Revival—Our Great Need

Surveying the Source


Plotting the Course

The students will:
► Identify when revival is needed.
► Examine personal and corporate revival.
► Commit to living a life that is full of daily personal revival and reformation.

Preparing to Lead

Imagine Paul’s frustration when he spoke to the Christians at Laodicea. Because His experience with Christ was vibrant, and because he knew where he had been before he was revived, he fully understood the reformation that had taken place in his own life. Now he burned with desire to see all Christians eager to reflect their love for Christ and to experience daily growth in their relationship with Him. Instead, the people of Laodicea were content to be stagnant in their spiritual lives. Even today, with all our knowledge and understanding of the past, we easily fall into this trap.

Getting Started

A. Write the following questions and their answers on a blackboard, chalkboard, or whiteboard: (1) “When is a revival needed? When carelessness and unconcern keep the people asleep.” (2) “When may a revival be expected? When the wickedness of the wicked grieves and distresses the Christian.”

Say: “Billy Sunday was an outfielder in the National Baseball League in the United States until he was converted and became an influential evangelist. He wrote these two statements.” (Read the statements that you have written beforehand on the board.)

Ask: ● “What does the author mean about carelessness and unconcern keeping people asleep?” ● “In what ways should wickedness grieve Christians?”

● “If Christians don’t experience this grief, how would you describe their spiritual experience?”

B. Say: “Revival and reformation are often mentioned together because they should always go together. There can be no true reformation without revival. Revival means that we have had a renewal of our spiritual life. Reformation is when as a result of revival we make changes in our personal behaviors and habits. Reformation without revival is legalistic. Without revival, following rules and regulations are nothing more than legalism.”

Ask: ● “Using your own words, how would you describe revival to a friend?” ● “How would you describe reformation to a friend?”

Materials

whiteboard, chalkboard, or flip chart, and appropriate markers; one of the following songbooks: (1) He Is Our Song, no. 127; (2) Seventh-day Adventist Hymnal, no. 290
Delving Into the Word

A. Write the following Bible verses on the blackboard, chalkboard, or whiteboard: Ps. 51:10; 60:1–12; 80:1–3, 18, 19; 85:4–7; Isa. 57:15; Eph. 5:14–25. Also write the following categories on the board: Heart and Mind Preparation for Revival; Repentance for Current Actions and Behaviors; Seeking Restoration from God; Putting Revival and Reformation into Action.

Divide the class into groups. Ask each group to read together the verses and discuss how they apply to these categories. Allow 15 minutes for this activity. Then have everyone together discuss the following questions: ●“How do we prepare our hearts and minds for revival?” ●“Is doing so even necessary? Why or why not?” ●“Can others really know our spiritual state just by the actions and behaviors in our life? Why or why not?” ●“What would change in our lives if we are experiencing God’s restoring power?”

B. Say: “Although the children of Israel were set aside by God as His chosen people, they often became apathetic and chose to wander away from Him. This is similar to the story of the Laodecians. Ambivalence leads to a do-nothing kind of spirituality. The Bible describes many times when people needed to experience revival. The story of Nehemiah tells of when the Jews, who had been taken into captivity had to rebuild Jerusalem and recommit their lives to God. King Josiah was only an 18 year-old when he called for revival of the Jewish nation.”

Distribute the reproducible activity (p. 31) and divide the class into groups of 3 or 4. Say: “The story of King Josiah outlines what must take place for revival to occur for groups of people and for individuals.” Allow 10-15 minutes for this activity. Then have the students share their findings. Ask: ●“Why is it important to do each of these things for true revival?” ●“Do the steps of revival have to be done in a certain order? Why or why not? ●“How did both corporate and individual revival take place in the story of King Josiah?” ●“What comparisons do you see in this story with our church today?”

Discussing the Ideas

1. Describe the difference between individual and corporate revival? How are they different? How are they the same? Which is easier?
2. What do you believe true revival in your life would look like?
3. How would you encourage a friend who used to follow Christ to once again experience revival in his or her life?
4. If you were given the opportunity to challenge your home church to experience revival, what would you say without sounding judgmental and harsh? Is there ever a time for Christians to judge the actions of other believers when urging revival? Explain your answer.
5. Why do you believe that revival is necessary?
6. Why do you believe that facing struggles prepares you for revival?

Closing the Activity

Say: “King Josiah called the people to repent and turn back to God. This led to revival and reformation among the Israelites. Today, as a class let’s repent and ask God to create a revival in our lives.” Sing “Take These Hands”¹ or “Turn Your Eyes Upon Jesus.”² Close with prayer.

Deena Bartel-Wagner, Whitesboro, NY, U.S.A.

1. He is Our Song, no. 127.
2. Seventh-day Adventist Hymnal, no. 290.
There’s a Revival Going On!

Read 2 Kings 22 and 23 and 2 Chronicles 34 and 35. Then, using these Bible chapters, find verses that match the following statements.

1. Revival’s first step is knowing the truth and repenting for our behavior.

2. When we seek revival, we have to ask God to show us what needs to be changed in our lives. We must spend time listening to what He wants to say to us.

3. We have to make a commitment to God that we will once again follow Him.

4. Personal revival will create a desire to make changes in our life. We will want to get rid of the sinful things that keep us from having a close relationship with God.
Prayer—The Heartbeat of Revival

Surveying the Source

Plotting the Course
The students will:
► Be able to understand and articulate the meaning of revival.
► Design and implement a personal prayer plan to aid their spiritual revival.
► Be prepared to report their follow-through to the class next week.

Preparing to Lead
The essence of wisdom is the ability to listen, learn from what we hear, then put that into practice in everyday living. Second Chronicles 7:12–14 uses the Hebrew word shema. While some translations use the word “wisdom,” the actual meaning is “to listen; to hear” (compare Deut. 6:4). All wisdom starts with intentionally focused listening. Solomon was “wise” as long as he listened to God’s Spirit. When he quit asking God for guidance and when he quit listening, his wisdom turned to ashes. We need to ask for the leading of the Spirit, then listen and follow His voice if we want personal and/or corporate revival.

Getting Started
A. Introduce the lesson in a whisper. Keep doing so until someone asks you to raise your voice because they cannot hear. Then speak in a regular voice, but have class members cup their hands behind their ears. Ask them to discuss the differences they experienced in listening.

B. Pre-arrange with a class member to call you on your cell phone when you start teaching. Have your phone on and where you and others can hear it ring. Let the phone ring, but ignore the call. Have the class member call you again. Again, ignore the call. When someone asks about your behavior, say that the Holy Spirit wants to call us to revival, but if we don’t listen, that call has no value to us. Let the class know that the discussion will be on how to connect with the Spirit so we can be empowered to spread the gospel.

Delving Into the Word
A. Prepare cards or small pieces of paper, each having a textual reference from the Logos section of the lesson guide. Give class members 3x5 cards with the text they will look up and read. Group the discussions around the various parts of the Logos section. At the end of each segment, ask the question, “So
Discussing the Ideas

1. What is revival? What would you expect to see or experience when revival takes place in your congregation? In your life?
2. How can revival be challenging, life-changing, or threatening? Or, should it be any of these? Why or why not?
3. What areas of your spirituality could use some revival? How (and when) will you devise and follow steps to experience that revival?
4. In your own prayer experiences, what percentage of time is spent asking, talking, and directing God? What percentage of time in prayer is spent in listening? Does anything need adjusting? If so, how will you do that?
5. Why do you think Jesus went out early, into a quiet place, alone to pray? Was it so God could hear Him, or so He could better hear God? What are the implications of Jesus’ example for your prayer life?
6. What might revival look like without prayer and the leading of the Holy Spirit?
7. What (if any) dangers are there in revival and the revival process.
8. If you were invited by God to ask for anything, what would your response/s be?

Closing the Activity

Help the class discover that prayer is as much (or more) about listening as it is asking. Challenge class members to design and carry out a plan this next week that involves focused prayer linked with listening for God’s voice.

Use the reproducible activity (p. 32) for them to write out their personal spiritual revival plan. List ways in which listening can take place (through reading the Bible, through the words of others, etc.). Draw out possibilities from the class. Resist spoon-feeding them answers. Give them time to reflect, dig, and comment. They should be committed to sharing their experiences at the next class time. Close with prayer.

Dick Stenbakken, Loveland, Colorado, U.S.A.
My Prayer Plan for Personal Spiritual Revival

_________________________________________________________________________________

Name                                                                         Date

I plan and commit to pray at __________________ (specific time/s) daily, at __________________ (location).

I will pray specifically for revival in ________________________________________________ .

I will listen for God’s answer by ________________________________________________________ .

_____________________________________________________________________________________

My Prayer Plan for Personal Spiritual Revival

_________________________________________________________________________________

Name                                                                         Date

I plan and commit to pray at __________________ (specific time/s) daily, at __________________ (location).

I will pray specifically for revival in ________________________________________________ .

I will listen for God’s answer by ________________________________________________________ .

_____________________________________________________________________________________

Lesson 2

Copyright 2013
General Conference of Seventh-day Adventists®
The Word—The Foundation of Revival

Surveying the Source
Ps. 19:1; 33:6; 9: 34:8; Matt. 8:5–10; 14:22–33; Luke 18:8; John 4:13, 14; Heb. 4:12; James 1:21–25.

Plotting the Course
The students will:
► Learn that God’s Word is essential to their spiritual well-being.
► Realize how God’s Word is vital to keeping Christians connected to God.
► Consider what priority God’s Word has in their lives.
► Be challenged to renew their commitment to personal and group Bible study and devotional time.

Preparing to Lead
Nutritionists claim that cancer and cardiovascular disease are the major causes of death in affluent societies because people are nutrient-starved, rejecting healthful choices, in favor of junk food.

By comparison, the Bible tells us that in the last days there will be a famine of the Word (Amos 8:11). We live in those last days. Ironically, the Bible is available in many versions and languages—in print, online, and on demand. Yet globally, people are dying for lack of ingesting God’s Word! For us to be vibrant in our spiritual lives, we need to feast on God’s Word, eagerly taking it into our lives and sharing it with others.

Getting Started
A. Ask for volunteers to come to the mirror individually to check themselves out. Then, have them do it again while standing together in front of the mirror.

● Ask: “Did your initial self-assessment change when viewing yourself next to your peers?” Leave time for discussion.

● Ask: “When it comes to your spiritual life, how do you check yourself? (1) By cultural influences? (2) By the opinions of peers, family, or church members? (2) By comparing yourself to others? (3) Or, by your observance of religious and traditional values?

Say: “We probably do all those things. However, the key to a vibrant, Spirit-filled life is only possible by ingesting God’s Word. Otherwise, our self-perception becomes distorted.”

Delving Into the Word
A. Ask the class to turn to Ezekiel 37:1–14. Then go around the room, reading aloud the verses.

Say: “Many Christians see this passage as one of the few in the Old Testament that addresses the resurrection when the Messiah returns. But this passage also reveals a basic, yet essential truth for our
daily life—the Word of God is our food for living a vibrant life in Christ.”

*Ask:* ●“How does this passage compare to the Creation story in Genesis 1 and the introduction to Jesus in John 1?” ●“In what ways does God revive the spirit of His people?” ●“How did Jesus respond to the Pharisees? To the crowds?” ●“How does this all translate to us today, as we seek revival?”

Distribute the reproducible activity (p. 33) and together look up and read aloud each passage. On a whiteboard, have students list each attribute God’s Word brings into our lives. Continue by using the applicable questions in the Discussing the Ideas section.

**B.** Have the class turn to Psalm 119. *Say:* “This is a long passage filled with all the ways God’s Word keeps us in relationship with Him. It naturally divides into 22 sections.” Next, divide your students into groups, and assign a few sections to each group. Each group should read their sections and list ways that show why God’s Word is necessary in their lives.

This will take some time, because this is the most thorough passage in Scripture on the relationship of the Word of God to the life of the believer—the communication and interaction between God and His child.

Unite the class and have a representative from each group share their findings on the board. Wrap up with a personal testimonial time. Allow the students to share particular ways they are strengthened by God’s Word in their walk with Christ. This is also the place to use the applicable questions provided in the Discussing the Ideas section.

**Discussing the Ideas**

1. Why do we need to be revived? (Option A—Delving Into the Word).
3. How can God’s Word keep us from having a distorted view of ourselves and the world? (See Ps. 119:105; John 1:1–5.)
4. How can you trust your life to God’s Word? (Option B—Delving Into the Word; also see James 1:18, 22–25).
5. What does God promise to those who feast on His Word? (See Ps. 34:8.)
6. In what ways have you experienced the power of God’s Word at work in your life?
7. If you believe that God’s Word is important, what are you doing about it?

**Closing the Activity**

Distribute the poem, “Revivalogy” from this week’s lesson introduction (p. 33 of this Teacher’s Guide). Ask one of the students to read it aloud.

Encourage class members to share personal experiences about how God’s Word has specifically helped them in a recent situation.

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

Nothing compares to the Word of God.
The revival it brings,
the heart that sings
of repentance, of faith, of trust.
The courage it shares
to those who live scared
raises up the most frail to the Redeemer.
God’s creativity, the Word shows
It’s own. Not everyone knows,
but it brings reproof and preparation to those willing.
Jesus Himself, could not be dissuaded.
He used the Scriptures every day.
His excitement was about them for they were about Him.
Those who read it find rest within,
purity and peace from all their sins
is given to those whose faith lies in Him.
The army officer had faith in His Word.
Without coming to his house, his plea would be heard.
And because of the Word, the officer’s servant was healed.
It only took one word—“Come!”—
for Peter to leave his pals, his chums.
With faith he walked on water toward his Savior’s voice.
The pool of Bethesda, where a crippled man laid—
he couldn’t get to the pool without an aide.
But Jesus told him what to do, and he picked up his mat and walked away.
The words in the Book can’t just be read.
They must be studied through and through.
Put them into practice day after day,
and cause a revival in me and in you.

—Kristi Rich, Bozeman, Montana, U.S.A.
Witness and Service—The Fruit of Revival

Surveying the Source

Plotting the Course
The students will:
► Understand that witnessing and service begin with the potential witness transformation of themselves.
► Effectively be able to witness and be of service to others by a regular fill-up of “gasoline.”
► Clearly be able to witness with more purpose when there is an informed and clear view of a witnessing goal.

Preparing to Lead
Before Paul began witnessing for Christ, he was a religious and learned academic. He zealously preached and behaved in a way he felt was right. However, this led to much suffering for the early Christians. It took a dramatic situation to bring Paul to the realization that his zeal was misdirected.

After the Damascus road experience, Paul had to rebrand himself, redirect his zeal, and use some of his transferable skills as he learned daily about the true work and goal of Jesus, the Messiah. Paul’s revival compelled him to witness in more purposeful service, directing humankind to the saving blood of Jesus.

Getting Started
A. Write the following words on separate pieces of paper and put them in an envelope: accept, explore, faith, interest, personalize, prayer, revival, service, share, understand, witness. Write on the envelope: Arrange these words in an order that indicates the relationship between witness, service, and revival.

Divide the class into two groups. Give Group One the envelope. Give Group Two the following instructions: “Read the Introduction article of this week’s lesson and write answers to the following questions: 1. Where does revival start? 2. What are some of the things the starting point of revival must first put into practice? 3. List four things that could hinder revival. 4. List four things that could encourage revival. 5. What does revival lead to and why?

Regroup. Ask Group One to report first, writing the order on a flip chart and giving a brief explanation for the order chosen. After Group Two has reported back, direct everyone’s attention to the lesson’s Introduction and read: “Revival is a fresh way of looking at something, especially with renewed strength. We experience true revival when we accept Christ as our Savior and when we share Him with others. Yes, revival leads to witnessing and service.”

B. We’re going to look at the process of how Craig became an expert motor mechanic. (Use the flipchart to write down responses.) Ask: “What’s one of the first things Craig must do to become a mechanic?” ● “How early will Craig...
notice a change in his mechanical knowledge?” ● “When will he start to enjoy his learning experience?” ● “How will anyone know if he is enjoying it?” ● “What reaction will Craig’s parents have when he passes his first test?” ● “As Craig becomes increasingly proficient at his job, who else will benefit?” ● “When someone other than Craig feels satisfied with his work, where will the first change take place?” ● “How would you apply the terms witnessing, revival, and service to Craig’s entire experience?

Say: “Appreciation at each stage of the mechanical process is equivalent to revival—a new awakening in Craig. Others’ appreciation is the result of Craig’s service to them. In the same way that Craig has to continually learn more about mechanics to be of better service to others, the Christian has to ‘fill-up’ regularly with the word of God to be an effective witness.”

Delving Into the Word

A. Pass out the reproducible activity (p. 34) and divide the class into small groups to do the activity together. When all groups are finished, come back together as a whole to discuss the following questions: ● “What is revival?” ● “Where does it start?” ● “What are some signs that revival has taken place?” ● “What is the relationship between revival, witnessing, and service?” ● “Can effective witnessing and service take place without true revival?” ● “How does revival manifest itself in the life of a person?” ● “What is the ultimate goal of revival?”

Close with this quote from the Logos lesson: “The best evidence that a person has become a son of God is that he does the works of God. . . .”

B. Direct the class’ attention to the How-to lesson in the Bible study guide. Ask a volunteer to read the following sections: ● Paragraph two, starting with: “When we accept Christ as our Savior and Friend. . . .” Discuss this with the support of Luke 6:45 and 2 Corinthians 5:17. ● Paragraph three, starting with: “Personal assessment and authenticity. . . .” Discuss this with the support of Proverbs 22:21, John 14:17, and 2 Timothy 2:14–16. ● Paragraph four, starting with: “Know what you believe. . . .” Discuss this with the support of Philippians 4:6–9 and Acts 16:30–32.

Discussing the Ideas

1. How are witnessing and service the same?
2. Why can revival not occur without an outward manifestation?
3. How are revival, witnessing, and service similar to the waves created by a pebble dropped in a pond?
4. Few people join the church in Europe. Is this due to lack of revival, or ineffective witnessing and service? Give reasons for your answer.
5. Much of Paul’s witnessing and service focused on Jesus’ ministry, death, resurrection, and His Second Coming. What informed and sustained Paul’s revival?

Closing the Activity

Say: “Revival leads to witnessing and service to others. Psalm 85:6 says: “Will you not revive us again, that your people may rejoice in you?” (NIV). Close with prayer.

Albert A. C. Waite, Berkshire, United Kingdom

Most of the statements below are from this week's lesson. Decide which statement is: (A) more relevant to one's personal revival, or (B) more relevant to witnessing and service. Indicate your choice by placing A or B in the right column.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>You shall be witnesses to God wherever you are, through the distribution of your work and the influence of what you say.</td>
<td>B</td>
</tr>
<tr>
<td>He was friendly, and his encouraging remarks rekindled my interest in learning more.</td>
<td>A</td>
</tr>
<tr>
<td>Witnessing and service can renew our life with Christ, making us Christ-like.</td>
<td>A</td>
</tr>
<tr>
<td>“‘But you will receive power when the Holy Spirit comes upon you’” (Acts 1:8, NIV).</td>
<td>B</td>
</tr>
<tr>
<td>When we share with others through words and deeds what Christ has done for us, they too will be more likely to see Him as their Savior.</td>
<td>B</td>
</tr>
<tr>
<td>When we experience true revival, we are eager to express our joy regarding the transformation occurring in our lives.</td>
<td>A</td>
</tr>
<tr>
<td>As people see us grow in Christ, they also will be encouraged to do so.</td>
<td>A</td>
</tr>
<tr>
<td>The best evidence that a person has become a child of God is that he or she does the works of God.</td>
<td>A</td>
</tr>
<tr>
<td>Christ does not leave us alone as we witness and serve.</td>
<td>A</td>
</tr>
<tr>
<td>The indwelling of the Holy Spirit should be encouraged on a daily basis.</td>
<td>A</td>
</tr>
<tr>
<td>Faith makes us strong by helping us to grow in Christ.</td>
<td>A</td>
</tr>
<tr>
<td>Show others by example that we truly believe the message we proclaim.</td>
<td>B</td>
</tr>
<tr>
<td>When we accept Christ as our Savior and Friend, we need to re-brand ourselves.</td>
<td>B</td>
</tr>
<tr>
<td>God will always provide us with opportunities and resources to make witnessing possible.</td>
<td>B</td>
</tr>
<tr>
<td>The Holy Spirit gives you courage to step out in faith as you seek to serve others.</td>
<td>A</td>
</tr>
<tr>
<td>“‘My father has blessed you! Come and receive the kingdom that was prepared for you before the world was created’” (Matt. 25:34, CEV).</td>
<td>A</td>
</tr>
<tr>
<td>“All the believers met together in one place and shared everything they had” (Acts 2:44, NLV).</td>
<td>A</td>
</tr>
<tr>
<td>“‘How can I [understand],’ he said, ‘unless someone explains it to me?’” (Acts 8:31, NIV).</td>
<td>A</td>
</tr>
</tbody>
</table>
Obedience—The Fruit of Revival

Surveying the Source

Deut. 4:30, 31; 2 Chron. 7:1, 3, 14; Ps. 51:17; Matt. 1:18–24; 3:17; Luke 1:26–56; John 8:27–29; Acts 1: 2:41; 7—9; 2 Cor. 10:2–5; Phil. 2:5–8.

Plotting the Course

The students will:

► Understand and explain the type of obedience produced by our love for God.
► Define and explain how God both saves them and helps them to use His power to obey Him.
► Articulate and commit to the principles of God that represent true and healthy obedience to Him.

Preparing to Lead

One of the foundations of salvation is that obedience is a result of the conviction that God loves a person and that the person loves Him. This love provides the only valid motivation for obeying God. This is true at the beginning of a person’s journey into salvation, and it’s always true in later days, even when that person has perhaps drifted from God and then experiences the conviction to be revived in Him and His Word. This motivation is far different from what motivates us to obey civil laws or sports rules. A Spirit-filled motivation is the only path to spiritual growth, because it brings about a new conviction that leads a person to obey God in ways he or she had formerly avoided or been unaware of.

Getting Started

A. Say: “A survey of workers in the United States found that almost 40 percent of fast food workers feel that their jobs make the world a worse place. Maybe they know that many fast foods are unhealthy, but they keep doing their jobs. What might motivate them to continue making the world a worse place? Obedience has many motivations and in the Christian life, only particular motivations will succeed. What is God looking for?” Discuss.

B. Say: “Have you had this experience? At some time early in your journey, you went through a conversion experience and your sense of God came alive. But then a time came when you felt spiritually dead. Obeying seemed like a chore. What did you need most when you were in that spiritual pit? Did you need to get straightened out and start obeying God again? Or did you need to request a revival through the work of the Holy Spirit?”

Delving Into the Word

A. Say: “The first act of obedience by the disciples after Jesus returned to heaven was to stay in Jerusalem just as He had instructed them to do so. It was
a simple instruction and one they obeyed without a thought. They had been through the devastating days of Jesus’ trial and death. They had lost most of their hope. But then they were revived with His resurrection. His appearances to them and His comforting words motivated them to have complete faith in Him.

“Jesus’ parting words imply loving obedience as a way of life for Christians. He told His disciples to go and teach all that He had commanded them. What would be the point of teaching Jesus’ principles and laws if obeying them was optional? Jesus called Himself the way, the truth, and the life, meaning that He was the only way to life. His incredible act of love toward us fills us with the motivation to obey Him for all the right reasons.”

**Discussing the Ideas**

1. Talk about your experience of meeting God. What was it like? How did you come to know Him?
2. Have you had ups and downs in your walk with God? Describe some lows and what brought you out of them.
3. God said to Solomon, “‘If my people, who are called by my name, will humble themselves and pray and seek my face, then I will hear from heaven’” (2 Chron. 7:14, NIV). Do you think this means that God requires a particular mindset in us before He will listen to us? What is the point of humility?
4. Consider this statement: “The lifegiving power of the Holy Spirit, proceeding from the Saviour, pervades the soul, renews the motives and affections, and brings even the thoughts into obedience to the will of God.” Have you seen this in yourself? What has the Holy Spirit done within you?
5. Without revealing anything personal that will make everybody squirm, share what you find to be a challenge in your obedience to God. Each of us has something that never seems to stop being a temptation. How does it affect your faith?
6. Where are you now in your walk with God? Are you seeing progress? What do you think you need to pray for in the coming days?

**Closing the Activity**

Hand out the reproducible activity (p. 35). If you have a large class, divide attendees into five groups. Have them look up the Bible passages and formulate a response. With a small group, have individuals do the same. Or if time allows, look up all of the passages together and come to a consensus on the motivations.

The goal is for attendees to learn how to help others understand the issues in obedience to God.

To close, ask for a volunteer to pray.

**Tim Lale, Boise, Idaho, U.S.A.**

Motivations for Obedience to God

After you read the Bible verses, decide whether you think the person had a right or wrong motivation for their obedience. Write a few words in the box describing the person’s motivation.

<table>
<thead>
<tr>
<th>Person</th>
<th>Wrong Motivation</th>
<th>Right Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Josiah</td>
<td></td>
<td>2 Kings 22:18–20</td>
</tr>
<tr>
<td>King Saul</td>
<td></td>
<td>1 Samuel 15:12–22</td>
</tr>
<tr>
<td>Job</td>
<td></td>
<td>Job 2:7–10</td>
</tr>
<tr>
<td>Rahab</td>
<td></td>
<td>Hebrews 11:31</td>
</tr>
</tbody>
</table>
Define the terms repentance and confession.

Identify that it is the Holy Spirit who convicts them of sin.

Explain that true repentance always brings about change in their lives.

Confession and Repentance—The Conditions for Revival

Surveying the Source
Ps. 51:1–10; James 2:17; Rev. 3:14–20.

Plotting the Course
The students will:
► Define the terms repentance and confession.
► Identify that it is the Holy Spirit who convicts them of sin.
► Explain that true repentance always brings about change in their lives.

Preparing to Lead
Has anyone ever confronted you with a sin in your life? What was your response? This week’s lesson takes a look at the Holy Spirit’s role in terms of confession and repentance, and the necessity for these in order for revival to happen in our lives.

Getting Started
A. Distribute pens/pencils and paper to everyone in your group. Tell them that you want them to write as much as they can on a certain topic in 60 seconds. State the topic: Confession and say, “Go!”

Ensure they only write for 60 seconds. Then give them a second topic: Repentance, and have them write for another 60 seconds.

Invite group members to share their summaries on confession and then repentance. Highlight the difference between the two terms and discuss the importance of both.

B. Invite group members to stand where they would rank themselves on an invisible line (1 = not much/disagree; 5= a lot/agree) in response to the following statements:

1. I understand what repentance means.
2. I understand what confession means.
3. In my life I have felt convicted by the Holy Spirit to repent and confess my sins to God.
4. I have seen changes occur in my life as a result of repentance and confession.
5. I think that my actions don’t really matter. It’s my faith that really counts when it comes to a relationship with God.

Invite an open and honest discussion about the group’s responses to the above statements.

Delving Into the Word
A. Refer to the reproducible activity (p. 36). Read Psalm 51:1–10 and have the students draw a sequence of pictures beside each stanza of the psalm that illustrate what repentance looks like according to the metaphors in that stanza.

Ask: “Which phrase or metaphor can you most relate to and why?” ● “What picture of God does this psalm give you?” ● “How does David’s picture of God develop in this psalm?” ● “How does this picture of God challenge you?”

Copyright 2013
General Conference of Seventh-day Adventists®
Share the following quote: “Do not listen to the enemy’s suggestion to stay away from Christ until you have made yourself better; until you are good enough to come to God. If you wait until then, you will never come. When Satan points to your filthy garments, repeat the promise of Jesus, ‘Him that cometh to Me I will in no wise cast out’ (John 6:37). Tell the enemy that the blood of Jesus Christ cleanses from all sin. Make the prayer of David your own. . . .”

B. Have someone read James 2:17. Then divide your group into two and conduct a short debate, allocating one of the following statements to each group:

**Discussing the Ideas**

1. What is the difference between repentance and confession?
2. Why is conviction and repentance so important for us?
3. What does genuine confession and repentance “look like”?
4. When did you last feel convicted of a sin (brought to mind as a result of the Holy Spirit’s promptings)?
5. What is the role of guilt in repentance? Where does guilt come from (or whom)?
6. How do you think modern society views conviction, repentance, and confession?

**Closing the Activity**

**Say:** “This week’s lesson is challenging for every one of us. We all need to surrender our lives to God daily, to search our hearts for that which might be keeping us from growing in a closer relationship with Him.”

Share Proverbs 28:13: “He who covers his sins will not prosper, / But whoever confesses and forsakes them will have mercy” (NKJV).

Challenge your class to truly believe that our loving God showers His mercy on us when we humbly come to Him. Conclude by praying that each of your students will seek genuine repentance and revival.

**Nina Atcheson, Brisbane, Australia**

PSALM 51:1-10
(NKJV)

Have mercy upon me, O God,
According to Your lovingkindness;
According to the multitude of Your tender mercies,
Blot out my transgressions.
1 Wash me thoroughly from my iniquity,
And cleanse me from my sin.

3 For I acknowledge my transgressions,
And my sin is always before me.
4 Against You, You only, have I sinned,
And done this evil in Your sight—
That You may be found just when You speak,
And blameless when You judge.

5 Behold, I was brought forth in iniquity,
And in sin my mother conceived me.
6 Behold, You desire truth in the inward parts,
And in the hidden part You will make me to know wisdom.

7 Purge me with hyssop, and I shall be clean;
Wash me, and I shall be whiter than snow.
8 Make me hear joy and gladness,
That the bones You have broken may rejoice.
9 Hide Your face from my sins,
And blot out all my iniquities.

10 Create in me a clean heart, O God,
And renew a steadfast spirit within me.
Unity—The Bond of Revival

Surveying the Source
Amos 3:3; Matt. 18:1–5; John 10:30; 17:20–23; Acts 1:14; 2:1–4; 4:32, 33; 12:5–12; Rom. 15:5; 1 Cor. 12:12–26; Eph. 4:1–3; Phil. 2:1–11; 1 John 1:4; 1 Pet. 3:8, 9.

Plotting the Course
The students will:
 ► Identify the context and meaning of unity.
 ► Explore the importance of evaluating the scriptural command to remain united in Christ.

Preparing to Lead
No matter what spot on the church’s timeline you reflect upon, the subject of unity, or better still disunity, is certainly prevalent. Because of human nature, this aspect of church life is unavoidable. It is also here that the devil has had the most success in causing rifts and preventing God’s Word from going forth as He commanded. However, the Bible assures us that Jesus, His church, and kingdom will prevail. Jesus urges us to be united with one another, as He is one with His Father. What an inspiring example for us to follow.

Getting Started
A. Divide the class in half to read and discuss the following questions: ●“In what ways does 1 Peter 3:8, 9 encourage us to remain united in Jesus?” ●“What is the significance of John 17:20–23 in relationship to our call to be united to each other just as Christ abides in perfect unity with the Father?”
    Have groups return and share their perspectives.

Delving Into the Word
A. Ask individuals to turn to Ephesians 4:1–6 and read these verses aloud. Then discuss the following questions: ●“Why do you think Paul was so keen to see the church united in the Spirit?” ●“What allowances does Paul call for when interacting with fellow believers?” ●“What do you see as more important in our path to unity—that we personally be united to Christ or that the church be united to Christ? Discuss.” ●“How can we respond to Paul’s call to make ‘every effort to
Next, ask members to share their observations about the need to be united to the church and to each other. Urge them to hold themselves accountable for remaining united to Jesus and His church. Close with prayer.

Jean-Pierre Martinez, Sydney, New South Wales, Australia
United as One: A Self-Test

Please read each question carefully and circle the correct response. There is only one correct response for each question.

1. A true statement about unity is that
   a) God molds our uniqueness into oneness.
   b) unity is everyone thinking and acting the same.
   c) in unity, our differences disappear.

2. The idea of unity originated from
   a) business leaders.
   b) God.
   c) sports coaches.

3. Ecclesiastes 4:12 speaks to the idea of
   a) the meaningless of life.
   b) youthful arrogance.
   c) strength in numbers.

4. According to John 13:34, 35, those who say they are Jesus’ disciples will
   a) inherit all things.
   b) travel to distant lands.
   c) love one another.

5. The mastermind behind the demise of unity is
   a) the devil.
   b) each one of us.
   c) church leadership.

6. Paul speaks of unity as
   a) an unachievable goal.
   b) a calling.
   c) a piece of cake.

7. Which of the following is not a foundational principle for developing unity?
   a) Taking care of the big things.
   b) Realizing that relational conflicts will happen.
   c) Embracing unity as a lifelong challenge.

8. The ancient Greeks regarded humility as a
   a) virtue.
   b) strength.
   c) flaw.

9. What lessons of unity can we learn from geese?
   a) Stick our heads in the sand, and ignore one another.
   b) Repeat everything we hear, and gossip about one another.
   c) Join the formation and encourage one another.
Discernment—The Safeguard of Revival

Surveying the Source
2 Chronicles 34; Ps. 119:25, 28, 105; Matt. 7:21–23; 1 Corinthians 12; Gal. 5:16, 22–25; 2 Tim. 3:14–16.

Plotting the Course
The students will:
► Discuss how to discern if a message is biblically true.
► Recognize differences between a false and true spiritual revival.

Preparing to Lead
“Wherever the word of God has been faithfully preached, results have followed that attested its divine origin. The Spirit of God accompanied the message of his servants, and the word was with power. Sinners felt their consciences quickened. . . . Deep conviction took hold upon their minds and hearts.”

Getting Started
A. Say: “The year 2012 was an election year in the United States. Many ads focused on reasons not to vote for an opponent. Give examples of political ads in your area. Were they partly or completely honest? Were they ‘sensational,’ offering ‘new and startling’ dirt about a candidate? How did this influence voters? An editor in the newsroom where I once worked was fond of saying, ‘If your mother says she loves you, check it out!’ Verify what your source tells you—and get a second opinion! What a good example of ‘discernment.’ ”

B. Many great hymns express powerful truths and foundations of the Christian church, including the Seventh-day Adventist Church. Oftentimes, singing these hymns helps us to remember biblical truths easier than just memorizing texts and lyrics alone. Choose two or three hymns to sing that focus on true spiritual revival. For example, hymn numbers 258 and 265 in the The Seventh-day Adventist Hymnal. What truths are these songs based on?

Delving Into the Word
A. Say: How do we know if an advertisement or news story—even a prophecy about the future—is true or false? How do we decide what sources are credible and which ones are not? This week’s lesson is titled “Discernment—The
Safeguard of Revival.” Ask: ●“What sources should we check to decide if a message calling for revival is true?” ●“What biblical references address this issue?”

Start with Isaiah 8:20 and Matthew 7:15–23. On a flip chart or whiteboard, list ways to discern true prophets from false ones. Ask students for other texts that give ways to judge if a message is true or counterfeit.

Hand out the reproducible activity (p. 38). Say: “Isaiah 8:20 says that the words of a true prophet must correspond with God’s law and testimony. Psalm 119 mentions a characteristic of God’s law in nearly every verse.” Lead class members through the verses listed on the activity. Ask: “Which of these verses are meaningful to you, and why?”

B. Say: “The Old Testament books of Isaiah and Jeremiah, along with some of the psalms and the minor prophets, are messages from God through His prophets pleading for the people to repent of their evil ways and return to believing in and worshiping the God of Abraham, Isaac, and Jacob, who led them out of Egypt.

“Messages by false prophets were popular—proclaiming peace, prosperity, and safety.”

Divide your class into two groups. Then hand out paper and pencils. Using their Bibles, have one group come up with a list of six or eight different messages of reproof given by God’s prophets. Have the second group make a list of messages given by false prophets. Discuss both groups’ responses.

Ask: ●“If you lived during the time of these prophets, how would you know which message was from God and which was false based on Isaiah 8:20?” ●“What other verses can you find that would help discern the message of a prophet?” ●“How do these texts apply to predictions of future events in our world today?”

**Discussing the Ideas**

1. How should we evaluate the actions and messages of false prophets and God’s true prophets?
2. What predictions of future events are currently popular in the news? How do these messages correspond with the principles in God’s Word?
3. Why does it appear that counterfeit “miracles” are more sensational than “genuine” miracles?
4. Why is it so easy to disregard those nagging thoughts of conscience about things we need to change in our lives?
5. What can we do to encourage Christian growth in our lives?
6. What are some activities that would encourage a genuine spiritual “revival” in our group?

**Closing the Activity**

Say: “Sometimes a revival is regarded as just a ‘bucket list’ of goals to accomplish. Ellen White, however, offers encouragement: ‘There is an eloquence far more powerful than the eloquence of words in the quiet, consistent life of a pure, true Christian. What a man is has more influence than what he says. . . . In order to convince others of the power of Christ’s grace, we must know its power in our own hearts and lives.’”

“The strongest argument in favor of the gospel is a loving and lovable Christian.” 

Hand out 3 x 5 cards and ask students to prayerfully write down things they need to change to be a true witness for Christ.

---

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

2. Ibid., p. 463.
4. Ibid., p. 470.
In Psalm 119, nearly every verse mentions God’s law or word. What do the following verses say about the benefits of studying the Bible? What is your favorite verse in this chapter and why?

Vs. 1 ________________________________________________________________
Vs. 7 ________________________________________________________________
Vs. 24 _______________________________________________________________
Vs. 44, 45 ____________________________________________________________
Vs. 54 _______________________________________________________________
Vs. 66 _______________________________________________________________
Vs. 86 _______________________________________________________________
Vs. 99 _______________________________________________________________
Vs. 103 ______________________________________________________________
Vs. 130 ______________________________________________________________
Vs. 151 ______________________________________________________________
Vs. 160 ______________________________________________________________
Vs. 165 ______________________________________________________________

Write your favorite verse below and explain what it means to you.
Reformation—The Outgrowth of Revival

Surveying the Source
Prov. 20:27; Rom. 6:5; 1 Cor. 5:17; Gal. 2:20; Eph. 4:22–24; Col. 1:25, 26; Rev. 3:15–20.

Plotting the Course

The students will:
► Learn what revival means and how to become alive in Christ and their spiritual walk.
► Understand the meaning of reformation and how it changes our behavior.
► Examine the characteristics that lead to resurrection, revival, and reformation.

Preparing to Lead

Read the following text to the class: “Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will” (Rom. 12:2, NIV).

Then say: “Think of one thing in your life that has been hard to give up. It might be impure thoughts, anger toward someone else, or things that have become more important to you than God and reading His Word. We all struggle with obstacles that get in the way between God and us. Today, we’ll take time to reconnect with Him.

Getting Started

A. Say: “It’s important for us to remember Christ’s death for our sins, but if we only focus on that and not on His resurrection, then our spiritual life dies. Real revival causes us to become more selfless toward others.”

Introduce the students to the topic of revival by dividing them into two groups. Give each group these texts: 1 Corinthians 15:17; 15:31; 2 Corinthians 5:17. Ask each group to read each verse and write down three things Christians do when their hearts have truly been revived.

B. Divide the class into teams. Distribute poster board and colored markers to each group. Tell them to write the following definition of revival at the top of the poster board: Revival—Renewing or coming to a personal experience with Jesus.

Then have them write words or draw pictures or symbols of actions that show revival. Have each group designate a leader to share their poster with the class.

Then have someone read 2 Corinthians 5:17.

Delving Into the Word

A. Say: “If you’re trying to become the person God wants you to be, how do you know what that kind of person is? Making these changes in our lives is called

Copyright 2013
General Conference of Seventh-day Adventists®
reformation. You can learn about the steps to reformation through resurrection and revival by looking at the Bible texts for today’s lesson.”

Distribute the reproducible activity (p. 39). Divide the class into groups. Give them 10 to 15 minutes to complete the project.

Ask: ● “Why should we choose reformation for our lives?” ● “What do you think is the most difficult thing for you to do in trying to have reformation in your own life?” ● “Which is more of a challenge—resurrection, revival, or reformation? Explain your choice.”

B. Say: “Jesus talked about the character traits of His followers who wanted to change their lives. These can be found in the Beatitudes in Matthew 5:3–11.”

Next, divide the class into groups. Ask each group to read these verses and discuss what they believe each characteristic is. Write their responses on the board.

**Discussing the Ideas**

1. Which must come first: resurrection, revival, or reformation? Can you have any one without the other two? Explain your answer?
2. How can we avoid being lukewarm in our relationship with God?
3. How do the traits that Jesus talked about in the Beatitudes help us with resurrection, revival, and reformation?

4. Think silently: In what ways has God been transforming you to be more like Him?
5. What is the difference between actions (what you do) and character traits?
6. During the next week, how can you focus more on spiritual thoughts in your daily life?

**Closing the Activity**

Ask each class member to silently consider how they can focus more on spiritual thoughts in their daily life. For about a minute, play soft peaceful music while they consider their answers. Close with prayer.

Ashley Trecartin, Whitesboro, New York, U.S.A.
What advice do the following verses give us for becoming a new person in Christ?

Prov. 20:27

1 Cor. 15:17, 31

2 Cor. 5:17

Rom. 6:5

Gal. 2:20

Eph. 4:22–24

Col. 1:24–26

Rev. 3:15–20

Match the verses above to a result below that will occur when we make these verses a part of our daily life. Be able to explain why you chose as you did.

Revival

Resurrection

Reformation
Reformation—The Willingness to Grow and Change

Surveying the Source

Plotting the Course
The students will:
► Understand the need for growth in their Christian walk and the forms growth may take.
► Demonstrate an understanding of the role of reformation and revival in their personal spiritual lives.
► See new areas for potential growth in their lives and have a clear vision of how they can continue to grow in Christ.

Preparing to Lead
Christian growth is something that every Christian should be experiencing. Sometimes we think such growth should come easily or quickly or in a big, powerful way. However, sometimes we experience growth in other ways. Evangelist Dwight L. Moody wrote: “There are many of us that are willing to do great things for the Lord, but few of us are willing to do little things.”
Jesus often used parables that featured small things—mustard seeds, for example—to show great spiritual truths. Christians should be continually growing in Christ, in both big ways and small.

Getting Started
A. Divide the class into groups of one to four people. Hand out copies of the reproducible activity (p. 40) along with pens/pencils. Read Mark 4:26–34 aloud as a class. Say: “Jesus often used parables to demonstrate spiritual truths, and often the agricultural setting lent itself to these parables. God created nature. And nature can teach us many things about Him.”
Tell the students to use the handouts to write down as many different growing things they can come up with and what spiritual lesson(s) each item teaches.

Delving Into the Word
A. Say: “Change is necessary to growth. You cannot grow and remain unchanged, nor should you want to stop growing. Imagine if you had stopped growing and maturing when you were five. Paul encourages us to keep striv-
ing, not to stop growing.”

Read Philippians 3:12–15 with the class. Ask: ●“What was Paul’s goal?”
●“How was Paul changed when he met Christ?” ●“Did he stop changing when he was converted?” ●“What lesson is Paul trying to teach in these verses?”

Then have the class read Philippians 1:6. Say: “We don’t have to do anything alone when we have Jesus to help us. The process of sanctification is ongoing within us.” Ask: “What does this verse mean on an individual spiritual level?”

Say: “Change is rarely easy. The expression ‘growing pains’ exists for a reason. Spiritual growth can be hard too, especially since Satan tries his hardest to tempt us to sin.”

Have the class read 1 John 2:29 and Hebrews 3:13. Ask: ●“What is our role in the spiritual growth process? Is it limited to just personal effort?” ●“What responsibility do Christians have to their brothers and sisters in Christ?”

Read Matthew 5:12 and Philippians 4:13. Say: “It’s wonderful to know that with Christ’s help, we can do anything and have a great reward in heaven.”

B. Say: “There are times when growth or revival is easy to see. It can happen in a big way that is obvious to everyone. Other times, such growth is slower, the revival more subtle. It can be hard to see and to measure.”

Use the whiteboard or a piece of paper to have the class list how personal spiritual growth can happen. What are some outward signs? What are some inward signs? Then have the class read Galatians 5:22, 23 and Colossians 1:10. Compare the Bible’s lists to the list they made.

Ask: “Why do we need outward signs of inward change?”

Read Matthew 13:1–9 and Matthew 25:14–28 as a class. Ask: “What do these parables teach us about our part in growing?”

Say: “When we are growing in Christ, we become more like Him each day. Jesus will be coming soon. Keep growing closer to Him.”

Discussing the Ideas

1. How was growth manifested in the early church? How is such growth similar/dissimilar today?

2. Does spiritual revival happen on a personal or corporate level first? Why?

3. Is Christian growth constant? In what ways is it or isn’t it?

4. How can we evaluate our own spiritual growth?

5. What are some of the different stages of a Christian’s spiritual walk? What can we do to keep maturing as Christians?

6. Why do we sometimes have to go through hardship to grow?

7. There are many biblical examples of God’s people experiencing reformation, revival, and spiritual growth. Which example do you think most closely applies to the church today, and why?

8. How does sin stunt our spiritual growth? What protections has God put in place so our growth won’t be stunted?

Closing the Activity

Pass out paper and pens. Have each person write down one area in their spiritual life where they need God’s help to experience revival. Have them tuck their papers in their Bibles. Then pray with them for God’s power in that area.

Amanda Ernst, Charlotte, North Carolina, U.S.A.

<table>
<thead>
<tr>
<th>Things that Grow</th>
<th>Spiritual Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reformation—Thinking New Thoughts

Surveying the Source

John 14:15–17; Acts 2; Rom. 12:2; 2 Cor. 3:17, 18; 10:3–5; Phil. 4:4–8.

Plotting the Course

The students will:

► Discover what it means to be transformed.
► Learn what the Bible teaches about how to become transformed.
► Discuss the part they play in their own transformation.

Preparing to Lead

Ask: “Think back to when you were in grade school. What did you read? How deep were your conversations? What social issues concerned you? Compare that with who you are now—how have you changed?” Say: “Just as our lives are changed by the passage of time, so too does our daily Christian walk transform our characters to be more like Jesus. ‘And we all . . . are being transformed into his image with ever-increasing glory. . . .’ (2 Cor. 3:18 NIV).”

Getting Started

A. Say: “A common source of conflict within relationships comes from one person desiring to control the other, especially in areas like conduct and personal beliefs.” Ask: ● “What is the best way for two people to grow closer together, and why?” ● “Would you agree that God has a definite idea of the person He wants you to become?” ● “Why doesn’t He force you to be as He wants?” ● “Can you think of any scriptures to help with your answer?” (See John 6:67, 68; 2 Cor. 9:7; 1 John 4:18).

B. Say: “Not very long ago, if you wanted to create a photograph, you first used light to imprint an image onto film with a camera and then developed the film in a dark room.

“Once the film was developed, you would project light onto photographic paper by shining it through the film, and after submerging the paper in developer chemicals, the picture would appear on the photographic paper. From beginning to end, light was directly involved in the creative process.

Jesus is the light of the world (John 8:12), and He invites us to live in His creative and transforming light.

Delving Into the Word

A. Say: “One of the most dramatic conversion stories is that of Saul’s. But equally dramatic was his transformation into Paul the apostle.” Review his story with the class (Acts 8:3; 9:1–22), and discuss the following: ● “Acts 9:9, 10, says that Saul was blind for three days and that during that time he did not eat
or drink. During that time, he also was praying. Why do you think he was praying when he was so opposed to the Son of God and His followers? ● “What does Romans 12:1, 2 say we must do to be transformed?” ● “Based on this passage, what part does obedience play in our transformation?”

Read 1 Timothy 4:6–16 with the class. Ask: ● “Starting with verse 6, what words does Paul use to describe how to ‘progress’?” ● “How do you ‘reject’ (verse 7, NKJV) sinfulness?” ● “How do you ‘promote’ godliness?” ● “What is Paul saying in verses 13–15 about transformation?” ● “How does 2 Timothy 2:16 and 3:9 suggest one might stop progressing toward godliness?”

B. Read Galatians 5:16 from the New King James Version. Say: ● “The word walk in this verse means to walk ‘in harmony with spiritual ideals.’” * Ask: ● “What are some spiritual ideals?” ● “What does it mean to walk ‘in harmony’ with these ideals?”

Have the class read 2 Timothy 2:15 and 3:16, 17. Ask: ● “What practical instruction does Paul give for learning to walk with a purpose in view?” ● “How do you apply God’s word to your life?” ● “Sometimes transformation is described as ‘spiritual maturity.’ What does maturity mean to you?” ● “Are you more mature today than yesterday? If so, in what way?” ● “When you became a believer, you were given all that you needed to become spiritually mature. Based on 2 Peter 1:3–9, what part do you play in this transformation process?” ● “What does Peter mean when he says we may ‘participate in the divine nature?’ (verse 4, NIV)”

Discussing the Ideas

1. If you have accepted Jesus as your Savior but are still tempted to sin, does that mean you are a bad Christian? Explain the difference between temptation and committing the sinful act.
2. What differences should we see in ourselves after we accept Christ as our Savior?
3. Why is it impossible to be transformed without Bible study, thoughtful meditation, and prayer?
4. Jesus humbled Himself and became obedient unto death (Phil. 2:8). If we apply this verse to how we are to seek transformation, how do we humble ourselves?

C. How does John 6:38 inform our answer?
5. What part do we play in our own spiritual transformation? Is it possible to be transformed without Bible study, thoughtful meditation, and prayer? Why or why not?
6. Philippians 2:8 says that Jesus humbled Himself and became obedient unto death. If we apply this passage to how we are to seek transformation, then how do you humble yourself? Is there a physical and a mental component? Can you be humble and never put others ahead of yourself? How Does John 6:38 help with your answer?

Closing the Activity

Divide the class into groups of 3 or 4 to do the reproducible activity (p. 41).

Then ask each class member to identify a human trait they have. Then ask them to commit during the next week to replacing that trait with a godly trait by following Paul’s suggestions in Philippians 4:8, 9, and Peter’s suggestions in 2 Peter 1:3–9. Close with prayer.

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

* The SDA Bible Commentary, vol. 6, p. 980.
In the chart below, list items from nature that can be transformed into something else. Then list negative human traits that can be transformed by the Holy Spirit into a godly trait (see Gal. 5:19–23). The first two are done for you.

<table>
<thead>
<tr>
<th>Items from Nature</th>
<th>Human Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>water transformed into ice</td>
<td>selfishness transformed into selfless acts of kindness</td>
</tr>
</tbody>
</table>

Which negative human trait do you have that bothers you the most? Take a moment to pray silently for God to help you replace that trait with a godly one. To help you, see Philippians 4:8, 9 and 2 Peter 1:3–9.
Reformation—Healing Broken Relationships

Surveying the Source

Matt. 18:15–17; Luke 23:32–34; Acts 15:36–40; Rom. 2:1–4; 5:8–11; 1 Cor. 3:5–11; 12; 2 Cor. 5:20, 21; 10:12–15; Eph. 4:26–32; Col. 4:10, 11; 2 Tim. 4–11; Phil. 1–25.

Plotting the Course

The students will:

► Understand the importance of restoring broken relationships in helping people to experience the restorative power of God’s love, acceptance, and forgiveness.
► Reflect on the example of Jesus and discover the methods He used for restoring broken relationships.
► Identify a broken relationship that needs healing, and make a plan for its restoration.

Preparing to Lead

Throughout Jesus’ ministry we can see the different methods He used to restore the relationships between people and between people and God. The more we focus on His love, the healthier our relationships will be. And the healthier our relationships are, the more they will express God’s love. Is there a relationship in your life that needs to be restored or improved? Do one thing this week to help restore that relationship. Maybe your experience will inspire your class.

Getting Started

A. Have class members work in groups of 2 or 3. Say: “Use the materials provided, and anything else you can find, to make models that illustrate either the concept of a healthy relationship or the concept of a restored relationship.”

Allow them about five minutes to make their model. Then invite each group to introduce their model and describe what they are trying to convey. Ask: “What new ideas have you had about restored and healthy relationships through being involved in this activity?”

B. Divide your class into pairs and give each pair a paper heart. Ask them to tear the heart into five pieces, and lay them down again in the original heart shape. Have them write on each piece one way in which relationships may be broken. When they’ve finished, ask them to turn each shape over and write one way to mend a relationship damaged by the action on the other side of the shape. Provide adhesive tape to mend each of the hearts. Invite class members to share what they have written on their hearts.

Delving Into the Word

A. Invite your class to imagine they are creating a series of posters or a leaflet for Christians wanting to be reconciled with others, or to help other people find peace and reconciliation. Divide the class into small groups and provide each group
Divide the class into groups of 3-4. Give each group one or two of the suggested Bible stories to explore, plus some flipchart paper and pens. For each story, they are to list the different methods Jesus used, and the relational needs He met, which helped each person reconnect with their community, families, and God. Relational needs are things like attention, forgiveness, respect, security, support, comfort, encouragement, acceptance, appreciation, and approval. Here then are the Bible stories: ● The demoniac (Luke 8:26-39); ● The woman with an issue of blood (Luke 8:40-48); ● The prodigal son (Luke 15:11-32); ● Zacchaeus (Luke 19:1-10); ● The woman at the well (John 4:1-42); ● The woman caught in adultery (John 8:1-11); ● The woman who anointed Jesus’ feet (John 12:1-11); ● Peter after denying Jesus (John 21:15-19).

Invite each group to share their insights. Read Matthew 18:15–17. List the principles Jesus gives here, and reflect on what He means by treating people like pagans and tax-collectors, especially when we follow His loving example.

**Discussing the Ideas**

1. Why is the quality of our human relationships so important in helping us to understand God’s love?
2. What negative effects have any broken, jealous, abusive, discordant, or unforgiving relationships had on your own experience with God?
3. What practical, biblical wisdom have you used to help restore a broken relationship, and what effect did it have on you and the relationship?
4. How might working to restore broken relationships be a powerful witness in your community?
5. What fresh ideas have you gained today to help you restore a broken relationship, or to protect and improve the health of an important relationship?
6. How does your faith help you to survive broken relationships when you have tried, unsuccessfully, to restore them?

**Closing the Activity**

Give each person a copy of the reproducible activity (p. 42). Play some soothing, instrumental worship music while the class members reflect and write ideas on their sheet. After five minutes, invite them to share one thing they will do during the next week to help restore a relationship.

Have an open prayer in which different class members pray sentence prayers for the healing of broken relationships.

Karen Holford, Auchtermuchty, Scotland
## Restoring a Broken Relationship

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the negative effects that this broken relationship has had on your life and emotional well-being.</td>
<td>Describe what you hope your relationship will be like after restoration.</td>
</tr>
<tr>
<td>What are some of the thoughts and fears that might be holding this person back from being reconciled with you?</td>
<td>What are some of the thoughts and fears that might be holding you back from reconciling with this person?</td>
</tr>
<tr>
<td>What are some of the other person’s relational needs that you could meet as part of the restorative process?</td>
<td>What steps have you already taken to try to restore this relationship?</td>
</tr>
<tr>
<td>What have you learned from this lesson study that will help you to restore this relationship?</td>
<td>List three things you could do to try to restore this relationship.</td>
</tr>
</tbody>
</table>
Understand that God wants to transform them into His likeness.

Know that God transforms them through the Holy Spirit working in them.

Surrender to God so that He can transform them into His image.

Surveying the Source

Deut. 6:6; Isa. 10:1, 2; 53:4–7; Joel 1:1–15; 2:28, 29; Mal. 4:2; Luke 4:16; Acts.1–4, 8; Phil. 1:6; James 5:18; Rev. 19–21.

Plotting the Course

The students will:

► Understand that God wants to transform them into His likeness.
► Know that God transforms them through the Holy Spirit working in them.
► Surrender to God so that He can transform them into His image.

Preparing to Lead

Did you listen to the news as you drove home from work yesterday? Maybe you watched it before you went to work or after you got home while you were preparing supper. What or how did you feel after listening to the first few items presented? Day after day there are so many people being hurt, so many lies being told, so much evil happening all over the world. Even as we watch, we see crimes being committed. We hear about fraud in high places, and about hungry, sad, greedy, and disillusioned people. How much worse can it get? Why doesn’t God put a stop to all this? When will Jesus come to end it all?

Getting Started

A. Pass out the reproducible activity (p. 43), and read the instructions to the class. When they have finished, take a few minutes to discuss their responses. Say: “There are many different beliefs about what will happen in the future. Even Christians differ in their views. Our only safety net is knowing what the Bible says and trusting Jesus with our future.”

B. Say: “Beliefs about the end of time are varied among Christians and non-Christians. What are some of the theories you have heard?” Write the answers the students give on a whiteboard.

Delving Into the Word

A. Have someone read Joel 2:28. Say: “God called Joel to warn Judah to repent. Judah had become prosperous and complacent, much as our world has today. God promised to pour out His Spirit on them after they had repented. He has also promised to pour out His Spirit on His church today.” Ask: “Why do you think a revival and reformation are needed today?”

After some discussion, say: “Joel says that God’s Spirit will be poured out ‘on all people.’ ” Ask: “Which of the following people will be included: (a) men; (b) women; (c) children; (d) young people; (e) Christians other than Seventh-day Adventists; (f) those who do not profess Christianity at this time?” Ask: “What is the prerequisite for receiving an infilling of the Holy Spirit?”
Say: “Joel tells us what to expect when God fills His people with His Spirit. According to Joel 2:28–32, what types of things could God’s people expect to happen when His Spirit is poured out?”

Use the following statements as a true/false quiz: ●True or False: God’s people will accept truths they did not understand before. ●True or False: Old and young men will have dreams and visions. ●True or False: Sons and daughters will prophesy. ●True or False: The world will be made perfect. ●True or False: People will take seriously what it means to live a godly lifestyle. ●True or False: It will be a time to test the Spirit as to whether it is from God. ●True or False: Everyone will turn to God and be saved. ●True or False: God’s people will have a burning desire to help others get ready to meet Jesus.

B. Read Acts 1:8. “‘But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth’” (NIV).

Ask: ●“Why was this power (the gifts) necessary?” ●“Can we have the same gifts from the Holy Spirit?” ●“For what purpose?”

Say: “Not only does the Holy Spirit bring about revival, He is necessary for our reformation. We ourselves cannot change our thinking, our desires, our lives. It is the Holy Spirit working in us that brings about change. Our responsibility is to surrender to it. The more we listen and obey what the Spirit tells us, the louder and more often we will hear Him.”

Ask: ●“What is the relationship between revival and reformation?” ●“How can we bring about revival for ourselves?”

Read Philippians 1:6. Say: “God will not leave us to go about it alone. He is the author of our revival and reformation and what He starts in us, He will finish.”

Discussing the Ideas

1. Why did the disciples need the Holy Spirit?
2. What was the result of their receiving it?
3. What personal indications are there in us that we have surrendered to the Holy Spirit?
4. What do you want the Holy Spirit to do in your life?
5. What do you need to do to experience revival in your life?
6. What can you do to help your church experience the latter rain? What will happen in your community when it does?

Closing the Activity

Say: “It’s time to call a halt to ‘life goes on as usual.’ It’s time to ask, ‘Lord, what would you have me do?’ It’s time to ask, ‘How can I help my church experience revival and reformation?’ It’s time to put God first in our lives so he can revive and reform us individually and as a church.”

Give each class member a 3 x 5 card and a pen or pencil. Say: “Let’s pray and ask for God’s direction. While our heads are bowed, let the Holy Spirit convince you of God’s plan for you. Ask Him to bring about revival in your life and in your church. Ask Him to do what you and your church needs to bring about the latter rain. Write what comes to your mind on the index card. Insert it in your Bible and continually read over it. When you see answers to your prayer, share it with our class.”

Barbara Manspeaker, Luray, Virginia, U.S.A.
Read each statement below to yourself. Put a check in the box of the sentences you believe to be true.

☐ Evil will never stop until people destroy themselves and the earth.

☐ God will cut short the time of persecution to protect His people.

☐ Before Jesus comes there will be a revival in the church.

☐ God made provision for His people to be saved before the world began.

☐ People need a revival in their lives to be ready for Jesus.

☐ We can change our lives ourselves if we only try hard enough.