The Heavenly Sanctuary

Surveying the Source

Hebrews 7—10.

Plotting the Course

The students will:

► Know the important role of the ancient tabernacle in revealing Jesus’ work for us that continues today in the heavenly tabernacle.

► Feel grateful to Jesus for what He has done and is doing to secure their salvation.

► Respond by coming to Jesus in humble confidence.

Preparing to Lead

In biblical times, the priest was the people’s mediator who facilitated the forgiveness of their sins and restored their right standing with God. Today, we have no need for an earthly priest because Jesus, as the sacrifice for our sins and as our High Priest, connects us directly to God. “Jesus is always the same . . . always encouraging, guiding, leading us on step by step . . . What He is to us today, a faithful High Priest touched with the feeling of our infirmities, this He will be tomorrow, and tomorrow forever more. He is a Guide to lead, a Teacher to instruct, a Friend to counsel, a Donor to bestow His blessings upon His church in response to their faith.”

Getting Started

A. Write the word blood on a whiteboard. Have the students move to one side of the room if they are not bothered by the sight of blood, or move to the other side of the room if the sight of blood does bother them. Invite the students to share within their group why they are or are not sensitive to the sight of blood. Invite one or two people from each group to share with the whole class. Ask:

● “How do you think medical people become accustomed to dealing regularly with blood?” ● “Is this desensitization good or bad? Why?”

Say: “Our lesson this week is about the tabernacle. In ancient times, the Jews became desensitized to the blood of animals. This desensitization led to (1) a belief that the sacrifice itself was all that God required and (2) apathy regarding their true condition. As Seventh-day Adventist Christians, we have an understanding of Jesus’ ministry in the heavenly sanctuary. How is it possible for us to be desensitized to Jesus’ ministry for us today?”

B. Invite the participants to form pairs. Instruct each person to think of when he or she needed a recommendation or reference for a job application or for admission to a school. Allow 2–3 minutes for each person to share answers to these questions: ● Why did you need a recommendation or reference? ● Whom did you ask to recommend or refer you? and ● What was the result?
After the pairs have had the opportunity to share, ask: “How important is it for the person giving you a recommendation or reference to know you well?”

Delving Into the Word


When time is up, call the whole group back together and have each small group make a brief report.

Have someone read Hebrews 9:22. Ask:

● “From this study of the ancient tabernacle, what is the main point of this entire system?” ● “What did God want us to understand about sin, ourselves, and Jesus?”


Discussing the Ideas

1. Why is Jesus able to completely save those who come to God through Him? See Hebrews 7:23–25.

2. Hebrews 4:16 tells us to “come boldly unto the throne of grace,” yet Psalm 51:16, 17 says that God values a humble heart. How can we reconcile texts?

3. Hebrews 10:16 says that God will write His law in our hearts and minds. How is this different from God’s law written in the Ten Commandments?

4. Why do you think God chose the sanctuary as a visual aid, knowing that His people would become desensitized to it?

5. Why do many Seventh-day Adventists struggle with guilt and shame for the sins they commit? How can our understanding of the sanctuary system and Jesus’ role as our High Priest impact this?

Closing the Activity

Have the class do the reproducible activity (p. 31). Say a prayer of thanks to Jesus for His continuous work on our behalf. Close by playing “Come to Jesus” by Chris Rice or ask someone to sing this song for the class.

Kathy Goddard, Chattanooga, Tennessee, U.S.A.

Instructions: (1) In the courtyard, in front of the altar of burnt offering, place an “X” to represent yourself as a sinner coming to the sanctuary. (2) Draw a straight line from your “X” to the ark of the covenant in the Most Holy Place. Reflect upon the Ten Commandments placed in the ark and a recent Commandment that you have broken. (3) The mercy seat, which is on top of the ark of the covenant, represents the throne of God. The mercy seat is covered with two cherubim. Draw them as best as you can. (4) Draw a box around each of the three articles of furniture along the straight line between God’s throne and you: the altar of burnt offering, the laver, and the altar of incense. Write “Jesus” in large letters across each article of furniture you boxed. Reflect on what these three articles of furniture reveal to you about Jesus and your sin. (5) Read Hebrews 4:14–16. What is Jesus, as your High Priest, doing in heaven right now for you? (6) Read Hebrews 10:19–25. What is the Holy Spirit impressing you to do about your sin? Spend some time in prayer to Jesus, your High Priest.
“Heaven” on Earth

Surveying the Source

Plotting the Course
The students will:
► Recognize how the earthly sanctuary illustrates God’s plan to save them.
► Explain how the life of Christ and the plan of salvation are symbolized in the earthly sanctuary.
► Assess how Christ’s ministry on earth and in the heavenly sanctuary relates to them.

Preparing to Lead
“The sanctuary in heaven, in which Jesus ministers in our behalf, is the great original, of which the sanctuary built by Moses was a copy. As the sanctuary on earth had two apartments, the holy and the most holy, so there are two holy places in the sanctuary in heaven. And the ark containing the law of God, the altar of incense, and other instruments of service found in the sanctuary below, have also their counterpart in the sanctuary above.”

Getting Started
A. Ask: “What makes a Seventh-day Adventist a Seventh-day Adventist?” Focus on the beliefs held in common by Adventists. Say: “The 28 ‘Fundamental Beliefs’ constitute the church’s understanding and expression of the teachings of Scripture.” Read the 24th belief with your class (http://www.adventist.org/beliefs/fundamental/index.html). Ask:
● “Do you think about Christ’s ministry in the heavenly sanctuary?” ● “Why do you think the earthly sanctuary was an effective teaching device?” ● “Have any of you ever visited a full scale replica of the earthly sanctuary or seen a scale model? If so, what was that experience like?”

B. Ask: “How many of you have ever thought about what someone is doing for you who is out of sight, while you’re sleeping, while you’re driving, when you’ve been sick, et cetera?” ● “Have you ever thought about the people who provide for you by controlling air traffic when you’re in a plane, the people who manufactured the pillow and mattress you use, those who designed and maintained the traffic signal system or the workers who paved the roads you drive on, or who conducted the research that led to treatments that provide relief when you’re sick?” Say: “An infinitely more important activity is being done on our behalf by Christ that is out of sight.”

Delving Into the Word
A. Using the reproducible activity (p. 32), discuss how the following items symbolize Christ: ● the ark of the covenant (Exod. 25:10–22); ● the table of
make us aware of what God does for us?”

End by reading Joel 2:28. Ask your students to ponder if any of them were used in fulfillment of that verse.

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

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## How do the following sanctuary items symbolize Christ?

<table>
<thead>
<tr>
<th>Sanctuary Item</th>
<th>How It Symbolizes Christ</th>
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</thead>
<tbody>
<tr>
<td>The Ark of the Covenant</td>
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<tr>
<td>(Exod. 25:10–22)</td>
<td></td>
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<tr>
<td>The Table of Shewbread</td>
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</tr>
<tr>
<td>(Exod. 25:23–30; John 6:35)</td>
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<tr>
<td>The Golden Lampstand</td>
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<tr>
<td>(Exod. 25:31–40; John 4:12)</td>
<td></td>
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<tr>
<td>The Altar of Incense</td>
<td></td>
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<tr>
<td>(Exod. 30:1–10)</td>
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</tbody>
</table>
Sacrifices

Surveying the Source
Gen. 3:21, 22; 22:1–18; Lev. 1:3; Deut. 15:21; 1 Chron. 21:24; Ezek. 18:20; Rom. 12:1; Eph. 1:4; Heb. 9:22; Rev. 13:8.

Plotting the Course
The students will:
► List practical ways they can be living sacrifices for God.
► Name individuals who sacrificed themselves for God, others, or a cause.
► Understand clearer some of the requirements of the Jewish sacrificial system.

Preparing to Lead
Sacrifice. The thought of it doesn’t exactly sound appealing to most people. In fact, it generally instills fear and impending doom in most of us. We hear the word and think of our favorite foods, hobbies, and luxuries and wonder which one (or ones if we’re really feeling generous) we would be willing to live without. Of course, everyone knows that sacrifice isn’t sacrifice if we’re giving up something we despise! Webster’s Universal College Dictionary defines “sacrifice” as “the surrender or destruction of something valued for the sake of something having a higher or more pressing claim.”

Delving Into the Word
A. Say: “We’re not alone in making sacrifices. Biblical characters gave up many things they didn’t want to. Just read countries who have sacrificed their lives for God. Have students share these stories of sacrifice.

B. Divide the class into groups of two or three. Have each group act out a type of sacrifice people make while the other groups guess what the sacrifice is. Discuss whether the sacrifice was for their own good, for someone else’s good, or for God. Ask: “Can a person sacrifice the wrong thing for the right reason or the right thing for the wrong reason? In what ways?”

Getting Started
A. Many people have made sacrifices for God, others, or for causes they believed in. Have the group look through current issues of newspapers, sports magazines, and other news magazines and find specific individuals who have made sacrifices. Examples may include teachers who have given their lives while protecting their students, athletes who have sacrificed their favorite foods to achieve medals, business women and men who have sacrificed their family and honesty for their jobs, Christians in communist
it was in the desert! It wasn’t a necessarily major sacrifice to follow God, was it? Especially when you compare their loss to the patriarchs who gave up their children or lives for God.”

Hand out the reproducible activity (p. 33), a Bible, and pens/pencils and have the students work in groups of two or three.

When everyone is finished, have the students share their answers with the rest of the class. Not everyone may view the same things as being sacrificed or even the same people as having sacrificed!

Discuss whether or not all sacrifices are good.

A. Say: “The Jewish sacrificial system points to Jesus’ death on the cross. Yet the whole process isn’t that simple. There are many things about that ancient system that produce questions.” Ask: ● “Why did different offerings require a certain gender of animal?” ● “Why did an animal have to be killed a specific way?” ● “Why did a grain offering cooked on a griddle have to be made without yeast?”

Hand out Bibles and other resources on the sacrificial system. Create a chart with two columns on a whiteboard. The first column should be titled “Requirement.” The second one should be “Explanation.”

As a class, read together the first four chapters of Leviticus. Stop reading whenever someone has a question regarding a requirement of a sacrifice and write that question under the first column. Take a few minutes to look up in the sacrificial system resources why that requirement was made.

If a suitable answer can’t be found, have the group brainstorm reasons that could explain why. Write the answers under the second column of the chart.

Ask: “Does everything in the Bible have to make sense for us to trust in God?”

### Discussing the Ideas

1. What are good sacrifices people can make? What are some sacrifices people make that are not so good?
2. Who benefits from a sacrifice? Is it just the person making the sacrifice or do others benefit as well? Explain your answer.
3. Why does God call us to sacrifice?
4. What role does faith play in sacrifice?
5. Why isn’t everything in the sacrificial system easy to understand, since we can look back and compare it to Jesus’ death. What was it ultimately pointing to? Is it easier for us to understand now more than it was for the Jews to understand it just after leaving Egypt?
6. Can you be a Christian and not sacrifice anything? Explain your answer.
7. What types of things should never be sacrificed?
8. What does it mean to live a sacrificial life?

### Closing the Activity

Give each class member a piece of paper and a pen/pencil. Play the song “Thank You” by Ray Boltz. Have each student write down what sacrifices for God the individual in the song made.

Then have them list practical things they can sacrifice for God and for others. Allow class members to share as they feel comfortable.

Ask: “Is there something we as a class can sacrifice together for God?”

Close with prayer.

**Kristi Rich, Bozeman, Montana, U.S.A.**

**GIVE IT UP!**

Read the verses below. Then in the first column write the name of the individual(s) who sacrificed or who were asked to sacrifice. Write what they sacrificed in the second column.

<table>
<thead>
<tr>
<th>Verse Range</th>
<th>Name(s)</th>
<th>Sacrifice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genesis 12:1–9</td>
<td></td>
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<tr>
<td>Genesis 39:6–23</td>
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<td>Exodus 3:1—4:17</td>
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<tr>
<td>Ruth 1:6–18</td>
<td></td>
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<tr>
<td>1 Samuel 15:1–29</td>
<td></td>
<td></td>
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<tr>
<td>Job 1:13–22</td>
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<td></td>
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<tr>
<td>Daniel 1:1–21</td>
<td></td>
<td></td>
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<tr>
<td>Matthew 19:16–22</td>
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<td></td>
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<tr>
<td>Mark 1:14–18</td>
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<tr>
<td>Luke 1:26–28</td>
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<td>John 19:38–42</td>
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<td>Acts 9:1–19</td>
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<tr>
<td>Revelation 14:1–5</td>
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</tbody>
</table>
Lessons From the Sanctuary

Surveying the Source
Exod. 25:8, 9; 31:1–11.

Plotting the Course
The students will:
► Understand the rich symbolism of the sanctuary system.
► Experience the holiness and mercy of God as taught through the sanctuary.
► Respond with prayer to God’s initiative to redeem humanity.

Preparing to Lead
Building a house is both exhausting and exhilarating. Designing spaces encourages dreaming about how those spaces will be used, what experiences will take place in them, and how those experiences will form the memories and culture of your family. Since most families will never build more than one house, great care is usually invested in getting everything “just right.” God’s house, His tabernacle or temple, was built anticipating the results of forgiveness, redemption, and atonement, all of which would unite God’s family and create everlasting memories for His people.

Getting Started
A. Bring a three-dimensional model of the sanctuary to class. You may not need to create it yourself. If your church has a Pathfinder club, talk with the leader a few weeks in advance to see if they have created tabernacle models recently or would like to do so. Also approach your church school teachers with the same request as they may have included this activity in their curriculum.

Walk your class through the sanctuary, beginning with the outer court and culminating with the Most Holy Place.

B. Search the Internet for stories about reunited families. This might include stories about siblings who were split apart by adoption but were later reunited, stories of spouses torn apart by war who found each other later, or even stories about lost pets who found their way back home. The more dramatic the separation, the better the illustration will be. After reading the stories, discuss the emotions of separation and feelings of reunion or reconciliation. Talk about how the sanctuary system symbolically reunited sinful humanity with God.

Discuss how the rituals of the outer court, the Holy Place, and Most Holy Place figure in.

Delving Into the Word
A. Use the reproducible activity sheet for this lesson (p. 34). Match the following verses with the altar of burnt offering, the wash basin (laver), the table holding the shewbread, the candlestick (menorah), the altar of incense, and

Materials
pens or pencils; a model of the sanctuary
your sins are forgiven? (2) How is the world transformed through people who believe that God not only forgives past sins, but that He also can change hearts? (3) How does our outlook change regarding injustice when we realize that God is a righteous judge? How can that realization help us to not be bitter?

If you used Option A of Delving Into the Word, close by asking, “Now how do we apply these concepts in our daily living?” Ask a student to close with prayer.

If you pursued Option B, invite each group to share insights they gained through discussion: (1) What are the emotional consequences of believing that your sins are forgiven? (2) How is the world transformed through people who believe that God not only forgives past sins, but that He also can change hearts? (3) How does our outlook change regarding injustice when we realize that God is a righteous judge? How can that realization help us to not be bitter?

Dan Solis, College Place, Washington, U.S.A.

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LET THEM MAKE ME A SANCTUARY

Match the following verses with the altar of burnt offering, the wash basin (laver), the table holding the shewbread, the candlestick (menorah), the altar of incense, and the ark of the covenant. The verses are:

- John 6:41‒58
- John 1:6‒9 with John 3:19‒21
- Hebrews 10:19‒39
- Revelation 5:8.
Atonement: Purification Offering

Surveying the Source

Exod. 34:6, 7; Leviticus 4; Ps. 40:17; Isaiah 53; Mic. 7:18–20; Acts 7:44; Rom. 12:1; Eph. 2:8, 9; Phil. 2:6, 7; Heb. 9:24–28; 1 Pet. 1:18, 19.

Plotting the Course

The students will:
► Explore the biblical concepts surrounding atonement and redemption.
► Discuss the implications of redemption in their daily lives.
► Express appreciation for God’s forgiveness and salvation.

Preparing to Lead

Being in debt can be awkward, uncomfortable, and frightening. Our salvation is possible because Christ paid the debt we owe—at great cost to Himself.

The sanctuary system illustrated God’s plan to atone for (or cover) humankind’s sins. The sinner’s guilt was symbolically transferred to the sacrifice, then to the altar itself, until the sanctuary’s annual cleansing. Every item, every practice of the sanctuary pointed to Jesus. God’s method of dealing with sin includes providing the power to change and restore the sinner’s life. Our value in His eyes can be judged by the incredible price He paid to redeem us.

Getting Started

A. Play a YouTube video of “The Great Divide” by Point of Grace. Then say: “Often we fail to understand the enormity of the gulf between God and humans that sin has created.” Ask: ● “Why is this important?” ● “How can you relate to someone who thinks that he or she is ‘a good person’ and doesn’t need a Savior?” ● “What would it take to convince such a person of the ‘good news’?”
B. Say: “We’ve all heard about situations where people are willing to pay far more than the intrinsic value of an item because it has meaning to them. In January 2012, Christopher Herbert posted an eBay auction for a blob of glue that supposedly resembled the cartoon character Homer Simpson. To his shock, the final sale price was more than US $239,000.

“What something is worth to you depends on how much you want it. Think of something in particular that is worth more to you than it might be to someone else.”

Then have someone read Isaiah 43:1–7.
Ask: “How much are we worth to God?”

Delving Into the Word

A. Say: “According to researcher John Gottman (The Science of Trust), it takes sacrifice for a relationship to recover from betrayal. Let’s examine the following betrayals described in Scripture, and discuss the questions below: ● Adam and Eve betray God’s trust (Genesis 3); ● Joseph’s brothers sell him (Gen. 37:12–
They were? This is what God has promised to do with our sins—
to place them where they can never be revealed or re-
covered. And He offers instead the clear, pure Water of Life. (Optional: distribute small cups of water for people to drink.)

Pray, asking God to forgive us of our sins and to remember them no more.

Fill a clear glass with water.

Say: “This represents your life.” Add to it drops of food coloring or other liquids to visibly change its color. Say: “These drops represent various sins. If you were to flush the glass of water down the toilet, or dump it into the ocean, could you still find those ‘sins’? Could you even figure out what they were? This is what God has promised to do with our sins—to place them where they can never be revealed or recovered. And He offers instead the clear, pure Water of Life. (Optional: distribute small cups of water for people to drink.)

Pray, asking God to forgive us of our sins and to remember them no more.

Sharon Wright, Silver Spring, Maryland, U.S.A.

Discussing the Ideas

1. Think of a time when someone “bailed you out” of a situation like the one described in last Sabbath’s lesson. How do you feel toward that person? How might your feelings change if the situation had been more (or less) serious?

2. What connections do you see between betrayal, sacrifice, and forgiveness in human relationships?

3. Why do you think our salvation required the sacrifice of Christ, especially when God Himself is eager to forgive and restore us?

4. Adventists are often accused of trying to “earn” their salvation through various “lifestyle” choices. How can we avoid giving that impression?

5. Humans have now been able to explore much of the territory that was only a mystery to Bible writers like Micah. What modern science or technology metaphors can you think of for “cast[ing] all our sins into the depths of the sea”?

6. Why do you think God asked His people to go through such a specific, elaborate sacrificial ritual that points forward to Christ? What rituals do we use to look back on Christ’s sacrifice to redeem sinners?

7. When an offense has been committed, who has the right to “cover” it or determine what might be done to atone for it?

Closing the Activity

Fill a clear glass with water. Say: “This represents your life.” Add to it drops of food coloring or other liquids to visibly change its color. Say: “These drops represent various sins. If you were to flush the glass of water down the toilet, or dump it into the ocean, could you still find those ‘sins’? Could you even figure out what
The Levitical laws list a number of items that might be “redeemed.”
Read each passage listed and complete the table. Then discuss the questions below following the chart.

<table>
<thead>
<tr>
<th>To be redeemed</th>
<th>By whom</th>
<th>At what cost</th>
<th>For what reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firstborn animals and children (Exod. 13:1–16; Num. 18:14–16)</td>
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<tr>
<td>Family land (Lev. 25:23–34)</td>
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<tr>
<td>Slaves (Lev. 25:47–55)</td>
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<tr>
<td>Tithes (Lev. 27:30–33)</td>
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</table>

What conditions make redemption necessary?

How does each of these situations illustrate or relate to Christ’s sacrifice to redeem sinners?

Why do you think God asked His people to make redemption such an integral part of their lives?
The Day of Atonement

Surveying the Source
Leviticus 16; Heb. 4:8–10; 14–16.

Plotting the Course
The students will:
► Be able to explain what happened on the Day of Atonement in the days of Moses and Aaron.
► Understand how the Day of Atonement fit in to the overall plan of salvation and why it remains important in understanding the heavenly sanctuary.

Preparing to Lead
It happened in September 2009, at It Is Written Canada’s Partnership Weekend. I was spellbound as former General Conference president Robert Folkenberg explained the plan of salvation. It was, he stated, an opportunity for the children of Israel to live out and understand the larger plan, including Christ’s ministry in the heavenly sanctuary. Similarly, this week’s lesson allows you to help your class understand more profoundly the Day of Atonement so they can appreciate Christ’s atoning work at the cross and in the tabernacle not made by human hands.

Getting Started
A. Discuss the Jewish observance of Yom Kippur. Prepare for this discussion by doing some research (visit the library, check the Internet, talk to Jewish friends or acquaintances) in advance. Ask:
● “Which of you have a Jewish friend, colleague, or acquaintance?” ● “Have you talked to them about Jewish observances?” ● “What’s the difference between Yom Kippur and the Day of Atonement?” ● “When is Yom Kippur?”
● “What date was Yom Kippur this year?”

Delving Into the Word
A. Distribute the reproducible activity (p. 36). Let members work individually or in groups, depending on class size.

Delving Into the Word
B. Read Leviticus 16:7–10. Or simply ask class members to explain what the two goats are that are featured in God’s instructions to Moses with regard to the Day of Atonement. Then ask class members to say which of the two goats they would prefer to be, and engage them in a discussion on their respective choices.

Delving Into the Word
Ask class members to draw lines around as many words as possible that relate to the Day of Atonement. Let class mem-
Remind them that even now, Jesus the righteous Lamb, our High Priest, is covering our sins with His shed blood. Encourage them to pray for a deeper understanding of the Day of Atonement, the overall plan of salvation, and what it means to proclaim the “word of their testimony” (NIV).

Discussing the Ideas

1. What were six or seven things that Aaron had to get right on the Day of Atonement (Leviticus 16)?
2. Should Seventh-day Adventists observe the Day of Atonement? Why or why not?
3. What did Jesus have to do with the Day of Atonement?
4. How would you explain the ritual of the Day of Atonement to a nonbeliever?
5. How would you explain and justify to a Jewish friend the fact that, while retaining certain Old Testament practices such as the weekly Sabbath, you and your church do not celebrate Yom Kippur?

Closing the Activity

Invite your class to reflect on the Day of Atonement as Christ’s unending commitment to cover the penitent with His righteousness.

Invite class members to look beyond the symbols and symbolic events and to focus on Christ, whom the symbols represent. If time permits, have someone read Hebrews 9:11–14 and Revelation 12:11.

Frank A. Campbell, Ajax, Ontario, Canada

FINDING WORDS ABOUT THE DAY OF ATONEMENT

G O A T K I D S B U R N T L
G I R D L E O F F E R I N G
D I E O F I R E C J E S U S
A A R O N W A O L I V E E T
Y D O O L B N S I N S N A N
O X O B Z C Y Q H N D D R E
F O R G I V E N E S S S A K M
A F F L I C T C P A K E E R
T S E I R P N L S G W R V A
O E R C L I N E N L C A O G
N S I B E C D A I Y H J L N
E O F F Z S I N S O U L M E
M M I I A O H E A L T A R N
E S O T Z S A B B A T H R I
N L G O A T A E S Y C O P L
T Q U T A B E R N A C L E I
F A T N A E L C O A N Y T N
B U L L O C K A C O A L S T
T H E L O R D ‘ S L O T O Z
Christ, Our Sacrifice

Surveying the Source


Plotting the Course

The students will:
► Relax and realize/accept that Jesus has done it all for them.
► Move their thinking from chained to child.
► Live as a free person who helps others to be free.

Preparing to Lead

We have a serious problem: sin. All of us are slaves to this deadly disease. There is no solution we can offer, nothing we can do. We are trapped and helpless.

Jesus has done what we can’t. He offers us a way to move from being slaves to being His sons and daughters and inheritors of His eternal wealth.

On the cross, Jesus cried out, “It is finished!” Note that He did not say, “It is almost finished.” Finished is finished, done, complete, lacking nothing. Perfect. All the things we aren’t, but He is. This week’s lesson explores this sacrifice.

Getting Started

A. Give each student a piece of paper and tell them to tear out a perfect circle. The reward will be a piece of candy. (Of course it is impossible to do, and that’s the point.) Allow them to show each other what they’ve done and discuss whether it is perfect or not. Ask: “What problems did you face while trying to do the task?” Have them note the imperfections of their best efforts. Ask: “How do you feel about missing out on the sweet reward?” Say: “This sets up the study of how Jesus is our perfect Savior and gives us a reward we could never secure on our own.”

B. Hold up the “check” provided in the reproducible activity (p. 37). The check is made out for one-hundred million dollars. Write the name of a student on the check and hand it to that student. Then ask the class how much the student has. They will probably respond with the amount of money written on the check. Wrong! All the student has is a piece of paper. In order to have the amount listed, there are steps to take. Ask the class for those steps: (1) Accept the check; (2) Endorse it (validate it); and (3) Do something with it—cash it or deposit it: Take action. Salvation works the same way. The lesson study will unpack these ideas.

Delving Into the Word

A. Pass out the textual references from this week’s Logos section in the Bible Study Guide. (Cut out the texts before class to be handed out as bookmarks.) After each person has read his or her text, ask class members to answer the follow-
ing questions about the text: ● “What does the text tell us about God?” ● “What does the text tell us about the human condition?” ● “What does the text say to us/me specifically here and now?”

Say: “These texts describe the problem of sin, then move in to the need for a High Priest who is both our perfect sacrifice and Mediator. He has done for us what it is impossible for us to do. There is nothing we can do to add to what He has already done. But in order for us to have the benefits of what He has done, we must, as with the check, accept the gift, endorse it by our validating acceptance, and do something with the gift. Nothing we do adds to what has been done. Our actions only show that we believe and accept the gift. Our actions show commitment and appreciation for the gift.”

Discuss how having Christ as our sacrifice and High Priest affects the following: (1) our outlook on life; (2) how we view other people; and (3) the way we live and behave.

B. Have various students look up the following texts and read them out loud: Hebrews 9:14; Hebrews 10:2; Hebrews 10:22; Hebrews 13:18.

Ask: “What are these series of texts telling us?” (Answer: That salvation gives us a clear conscience as well as a clear record.)

Discuss the following: (1) why having a clear conscience is an essential part of salvation; (2) the difference a clear conscience can make in everyday life.

Discussing the Ideas

1. What were some of the functions of the Old Testament High Priest, and how do those functions parallel Christ’s work for us?
2. What are some of the essential differences between a check list mentality of paying our own “bill” with God and accepting the “paid-in-full check” Christ has written for us and offers to us?
3. What do our actions toward others reveal about our acceptance of God’s gift of salvation through Christ? What behaviors mirror what He has done for us?
4. What behaviors deny His gift?
5. How has the concept of the sanctuary in heaven helped you to understand the process of salvation? How can you share that understanding with others? With whom can you share? When? How?
6. What are some implications of requiring a perfect sacrifice versus just any random animal from the flock?
7. If you are perfect, and your roommate/neighbor is perfect, how do you think you would get along? Remember, we are all perfect in Christ our sacrifice.

Closing the Activity

Summarize the discussion and insights gained from the study, and then give everyone a piece of candy. Have them eat it and reflect on its sweetness and the fact that it was a gift. Point out that they did not earn the treat by making a perfect circle and that unless they accepted it and acted on it, they would not enjoy it. Say: “It’s the same with having Christ as our High Priest. The difference is that with Him the sweetness never fades.”

Give every class member a copy of the check as a reminder of acceptance, validation, and action. Have them fill in their own names.

Close with prayer.

Dick Stenbakken, Loveland, Colorado, U.S.A.
Believer in Christ
Local Address
On the Earth

Pay to the
Order of _______________________________ $ ______________

One Hundred Thousand Dollars and 00/cents

Bank of the Universe
Main office in Heaven

For: Salvation paid in full with ongoing and eternal unlimited renewal

Believer in Christ
Local Address
On the Earth

Pay to the
Order of _______________________________ $ ______________

One Hundred Thousand Dollars and 00/cents

Bank of the Universe
Main office in Heaven

For: Salvation paid in full with ongoing and eternal unlimited renewal
Christ, Our High Priest

Surveying the Source

Plotting the Course
The students will:
► Explore the role of Jesus as their High Priest.
► Identify and understand the spiritually symbolic objects and rituals found in the earthly sanctuary.
► Recognize that they can rejoice and be confident in their salvation because Jesus is their High Priest.

Preparing to Lead
To enhance your exploration of the sanctuary, go to Messiah’s Mansion at www.messiahsmansion.com. This life-size model of the Hebrew sanctuary tours the U.S.A. and a few other countries. The exhibit demonstrates the various components of the sanctuary and their spiritual meanings. Check their Web site schedule to see when this exhibit will be available in your area. Also browse their Web site for videos and information about the sanctuary you can show as an introduction to this week’s lesson.

Getting Started
A. God gave Moses specific instructions for the building of the sanctuary and the priest’s ceremonial proceedings. “No language can describe the glory of the scene presented within the sanctuary—the gold-plated walls reflecting the light from the golden candlestick, the brilliant hues of the richly embroidered curtains with their shining angels, the table, and the altar of incense, glittering with gold... all but a dim reflection of the glories of the temple of God in heaven, the great center of the work for man’s redemption”

B. Say: “The earthly priests would die and be replaced with another human priest, but Jesus is our eternal Priest in the heavenly sanctuary. The sacrifices and blood offered in the earthly sanctuary could never make the people perfect, but Jesus sacrifice and blood function as our propitiation, making us right with God. The rituals required in the earthly sanctuary were performed again and again, but Jesus’ death was a sacrifice only needed to be made once.”

Have someone read Matthew 28:18 and John 19:30.

Delving Into the Word
A. Have one student read 1 Samuel 2:27–35 and another student read 2 Samuel 6:6, 7. Say: From these verses we learn that if God’s specific instructions are not followed, serious consequences occur.
Next, have someone read 1 Timothy 2:3–6. Say: “In contrast, Jesus was perfect in every way. Therefore, He is the only acceptable Mediator between God and humans.” Ask a volunteer to read Hebrews 7:23–28. Then discuss the validity of Jesus as our Priest.

Say: “As we embrace the spiritual significance of the sanctuary, our faith in God’s love increases. We recognize that with Christ on our side, nothing can defeat us and nothing can separate us from God’s love.”

Have someone read Romans 8:31–35 and Hebrews 4:14, 15. Say: “We are drawn closer to those who we have a great deal in common with, and Hebrews 4:14, 15 affirms that Jesus sympathizes with our weaknesses because He was tempted just like we are.”

Ask everyone to take a verse or two and read through Hebrews 10:1–14. Then discuss the sinner’s need for continual grace, forgiveness, and cleansing from sin as it relates to Jesus as our heavenly High Priest.

B. Pass out the reproducible activity (p. 38). Ask everyone to complete the worksheet individually. Allow about 15 minutes for this. Once the time is up, ask each student to share two ideas they wrote down.

Discussing the Ideas

1. Why was it necessary for Moses and the Israelites to follow the sanctuary building plans so specifically and to uphold every detail of the ceremonies?
2. What is the overall concept conveyed by the earthly sanctuary and continually practiced in the heavenly sanctuary? See Hebrews 8:1–6.
3. What ideas regarding the sanctuary has this lesson study brought to light or clarified for you?
4. Do you find it difficult to relate to Jesus as High Priest? Why or why not?
5. What reminders do we have on a weekly, quarterly, or yearly basis that highlight our belief in the assurance of our salvation through Jesus Christ?
6. Describe what Jesus is doing in heaven right now.
7. How do you feel when you imagine the current proceedings in heaven’s sanctuary?
8. How can we continue to focus on developing a Christ-like character without relying on our own merits for assurance of salvation?

Closing the Activity

Say: “In Patriarchs and Prophets we read, ‘Thus in the ministration of the tabernacle, and of the temple that afterward took its place, the people were taught each day the great truths relative to Christ’s death and ministration, and once each year their minds were carried forward to the closing events of the great controversy between Christ and Satan, the final purification of the universe from sin and sinners.’”

Play the YouTube video, “You’re All I Need” by The Kry. Close with prayer, affirming that we can rejoice because Christ is our Mediator.

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

1. Ellen G. White, Patriarchs and Prophets, p. 349.
2. Ibid., p. 358.
The earthly sanctuary involved objects and rituals that pointed to the priestly role of Jesus in the heavenly sanctuary. Use the following Bible verses to describe the earthly sanctuary concept and then the spiritual significance of the following items. Finally, write a note about what it means to you in your personal relationship with Christ.

**Priest’s Breastplate (Exod. 28:29; Ps. 4:17):**

____________________________
_________________________________________________________________
Spiritual concept: __________________________________________________
What it means to me: _______________________________________________
_________________________________________________________________

**Table of Shewbread (John 6:48–51):**

________________________________
_________________________________________________________________
Spiritual concept: __________________________________________________
What it means to me: _______________________________________________
_________________________________________________________________

**Altar of Incense (Rev. 8:3–5):**

________________________________
_________________________________________________________________
Spiritual concept: __________________________________________________
What it means to me: _______________________________________________
_________________________________________________________________

**Blood of Lambs, Bulls, and Goats (Heb. 9:12–14; 1 Pet. 1:18, 19):**

_________
_________________________________________________________________
Spiritual concept: __________________________________________________
What it means to me: _______________________________________________
Identify that God’s singular purpose is to redeem humankind.

Explore how the judgment helps them to understand God’s character.

Examine how their heart’s condition is foundational in how God will judge them.

The Pre-Advent Judgment

Surveying the Source

Gen. 3:8–19; 4:1–17; Ps. 26:1, 2; 51:1–10; Dan. 7:14, 22, 25–27; Matt. 25:31–46; Luke 6:37; Romans 1; 2:1–11; Rev. 2:23.

Plotting the Course

The students will:

- Identify that God’s singular purpose is to redeem humankind.
- Explore how the judgment helps them to understand God’s character.
- Examine how their heart’s condition is foundational in how God will judge them.

Preparing to Lead

God’s judgment is perhaps one of the most feared and misunderstood topics in the Bible. It is relevant to every human on earth, and it is an inevitable event. Jesus is conducting a judgment in heaven right now because He desires to share eternal life with everyone. John 17:3 says, “Now this is eternal life: that they may know you, the only true God, and Jesus Christ, whom you have sent” (NIV). The most important thing for us to understand is the importance of knowing God. Knowing Him takes all fear out of the judgment.

Getting Started

A. Do a human graph where you invite your students to stand on an invisible line of 1–6. Have them stand on the number which represents themselves most accurately in response to these statements (1= very much, 6= not at all):
- I have a good understanding of the sanctuary.
- I think the sanctuary is relevant in my life today.
- I am fearful of God’s judgement.
- I would like to understand more about how to be on God’s side.

Share that today you will be exploring some of these points.

B. Distribute pens/pencils and paper to each student. Say the word “judgment” and have them write down as many words they associate with judgment that come to mind in 60 seconds. Then have them share and discuss the words they’ve written.

Delving Into the Word

A. See the reproducible sheet (p. 39). Divide your class into two groups and have both groups look at the following Bible passages: Psalm 26:1–3; Daniel 7:14, 22; Romans 2:1–11; and Revelation 2:23. Invite each group to discuss the following questions within their group, and then share their responses with the group as a whole.

Group 1: What do these passages tell us about our role in God’s judgment?
- How significant are our actions and thoughts each day?

Group 2: What do these passages tell...
surrendering to God’s will, submission, renewal, and holiness).

Ask:
● “Where do you see yourself in relation to each of these aspects?”
● “When did you last recognize your own worthlessness compared to God’s goodness?”

Invite the students to pray in pairs for the surrendering of self to God’s will this coming week.

**Discussing the Ideas**

1. Does your local church focus primarily on deeds or faith? How do you understand this balance when it comes to God’s judgment?
2. How do you feel about God’s judgment, and why?
3. How do you see God as Judge? What does He look like? What is He doing?
4. What do you think God sees when He looks into your heart, into your life, right now?
5. How would you explain that the sanctuary is really all about God’s character?
6. What are some biblical examples of when God investigated before taking action?

**Closing the Activity**

Share the following quote about the greatest battle ever fought: “The warfare against self is the greatest battle that was ever fought. The yielding of self, surrendering all to the will of God, requires a struggle; but the soul must submit to God before it can be renewed in holiness.”

Say: “Think about the different components of that quote (warfare against self, surrendering to God’s will, submission, renewal, and holiness). Ask:
● “Where do you see yourself in relation to each of these aspects?”
● “When did you last recognize your own worthlessness compared to God’s goodness?”

Invite the students to pray in pairs for the surrendering of self to God’s will this coming week.

**Nina Atcheson, Margate, Australia**

**Group 1:** What do these passages tell us about our role in God’s judgment? How significant are our daily actions and thoughts?

**Group 2:** What do these passages tell us about God’s character? In what ways do these verses extend your understanding of what God is really like?

**All:** What then, can we conclude about God’s judgment on us?

<table>
<thead>
<tr>
<th>Our role in the Judgment</th>
<th>God’s Character</th>
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<tbody>
<tr>
<td>Psalm 26:1–3</td>
<td></td>
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<tr>
<td>Daniel 7:13–22</td>
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<tr>
<td>Romans 2:1–11</td>
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<tr>
<td>Revelation 2:23</td>
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The Eschatological Day of Atonement

Surveying the Source
Gen. 1:5, 8, 13, 19, 23, 31; Ps. 76:8, 9; Dan. 2:27, 28; 8:9–25.

Plotting the Course
The students will:
► Explore the atonement from several viewpoints.
► Consider how the atonement can affect their daily lives.
► Pursue a deeper understanding of the atonement.

Preparing to Lead
“In Daniel 7, the scene of judgment comes toward the close of the supernatural conflict and corresponds to the sanctuary scene in chapter 8, which also occurs toward the end of the cosmic struggle. Both scenes lead to the eschatological resolution of the cosmic battle. The judgment vindicates God’s people, condemns their enemies, and fully clarifies to the universe God’s involvement with the sin problem. It is to that cluster of ideas that the eschatological Day of Atonement speaks.”

However, we still have to live in the struggle. So the future Day of Atonement has practical meaning for us now.

Getting Started
A. Invite class members to briefly share their understanding of the term “eschatological Day of Atonement.” Use their responses as a guide for what direction to take. Someone may say, “What’s eschatological?” Then start with basic definitions. Someone else might begin a lecture. If so, discussing “schools of thought” might be appropriate.

B. Copy and distribute the reproducible activity (p. 40). You might also play a recording of the song. Invite students to underline words or phrases that could be related to eschatology, and to draw a box around those related to the Day of Atonement. Have them note the reasoning behind their choices.

Delving Into the Word
A. Compare Daniel 8:9–25 between the various Bible versions you have collected. Consider starting with just verses 13 and 14, then going further if time allows. Avoid discussing the versions themselves. Instead, see how each translation adds a different facet to the gem of understanding the Scripture passage.

B. Discuss Daniel 8:9–25 through the “filter” of Jesus: 7 Keys for Finding Jesus in the Book of Revelation. While the seven keys are primarily for that book of the Bible, they also can be applied to Daniel. The seven keys are: 1. Literary Context—seeing how the passage you are studying is part of the section, chapter, and entire book; 2. Historical/Cultural Context—what life was like for the origi-
nal writer and readers of the passage, how terms and concepts would have been understood at that time; •3. **Key Words**—the meanings of major terms used, and of other linguistic features. For example, particularly in the Hebrew scriptures, the number of times a word or idea is used has significance; •4. **Compare with the rest of Scripture**—especially what was written before. Authors throughout the Bible were very knowledgeable of the first five books of the Old Testament. Thus, much of what they wrote was based on what they found there; •5. **Old Testament roots**—which are applicable to studying Revelation; •6. **Jesus changes everything**—so look or a messianic connection in the Old Testament passages; •7. **The structure of the book**—is another key that is applicable to the Daniel texts as well as to the book of Revelation.

**Discussing the Ideas**

1. What are the political and social implications of the title *King* for the universe, the world, the nation in which you live, and for you as an earthly and heavenly citizen?  
2. Do these implications fit together harmoniously? If not, where do they conflict? How should we reconcile the conflicts?  
3. Increased lawlessness is a sign of the end (Matt. 24:11–13). How should personally receiving Jesus’ atonement play out in your daily life? For example, if you live or travel in the United States where it is illegal to drive a motor vehicle while talking or texting on a cell phone, or to ride a bicycle without a helmet, how often might you disobey those laws? What do your actions say about how meaningful Jesus’ sacrifice is for you?  
4. How would you compare the Jewish view of the interaction between our unique lives and the larger community and living as a member of the body of Christ?  
5. We speak of Jesus as God incarnate, and He says that He will be with us always (Matt. 28:20). But what does that look like in your life today? Where is Jesus in your life right now?  
6. How often do you see yourself led as a captive in Christ’s triumphal procession and used to spread the aroma of the knowledge of Him everywhere? How well does that picture fit with your current lifestyle?

**Closing the Activity**

Have one or more class members read 1 Corinthians 4:7–18 out loud. As this is being done, have everyone look for connections that exist between these verses and the concept of the eschatological Day of Atonement.

Then invite students to share the part(s) of this passage that hold the most meaning for them, and which are the most encouraging and why. Close with prayer.

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

Who Can Abide?
by Michael Card*

A mighty storm is rising
A darkness in the land
But surely this must be a light
To those who understand
That all the prisoners of this Hope
Are about to be set free
As in one lightning moment
A familiar face at last they see

CHORUS
Who can abide the day of His Coming?
Who can withstand the final Call?
If you do not stand by faith
You will not stand at all
You will not stand at all

The Valley of Decision
Begins to overflow
With some confused, bewildered
And some who seem to know
That this sad separation
Was their choice so they can tell
He simply speaks the sentence
That they have passed upon themselves

(chorus)

Surely this must be our God
Behold the One we trusted in
He has come at last to save us
He has forgotten all our sin

(chorus)

Our Prophetic Message

Surveying the Source


Plotting the Course

The students will:

1. Understand the relevance of the first angel’s message to their lives today.
2. Commit to embrace the “eternal gospel” and to proclaim it near and far.
3. Strengthen their belief in God as Creator and resolve to offer Him true worship.

Preparing to Lead

The Seventh-day Adventist Church is a prophetic church. That makes us unique and our message crucial to the times in which we live. In this time of disbelief and relativism, God calls our attention back to His power, love, and authority. The first angel’s message is a breath of fresh air in a world polluted with Satan’s lies. It is our privilege and responsibility to embrace it and share it.

Getting Started

A. If you have more than 10 students, divide the class into two groups. Write a 2 to 3 sentence message. Give it to one person in each group. Allow those people to read it a few times and return the paper to you. Then have the people whisper the message to the next student without any further dialogue. The last person in the group will write the message.

B. Play a word association game. Start with the words “true worship.” Allow the students to say words they think of in relationship to true worship and write their words down on the blackboard. After all have participated, do it again with the words “false worship.” Write their responses on the blackboard. Discuss their responses in light of Romans 12:1, 2.

Delving Into the Word

A. Give each student a copy of the reproducible activity “Words to Live By” (p. 41). After the students have individually done the activity, give them time to share their responses.

B. Break up Revelation 4:6, 7 into phrases. Divide your class into small groups and assign each group a phrase to analyze. After approximately 10 to 15 minutes, have each group share their phrase with the rest of the class and discuss how they analyzed it.

Finally, ask the class to discuss how the phrases applies to them today.
Discussing the Ideas

1. Why should we care about the first angel’s message?
2. What is so important about recognizing God as our creator?
3. What is the eternal gospel? What is our responsibility to share the gospel with others beyond our circle?
4. How can the judgment be something to look forward to?
5. Explain how we can distinguish true worship from false worship.

Closing the Activity

Ask the students to close their eyes. Then have them imagine that they are fighting a war.


Say: “As our Top Commander, Jesus has given us the gospel to share with the world. Many people are waiting to hear this good news. Ask God to show you how you can share this good news in your community.” End with prayer.

Sandra Araújo-Delgado, Apison, Tennessee, U.S.A.
<table>
<thead>
<tr>
<th>The world says. . .</th>
<th>God says. . .</th>
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<tr>
<td>Science has the last word.</td>
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<tr>
<td>The Bible is a story book.</td>
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<tr>
<td>What’s true for you may not be true for me.</td>
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<tr>
<td>Life evolved.</td>
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<td>We are accountable only to ourselves.</td>
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<td>Whom you worship is a personal choice.</td>
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<tr>
<td>There is no judgment.</td>
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</table>
The Cosmic Conflict Over God’s Character

Surveying the Source

Plotting the Course
The students will:
► Understand the true character of God.
► Recognize how much it cost God to show them His character.
► Respond by wanting to reflect God’s character to the world.

Preparing to Lead
“It is Satan’s constant study to keep the minds of men occupied with those things which will prevent them from obtaining the knowledge of God. He seeks to keep them dwelling upon what will darken the understanding and discourage the soul. . . . We must talk of the mightiness of Christ. We are utterly powerless to rescue ourselves from the grasp of Satan; but God has appointed a way of escape. The Son of the Highest has strength to fight the battle for us, and ‘through Him that loved us’ we may come off ‘more than conquerors’.”

Getting Started
A. Ask: “How would you define the word ‘defame’?” Say: “The Merriam Webster Online Dictionary defines it as ‘to harm the reputation of by libel or slander’.” Ask: ●“Can you think of any current examples?” (Be prepared to share some examples of people accused of doing something wrong.) ●“Have you ever been falsely accused?” ●“What did it feel like?” ●“How easy is it to defend yourself from false accusations?” ●“How do you think God feels being falsely accused by Satan?” Bear in mind that this has gone on for thousands of years. Discuss their answers.

B. Ask class members to think of people they admire. It may be a famous person or a friend. Go around the group or ask for a number of volunteers to share the name and to give some words or phrases which describe why they admire this person. Write the words on a flip chart or whiteboard.

Repeat the exercise, but this time have them think of someone they regard as a bad person. Look at the words and evaluate how many of these could apply to God and how many to Satan. Have them explain their choices.

Delving Into the Word
A. Say: “Counselors sometimes task couples with making a list of 100 reasons why they love their spouse, child, or parent. The first 10 to 20 reasons are easy to list, but it may take days or weeks to think of all 100 reasons.” Next, divide the
class into small groups and ask each group to come up with 10 texts which show the true character of God and are reasons why we love Him.

Ask each group to share five of their texts with the whole class and explain why this helps them to love God.

**B. Say:** “The Holy and Most Holy Place in the tabernacle were designed to clearly show God’s character, the lengths He is willing to go to prove His love, and the possibility for us to be together forever.”

Divide the class into small groups and divide Exodus 25 and 26 between the groups. Ask the groups to identify how the item or service described in their verses speaks of God’s love and disproves Satan’s accusations.

Have each group report back and explain their findings. Discuss how this is relevant for us today in an age where we do not have sacrifices and the tabernacle is something we read about in the Bible.

Discuss what “pictures” we can share with other people which would communicate the same message as Exodus 25 and 26.

**Discussing the Ideas**

1. How can you explain that God is love to someone who has just suffered a personal tragedy?
2. When we receive expensive gifts, we recognize how much we are loved. Yet many refuse to recognize the value of Jesus—God’s gift for us. Why?
3. How can we show our appreciation to God for the gift of Jesus?
4. Using a minimum of three Bible texts, how would you explain to someone the true nature of God?
5. Despite the results of sin, how do you see the true nature of God illustrated in the world around you?
6. God created humankind in His image. How can we reflect the image of God to those we meet every day?
7. People who normally reject God and religion often go to church in times of national tragedies (e.g., 9/11, high school shootings, natural disasters). How can these times become teachable moments to demonstrate the true nature of God?

**Closing the Activity**

Distribute the reproducible activity (p. 42). Ask class members to: (a) fill in the five attributes of God; (b) write a word, phrase, or sentence explaining how these attributes may be seen in their lives; and (c) add areas where they are struggling to show God’s character.

Encourage the class to keep the lists and pray for God’s help over the final part of the list.

Close with prayer, asking God for the strength and ability to better reflect His character in our lives.

**Audrey Andersson, St. Albans, England**

Because God is . . .

1.
2.
3.
4.
5.

I can be . . .

1.
2.
3.
4.
5.

Lord, help me . . .

1.
2.
3.
4.
5.
Exhortations From the Sanctuary

Surveying the Source


Plotting the Course

The students will:

► Reflect on what their prior impressions and feelings were toward the sanctuary.
► Discuss what alternative means they could use today to illustrate God’s message of justice and grace.
► Plan ways to share those concepts this week (or long-term).

Preparing to Lead

When we think about the Old Testament tabernacle or the New Testament accounts of the temple, we tend to develop an image of God’s sanctuary as being legalistic and severe. Hebrews 10:21, 22 tells us, however, that the symbolism was supposed to go beyond a framework of justice to reveal the grace and mercy that God is disposed to pour upon the repentant heart.

What the sanctuary really illustrates is the relationship God desires to have with us and how we, in turn, are to relate to Him.

Getting Started

A. Have the students form groups of 4 or 5 and give each group a bowl, hat, or some other receptacle. Give each student a pencil and a paper to divide into eight pieces. Read a prepared list of terms referring to the tabernacle and temple and have the students write the first word that comes to mind and toss the paper into the bowl. At the end, have one person from each group read off ten or so papers to get a feel for the reactions. Explore why answers may not correspond exactly with key words in Hebrews 10:21, 22.

B. Have students divide into groups of 4 or 5 and list (on one sheet of paper per group) as many “awesome” jobs as they can think of—secret agent, CEO, food critic, race car test driver, etc. After they’ve warmed up to talking together, have them move toward listing the “secrets” to success—hard work, perseverance, internships, etc. Aim to synthesize the importance of working hard in doing your part and in forming the right connections.

Delving Into the Word

A. Ask the students to remain in the same groups of 4 or 5. Have one student from each group serve as a scribe. They will draw a chart with three columns:

1. God the Father
2. Jesus Christ
3. Us

As they read the following verses, have them work together to jot down the “job
But the Lord wants us in heaven. He wants us on His team no matter how many times we mess up. He would give all His riches just to have it so. Indeed, He gave His life just so we could have a chance to give it our best shot. He promises to do His part. All we have to do is ours."

Close with prayer.

Melissa Breetzke, Berrien Springs, Michigan, U.S.A.
Many people today watch action films featuring great heroes. Imagine that a new action film came out last week and it’s all anyone is talking about on the news and Facebook. So you check it out and start seeing some interesting similarities between the leader at headquarters and the biblical portrayal of God. Then you notice that the hero’s efforts to save the world at the same time he is training a bumbling follower remind you of your own relationship with Jesus. In the chart below, write up the plot and character summary.

<table>
<thead>
<tr>
<th>Film Title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tagline:</td>
<td></td>
</tr>
<tr>
<td>Rating:</td>
<td>Genres:</td>
</tr>
<tr>
<td>Setting:</td>
<td>Soundtrack Description:</td>
</tr>
<tr>
<td>Plot Summary:</td>
<td></td>
</tr>
</tbody>
</table>

Character Descriptions (Include their overall personality profile along with film notes such as what sort of lighting, colors, or music come up when they are on screen.)

<table>
<thead>
<tr>
<th>The leader at HQ (God)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The hero (Jesus)</td>
<td></td>
</tr>
<tr>
<td>The well-meaning follower</td>
<td></td>
</tr>
<tr>
<td>The enemy (Satan)</td>
<td></td>
</tr>
</tbody>
</table>