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
Ponder the precision and grandeur with which God created the world.

Consider how Jesus used His creative power to bless people during His time on earth, and how Creation demonstrates God’s love.

Consider Jesus’ role in Creation, and what it reveals about His character and the plan of salvation.

The mighty and the microscopic. The infinite and the infinitesimal. When God created our world and brought order to the universe, He sculpted the cosmos like we might mold a sandcastle. When Jesus came to save us, He started out smaller than a grain of sand. The impressive miracles He performed—matter transformed, eyesight restored, even restoring life to the dead—were but a faint echo of His true creative power. Yet all around us, from the DNA inside us to the wind and waves around us, God’s glory and love is revealed.

A. Using a laptop, compile a group of images from nature and outer space for a slide show. If a church member is a nature photographer, have him or her share their own images. Afterward, ask class members to write or call out words that these images bring to mind.

B. Say: “From the beginning, Creation and Redemption have been tied together in the person of Jesus Christ—the Lamb ‘slain from the creation of the world’ (Rev. 13:8, NIV). John 1:1–14 describes Jesus as the immortal Word. He is the creative power through whom the world was made, who ‘became flesh and made his dwelling among us.’ Colossians 1:15 tells us that Jesus is ‘the image of the invisible God, the firstborn over all creation.’ The Greek word for ‘firstborn’ here is prōtotokos, a royal term signifying that Jesus is first in rank and authority. Verse 16 tells us that all creation, everywhere, was created ‘by him and for him.’ Hebrews 1:2 says that through Jesus, God made the universe.”

Ask: “How much of current discussions regarding Creation honor and glorify Jesus?”

A. Say: “Explain how science has ‘cracked the code’ of much of nature, revealing rules in weather patterns, DNA, even astronomy and physics. Nonethe-

B. Say: “When Jesus interacted with people, it pained Him to see how the Fall had warped the world. In ways both poignant and whimsical, His miracles show Him exercising His creative power and restoring what was broken—from bringing joy to a wedding feast to healing blindness and raising the dead.”

Next, assign different class members roles in a circle reading of John 2:1–11, John 6:4–13, and John 9:1–12. One student should be the narrator, other students such characters as Mary, Philip, Jesus, the wedding’s master of ceremonies, and the man who was born blind. Then discuss what each character feels, desires, and learns. Ask: “What does each story teach us about Jesus?” ●“About His creative power?” ●“About His relationship with us?” ●“About faith?”

Tompaul Wheeler, Nashville, Tennessee, U.S.A.
Jesus, Creator of Heaven and Earth

Using a Bible, make a list of some of the different miracles Jesus performed. Alongside them, write how each one illustrates an aspect of His creatorship and/or parallels an Old Testament miracle. For example, Jesus calming the storm shows His control over meteorology, as displayed in the second and third day of creation week (Gen. 1:6–10).

<table>
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<tr>
<th>Miracle</th>
<th>An Aspect of Jesus’ Creatorship/An Old Testament Miracle</th>
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Creation: Forming the World

Surveying the Source
Gen. 1:1–27; 2:9, 16; Ps. 51:10.

Plotting the Course
The students will:
► Understand that they were created by a powerful, intelligent God.
► Recognize that God created them with freedom of choice.
► Know that God’s creative power is still at work re-creating them.

Preparing to Lead
“By the word of the Lord the heavens were made, / their starry host by the breath of his mouth. . . . / For he spoke, and it came to be; / he commanded, and it stood firm” (Ps. 33:6–9, NIV). God is powerful enough to make planets and living creatures appear with His voice. The Bible also testifies that He sustains His creation and that His creative power continues its work of saving and transforming us so that we can reach His ideal for us.

Getting Started
A. Ask class members to think of a person who has the ability to command authority and “make things happen.” It could be someone they have encountered personally or someone they have seen in the media. Ask: ●“What techniques did this person use to accomplish their goal?” ●“Did they fulfill these goals by themselves, or by motivating others?” ●“What kind of people can get you to do something by just speaking a few words, and what kind of people do you tend to ignore?” ●“When have you seen someone accomplish or create something amazing simply by speaking?”
B. Hand out writing utensils and the chart from the reproducible activity (p. 32). Encourage the class to envision what they would create if they could come up with a new living creature according to the specifications on the activity.
Encourage class members to talk about their creation and why they made it that way.

Delving Into the Word
A. Ask the class to take turns reading a verse or two in Genesis 1. If possible, choose one Bible version for everyone to use. Before reading the chapter, assign a few class members (or a section of the class, if the class is large) to read in unison the parts of the verses that say “And it was so.” This would include portions of verses 7, 9, 11, 15, 24, 30. Assign several other class members (or a section) to read in unison the parts of all verses that say “And God saw that it was good.” This would include portions of verses 4, 10, 12, 18, 21, 25, 31.
Then ask: ●“How did it affect you to hear again and again ‘and it was so’ after
God’s commands?” ● “What would it be like to speak and then watch instant action?” ● “Why do you think the Bible points out that, after each day of Creation, God ‘saw that it was good’?” ● “Do you think God was surprised at how ‘good’ the things He created turned out?” ● “Do you think the phrase ‘saw that it was good’ means ‘checked to make sure it was done right’ or ‘took pleasure in the accomplishment’ or something else? Explain your answer.” ● “What have you accomplished that you found joy in seeing or remembering?”

B. John 3 recounts the secret meeting that Nicodemus had with Jesus. He came to the Savior and said, “Rabbi, we know that You are a teacher come from God” (verse 2, NKJV). These words “really expressed unbelief,” for Nicodemus didn’t acknowledge Jesus as the Messiah but only as a teacher.

Jesus replied, “Unless one is born again, he cannot see the kingdom of God” (verse 3, NKJV). “Nicodemus had come to the Lord thinking to enter into a discussion with Him, but Jesus laid bare the foundation principles of truth. He said to Nicodemus, It is not theoretical knowledge you need so much as spiritual regeneration. You need not to have your curiosity satisfied, but to have a new heart. You must receive a new life from before you can appreciate heavenly things.”

Read John 3:1–21. Ask: “What are some of the things Jesus said to ‘shake up’ Nicodemus’ thinking?” ● “What was Jesus telling Nicodemus to focus on?” ● “How might Jesus have responded to someone questioning His creation of the world?” Read Job 38. Ask: “What is the human motivation for wanting to understand Creation?” ● “How does God most often respond to spiritual questions?”

Discussing the Ideas

1. Why is it important for a Christian to believe in the Bible’s Creation account?

2. Read Genesis 2:9. Then discuss: Why did God include these two trees in His creation? What is the significance and benefit of each of them?

3. “In the surroundings of the holy pair was a lesson for all time—that true happiness is found, not in the indulgence of pride and luxury, but in communion with God through His created works.” ● “What affect does it have on you to spend time with God’s creation?”

4. How might the Creation account be different if someone wrote about it today, knowing modern technology?

5. Thomas Aquinas, in the 13th century, wrote: “Any error about creation also leads to an error about God.” Do you agree or disagree? Explain your answer.

6. Read Psalm 51:10 and ask the class: How does God “create a clean heart” in a person? What is God’s part in the process, and what part does the person play?

7. What kind of creation/re-creation do you think will happen in the new earth?

Closing the Activity

Say: “The Bible begins with a clear explanation of how life began for humans. As with all spiritual truths, however, there is room for both doubt and faith. None of the theories related to the origin of life on our planet offer incontrovertible proof. We must trust in God, our Creator, and believe that He created a perfect environment for us to live in, gave us the gift of free choice, sent His Son to die in order to save us, and daily helps us to become more like Him.”

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

2. Ibid., p. 171.
3. White, Patriarchs and Prophets, p. 49.
Forming the World

Name of my creation:

Size/appearance:

Qualities/characteristics:

Function/purpose:
The Creation Completed

Surveying the Source
Genesis 1; 2:3; Exod. 20:8–11.

Plotting the Course
The students will:
► Affirm that all credit for Creation goes to the Creator.
► Strengthen their belief in the six literal days of Creation in the Bible.
► Understand and practice the purpose of the Sabbath: To help human beings by giving us needed rest and time to meet with the Creator.

Preparing to Lead
“During centuries of captivity, the Pharaohs robbed Israel of the privilege to practice all of God’s law as handed down by their ancestors.”1 The newly freed Israelites found the Sabbath to be a freedom and a delight from the hard labors, terrors, and worries of slavery. It gave them a sense of identity and history. It reminded them of the Creation story they had almost forgotten. The Sabbath is the same for us. Of all the commandments, the Sabbath is the crown jewel, the one that reminds us of Creation week and brings us closest to our Creator.

Getting Started
A. Pretend everyone in the class works for you. Give each student an equal amount of Monopoly™ money and a budget sheet (p. 33). Have them quickly fill out this sheet. Give them a few minutes to discuss their budgeting choices. Then tell them that at the end of every week you’re going to give them more money and send them on a relaxing day trip, just to remind them that you care for them. Discuss how this compares with the gift of the Sabbath day.
B. Have class members imagine that they’ve each tackled a complicated project such as building a bike, writing a computer program, or making a soufflé. Have willing students tell what they’d do, and outline some of the steps involved. Discuss the work and materials each project will require. How much will class members value something they’ve created themselves? Discuss how God conceived and created us with His own time and effort, and how much He loves and values us. Also discuss the work, time, and materials He used to create the earth.

Delving Into the Word
A. Say: “Dr. James Barr of Oxford University (who didn’t believe Genesis was true history) wrote to a friend: ‘So far as I know, there is no professor of Hebrew or Old Testament at any world-class university who does not believe that the writer(s) of Gen. 1–11 intended to convey to their readers the ideas that . . . creation took place in a series of six days which were the same as the days of 24...
hours we now experience. . .’”

Next, have class members read Genesis 1:3–5. **Say:** “Barr, not a believer in literal creation days, still said that the Genesis author was referring to literal days.” Discuss these biblical references.

Have someone read Genesis 1:16–19. **Ask:** “How do these verses support literal days?”

Have someone read Genesis 1:4, 10, 12, 18, 21, 25, and 31. **Ask:** “Why does the Bible say that ‘God saw that it was good’ six times, and then ‘it was very good’ the seventh time?” Discuss the concept that these phrases do not correspond to days, but with certain acts of Creation.

B. Have a class member read Mark 2:27. **Say:** “In this verse the Pharisees rebuke Jesus for His disciples’ picking grain and eating it on the Sabbath. Then Jesus rebukes the Pharisees by reminding them that the ‘Son of Man is Lord also full of joy that it was Sabbath, and wondered how they found it such a thrill? Ask them! And ask God for that same Sabbath peace and joy.

5. Why does it matter whether Creation week was made of seven literal days or seven long eras of thousands or millions of years?

6. How would you explain the purposes of the Sabbath to a Christian friend who is not a Seventh-day Adventist?

**Discussing the Ideas**

1. Have you ever found yourself needing to meet a Monday deadline that seemed to make it impossible not to work on your project over Sabbath? What did you choose to do? What was the result?

2. Have you ever felt that the Sabbath was a burden to you? Why? What would help make the Sabbath a joy and a rest?

3. What is the core principle that should guide your choice of Sabbath activities?

4. Have you seen people who seemed from all his work’ (Gen. 2:2, 3).

“God ended . . . then rested . . . and finally, He made the day holy. This example can be our guide in deciding how best to celebrate Sabbath. Ask Him today what change you can make to help the Sabbath be a true rest and joy for you.”

**Closing the Activity**

Have students take turns reading Isaiah 58:13, 14 and Hebrew 4. **Ask:** “What does ‘a Sabbath rest’ really mean?” **Say:** “Genesis 2 says that God ‘ended’ His work, then He ‘rested’ from all His work, and then He blessed and sanctified the seventh day ‘because . . . he had rested of the Sabbath.’ He created the Sabbath and therefore has the authority to say how it should be kept. Keeping the Sabbath wasn’t about arbitrary man-made rules.”

Now have class members share in reading all of Genesis 1 through Genesis 2:3. **Ask:** “God, having done the work of creation, rested on the Sabbath. Obviously, He didn’t need the rest. So why did He rest?” “What insight and understanding can we gain from Genesis 2:1–3 on how God intended for the Sabbath to be kept, and how He hoped we would feel about the Sabbath?”

Discuss psychological blocks we can have about resting on the Sabbath, such as feeling guilty when not constantly keeping busy. **Ask:** “Is it possible to ruin one’s Sabbath rest in doing Sabbath type things?” “Is it possible to do Sabbath type things on Sabbath and not ruin one’s Sabbath rest?” “How can we help others enter into a full Sabbath rest?”

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


Budget Sheet

Your weekly salary is $500. Quickly divide this as best you can among the following areas. This isn’t a scientific study, and you won’t be held to these numbers later! Just do your best in the next five minutes.

Rent/house payment: _____

Utilities: _____

Food: _____

Gas for the car: _____

Clothing: _____

Entertainment: _____

Miscellaneous: _____

Taxes withheld: _____
Understand the foundational nature of the doctrine of Creation in relationship to the Seventh-day Adventist Christian doctrines, including the Sabbath, salvation, and sanctification.

Trust the biblical account of God’s creation of the world as accurate in all its detail.

Draw comfort and strength from the display of God’s power and providence revealed in the biblical creation account.

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Draw comfort and strength from the display of God’s power and providence revealed in the biblical creation account.

Where did we come from? Where are we going? Left to our own devices, we can’t really know. Reason doesn’t tell us everything. Neither does intuition. Yet if there was any one thing we would really want to know, this would be that thing. That is why humans have been filling in the gaping holes in their knowledge for millennia with just-so stories and relentless hypothesizing. But Seventh-day Adventist Christians are not confused about where they came from or where they are going. God Himself has revealed this information to us in His word, the Bible.

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Delving Into the Word

A. Say: “Look around you. What do you see?” Encourage class members to respond. Ask: “What do all these things have in common?” Emphasize that all of the things they have pointed out have a beginning or an origin. Many of them were actually made for a specific purpose. Even natural phenomena show evi-
We could have been left alone with that insight. An adopted child knows that he or she has biological parents, but that still leaves a lot of important back story unknown. Where are those parents? How did I come to be separated from them? Do they care? What is my medical history?

In a similar way, we have become separated from our Creator. We know that we have one, but we don’t know what He wants, why our lives are this way, or what we need to do to have a relationship with Him. He would have to take the initiative and tell us. And He did.

Have individuals read the following texts: Genesis 2 and 3; Job 38; Psalm 104:5–9. Ask: “Are we left in any doubt as to the who, what, why, and how of our existence?”

B. Share the following with your class:
“People often regard the topic of Creation as relevant only to the Old Testament. But even a brief look at these teachings reveals that the creatorship of God is just as foundational to the New Testament as to the Old. Take, for example, God as our redeemer in Christ. What would He be redeeming us from if Genesis is just a myth? Or what authority would God have to bring an end to a world He had merely stumbled upon in His travels?

We also have to look to Christ. His self-understanding seemed to include a firm faith in the literal reading of Genesis.”

Have individuals read the following texts: Mark 10:6; John 1:1–3; 2 Timothy 3:16; Revelation 4:11; 14:7. Ask: “How do these texts help us to understand the dependence of New Testament teachings on God’s creatorship, as detailed in the Genesis account?”

**Discussing the Ideas**

1. Why have other creation stories from a variety of other cultures come to be regarded as myths, while the account in Genesis and repeated elsewhere in the Bible is still recognized by many people as true?

2. What does Creation—both as told to us in the Bible and as seen firsthand in the natural world—reveal to us about God’s character and His will for His us?

3. How should our knowledge that God is at the beginning and end of all things influence the way we view our place in the world, and the way we conduct our lives?

4. How does a belief in the biblical story of Creation lead us to value ourselves and the world around us?

5. Why do we often have trouble accepting that the God we see in the Bible is still in control of the world today?

6. Why do so many people seem to find it easy to ignore the God we know from Scripture and experience?

**Closing the Activity**

_Say:_ “In a world where many people seem to be confused about the origin of themselves and the world, Seventh-day Adventist Christians know that they can trust the Word of God. In many cases, this may be because we have experienced His awesome power and love in ways that they have not.”

Ask class members if they know anyone who is confused about the origin of the world and themselves. Challenge them to share their faith with that person, and suggest to them that they ask God for help and guidance. Suggest that they regularly follow up with this person. Also point out that watching someone else come to Christ helps one’s own faith to grow.

_Alan Hecht, Takoma Park, Maryland, U.S.A._
The Importance of the Creation Doctrine

How does the central doctrine of God's creation of the world and all that is in it impact each of the doctrines listed below? How does Creation point us toward these other truths, and how do these truths lead us back to an appreciation and reverence for God's creative act? What other things in our lives and in the world we see around us lead us in the direction of faith/belief in the Creation account found in the Bible?

The nature of human beings (the soul, state of the dead, etc.) (Gen. 2:7)

The Sabbath (Exod. 20:8–11)

Centrality of Jesus (John 1:1–3)

Jesus' second coming (Rev. 14:7)
Creation and Morality

Surveying the Source

Plotting the Course
The students will:
► Recognize that it is their responsibility as Christians to use their talents wisely, accountably, and morally.
► Distinguish between motives that lead to actions which respect and uplift others versus motives that put themselves first.
► Evaluate their own tendencies and motives as they seek to live God-driven lives.

Preparing to Lead
In Acts 17:29, Paul notes that we are God’s children. Indeed, we’re made in His image (Gen. 1:27). Do you believe that? Do you view all people are God’s children, or are there exceptions? Do you put the needs of others above your own? Do you allow yourself to be used by God as His instrument to help others? Do you consider that by helping others you are serving God as His agent? Are there limits to how much you help others? Can your desire to serve result in being exploited by others?

Getting Started
A. After welcoming the students, read Psalm 95:6 and 7. Discuss what it means to have God as our Shepherd with us as His sheep. Ask: ● “Are all people God’s sheep? Why or why not?” ● “What is the Christian’s responsibility to live morally accountable lives by caring for animals, helping people in need, sharing with others the blessings given them, placing the interests of others ahead of their own interests?”
B. After reading Matthew 25:34–40, ask your students to share experiences they have had either helping others or receiving help in a manner consistent with what Jesus described.

Delving Into the Word
A. Say: “Philippians 2:8 notes how Christ ‘humbled Himself’ to the point of placing His life on the line and losing it in service to others, for us! John 15:13 asserts that there is no greater love shown by man than to lay down his life for another.” Ask: ● “Do you know anyone willing to do that for you?” ● “Would you
be willing to do that for someone?”

See if any students note that Jesus has done just that for them. Say: “Astoundingly, even further than the expense of His human life, Jesus feared an eternal separation from His Father. Ellen White writes that Jesus ‘could not see through the portals of the tomb. Hope did not present to Him His coming forth from the grave a conqueror, or tell Him of the Father’s acceptance of the sacrifice. He feared that sin was so offensive to God that Their separation was to be eternal. Christ felt the anguish which the sinner will feel when mercy shall no longer plead for the guilty race. It was the sense of sin, bringing the Father’s wrath upon Him as man’s substitute, that made the cup He drank so bitter, and broke the heart of the Son of God.’”

B. Say: “Christians and service go hand-in-hand. Following Christ’s lead, Christians are used by God to bring comfort and hope to people in pain or trouble.”

Divide your students into two groups.

Using the reproducible activity (p. 35) ask each group to identify biblical and modern examples from their experience or knowledge about times when people served or did not serve as opportunity arose.

Ask a representative from each group to present a few examples they discussed to the entire class. From the biblical examples, ask for a modern day equivalent that portrays a similar or the same circumstance. From the modern examples, ask for a biblical equivalent that portrays a similar or the same circumstance.

Ask: ●“Is there any circumstance where one could more easily put the wellbeing or interest of another person’s above their own wellbeing or interest?” ●“Is there any circumstance when the opposite could more easily be done?” Ask your students to discuss if a reaction to elevate the needs of others above one’s own comes more easily to an only child, an oldest child, a youngest child, or a middle child.

**Discussing the Ideas**

1. Genesis 1:26–28 states that we are made in God’s image, both male and female. What aspects of God’s character could be viewed as male? What aspects could be viewed as female? How is it significant that when a man and woman become one in marriage, that they are greater through their union than they were as individuals?

2. Ask your students if they have ever been confronted with a circumstance involving someone else for which their immediate action was necessary to change that circumstance for the better. What choice did they make and why?

3. What does it mean to have the “mind of Christ”?

4. Ask your students if any have ever been taken advantage of by someone capitalizing on their desire to be helpful.

5. Discuss whether or not it is easier or harder for a man or a woman to be compassionate or “other oriented.”

6. Has God ever used inadequately spoken words of one of your students to good effect?

**Closing the Activity**

Say: “The ‘survival of the fittest’ or the ‘to the victor go the spoils’ mindset is at odds with the Christian attitude of the meek inheriting the earth (Ps. 37:11) or the first being last (Matt. 19:30; 20:16). Ask: “Is it ever easy to put the needs of others ahead of our own needs? If so, why? If not, why not?” Challenge your students to have the “mind of Christ” (1 Cor. 2:16) as they face service opportunities in the weeks ahead.

**Rick Blondo, Clarksville, Maryland, U.S.A.**

Biblical Examples of Putting or Not Putting Others First

Matthew 10:30–32

Matthew 19:13–15

Matthew 20:19–21

Matthew 25:31–45

Luke 7:36–38


Luke 15:11–32

Your biblical example

Modern Examples of Putting or Not Putting Others First

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Creation and the Fall

Surveying the Source

Gen. 3:1–6, 13–17; Matt. 4:3–10; John 3:16, 17; Rom. 5:12–21; Col. 2:20–23; 1 Pet. 5:8.

Plotting the Course

The students will:

► Identify the deceptive methods Satan uses to lead people to sin.
► Explore the consequences of Adam and Eve’s sin.
► Recognize that reading, studying, and memorizing Scripture helps them to resist sin.

Preparing to Lead

Satan used lies and flattery to catch Eve in his sin snare. After they sinned, Adam and Eve felt fearfully separated from their Creator. God found them in the garden and immediately explained the consequences of what they had done. He also shared His plan to reconcile, redeem, and restore them—ultimately promising to save them from eternal death. We study the account of the Fall, because, unfortunately, we go through the same situation everyday—the devil tempts us and we sin. But, when we repent and claim the grace of our Savior Jesus, He offers unconditional love and mercy to wash away our sin.

Getting Started

A. This week, we are discussing the Fall, when Adam and Eve ate the forbidden fruit, sending all of humanity onto the path of sin and death. Satan’s deceptive conversation with Eve reveals the dangerous qualities of sin.

Give each person paper and pencil. Have the students take turns reading Genesis 3:1–15. These verses give an overview of how sin entered our world. Lies, lust, doubt, selfishness, and so many other characteristics of sin can be seen in these verses. Then ask everyone to draw the meaning of sin based on these verses. They may draw symbols, characteristics of sin, or perhaps the garden scene. Afterward, ask each person to share and explain their drawing.

B. Pass out a copy of the reproducible activity (p. 36). Divide into groups of two. Allow about 15 minutes for each pair to complete their worksheets. Once the time is up, ask everyone to share at least two ideas they wrote down.

Delving Into the Word

A. God’s main focus after the Fall has been reconciliation, redemption, restoration, and salvation for His precious creations. Jesus came to conquer sin and death, to pay the price that we could not pay. Divide the students into groups of two or three, and ask them to read and discuss 1 Corinthians 15:47–58.

Materials
cens or pencils; paper
Say: “Jesus is victorious, and if we trust in Him, we will ultimately experience the eternal life God originally planned for us. Unfortunately, on this earth we will have to deal with the lure of sin. It seems that if Satan asks the right questions and pushes our ‘buttons’ we too often end up deceived like Eve. However, as followers of Christ, we should never find ourselves defeated.”

Read and discuss Romans 5:12–21.

Say: “When Satan seems to have us trapped, we can remember so many hopeful, helpful promises from God’s Word.”

Ask volunteers to read the following verses aloud: ●Psalm 55:22; ●Matthew 11:28–30; ●1 Corinthians 10:13; ●1 John 1:9. Have class members search for at least three more promises that will encourage them when they feel guilt and shame after sinning.

B. Say: “Satan’s deceptions are not typically flashing in neon lights. He prefers to work in more subtle ways. His influence on our lives is a daily reality, and sometimes his ideas are conveyed as half-truths. An anonymous quote says, ‘Beware of the half truth. You may have gotten hold of the wrong half.’ The true part of a half truth is what hooks us. Then we just accept the false part.

“Satan spoke in half truths when he tempted Jesus in the wilderness. [Have the class share the reading of Matthew 4:3–10.]

“Jesus quoted Bible verses to refute the claims and resist the temptations of Satan. Likewise, our source of wisdom and strength against Satan’s lies must come from Scripture. Throughout the Bible, we are encouraged to experience the power of God’s Word.”

Ask volunteers to read the following verses aloud: Psalm 119:11; Isaiah 40:8; Matthew 4:4; Hebrews 4:12. Then have the class search the Bible for at least three more verses about the power found in God’s Word. Discuss the difference between just reading and actually studying the Bible.

Discussing the Ideas

1. Do you think it is fair that we are all sinners because Adam and Eve disobeyed Why or why not?
2. In what ways are the offence of sin and the gift of grace different? (See Romans 5:15–19).
3. What does it mean to be sober and vigilant within a spiritual context?
4. What results can we expect when we have the power of Christ in us?

Closing the Activity

Say: “When Adam and Eve chose to sin, things went very badly, very quickly. The generations that followed were eagerly awaiting the first coming of the promised Savior. And when He arrived, the disciples were truly blessed because they got to spend time with Jesus face-to-face. But we know that they could not fully appreciate Him, because they didn’t see the whole picture as is described in the Bible we read today. We are privileged to live at this point in history. The Bible is an amazing and powerful gift— make studying it your top priority!”

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

Creation and the Fall

Read Genesis 3:1–15. When Satan convinced Eve that eating the forbidden fruit was a good choice, his responses were full of deception and flattery. Unfortunately, Eve believed the lies she was hearing, succumbed to her attraction to the beautiful fruit, and decided to eat it just to see what would happen. How often do we experience this same dialogue with Satan, where he tells us lies, we take the bait, and then end up hooked on sin and harmful behaviors? Below, list some lies that Satan tells people in our modern world. Also include a Bible verse or two to disprove these lies.

Lie: __________________________________________________________________________

God’s Bible truth: __________________________________________________________________________

Lie: __________________________________________________________________________

God’s Bible truth: __________________________________________________________________________

Lie: __________________________________________________________________________

God’s Bible truth: __________________________________________________________________________

Lie: __________________________________________________________________________

God’s Bible truth: __________________________________________________________________________

God’s response to the first sinners was love and the immediate revelation of His plan to redeem them. Describe what you think God must have been thinking and feeling when He knew that Adam and Eve had chosen to disobey Him.
Through a Glass, Darkly

Surveying the Source
Psalm 8; 19:1–4; 24:1, 2; Isa. 43:1; Jer. 31:3; John 12:31, 32; Rom. 1:16–25; 8:20–22; Eph. 2:10.

Plotting the Course
The students will:
► Know that belief in God as Creator is vital to the Christian life.
► Feel awed with the reality of God as Creator and grateful for the reality of God as Redeemer.
► Respond by reflecting on themselves as God’s unique created being.

Preparing to Lead
Today’s post-modern culture does not accept a God-creator, but views God’s creation as the result of evolutionary development over eons of time. In the midst of this universal cultural mindset, each believer must grapple with the real questions posed by a secular culture: Was the world really created by an all-powerful and loving God? If so, why is there so much destruction and death? What evidence is there in nature to believe in a loving creator God? This week’s lesson opens a dialogue on the vital belief of God as Creator and why this Christian belief is linked to our understanding of God as Redeemer.

Getting Started
A. Invite the participants to form pairs and share the following: 1. Think of something that you have made/created such as a painting, a song, a poem, a product for your work, etc. that you are proud of. 2. What did you create? 3. How was it used? 4. How did this accomplishment make you feel?
   Allow time for the pairs to share with the rest of the class. Then tell the class that this week’s lesson discusses God and His purpose for creating our world.
B. Invite the participants to form pairs and share an experience in nature that was particularly awe-inspiring. Allow time for the pairs to share with the class. Ask: “What is it about being in nature that gives us inspiration?”

Delving Into the Word
A. Divide your class into three groups and give each group one of the following sets of instructions. Allow time for the groups to work. Then have each subgroup report on their findings.
   Group 1: Read Psalm 8 and Psalm 19:1–4. Then discuss this question: What “proof” is there that our natural world was created by an intelligent Designer? Be prepared to summarize your discussion for the rest of the class.
   Group 2: Read Romans 1:16–25. Then discuss this question: Why is a belief in evolution a threat to Christian beliefs?
Class to have one. Invite the class members to select one object. Distribute the reproducible activity (p. 37) and invite the class members to complete the form.

Provide objects from nature such as leaves, rocks, flowers, sea shells, driftwood, animal skins/fur, dirt, seeds, and pieces of fruit, making sure you have enough objects for each member of the class to have one. Invite the class members to select one object. Distribute the reproducible activity (p. 37) and invite the class members to complete the form.

Choose to sing a song well-known by your classmates, invite the class to sing with you.

Art: Design a logo that would reflect a belief in Creation rather than evolution. Be prepared to display your work to the class and the ideas you used for creating your logo.

Drama: Create two freeze-frame “pictures” using each person in your group—one frame to represent God as Creator and the other frame to represent God as Redeemer. Be prepared to perform your freeze-frames for the class.

Discussing the Ideas

1. What does nature reveal about God? In what ways is nature inadequate to reveal Him?
2. In what ways is nature today a distortion of God’s design?
3. What do the ugly aspects of nature reveal?
5. How does a belief in evolution impact a belief in the seventh-day Sabbath?
6. How can a believer “suspend his/her judgment” in regards to evidence in nature that seems to verify evolution? How can we suspend our judgment in regards to scientific findings?

7. How are God as Creator and God as Savior linked? How does believing in God as Creator and Savior help a believer reconcile the contradictions of Creation versus evolution?
8. For what purpose(s) were human beings created? (See Eph. 2:10). What impact has sin had upon this purpose?
9. How can believers overcome the impact of sin on Creation in regards to nature itself, in regards to their relationship with God, and in regards to their relationships with others?
10. Why is a belief in God as Creator a vital Christian belief?

Closing the Activity

Kathy Goddard, Chattanooga, Tennessee, U.S.A.
God, Creation, and Me

Select an object from nature and identify how this object reveals God as Creator.

Identify how this object reveals the impact sin has had on creation.

How would your self-esteem and/or actions change if you believed you were the result of an “accident” of evolution rather than God’s special, unique, treasured creation?

Reflect on the impact that sin has had on you.

What do you think God wants you to know, think, or do in regards to His creative power in your life?

Reflect on the following:

• “For [I am] God’s masterpiece. He has created [me] anew in Christ Jesus, so that [I] can do the good things he planned for [me] long ago” (Eph. 2:10, NLT).

• “I have loved you with an everlasting love” (Jer. 31:3, NASB).

• “Do not fear, for I have redeemed you; I have called you by name; you are Mine!” (Isa. 43:1, NASB).
Jesus, Provider and Sustainer

Surveying the Source

Genesis 1; 2:15; Exodus 12, 13; Matt. 4:1–17; Rom. 12:6.

Plotting the Course

The students will:

► Explore the issue of trusting Jesus to sustain us during a trial even though He may not choose to remove the trial.
► Contemplate the many things God has done for us to provide for and sustain us, as well as the things He continues to do for us each day.
► Appreciate keeping the Sabbath and giving praise to the Creator as gifts and natural responses to God—responses that draw us closer to Him, our Provider and Sustainer.

Preparing to Lead

We live in a sinful world, but before we were created, God had already provided a solution. He walks with us through the difficulties of life and sustains us with His presence. “Let us then approach God’s throne of grace with confidence, so that we may receive mercy and find grace to help us in our time of need” (Heb. 4:16, NIV). Encourage your students to trust God no matter what may be happening in their lives.

Getting Started

A. Divide your class into groups of two or three. Have each group imagine they are on an island as the only survivors of a shipwreck. Have them make a list of all the things they need to survive. Then discuss the differences between this list and what we think we “need” in our lives. Read Philippians 4:19 aloud. Discuss what kind of needs God has promised to meet. Ask: “Is this about spiritual needs only, or does it include physical needs?”

B. Pass out one million dollars in Monopoly™ money or other “play” money to each person in the class. Let people share how they would spend it. Read Matthew 6:25–34 aloud or in small groups. Discuss the following questions:

● “How would you read this passage differently if you actually had one million dollars? Would it be easier or harder to have faith?”
● “We have a lot compared to what Jesus had when He was on earth. Why do you think people are generally more receptive to the gospel message in places where there is greater poverty?”

Delving Into the Word

A. To do this option, you need to have enough people in your class to make three groups. Discussion generally works best in groups of four to twelve people.

Materials

Bibles; pens or pencils; paper; Monopoly™ money or other “play” money to equal one million dollars for each person in your class
in each group. Have prayer either all together, or ask each group to have their own prayer before they begin the study.

Give each group a copy of the reproducible activity (p. 38). Assign one of the three categories of verses on the reproducible to each group: (1) Trials and Temptations; (2) What God Has Done (and Does) for His People; and (3) Our Response to the Goodness of God.

Ask each group to read and discuss the verses in their assigned section, and then at the end of class, give a summary to the entire group of what they have discussed.

B. Have prayer either all together, or ask each group to have their own prayer

### Discussing the Ideas


2. First Peter 1:6, 7 discusses trials and God’s involvement in our lives. Read these verses and discuss the following: Have you ever felt God working through a trial in your life? How was Jesus glorified through this trial? Was it a positive experience overall in your spiritual walk? Why does God sometimes protect us from trials and sometimes allow them?

3. Discuss the contrast between the settings described in Genesis 1 and Matthew 4:1–17. What brought about the contrast? How can Jesus’ example lead us in our responses to a sinful world?

4. What does keeping the Sabbath have to do with honoring God as our Provider and Sustainer?

5. What are some of the ways we can praise God? What are some of the benefits of praising God?

6. Read Philippians 4:4–7. How do these verses relate to the lesson? What practical message can we take from them for how we can live a joyful Christian life?

### Closing the Activity

As the teacher, begin the activity by sharing a time in your life when you saw God work as a Provider or Sustainer. Ask for volunteers to share stories about how God has worked in their lives in these roles. Do not pressure anyone to share. This should be completely voluntary.

Break into small groups for a prayer time. First, share prayer requests in the group. Then have each person in the group pray for the others in the group, specifically asking that they will be able to see God at work in their lives as a Provider and Sustainer.

Close by asking for an increased measure of faith in God’s work behind the scenes in our lives.

**Christy Yingling Gusse, Conroe, Texas, U.S.A.**
Trials and Temptations

Genesis 2:15–17; Genesis 3
Job 1; Job 42
Ezekiel 24:15–18
Matthew 4:1–11

What God Has Done (and Does) for His People

Genesis 1, 2
Exodus 12, 13
Exodus 15:26
Nehemiah 9:21
Matthew 7:9–11
Revelation 21:1–4

Our Response to the Goodness of God

Exodus 20:8–11
Proverbs 3:5, 6
Jeremiah 5:22
Romans 12
1 Peter 2:9–17
Marriage: A Gift From Eden

Surveying the Source
Genesis 1, 2; 1 Corinthians 13; Eph. 5:22–33.

Plotting the Course
The students will:
► Recognize the challenges of developing a good marriage.
► Understand the metaphor of marriage to the church’s relationship with Jesus Christ.
► Practice in all relationships the principles of honor, respect, and loyalty.

Preparing to Lead
Ask: “Is the following statement true or false? Christians are less likely to get a divorce than atheists.” This is true, but by a very small margin. According to the Barna Research Group, there is a 26 percent likelihood that a Christian will get divorced as compared to a 30 percent chance for an atheist.”

Next, distribute the reproducible activity (p. 39). After class members have finished it and discussed the answers say: “While we are talking specifically about the marriage relationship, the principles that we are going to examine can be applied to all of our relationships. Christ’s love for us and His church empowers us to navigate safely through all of life’s important relationships.”

Getting Started
A. Ask the students to think of the most important topics couples who are contemplating marriage should discuss prior to marriage. Some topics may include money, vacations, previous friendships, food preferences, child rearing, etc.
B. Play the “Newly Wed” game with three volunteer couples. If they aren’t married, state that they will be role playing. Ask the guys to leave the room. Then go through the first three questions with the women. Give each woman an index card for recording their answers by writing the corresponding letter. Then reverse the process with the men. ● Who balances the checkbook? (a) the wife; (b) the husband; (c) have separate accounts.
● Where is the couple going to spend Christmas? (a) at the husband’s home; (b) at the wife’s home; (c) on a cruise.
● How will previous friendships be handled? (a) no opposite gender alone without me; (b) no difference, I trust him/her.
● Are there certain foods that are off limits in the home? (a) no meat; (b) no fish; (c) no limits.
● Concerning children and discipline, I believe . . . (a) “spare the rod, spoil the child;” (b) no spankings; (c) no comment.

Concluding questions: ● “How important is it to understand areas of potential conflict before making a commitment?” ● “How does this relate to the weightier matters of salvation?”
Delving Into the Word

A. Divide the class into four groups. Give each group one biblical selection to read. As they do so, they are to think about this question: What do these verses tell us about God’s ideal for the marriage relationship? ●Genesis 1:26, 27; Genesis 2:15–25; ●1 Corinthians 13; ●Ephesians 5:21–33. When time is up, have the groups share their conclusions.

B. Do a Gallery Walk by posting each of the following questions and references around the room on a single chart or sheet of poster board. By each chart have some markers and Bibles. Ask the students to go from chart to chart and record their thoughts in writing. Following are the references and questions:

●Genesis 1:26, 27. Question: Why do you think it took male and female to represent the image of God?
●Genesis 2:15–25. Question: Why didn’t God make Adam and Eve at the same time?
●1 Corinthians 13. Question: How does one love and still maintain their personal boundaries?
●Ephesians 5:21–33. Questions: Is the instruction to “submit” to one’s husband outdated? What does it mean for the husband to love his wife as he loves himself?

Discussing the Ideas

1. God did not create Adam and Eve at the same time. Do you think the order of their creation had anything to do with the plan of salvation? Explain your answer.

2. As God formed each creature from the earth, He brought it to Adam. But when he formed Eve, He first took one of Adam’s ribs. How is this significant?

3. What is one of the most significant factors contributing to today’s divorce rate?

4. How can we love someone who is “unlovable”?

5. If a husband doesn’t love his wife like Christ loves the church, is it alright for the wife not to submit? Explain your answer and what you think it means to submit.

Closing the Activity

Display the statement below and ask for a volunteer to replace the words home and husband and wife, with other relationship scenarios. For example, if they replaced the word home with school, then they would replace husband and wife with faculty and student.

“The sweetest type of heaven is a home where the Spirit of the Lord presides. If the will of God is fulfilled, the husband and wife will respect each other and cultivate love and confidence.”

Then have a season of prayer. Give every student the opportunity to pray, explaining that they can include any prayer requests but to remember the important relationships in their lives. If they don’t feel comfortable praying out loud, instruct them to say a silent prayer followed by a verbal “Amen.” Then continue to the next person.

Rose Gamblin, Smithsburg, Maryland, U.S.A.

Know Your Marriage Facts Quiz

Directions: Circle either true or false.

1. True or False: If you’re a married American, your marriage is between 40 and 50 percent likely to end in divorce.

2. True or False: If you argue with your spouse about finances once a week, your marriage is 30 percent more likely to end in divorce than if you argue with your spouse about finances less frequently.

3. True or False: If your parents were divorced, you’re at least 40 percent more likely to get divorced than if they weren’t. If your parents married others after divorcing, you’re 91 percent more likely to get divorced.

4. True or False: If both you and your partner have had previous marriages, you’re 90 percent more likely to get divorced than if this had been the first marriage for both of you.

5. True or False: If you’ve lived with more than one partner before your first marriage, you’re 40 percent more likely to get divorced than those who have never done so.

Teacher’s Answer Key

1. False: After peaking at 50 percent in the 1980s, the national divorce rate has dropped steadily, but in the public’s mind, that outdated “half of all marriages” figure still sticks—and scares (Source: David Popenoe, “The Future of Marriage in America,” University of Virginia/National Marriage Project/The State of Our Unions, 2007).

2. True: Money woes kill marriages. The same study also found that couples with no assets at the beginning of a three-year period are 70 percent more likely to divorce by the end of that period than couples with $10,000 in assets. (Source: Jeffrey Dew, “Bank on It: Thrifty Couples Are the Happiest,” University of Virginia/National Marriage Project/The State of Our Unions, 2009).

3. True: This could be because witnessing our parents’ divorces reinforces our ambivalence about commitment. “In most people’s minds, it’s easier to get a new car than fix the one you’ve got.” (Source: Nicholas Wolfinger, Understanding the Divorce Cycle, Cambridge University Press, 2005).

4. True: “A lot of data shows that second marriages should be more successful than first marriages,” says Tara Parker-Pope. But this statistic is skewed by those who’ve been married more than twice. (Source: Rebecca Kippen, Bruce Chapman, and Peng Yu, “What’s Love Got to Do With It? Homogamy and Dyadic Approaches to Understanding Marital Instability,” Melbourne Institute of Applied Economic and Social Research, 2009).

5. True: Although “playing house” seems like good practice for married life, it can also make living together seem less permanent. “People feel like, ‘If it doesn’t work out, we can just step out of this,’ ” says lawyer Emily Doskow. (Source: Daniel T. Lichter and Zhenchao Qian, “Serial Cohabitation: Implications for Marriage, Divorce, and Public Policy,” Brown University Population and Training Center, 2007).
Stewardship and the Environment

Surveying the Source
Gen. 1:26–28; Genesis 3; Ps. 8:4–6; Eccl. 7:18; Luke 19:10.

Plotting the Course
The students will:
► Understand the biblical basis for environmental stewardship.
► Develop an awareness of environmental issues in the light of biblical teaching.
► Form a plan which integrates practical stewardship into daily living.

Preparing to Lead
At Creation, God entrusted the care of planet Earth to humanity. Sin has distorted our understanding of what this stewardship entails. The root of sin is selfishness, and selfishness has encouraged unbridled hedonism and the plundering of Earth for the purpose of satisfying our insatiable appetite for pleasure and comfort. Limited vision has obscured our perception of the long-term consequences associated with unchecked materialism and rampant resource utilization. Today has supplanted concern for tomorrow. God calls us to a balanced approach that embraces both reasonable development and prudent conservation.

Getting Started
A. Clip articles from current news sources. Some may publicize environmental disasters, such as oil spills, erosion, and altered environmental habitats. Others may promote extreme environmentalist positions or debate issues and programs where conservationists differ with developers. Whenever possible, use audio-visual technology so that every member can focus on the same thing at the same time as opposed to passing clippings around.

Avoid the temptation to debate specific issues which would sidetrack biblical exploration. Instead, point out that these differing viewpoints underscore the importance of understanding the biblical perspective.

B. Dressed in a bleach proof apron and rubber gloves, conduct the following “experiments.” Before class has started, drop a delicate, colored fabric into a solution of undiluted chlorine bleach. Set that aside. At the beginning of the class repeat that experiment in another container. Ask the class what they think will happen. Show them the results from the pre-class experiment.

Also before class, drop a tea stained white tee-shirt into a properly diluted water/bleach solution. Repeat this experiment also at the beginning of class and show the results. The main point is that the bleach has the potential to be damaging or to be useful depending upon how and when it is used.

Underscore that this same principal applies to environmental issues and must be informed by sound biblical understanding.
Delving Into the Word

A. In the context of the Logos section of the lesson, discuss the meaning of dominion. Talk about the privileges as well as the responsibilities of dominion. Discuss the concept of dominion within the context of a divine mandate.

Read the verses supplied under the first four sub-headings and talk about the implications of an atheistic model of origins regarding responsibility for and dominion of the earth. Ask which model, creationist or atheistic evolutionist, calls for greater accountability regarding the care of the earth.

Explore the consequences of the Fall. Discuss how this may broaden the responsibilities of human beings to hold the deterioration of the earth in check as opposed to merely maintaining a perfect planet. Read the verses attached to the last three sub-headings in the Logos section. Talk about the hope which God offers, despite the consequences of sin. Formulate practical ways in which Christians can apply the principles contained in these verses to contemporary issues.

B. Say: “Johnny and Jimmy went to the beach one warm, sunny day. Johnny began building a series of towers and highways in the sand. He designed an elaborate personal residence, and passers-by complimented the ingenuity of his work. “Jimmy didn’t have the inclination to create such an elaborate system. Instead, he just kicked the sand around until it formed a mound. Who would you suppose took a stronger interest in preserving their creation, protecting it from the waves, and unsupervised children and pets running along the beach?”

Now read the verses from the Logos, Testimony, and Opinion lessons. Ask: “Why is accountability proportionate to the investment of energy and creativity?”

Discussing the Ideas

1. How can Christians know the difference between properly utilizing God-given resources and exploitation these resources?
2. How could keeping our own materialism in check contribute to a more reasoned usage of Earth’s resources?
3. Why is it a Christian’s responsibility to become involved in championing practices that preserve the beauty and majesty of God’s creation?
4. What are some practical things you are doing now or that you can do to care for the Earth and the creatures that God placed there?
5. What are the implications of a world view which sees God as the owner and human beings as mere managers of the planet?
6. How does remembering that God created the Earth for humans, not just whales and fireflies, help preserve a balanced approach to conservation?

Closing the Activity

Using the reproducible activity sheet (p. 40), formulate ideas and plans which you can implement in your stewardship of the planet God created for us. Avoid making statements about what other people should do and stay focused on the things you can do.

Dan Solis, College Place, Washington, U.S.A.
STEWARDSHIP AND THE ENVIRONMENT

Consider the following avenues for applying your Christian concern for God’s creation.

1. I can reduce my personal demand on the earth’s resources by:

2. I can multiply my influence in favor of conserving precious resources by:

3. I can expand my awareness of environmental challenges by:

4. I can deepen my appreciation for the Creator of the natural world by:
Sabbath: A Gift From Eden

Surveying the Source
Gen. 1:1; 2:2, 3; John 1:1, 2; 2 Pet. 3:3–7; Rev. 12:17.

Plotting the Course
The students will:
► Understand the relevance and importance of the Sabbath.
► Seek to “unwrap” God’s gift of time by embracing Him on the day He set aside in Eden.
► Look for the joy and rest in the Sabbath, and find practical ways to experience this special day.

Preparing to Lead
The Sabbath is God’s name brand. It is meant to be a sign between the Maker and His creatures, a testimony to His creative power, and a gift of love to us. If we truly come to experience the Sabbath as God intended, then we will “wear” it gladly and proudly. It will be our heart’s desire and privilege to show our allegiance to our Creator by embracing the Sabbath as He would have us embrace it.

Getting Started
A. Have the students put together a nature collage. Give them magazines or nature pictures with which to work. When they are done, ask them to join you on an imaginary Sabbath walk. Invite them to share what the different pictures in the collage say to them about God.
B. Prepare beforehand the reproducible activity (p. 41). Pass the wrapped gift around the class, having students answer each question.

Delving Into the Word
A. Divide the class into three groups. Give each group paper and pencils, and make sure there is at least one Bible in each group. Then give each group one of the following verses: Matthew 12:1–8; Mark 3:1–6; Luke 13:10–17. Ask each group to discuss and record how its passage relates to today’s world. Also, have them discuss how Jesus’ view of the Sabbath could change the way we see and experience the Sabbath.
B. Divide the class into groups of two. Ask each group to paraphrase Isaiah 58:13, 14 and then to share their paraphrase with the other groups. Be sure that each pair has at least one Bible and paper and pencils to record their responses.
Discussing the Ideas

1. What does the Sabbath mean to you personally?
2. How can we better connect with God on His special day?
3. How can we help others to experience the Sabbath?
4. Why is it important to keep the seventh-day Sabbath?
5. Is the Sabbath rest just about resting from the activities we normally engage in during the rest of the week? How does the Sabbath point to the rest from sin we will experience on the new earth?
6. In what ways is the Sabbath relevant to you personally?
7. How would you explain to a friend who worships on Sunday why you worship on Saturday?

Closing the Activity

Give the students pens or pencils, and paper. Ask them to write a persuasive short letter from Jesus inviting them to accept His wonderful gift, the Sabbath. Ask for a few of the students to share their letters.

Close by praying that as the days and weeks go by, your students will learn to celebrate the Sabbath in more meaningful ways—ways that will draw them closer to their Savior.

Sandra Araújo-Delgado, Apison, Tennessee, U.S.A.
Unwrap a Gift

Print out the following questions and cut them in separate strips. Take a small empty box. Place the strip with the Bible verse inside. Wrap the box and tape a question to the outside. Wrap it again and place another question to the outside. Do this until all the questions are taped. Finish the last layer with wrapping paper only. On class day, pass the "gift" around and have the students discuss the questions until they get to the Bible verse in the smallest box.

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<thead>
<tr>
<th>Share Your favorite Sabbath memory.</th>
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<td>Share a negative Sabbath experience.</td>
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<td>What are the benefits of keeping the Sabbath?</td>
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<td>How would you like to spend the Sabbath?</td>
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<td>What keeps you from fully enjoying the Sabbath?</td>
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<td>How can you improve your Sabbath experience?</td>
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<td>How can you honor God on the Sabbath?</td>
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<tr>
<td>Read and explain Deuteronomy 5:14.</td>
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Creation and the Gospel

Surveying the Source

Gen. 3:9–15; Ps. 51:10; Ezek. 36:26, 27; Matt. 27:46–50; Rom. 5:6–14; 6:23; 1 Cor. 15:21, 22, 26; 2 Cor. 5:17; Gal. 3:13; Col. 3:5–10.

Plotting the Course

The students will:

► View the gospel as a seamless story—from Eden created to Eden lost to Eden restored—a story with Christ and His love at the center of it all.
► Gain a sense that Adam and Eve’s story is their story, that the Great Controversy is a battle played out not only on a universal scale, but also within their hearts, and that the promise of redemption is as personal to them as it was to Adam and Eve.
► Recognize that God is calling them as earnestly as He called to Adam that fateful day and that they have the choice of giving God a better answer than Adam originally did.

Preparing to Lead

In the song “Forever Yours,” Wintley Phipps memorializes Adam’s sitting by a river, weeping in despair after his eviction from Eden. But Adam also misses the privilege of seeing Christ’s face. The song imagines a tearful vow by Adam to keep the face of Christ imprinted forever on his mind and to be forever His.

Humanity’s loss of the privilege of seeing God’s face epitomizes the tragedy of the Fall. The promised restoration of that privilege at the Second Coming is a highlight of the gospel story. An understanding of that link between Creation and the gospel—of that journey from separation to restoration—is what we are challenged by this week’s lesson to impart to the students.

Getting Started

A. Ask the students to relate or imagine an experience in which someone was evicted by a landlord. Ask them to discuss the pain involved. Briefly discuss that eviction:
   ● “Why was the eviction appropriate?”
   ● “Who was affected by it and how?”
   ● “Where do you think Adam and Eve went after getting their eviction notice?”
   ● “When will the eviction end?”

B. Help students to imagine living in a rent-free home located on parklands with no trace of environmental degradation. Nutritious ready-to-eat meals are provided. Have them imagine the pain of being evicted from such ideal accommodations.

Ask: “How do you think Adam felt after his eviction?”
   ● “How do you think he felt upon realizing that God still loved him and had made provisions for him to get back to Eden some day?”
   ● “In what sense were we all there with Adam that day?”
   ● “In what sense are we all victims of Satan’s lies?”
   ● “In what sense are we like Adam, waiting anxiously to see God’s face once again?”
   ● “How did this week’s lesson help to intensify that feeling of terrible loss followed by renewed hope?”

Materials

Bibles; pens or pencils
Delving Into the Word

A. Distribute copies of the reproducible activity (p. 42). Tell the students that the worksheet is self-explanatory and that the first item is done as an example. Explain that the purpose of the exercise is to see the events of Genesis as part of a spiritual and historical continuum that plays out both in Scripture and in our personal lives, and that ends in the events foretold in the book of Revelation.

Ask them to attempt as many items as time permits and do the remainder after church. Here are possible “bridges” to be inserted in the last column:
1. Beginning and end;
2. God calls;
3. Worshipping our Creator God;
4. Rivers of water;
5. Feeding His people;
6. Clothing His people;
7. Christ victorious.

Follow this exercise with a brief discussion in which students share some of their answers.

Discussing the Ideas

1. What do the following texts have to do with Creation and the gospel? Prov. 24:16; Luke 15:11–22; Rev. 14:6, 7.
2. Do you think God acted fairly in evicting Adam and Eve from the garden?
3. How do you respond to the suggestion that we all must take sides in the Great Controversy? What is your personal response to the statement that “Adam and Eve chose. Cain and Abel chose. Every person in times past who has ever lived has chosen. Now, everyone on earth is making the same choice. Which side are you choosing?”
4. Why do you think God gave Adam and Eve free will just as He had given it to Lucifer and the other heavenly beings? Where does the crucifixion fit into this picture?
5. What does the eviction of Adam and Eve make you think about God? What happens if you add John 3:16, 17 to your consideration of who God really is?
6. In what sense is Sunday’s lesson right in describing humankind after the Fall as “precariously on the edge of extinction”? Why did God move so promptly to reverse that status?

Closing the Activity

Have the students spend two minutes reflecting on an imaginary journey taken by God. The journey begins when Lucifer leaves heaven. It extends to the moment Eve eats the forbidden fruit. It goes on as Jesus hangs on the cross and cries, “It is finished.” It continues until Jesus leaves Heaven again to retrieve us from this sinful earth and take us to live with the Father. Then ask the students to reflect on how they see themselves as part of that journey. Close with prayer.

Frank Campbell, Ottawa, Ontario, Canada

<table>
<thead>
<tr>
<th>TEXT IN GENESIS</th>
<th>SUMMARY (1‒10 WORDS)</th>
<th>TEXT IN REVELATION</th>
<th>SUMMARY (1‒10 WORDS)</th>
<th>BRIDGE BETWEEN GENESIS AND REVELATION (1‒10 WORDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Gen. 3:10, 23</td>
<td>Adam hid from God. God banished him from the garden.</td>
<td>Rev. 22:1‒4</td>
<td>We’ll see God’s face. Seeing God’s face.</td>
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<tr>
<td>Gen. 1:1</td>
<td></td>
<td>Rev. 1:8</td>
<td></td>
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<td>Gen. 3:9</td>
<td></td>
<td>Rev. 3:20</td>
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<td>Gen. 2:1‒3</td>
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<td>Rev. 14: 6, 7</td>
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<td>Gen. 2:9</td>
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<td>Rev. 22:2</td>
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<tr>
<td>Gen. 2:10</td>
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<td>Rev. 22:1</td>
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<tr>
<td>Gen. 3:21</td>
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<td>Rev. 7:9, 10</td>
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Creation, Again

Surveying the Source


Plotting the Course

The students will:

► Compare and contrast the state of the earth now with the New Earth in its recreated state of glory.
► Dwell on the joys of life in the world to come, with the God who loves His children so much.
► Live in recognition of the temporary state of this world, sharing the good news of coming deliverance.

Preparing to Lead

The way we live today is affected by how much we think of God’s bigger picture. If we recognize that all earthly things are just shadows in light of the eternal realities of the New Earth, then we won’t put too much consideration on things that don’t figure into God’s picture. This calls for a daily reminder to ourselves that while we face trouble, toil, and the temptation to center our concerns on ourselves, our life here is not the final story! What God is doing in us and through us for others, is what will last forever!

Getting Started

A. Give each class member a sheet of paper. Instruct them to fold the paper in half several times until they have eight boxes. In the first four boxes, ask them to write down four objects or places that first come to mind when they think of heaven. In the next four boxes, ask them to write down four activities they will be doing in heaven. Ask them to turn over the paper, and in four boxes write down four people they are looking forward to meeting there. In the last four boxes, have them write four questions they want to ask God. Compare answers.

B. On a whiteboard, create a table with two headings: The Earth Pre-Fall, and the New Earth. Ask your class members to compare and contrast these two places, listing similar and different characteristics. Ask: ● “If you could choose one of these two places to live in, which would you choose, and why?” ● “What aspects of paradise do you long for most?” ● “Is this a yearning for what was lost at the fall, or looking forward to what will be?” Defend your answers.

Delving Into the Word

A. Divide your class into two groups. Ask one group to study Isaiah 11:1–10 and Isaiah 65:17–25. Ask the other group to study Revelation 21 and 22. Each...
group should list aspects of the New Earth as described in their texts. Then gather for a discussion comparing the lists.

Ask: ●“How does Isaiah approach his descriptions of the new earth? How do we know that he is talking about events that take place there?” ●“How do Isaiah’s descriptions differ from John’s descriptions of the new earth?” ●“Isaiah’s comments describe life as only possible in a new earth. On the other hand, John identifies a new heaven and new earth, and then he describes amazing events such as a glittering city coming down out of heaven, gates made of single pearls, and streets of transparent gold, things we can barely imagine. How do these two author’s descriptions complement each other?”

B. Say: “E. T. A. Hoffman’s story about the Nutcracker and the Mouse King suggests an analogy—that this time warp we are in is an aberration of what is right and normal. We are living under a curse, as did the Nutcracker. Because this is all we know, we are easily duped into thinking that this life is what is real and heaven is just a ‘pie in the sky.’ However, just as the Nutcracker prince was able to introduce Marie to life as it truly was meant to be when she accepted and loved him as he was, so our Prince Jesus can show us His kingdom when we embrace Him whole-heartedly, clothed as He is in His lowly garb as suffering servant.”

Using the lens of this analogy, have your class examine the following texts:

Say: “Though these texts don’t directly identify the new earth, it is still easy to understand that the authors are referring to a time when the curse brought on by the Fall will no longer rule life as we know it on this earth.” Ask: ●“What will life without the curse of evil be like?” ●“What does it take to awaken from the curse, and see God the way we were originally meant to see Him?” ●“What has it cost God to bring us to His kingdom?” ●“Describe the preparations and the celebration that reunites us face to face with God, and that results in Him dwelling with us on the new earth.” ●“What will be our greatest joys?” ●“What will be our most meaningful activities?”

Discussioning the Ideas

1. What is the significance of the New Jerusalem being described as a bride dressed in her jewels?

2. What other stories in Scripture highlight such heavenly features as the water of life, the rainbow above the throne, and the tree of life? How do these stories add to what we know of heaven?

3. What is the benefit of using our imaginations to dwell on heavenly scenes?

4. What Bible characters lived their lives as if everything here on earth was temporary and their real home was heaven? How could our lives be different if we lived this way?

5. If heaven is more real to us than the temporary concerns of this life, how will this be reflected in our witness to others?

Closing the Activity

As a class, sing the hymn “The Lord Is Coming” (no. 200 in the Seventh-day Adventist Hymnal). Before you do so, tell the class to pay special attention to the last verse, because it alludes to a re-creative process that will occur when Christ returns. Hand out the reproducible activity (p.43) for class members to work on during the week.

Cheryl Des Jarlais, Ringgold, Georgia, U.S.A.
A number of songs in the *Seventh-day Adventist Hymnal* are about heaven.

- Marching to Zion, No. 422
- Glorious Things of Thee Are Spoken, No. 423
- Sweet By and By, No. 428
- Shall We Gather at the River, No. 432

Choose a song that appeals to you and write a verse to memorize during the coming week. Or write a poem or piece of music yourself that captures something of the anticipation you feel for this coming joy. Plan on sharing it with the class next week, as well as with friends and family.