he is not far from any one of us’ (Acts 17:27, NIV). Paul also teaches that by beholding we become changed (2 Cor. 3:18). Jesus says, ‘ ‘Here I am! I stand at the door and knock’ ” (Rev. 3:20, NIV).”

   Ask: ● “Should a brand new Christian’s
growing, transforming Christian, is to have a continual relationship with Jesus through the Holy Spirit. What will you do this week to nurture your relationship with Jesus?

Say:

“In Galatians 5, Paul urges us to live by or walk in the Spirit. What he is describing is a relationship with the Holy Spirit—God who lives in us. In John 15, Jesus tells us to dwell, to abide, to remain in Him. These verses teach us that to be a growing, transforming Christian, is to have a continual relationship with Jesus through the Holy Spirit. What will you do this week to nurture your relationship with Jesus?”

Discussing the Ideas

1. How do you know if you are growing in the Spirit (2 Tim. 2:15; 2 Pet. 3:18)?

2. A hypocrite is someone who says one thing but does another. Is it a human tendency to be a hypocrite? If so, how do you avoid this behavior (Matt. 6:1–6)?

3. “The secret of the Lord is with those who fear him” (Ps. 25:14, NKJV). How do we get to the place where God shares His secrets with us?

4. The Holy Spirit speaks (Acts 8:29; 10:19, 20; 11:12; 21:11; 1 Tim. 4:1–3; Heb. 3:7, 8). He guides, intercedes, calls, and commissions (Acts 13:2; 20:28; Rom. 8:14, 26). How does He speak to us? Could He have spoken to you this week but you didn’t hear? How will you hear Him the next time He speaks?

5. Most likely the greatest obstacle to hearing God is that we are surrounded by distractions—TV, Internet, smart phones, mp3 players, movies we watch at home, etc. What distractions are in your life? What can you do to minimize them?

6. How do you go to Jesus? Is there any way other than prayer (Matt. 11:28–30)?

Closing the Activity

Say: “In Galatians 5, Paul urges us to live by or walk in the Spirit. What he is describing is a relationship with the Holy Spirit—God who lives in us. In John 15, Jesus tells us to dwell, to abide, to remain in Him. These verses teach us that to be a growing, transforming Christian, is to have a continual relationship with Jesus through the Holy Spirit. What will you do this week to nurture your relationship with Jesus?”

Tom Macomber, Phoenix, Arizona, U.S.A.

<table>
<thead>
<tr>
<th>Text</th>
<th>Main Character</th>
<th>Main Character’s Activity</th>
<th>Location of Activity</th>
<th>How Long Activity Lasted</th>
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<tbody>
<tr>
<td>Matthew 19:13</td>
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<td>Mark 1:35</td>
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<td>Luke 5:16</td>
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<td>Luke 6:12</td>
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<td>John 17:9</td>
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Victory Over Evil Forces

Surveying the Source
Rom. 8:37; 2 Cor. 10:4; Eph. 6:10–18; 1 Pet. 5:8; Revelation 12.

Plotting the Course
The students will:
- Learn that spiritual warfare is a reality in the Christian life.
- Strive to make prayer a daily part of their life, and to rely on God’s armor to keep them in their faith.
- Recognize that only through God’s power can they have victory over Satan.

Preparing to Lead
“Prayer is God’s settled and singular condition to move ahead His Son’s kingdom. Therefore, the believer who is the most highly skilled in prayer will do the most for God. . . . The one who can wield the power of prayer is the strong one, the holy one, in Christ’s kingdom. He is one of God’s heroes, God’s saints, God’s servants, God’s agents. . . . the secret of success in Christ’s kingdom is the ability to pray.”

Getting Started
A. Display the quote by E. M. Bounds on a board or computer projection. After having someone read it out loud, say:
“God’s children need to have both good offensive and defensive tactics in overcoming spiritual battles. To engage in our spiritual inheritance and survive against the spiritual bombs Satan throws at us, our communities, and the world, we must understand the importance of prayer and be regularly engaged in it. When He saved us, Christ brought us into His spiritual kingdom. Prayer is essential if we are to face the warfare Satan brings against us as God’s children.”
B. Ask for volunteers to act out Ephesians 6:10–18. Select one person to be the Christian soldier and one or two to play each of the parts of the armor. Have large signs prepared to hang around the necks of the actors, identifying their part. Involve the whole class in selecting Scripture references about each piece of the armor. Provide a list of references from this week’s lesson for the students to choose from. Once a verse is selected for each part of the armor, have the actors choose their method for dramatizing the soldier and armor. They can each say their verse as they act together to become the soldier and the armor.

Delving Into the Word
A. Say: “Daniel is an example of a ‘conquering’ spiritual warrior.” Ask students to open their Bibles to Daniel 9. Instruct each student read a few verses aloud until the whole chapter is read.
Say: “Have you ever considered that...
before any battles are won or lost on earth, war is first waged in the spiritual realm? Note that the invisible world has much to do with what is happening in our own spiritual and physical one.” Then, ask someone to read Daniel 10:12–14.

Note the angel’s comment to Daniel about why he was delayed in coming. Use the discussion questions below to help the students uncover the truths of the Daniel passages. Once the group lists the answers to questions 1–3, question 4 will help to make the passage applicable to today. Here are possible answers to question 4: (1) In the understanding of God’s Word; (2) Allows the Holy Spirit to work in and through us; (3) Helps us to see our sin and to desire God’s righteousness; (4) Increases our faith; (5) Opens our minds to receive God’s truth; (6) Brings us into oneness with God and His mission.

B. Begin by asking everyone to open their Bibles to Ephesians 6:10–18. Read it in unison, or select one student to read the first verse and someone else read the second, and so on. Say: “If we believe God’s Word and have given our lives to Christ, the Captain of our Salvation, then we have to know that spiritual warfare is real. Ephesians 6:10–18 makes it clear that God has not left us alone on the spiritual battleground. In fact, as soldiers we have to look beyond ourselves.”

Ask a volunteer to read Zechariah 4:6. Say: “God’s mighty strength must be ours. Christ made the armor, and the Holy Spirit puts it on us and makes it ours.”

Distribute the reproducible activity (p. 36) to each student and have them work together in small groups of two or three. When the groups come back together, facilitate a discussion about the importance of the placement of each part of the armor.

Encourage the students to keep their sheet and use it to build upon in a devotional journal as they daily face their spiritual battles.

**Discussing the Ideas**

1. What was the circumstance of Daniel and his people at that time?
2. What spiritual actions did Daniel take to address these conditions?
3. What was the result of his Bible study and prayer?
4. In what ways does prayer open up God’s arsenal of weaponry to you?

**Closing the Activity**

Ask the students to share personal testimonies about particular spiritual battles they faced alone, with, or on behalf of others, and how they were able to get through the battle. Was it victoriously? If so, how did prayer factor into the battle?

What other weapons listed in Ephesians 6:10–18 figured into their overcoming? If any of them share a failure, ask what they learned from it and how they would approach the battle next time? Invite the students to talk about how prayer impacts their lives and their world, and how prayer opens the door to the Holy Spirit’s control in their lives. Challenge them to become prayer warriors and to pray together often. End in a prayer circle, inviting students to pray before you close in prayer.

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

The Christian Soldier’s Arsenal
For each piece of armor, write a sentence or two about the importance of its placement.

Prayer: Isa. 64:6; Matt. 21:22

Salvation—the helmet: Rom. 8:24; 1 Thess. 5:8; Heb. 7:25

God’s Word—the sword: Matt. 4:4; Col. 3:16; Heb. 4:12

Faith—the shield: Matt. 17:20; 1 Cor. 16:13; 2 Cor. 5:7; 1 John 5:4

Truth—the belt: Pss. 25:5; 119:43; John 1:17

Righteousness—the breastplate: Ps. 31:1; Isa. 54:14; Rom. 8:10; 1 Cor. 1:30

“Arming” for Victory

Surveying the Source
Mark 13:33–37; Rom. 10:15; 2 Cor. 6:7; Eph. 6:10–18; 1 Thess. 5:17.

Plotting the Course
The students will:

► Share stories about positive changes in their lives or people who made a difference.
► Study Ephesians 6:10–18 for techniques that will help fight sin.
► Commit to encourage and be encouraged by a prayer partner.

Preparing to Lead
In the late 1960’s, Walter Mischel, a Stanford professor of psychology, experimented with delayed gratification. He offered over 600 preschoolers one marshmallow that they could eat right then, or two marshmallows after a fifteen-minute wait. Seventy percent of the children took the one marshmallow. Some of the 30 percent who waited distracted themselves by playing hide-and-seek, covering their eyes, or singing songs. Scientists call these techniques “metacognition” or thinking about thinking. These children knew their weakness and figured out a way not to be tempted.¹ In Ephesians, Paul offers Christians “metacognition” techniques to protect themselves from temptation.

Getting Started
A. Say: “New Year’s resolutions are made in January. But by March most people have disappointed themselves.” Next, ask class members to share resolutions they were successful at keeping.

Which class member has had the longest success rate at keeping a resolution? What is that person’s secret of success? Did anyone help that person keep the resolution? If so, how?

B. Have a student read Ephesians 6:18, 19. Say: “In these verses, Paul is asking the Ephesians to pray for each other and for him. In this week’s lesson we learn how to dress for a battle. But it is a battle of peace.” Next, ask class members to describe a person who has made a difference in their life. How was that person a soldier of peace? As a class, identify the armor of God these people used. Read this quote by Ellen White: “The inhumanity of man toward man is our greatest sin.”² Then say, “Today we are going to look at ways to combat this greatest sin.”

Delving Into the Word
A. Read the Preparing to Lead section to your class. Discuss how the children kept themselves busy during the fifteen minute waiting period. Ask: In Ephesians 6:10–18, is Paul describing metacognition techniques, supernatural techniques, or both?”

Pass out the reproducible activity
be prayer partners with each member who has named a resolution—or match prayer partners who are both working on the same resolution. Close with class members praying with the person next to them or with their new prayer partner.

Say:

“Paul asks the Ephesians to pray for each other. In Ephesians 6:19 he requests prayer for himself. Ask: ●“Would a prayer partner help you keep your resolutions?” ●“How can we encourage one another?” Ask members to share resolutions with the class. Ask for volunteers to be prayer partners with each member who has named a resolution—or match prayer partners who are both working on the same resolution. Close with class members praying with the person next to them or with their new prayer partner.

Disclosing the Ideas

1. Is there any significance to the order in which you put on your armor? Are there some things that you need before you add other things to our outfit?
2. What kind of a soldier wears shoes of peace? Why did Paul use such contrasting images (soldier and peace)? Why are they shoes and not gloves?
3. How does the hope of salvation protect your mental health? Is salvation the opposite of self-control?
4. How much of the armor is defensive? Offensive? Why is there such a disparity?
5. How is Paul telling you to use the sword of the Spirit? How does the Spirit convict your heart?
6. How do prayer, Bible study, and church attendance serve as armor? How are they included in Paul’s list?

Closing the Activity

Say: “Paul asks the Ephesians to pray for each other. In Ephesians 6:19 he requests prayer for himself. Ask: ●“Would a prayer partner help you keep your resolutions?” ●“How can we encourage one another?” Ask members to share resolutions with the class. Ask for volunteers to be prayer partners with each member who has named a resolution—or match prayer partners who are both working on the same resolution. Close with class members praying with the person next to them or with their new prayer partner.

Jennifer Morgan, St. Johns, Newfoundland and Labrador, Canada
2. The Ministry of Healing, p. 163.
“If you’re thinking about the marshmallow and how delicious it is, then you’re going to eat it. The key is to avoid thinking about it in the first place.”

How do the pieces of God’s armor keep you from “eating the marshmallow”?

The belt of truth

The breastplate of righteousness

The boots of the gospel of peace

The shield of faith

The helmet of salvation

The sword of the Spirit


The Roman soldier representation is from the Clipart ETC Web site of the Florida Center for Instructional Technology, http://etc.usf.edu/clipart/license/license.htm (accessed April 19, 2012).
The Church—In Service to Humanity

Surveying the Source
Matt. 10:5—8; 1 Cor. 1:2; Eph. 1:18–23; James 1:27; 1 Pet. 2:9; Rev. 14:16, 17.

Plotting the Course
The students will:
► Explore the church as a group of people rather than a building or worship service.
► Identify what happens when God’s character is reflected in their lives.
► Recognize that spending time with Christ makes them more like Him.

Preparing to Lead
The family of God works in a similar way as personal family units. We often have thoughts of love toward our family members, and although bad behavior or broken relationships often strain family ties, we are still family. Church families and denominational leadership teams can experience major differences in opinion, destructive behaviors, and even problems that end up causing division. In the midst of these difficulties, God’s people are called to rise above the hurt feelings. We must remain unified to carry out Christ’s message.

Getting Started
A. Say: “Divorce happens when two people drift apart and are no longer united in marriage. In churches, the same problem can occur among Christians, creating destructive divisions that paralyze the messengers and distract from sharing Christ with the world. God’s plan is for His people be united with Him and with one another (1 Cor. 1:10).” Ask: “How we can experience this unity?”

Read Acts 1 to see the Holy Spirit’s role in Christian unity. Discuss the various definitions of the word church. Explore what the students believe when they say, “I go to church,” or “I belong to a church.”

B. Say: “The early church called themselves ekklesia, Greek for “the called out ones.” Discuss what it means to be called out. Ask: “Is it difficult to see ourselves as being called out today? Why or why not?” Say: “Most of us probably don’t walk from town to town telling people about Jesus, eating in stranger’s homes, and living from day to day on whatever people give us.” Ask: “What is different about the way we are called out today versus how Jesus’ disciples and the apostles were called out?”

Brainstorm simple, creative witnessing ideas to be done in the coming week.

Delving Into the Word
A. Say: “God says to the church of Ephesus, ‘But I have this complaint against you. You don’t love me or each other as you did at first!’ (Rev. 2:4,
NLT). We may think that lack of unity in our churches is a modern problem, but believers were struggling with issues from the beginning.”

Have someone read 1 Corinthians 1:10. Say: “Christ calls us into a life changing relationship with Himself.” Then have someone read Matthew 6:33.

Say: “As we spend more quality time with Christ, the Holy Spirit will draw people to Christ through us.” Discuss the problems that arise if we do not spend time with our Heavenly Father. Read the bottom paragraph from Tuesday’s lesson. Pass out pens or pencils and paper.

Divide the class into four groups. Ask Group 1 to write Ephesians 1:19–23 in their own words and write down two discussion questions. Group 2 will read Romans 12 and write down four key points. Group 3 will read 1 Corinthians 12 and draw an illustration of the church as a body. Group 4 will read Ephesians 4 and will share two verses from their reading in The Acts of the Apostles, p. 17, paragraph 1.

B. Give everyone a copy of the reproducible activity (p. 38). Divide the students into groups of two or three. Allow about 15 minutes to complete the worksheet. Once the time is up, ask each student to share two ideas he or she wrote down.

**Discussing the Ideas**

1. How do you feel about the current state of your church family? What would you like to see change?
2. How is the Holy Spirit noticeable among Christians?
3. In one sentence, describe Christ’s ministry on earth. If He came up with a catchy business slogan, what would it be?
4. What does the Bible tell us is pure religion? See James 1:27.
5. How can you improve your character?

6. Discuss practical ways the various talents of people can work together in harmony and with efficiency.
7. What happens when you spend quality time with Christ and continue to seek His presence in your daily lives? What are the ill effects you experience apart from Christ?
8. Think of five experiences, habits, or methods that you believe would help your faith become more relevant and cause you to grow spiritually.

**Closing the Activity**

Say: “God created us as perfect creatures in a perfect world to live with Him forever. But the first humans disobeyed God, so He put plan B into motion. Jesus would show us how to live, and He would die to save everyone who accepted His sacrifice on their behalf.

“We believe in Jesus, but sometimes our faith gets derailed by the complications involved with relationships and institutions. Christ calls us to keep our eyes on Him. Only as we read our Bibles, pray, and earnestly seek Him, will we be a unified people, equipped to carry out His message of salvation to the world.

Debbie Battin Sasser, Friendswood, Texas, U.S.A.
The Church—In Service to Humanity

The church is a group of people who witness for Christ. God has given us specific talents to use for His glory and as tools to help us share our faith.

Read 1 Corinthians 12:27–30. Make a list of your own talents, abilities, skills, interests, and experiences. Then explore how you can use them for God.

Talents: __________________________________________

How to use them for God: __________________________________________

___________________________________________________________________________

Abilities/Skills: __________________________________________

How to use them for God: __________________________________________

___________________________________________________________________________

Interests: __________________________________________

How to use them for God: __________________________________________

___________________________________________________________________________

Experiences: __________________________________________

How to use them for God: __________________________________________

___________________________________________________________________________

Compose a personal mission statement that focuses on using your talents for God.
The Church—Rites and Rituals

The Church—Rites and Rituals

Surveying the Source


Plotting the Course

The students will:
► Explore the purpose and meaning of various biblical rituals.
► Affirm the value of baptism, footwashing and the Lord’s Supper in their own lives.

Preparing to Lead

Because action illustrates, conveys, and retains meaning, God’s people have always used rituals—often at His specific direction. Adventism teaches three specific scriptural rituals: baptism, footwashing, and the Lord’s Supper. Baptism depicts the transition from sin and death to forgiveness and new life in Christ. Footwashing not only recalls the cleansing of baptism, but also focuses on Christlike humility. Communion, or the Lord’s Supper, gives us a real, tangible link to Jesus’ sacrifice for us. Each of these rituals is an opportunity to remember and deepen the meaning behind the ritual.

Getting Started

A. Ask: “What do you do when you want to remember something?” On a whiteboard, list people’s responses (i.e. write it on my hand, sticky note on the mirror, etc.). Identify two or three of the most popular. Ask: ●“How are these tactics similar to things that God asked people to do in order to remember something significant?” ●“How are they different?”

Have someone read Deuteronomy 6:6–9 and discuss the following questions.
●“Do you think God meant these things literally? Why or why not?” ●“How does this passage relate to this week’s lesson?”

B. Divide the class into clusters of 3 to 5 people. Ask each person to think of an experience they shared with someone in the group. Take turns asking, “Do you remember when . . . ?”

After the groups have had a few minutes to do this, discuss these questions:
●“How does it make you feel when someone brings up a shared memory?”
●“When someone else remembers the same thing you do, how is your relationship with that person affected?” ●“Why is it important for a church body to remember significant things together?”

Delving Into the Word

A. Each of the passages listed below describes an action God requested of His people in order to help them remember something specific and important. Read each passage and discuss the questions.
Discussing the Ideas

1. Baptism is a ritual that most of us have personally experience once. How can we amplify and preserve the meaning of baptism in our own lives?

2. Read 1 Peter 3:21. Do rituals possess any particular power of their own? That is, are you changed or benefited by participating in the ritual itself, or does the power come from what the ritual represents? Explain your answer.

3. Why do you think Jesus gave no specific directions as far as how often we should participate in the Lord’s Supper (see Luke 22:19)?

4. Many people avoid participating in footwashing. What are some reasons they might do so? How could the service be facilitated in a way that would help them be more comfortable with it?

5. Which do you think is more intimidating—serving someone else (washing their feet), or having them serve you? Why?

6. A lot of people criticize rituals as meaningless. What makes a ritual meaningful? What deprives it of meaning?

7. What are some secular rituals in your life? What do they mean to you in regard to the past, present, future? How are they similar to or different from the rituals in this week’s lesson?

Closing the Activity

Have a few students read Luke 22:14–17 aloud from different Bible versions. Then say: “This passage gives us something tremendous to look forward to—the marriage feast of the Lamb in the kingdom of God.”

Give the group a few minutes to think of something specific they’re looking forward to the next time they witness, participate in baptism or footwashing, or the Lord’s Supper. Ask them to share their ideas. End with prayer.

Sharon Wright, Silver Spring, Maryland, U.S.A.
Read the key passages for each ritual listed in the chart below. Notice how each one not only recalls something specific in the past, but also has meaning for the present and future. In personal terms, jot down what each one means to you.

<table>
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<tr>
<th>Ritual</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
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<tbody>
<tr>
<td><strong>Baptism</strong></td>
<td>Acts 2:38, 41</td>
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<td>Romans 6:3–8</td>
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<td><strong>Footwashing</strong></td>
<td>Luke 22:24–27</td>
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<td>John 13:1–17</td>
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<td><strong>Lord’s Supper</strong></td>
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<td>(Communion)</td>
<td>John 6:54</td>
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<td>1 Corinthians 11:23–26</td>
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<td><strong>Another biblical ritual</strong></td>
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The Law and the Gospel

Surveying the Source
Matt. 5:17–19; Mark 2:20; John 2:3–6; Rom. 2:20; 1 John 2:3–6; Gal. 5:17; Col. 2:14–17; 1 John 2:3–6.

Plotting the Course
The students will:
► Learn more about God’s love through the laws He established.
► Understand the basic differences between the moral law of God (the Ten Commandments) and the ceremonial laws of the Old Testament.
► Learn how the Ten Commandments relate to the gospel.

Preparing to Lead
“The law of God existed before man was created. The angels were governed by it. Satan fell because he transgressed the principles of God’s government. After Adam and Eve were created, God made known to them His law. . . . After Adam’s sin and fall nothing was taken from the law of God.”¹

Emphasize throughout this lesson that we are not saved because we keep God’s law, but because God’s Son paid the price for our breaking God’s law.

Getting Started
A. Say: “In the fall of 2011, the ‘Dear Abby’ column printed a complaint from a teenage girl that her mother made her feel ‘like a criminal’ and required her to ‘dress modestly,’ attend church every week, let her mother know what she was doing and where, and clean her room.”²

“This is the first week of December—a time when Christmas stories often focus on no room in the inn, a birth in a stable, angels appearing to shepherds, and a visit from three wise men.” Have the class read the words to several Christmas hymns or sing them.

Ask: “Besides the traditional Christmas story, what else do these songs include? (Suggestions from The Seventh-day Adventist Hymnal: no. 125, vs. 4; no. 134 vss. 3, 4; no. 136, vss. 2, 3; nos. 144 and 149, all verses.

Delving Into the Word
A. Say: “The letter to ‘Dear Abby’ sounds like a modern paraphrase of the following: ● Adam and Eve in the Garden of Eden—‘Why can’t we eat from this tree?’ ● the Israelites whining in the wilderness—‘Are we there yet? Do we have

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to eat manna for breakfast again?”
● Paul’s counsel to early Christian churches: “Why do you keep arguing with each other?”

Using the texts listed in the Logos article and in Monday’s lesson, write a list of the differences between the Ten Commandments, also called God’s moral law, and the ceremonial laws. **Ask:** ● “When were the laws given?” ● “To whom were they given?” ● “Under what circumstances were they given?” Keep the words simple so the discussion doesn’t get hung up with definitions.

**Ask:** ● “Why do we need to know about these laws given by God?” ● “Are they relevant to us? If so, how?” ● “What influence could/should they have on our lives?”

**B.** Share the following with your class:

“After Adam and Eve sinned, ‘A system was then established requiring the sacrificing of beasts, to keep before fallen man that which the serpent made Eve disbelieve, that the penalty of disobedience is death. . . . The transgression of God’s law made it necessary for Christ to die a sacrifice, and thus make a way possible for man to escape the penalty, and yet the honor of God’s law be preserved. The system of sacrifices was to teach man humility, in view of his fallen condition, and lead him to repentance and to trust in God alone, through the promised Redeemer, for pardon for past transgression of His law.’”

**Ask:** “Did God give us His law to turn us into sinners with no hope of pardon?”

Then have class members read the texts listed in the Logos article, along with Luke 24:27, 44; Romans 7:12; Galatians 3:23–25. Using these New Testament references, lead the discussion to show how Christ fulfilled what was “written in the Law of Moses and the Prophets and the Psalms” (Luke 24:44, NKJV).

**Discussing the Ideas**

1. Why is it important to obey both God’s laws and civil laws?
2. What can you learn about the character of God by studying the ceremonial laws and the Ten Commandments?
3. How can following God’s law be “a delight” in your life?
4. What can you do to make the Sabbath—God’s fourth commandment—a blessing in your life and in the lives of those around you?
5. What can you do to “honor your father and your mother” (Exod. 20:12, NKJV), especially during Christmas celebrations?
6. How do you “love your neighbor as yourself” (Lev. 19:18, NKJV)?

**Closing the Activity**

**Say:** “King David knew the stories, handed down by the patriarchs, about God giving His laws to Adam and then writing them in stone with His own hand. Many of the songs (psalms) written by David included references to God’s law.”

**Ask:** “What are some of the words David used to describe the law and its effect on his life?”

Hand out the reproducible activity (p. 40), and provide Bibles and pens or pencils. Give class members a few minutes to work on the activity.

Close the lesson by singing a Christmas hymn that spans Christ’s birth, His life, and His sacrifice as our Redeemer.

**Twyla Geraci, Belgrade, Montana, U.S.A.**

The book of Psalms has many references to God’s law, beginning with Psalm 1, which says that the person who does not walk in the same way as the wicked “delights in the law of the Lord.” How is God’s law described in these verses in the Psalms?

Psalm 19

Psalm 37:31

Psalm 40:8

Psalm 119:18

Psalm 119:97

Psalm 119:159

Psalm 119:165
The Christian Life

Surveying the Source

Plotting the Course
The students will:
► Identify what drives their actions and behavior on a daily basis.
► Compare their perspective of the world with God’s perspective.
► Learn to focus on Christ as their example in all arenas of their life.

Preparing to Lead
Max Lucado poses the question: “What if, for one day, Jesus were to become you?” What if He lived in your body, worked in your job, dealt with your friends and family? “Adjust the lens of your imagination,” writes Lucado, “until you have a clear picture of Jesus leading your life, then snap the shutter and frame the image. What you see is what God wants. He wants you to ‘think and act like Christ Jesus’ (Phil. 2:5).”

Getting Started
A. Show pictures of people interacting with each other. Ask: ● “How does the picture make you feel?” ● “With whom do you identify in the photo?” ● “How does your response reflect your gender, upbringing, schooling, personal interests, and experiences?” Next, show a few pictures at random. Ask: ● “How would Christ react to this picture?” ● “From what perspective does He look at people and their situations?” Say and ask: “It’s all a matter of perspective. When we look around our community, how can we view what we see from God’s perspective?”

B. Have class members work individually on the reproducible activity (p. 41). When they are finished, ask: “What do these descriptions have in common?” (Read the full texts for hints. A possible answer would be that we are to use these roles to help others see God.) Say and ask: “The variety of ways God’s followers are described allows for wide diversity in people themselves. You may not be comfortable as an ambassador, but you can be a ‘light’ to others. According to 1 Peter 4:10, what is the important point to remember?”

Delving Into the Word
A. Sing the first and last verses of “Brighten the Corner Where You Are.” Or hand out copies of the lyrics. Have the students focus on the relevance of the lyrics for today. Ask: “How did Christ’s ministry fit the message of this hymn?”

Say: “Christ didn’t try to change the social, political, or religious conditions of His time. Instead He tried to change people’s hearts. He brightened lives wherever He went. His was a practical ministry—going out among the people,
Talking to people in all walks of life, eating with them, healing their sick, and socializing with them.”

Ask: “How do the following texts support the idea of practical Christianity?”
● Isaiah 58:10; ● Luke 6:30, 31; ● Romans 12:12, 13; ● 1 Thessalonians 5:11;
● 1 John 3:17, 18; ● Revelation 7:3, 11:18.

On a whiteboard, write the essence of each text. Invite members to think of specific ways to incorporate each of these texts in real-world situations during the coming week.

Have someone read 2 Corinthians 3:18. Ask: “What reminder does this text hold about our daily behavior and its effect on the people with whom we come in contact?”

B. Say: “The Christian classic In His Steps follows the paths of fictional characters who decide to base every action on what Jesus would do in any specific case. For example, the newspaper owner decides not to advertise products he feels are inappropriate for a Christian.”

Spend a few minutes discussing the essence of each text. Invite members to think of specific ways to incorporate each of these texts in real-world situations during the coming week.

Discuss how these illustrations could be applied to situations today. Write answers on the board, then have class members come up with specific ideas they can use during the coming week. Consider getting involved as a group in a community service project.

**Discussing the Ideas**

1. What motivated Christ’s actions while He was on earth? How did this vary in the way He dealt with Lucifer and his war in heaven?
2. How realistic is Christ’s example when dealing with people in today’s world?
3. Are there situations from Christ’s ministry that you think He would handle differently today than He did 2,000 years ago? Explain.
4. How does the use of personal electronics and other technology affect the way we interact with others? Give real-time illustrations of using/not using technology in our Christian witness.
5. Should it matter what our motives are as long as we are helping others? (Consider social workers or physicians who help and heal as part of their job.)
6. What role do you think the Seventh-day Adventist church should have in social, environmental, and health issues, and why?

**Closing the Activity**

Say: “When we develop a personal relationship with God, we can each be like a letter from Him for the world to read. Many people will judge God by what they see of our lives and our actions.”

Close with a prayer that your class members will strive, with the Holy Spirit’s help, to draw closer to God with each new day.

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**Luan Miller, College Place, Washington, U.S.A.**

2. Ibid.
Each day we show Christ to the world. Look up the following texts to find a variety of images the Bible uses to define the Christian’s role.

We are:

Isaiah 49:8 _____________

____________________________________ Matthew 5:14

2 Corinthians 3:3 _____________

____________________________________ 2 Corinthians 5:20

Galatians 3:26____________________

____________________________________Philippians 2:15, 16
Last Things—Jesus and the Saved

Surveying the Source

Job 19:25; Ps. 50:3; Matt. 24:27–31; 25:1–30; John 3:16; 11:25; Rom. 3:21–26; 8:11; 1 Cor. 15:12–26; 2 Cor. 5:21; Phil. 3:20, 21; 1 Thess. 5:1–4; 1 Tim. 2:5.

Plotting the Course

The students will:

▸ List the practical ways they can prepare for Christ’s Second Coming.
▸ View the Second Coming as an event that is filled with positive promises.
▸ Understand better the sacrifice made by different Bible characters, and especially by God.

Preparing to Lead

It’s been the most looked for event of all time. Bigger than the wedding of a prince to a duchess or a presidential election. Over the centuries people have died waiting for its arrival, secure in the hope that it will come. There is absolutely nothing else that can compare to this event that people have been anticipating for 2,000 some odd years. And it’s still being waited for! What is it? The second coming of our Lord and Savior, Jesus Christ!

Getting Started

A. Divide the class into groups of two or three people. Each group should have a Bible and a piece of paper with a parable text written on the top and something with which to write. Each group should rewrite the parable referenced at the top of their page to reflect a modern scenario. For example, the parable of the ten virgins waiting for the bridegroom could become ten football or soccer fans waiting to get into the season finale game.

When the groups are finished, have them read their modern parables aloud to the rest of the class.

B. Draw a line down the middle of a whiteboard. Title the left column “Earthly Wedding” and the right column “Heavenly Wedding.” Have the students think of things that need to be done for earthly weddings. List these items in the left column. Next, have the students determine the preparations for the heavenly wedding. List them in the right column.

Discuss the differences. Ask: ● “How long does an earthly wedding usually last?” ● “How long will the heavenly wedding last?” ● “Will people remember all the details in an earthly wedding?” ● “Will they remember the details of the heavenly wedding?”

Delving Into the Word

A. Say: “God sacrificed His Son for us so that He could come again and take us to live with Him, so that the Bridegroom could come for His bride. What an amazing gift that was and still is!” Discuss with the class different sacrifices they
have had to make. Discuss Bible characters and things they had to give up for Christ (for example, Abraham had to be willing to give up his son, Paul sacrificed his prestige, etc.). Ask: ●“How does the cost of their sacrifice compare with what they gained? ●“How do these sacrifices compare with God sacrificing His Son?”

B. Say: “The Bible has many hope-filled promises about the Second Coming of Christ. This is something to eagerly anticipate, much like we look forward to a wedding.”

On a whiteboard, write two headings: “Verse” and “Description.” Have students look up Bible texts that put the Second Coming in a positive light and as something to be looked forward to (for example: Job 19:25; Joel 2:32; 3:16; Amos 9:11; Zech. 9:16; Mal. 4:2; John 3:16; 1 Thess. 5:1–10). Write (or have a student write) each verse on the board and then give a brief description of what the verse says. When the students need additional help discovering texts, use concordances. Assign students to read the texts and write the references and descriptions on the board.

Ask: ●“With all these promises, why is it that the Second Coming is so feared?” ●“How can that fear be overcome?”

**Discussing the Ideas**

1. How can you personally prepare for Christ’s Second Coming?
2. How are weddings exciting, but uncertain events? How is the Second Coming both exciting and uncertain?
3. What is the most difficult thing about becoming like Christ? Is it ever possible to be perfect and completely like Him on this earth? Explain your answer.

4. What are some of the things that make sacrifices difficult for you?
5. Are there things that you shouldn’t sacrifice? If so, what are they?
6. With the long awaited event still in the forecast, how can we maintain our excitement and eagerness for the Lord’s return?

**Closing the Activity**

Say: “We know we need to prepare for Christ’s second coming and become like Him, but the “how” can get tangled in resources, time, ability, and energy.”

Distribute the reproducible activity (p. 42) and pens or pencils. Have each student privately circle the activities he or she can do to be more like Jesus and to prepare for the Second Coming. Then as a group, discuss what activities from the list the class can do together. Make preparations to do these activities.

**Kristi Rich, Bozeman, Montana, U.S.A.**
### How?

We all know that we need to prepare for Christ's second coming by becoming like Him, but the "how" can get tangled in resources, time, ability, and energy. Circle the items below that can help you to get ready.

| Read your Bible (OK. This is an easy one.) | Help out in a children’s Sabbath School division for at least three months. | Run errands for a shut-in. |
| Pray for people who irritate you (hmmm, a bit more difficult.) | Be a greeter at church. | Surprise a matriarch of your church with flowers. |
| Volunteer at a soup kitchen or food bank. | Call one of your grandparents or an elderly church member just to talk and listen. | Sponsor a child to provide food, clothes, and education. |
| Bake something special for someone who needs a friend. | Sing at a nursing home and visit with the residents afterward. | Make blankets for premature or abandoned babies at your local hospital. |
| Pray for your teachers and classmates. | Go for one year as an Adventist Volunteer to another country. (This is definitely a leap of faith.) | Create a prayer team with your best friend, significant other, or mentor. |
| Go through your closet and give what you aren’t using to an organization that provides clothes to the needy. | Be kind and polite to an impatient person. (This isn’t always easy.) | Ask your pastor or head elder how you can help out at church on Sabbath without giving them any stipulations. (This can be scary.) |
| Preach an evangelistic series at home or abroad. (This is not for the faint of heart!) | Offer to clean a sick person’s house. | Fast from something you love for a day, week, or month, and spend the extra time in ways you think God would want you to. |
| Give an extra percent (or 2 or 3 or 10) in your offerings and see how God provides. | Instead of eating out, fix a nice meal at home and give the money you save to a charity or to a local homeless shelter. | Offer to babysit for free for a young mother with small children. |
| Challenge yourself to read at least two of Ellen White’s books a year. | Teach an adult how to read. When this person “graduates,” give him or her a a modern language copy of the New Testament. | After church, invite visitors to eat with you at your house. |
When All Things Become New

Surveying the Source

Isa. 26:21; Jer. 4:23–25; Zech. 14:9; 1 Cor. 6:2, 3; 1 Thess. 4:16, 17; Rev. 15:3; 20:3–6, 8–10.

Plotting the Course

The students will:

►Review the Seventh-day Adventist doctrine about the end of time.
►Discuss why our doctrine about the time of the end is meaningful.
►Thank God for the ways in which He is worthy of our worship.

Preparing to Lead

Those people who are raised from the dead at the first resurrection will miss their loved ones who were not saved. They will have questions. Today’s lesson shows that God welcomes these questions. He will spend a thousand years reviewing His judgments. After the thousand years, both the saved and the condemned will acknowledge that God is just.

Getting Started

A. Ask your class to nominate some students to be judges. Ask: “What are the characteristics of these people that make them a good judge?” Then ask the nominees if they do or do not want to be a judge. Ask why they answered as they did. Then ask the entire class the following questions: ● “What are the positive aspects of being a judge?” ● “What are the negative aspects of being a judge?”

Say: “In today’s lesson we learn that Christians are asked to be even more powerful than the judges we have today. We are asked to be the judges of the universe.” Ask if they feel qualified to do that.

B. Ask your class to name biblical doctrines that the Seventh-day Adventist Church has that other Christian denominations do not. The list should include the Sabbath, the mortality of the soul, the visible second advent of Jesus, hellfire is not eternal, and the scapegoat in the Day of Atonement does not represent Jesus, but rather Satan. Say: “Today we’ll review texts about end-time doctrines. As we do so, we will consider why these doctrines are meaningful.”

Delving Into the Word

A. Write the following final events and matching texts on small pieces of paper. Mix them up and pass them out randomly to class members: ● Christ’s second coming (Acts 1:11; 1 Thess. 4:14, 15); ● the first resurrection (1 Thess. 4:16); ● the destruction of the earth (Jer. 4:23–26); ● the binding of Satan (Rev. 20:1–3); ● the millennium (Rev. 20:4); ● the second resurrection (Rev. 20:5, 6); ● the
With input from class members, draw a timeline on a whiteboard with these seven events in the right order. During the discussion ask the class to define the word \textit{millennium}. Solicit texts that prove it is not a secret rapture (Acts 1:11; 1 Thess. 4:16, 17; Rev. 1:7). \textit{Ask}: “What will the saved be doing during the millennium?”

Give a copy of the reproducible activity to each student (p. 43). Do it as a class. After someone reads Cicero’s quote, \textit{say and ask}: “For a government to be legitimate, its laws need to be enforced by an impartial judiciary in a court that is open to public scrutiny. Is the ‘judicial review’ in Revelation 20 legitimate? Why or why not?” Read Revelation 5:9, 10. \textit{Ask}: “According to this text, why are we worthy to become judges?”

B. Divide your class into three groups. Give each group one of the following sets of questions printed on writing paper:

1. \textit{Why do Seventh-day Adventists not believe in the eternal torment of hell?} \textit{Matt. 10:28; Rom. 6:23}? How is fire described in Matthew 3:12? Compare 2 Peter 2:6 with Jude 7. What happens to people raised in the second resurrection (Rev. 20:7–10)? It means “everlasting.” Is the fire everlasting, or is the result of the fire everlasting?

2. \textit{Is Jesus really the scapegoat in the Day of Atonement?} Compare Leviticus 16 with Revelation 20. There are two goats in Leviticus. Whom does each goat represent? Why does this matter? Read Jeremiah 4:23–26. It what way is the earth a wilderness during the millennium? How is Satan bound?

3. \textit{Why don’t Seventh-day Adventists believe in the secret rapture?} (Acts 1:11; 1 Thess. 4:16, 17; Rev. 1:7)? What are the characteristics of the Second Coming? On the back of this paper, draw a timeline for the millennium that shows the following: Jesus’ return, the first resurrection, the millennium, the second resurrection, and the final judgment (1 Thess. 4:14–16; Rev. 20:4–6).

Ask each group to share with the class what they’ve learned and why these distinctive biblical doctrines are meaningful.

**Discussing the Ideas**

1. What are the differences between the work of a judge and a priest? How will we reign with Christ (1 Cor. 6:2, 3; Rev. 20:4–6)?

2. Compare Leviticus 16:8, 15, 16, 20–23, 26 with Revelation 20:1–3. Whom did the goat of the sin offering represent? The goat sent into the wilderness?

3. How is Satan sent into the wilderness (Rev. 20; Jer. 4:23–26)? Why does God do this to Satan?

4. What is the significance of death and hades being thrown into the lake of fire (Rev. 20:13)? What does this tell you about God’s character?

5. What can it mean to your worship experience when you believe that the millennium happens after a visible second coming of Christ?

**Closing the Activity**

\textit{Say}: “During the millennium the saints review God’s judicial decisions.” Ask your class to point out how God is just. Read Revelation 5:9, 10. Then \textit{ask}: “In these verses we see that we are worthy to judge the earth, but only because Jesus is worthy.” Then ask volunteers to finish the sentence, “You are worthy, oh Lord, because. . . .”

Jennifer Morgan, St. John’s, Newfoundland, Canada
WANTED FOR GOD’S SUPREME COURT: People to judge the world

TERM OF SERVICE: 1,000 years (Rev. 20:4)

LOCATION: Heaven (Rev. 20:4)

QUALIFICATIONS: Must have been loyal and true to their Maker while on earth (Rev. 20:4)

“The millennial judgment does not decide who is to be saved or lost. God makes that decision before the Second Advent—all those who were not either resurrected or translated then are forever lost. The judgment in which the righteous participate serves the purpose of answering any questions the righteous may have as to why the wicked are lost. God wants those to whom He has given eternal life to have full confidence in His leadership, so He will reveal to them the operations of His mercy and justice.”—Seventh-day Adventists Believe . . . , 2nd. ed. (Boise, Idaho: Pacific Press® , 2005), p. 407.

“During the millennium the saints participate in a deliberative judgment that reviews the cases of the lost of this earth and the fallen angels. This judgment is evidently necessary in view of the cosmic nature of the sin problem. . . . It is especially important for the redeemed from earth to understand God’s dealings with those who called for the rocks to fall on them and deliver them from the ‘face of him who is seated on the throne.’ They must be totally satisfied that God was just in His decision regarding the lost.”—Handbook of Seventh-day Adventist Theology (Hagerstown, Md.: Review and Herald®, 2000), p. 932.