The Missionary Nature of God

Surveying the Source

Gen. 3:9; Ps. 19:1–6; Isa. 55:4; Ezek. 28:12; John 1:9–14; 3:16–21; Acts 1:8; Rom. 1:20, 25; Heb. 1:1, 2; 1 John 2:16.

Plotting the Course

The students will:

► Understand God’s desire to share Himself with them through His creation and the gift of Jesus.
► Feel the joy that the good news about God’s love brings to the world.
► Undertake a specific project that shows God’s love to a hurting world.

Preparing to Lead

Luke was only three when his father, Thomas, left to work in another country. Thomas worked hard to provide his family with food and a home. He wrote many letters to his wife and son. He even kept a diary where he wrote about his love for them. One day they would read everything he had written and know how much he loved them, even when they couldn’t be together.

If you had to be apart from your family, what would you do to show them your love? What is God doing now to let you know how much He loves you?

Getting Started

A. Have class members describe how they personally have experienced God’s love and care through nature, relationships with other people, and through God’s protection, intervention, or provision. Then have them do the reproducible activity (p. 31).

Discuss how the stories they shared can enrich their relationship with God and with each other.

B. Put the pictures or natural objects in a place where everyone can have easy access to them. Invite each person to take an object and to spend 3–5 minutes reflecting on it. Ask them to list what they have learned about God’s love and character from exploring the object. Then ask everyone to find a partner and share what they have learned about God from their objects.

Ask: ● “What new insights have you discovered about God’s love from this activity?” ● “How is this activity similar to witnessing?” ● “How is different from witnessing?”

Delving Into the Word

A. Read Psalm 19:1–6 from two different Bible versions. Then divide the class into pairs. Give each pair one element of the “heavens” to discuss (weather, clouds, sunsets and sunrises, stars, the sun, and the moon). Then have them list ways in which their element helps them to understand God’s charac-

Materials

paper and pens; photographs of nature scenes or a collection of objects such as shells, flowers, stones, wood, feathers, plants, fruits and vegetables; plain white index cards; marker pens; glue; old magazines for collages; scissors

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ter. For example, sunsets help us to understand that God loves creating beauty; stars help us to understand that God is a God of order, and so on. Share the ideas as a class.

In pairs, have the students explore how God used the heavens He created to speak to different people at different times, especially when they didn’t have access to His written words: ●Genesis 9:8–17; ●Genesis 15:4–6; Joshua 10:12–14; Job, chapter 38; ●Psalms 8:3, 4; 104:1–4, 19–23; ●Jonah, chapter 4; Matthew 2:1–12; 24:29–31.

Invite each pair to present a summary of their ideas to the class.

Ask: ●“How does God speak to people through His creation today?” ●“How might it be harder/easier for people to experience God through His creation in the 21st century? ●“What can we do today to help people experience God through His creation?”

B. Say: “Jesus came to show us what God is like, to reveal His character, and to fulfill His amazing plan of salvation.”

Divide into pairs to explore some of the messages Jesus shared about God:
●Matthew 5:1–12; ●Matthew 6:9–13;
●Matthew 6:25–34; ●Matthew 26:26–30; Luke 10:25–37; Luke 15:11–32; John 8:1–11; John 13:1–17. For each passage, do the following: ●List the different messages about God that Jesus helps us to understand. ●Describe how Jesus conveyed the message in each passage. ●Describe how we can convey this message to those we know. ●Plan an activity that would share some of these messages with the people in your community.

Invite each pair to present their ideas for sharing the good news about Jesus. As a class, choose one activity to put into action.

Discussing the Ideas

1. If you had never met a Christian or read the Bible, what would you know about God’s character from looking at His creation?

2. What have you learned about God’s character from the loving care of other people?

3. Share an experience that taught you something significant about God’s love and forgiveness for you.

4. If you were God, how would you most effectively teach people about your loving character and your amazing plan for their lives?

5. What are some of the things we experience in the world today that make it harder/easier for God to communicate His love, glory, and character to human beings?

Closing the Activity

Distribute the plain postcards. Have someone read 2 Corinthians 3:3. Then, in the left column of the address side of the postcard, invite them to write how they could share this message with others. In the right column, have them list the people with whom they could share this message.

Urge class members to do one thing during the coming week to share their message.

Pray that God will help the class find creative ways to share His love during the coming week.

Karen Holford, Crieff, Scotland

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Messages of God’s Love

Think about some of the times when you have experienced God’s love through nature, through God’s provision, protection or intervention, or through your relationship with another person.

Write down your experiences on the heart below.

Choose one story to share with a partner.
Abraham—The First Missionary

Surveying the Source

Plotting the Course
The students will:
► Analyze the career path of Abraham as a model of faith and obedience.
► Identify the consequences of Abraham’s obedience.
► Relate to the calling in a God-ordained mission field.

Preparing to Lead
Abraham was a missionary so that all people on earth would be blessed through him (Gen. 12:3). Thus, his life is a model for us all. The details of Abraham’s missionary journey include faith, disappointment, sacrifice, and finally, a fulfilled mission.

Most importantly, Abraham’s life teaches us what happens when we let God take control of our lives in order to fulfill His mission. It was not human wisdom that guided Abraham, but a childlike trust in God and “His supernatural equipment.”

Getting Started
A. Distribute the reproducible activity (p. 32). Say: “Since this week’s lesson is about a missionary from the Bible—Abraham—it will be interesting to consider how these quotations relate to Abraham’s calling as a missionary. Let’s also consider the implications of the quotations to our own lives.” Have the members do a Think-Pair-Share (first the members think by themselves, and then share their ideas with their neighbor) on the two aspects under consideration. Ask the members to share important lessons that they discovered together.

B. Say: “I will ask questions to which you will respond in these ways: ● if you agree, you will raise your hand; ● if you strongly agree, wave your hands; ● if you disagree, show a thumb down; ● if you strongly disagree, shake the thumb down; ● if you have no particular opinion, fold your hands across your chest.” Then ask the following questions, and follow up with a short discussion after each response: ● “How many of you think it takes a great deal of self-sacrifice to obey God’s call to be a missionary?” ● “How many of you think that faith in God is built on a personal relationship with Him?” ● “How many of you think that missionaries are no longer necessary in this age of technology and mass media?” ● “How many of you think that each one of us can be missionaries?”

Delving Into the Word
A. Ask the members to read Genesis 12:1–3 and the Great Commission found in Matthew 28:16–20. Instruct them to look for both similarities and differences...
in the two instances. After about five minutes, begin a discussion forum where members share what they identified as similarities and differences in the two vignettes. Write the responses on a labeled Venn Diagram (two intersecting circles) drawn on the whiteboard. The common elements are written on the intersecting area and the unique elements are written on the outer segments of the respective circles.

As a conclusion to the discussion, let the members answer the following four questions, which are related to our mission, especially given in the Great Commission (possible answers are shown within parentheses): 1. Who sends? (Jesus); 2. Where are we sent? (To all nations); 3. What is to be done? (Go, Make disciples, Baptize, and Teach to observe all Jesus’ commands); 4. How long does this mission last? (Until the end of the age).^2

**Discussing the Ideas**

1. Which qualities/characteristics of Abraham can a present-day missionary emulate?
2. What are some of the things faith will help you to do as a missionary?
3. Would you prefer to be a foreign missionary or a missionary at home? Explain your answer.
4. If you were in Abraham’s place, how would you have responded to God’s call? Explain your answer.
5. What do you think is the relationship between faith and obedience? Explain your answer.
6. If you could ask Abraham a question, what would it be, and why?
7. What preparations would you make to increase your faith in God?
8. In what ways can you support the missionary work of our church?

**Closing the Activity**

_Say:_ “Abraham began his mission at home by sharing God’s love with those around him. It culminated in sharing God’s love with many others in the regions he went to as a missionary.

“We, too, can support the missionary work of our church in several ways: praying for missionaries, preparing resource materials for use in mission fields, traveling to mission fields, or living a life representative of a missionary right where we are.”

Close by reading Acts 1:8 and praying for the Holy Spirit to come upon each class member so that they also will be missionaries called by God.

**Prema Gaikwad, Cavite, Philippines**

Missionary Quotes

Read the following quotations.
Describe how each one relates to Abraham as God’s missionary.
Discuss any implications each quote might have for your life.

“The Great Commission is not an option to be considered, it is a command to be obeyed.”—Hudson Taylor

“The best remedy for a sick church is a missionary diet.”—David Livingston

“I believe that in each generation God has called enough men and women to evangelize all the yet unreached tribes of the earth.”—Isobel Kuhn

“Expect great things from God; attempt great things for God.”—William Carey
The Unlikely Missionary

Surveying the Source

2 Kings 5:1–19; Mark 16:14, 15; Rom. 5:1, 2; Eph. 4:7, 11–13; Heb. 11:1–6.

Plotting the Course

The students will:

►Learn that true missionary service is sharing Jesus with others.
►Consider that they cannot effectively share something they know little about.
►Examine the teaching of Isaiah 50:4, that it is by spending time daily listening to Jesus that we prepare to share Him with others.

Preparing to Lead

The young slave girl who witnessed to Naaman had enough certainty in her beliefs to share them with the person who had absolute control over her life—a pagan slave master. While most of us are not called to witness from such a disadvantage, many of us still hesitate to witness as she did. However, the same certainty this girl showed can be ours if we spend time every day with Jesus.

Getting Started

A. Say: “Suzan and James have been on short foreign mission trips. Suzan preached a week long evangelistic series that was interpreted into the local language, and James canvassed door to door with an interpreter. But neither one has ever actively shared their faith at home.

Ask: ●“Why might this be?” ●“Might the fact that both were paired with interpreters made a difference?” ●“How would you respond to the chance to witness accompanied by another person?”

B. Say: “Ernie bragged to a stranger about a hobby he knew only a little about. The stranger listened quietly, and when Ernie was done, embarrassed Ernie by demonstrating with a few questions that he was a master at that same hobby.”

Ask: ●“How do we come across when we share Jesus but know only a little about Him?” ●“Can you think of examples from history of uninformed Christians who claimed to speak for Jesus? What happened?” ●“How do we become experts so as to share Jesus? Is Bible study alone enough? Why, or why not?”

Delving Into the Word

A. Read Matthew 28:19 and Ephesians 4:7, 11–13 aloud with the class.

Share: “Rhonda often protests that she can’t teach others, but she has been observed standing on a sidewalk holding the hand of a small boy, instructing him to look both ways before crossing the street. She also has been overheard giving sure advice to someone dealing with a serious financial setback.

“We teach every time we share something of value with someone else, and what’s more, our personal Christian perspective may be just what that person needs to hear at that moment.” Ask/Say: ●“What does it mean to equip the saints
for the work of ministry?” ●“In the context of this teaching, which are you, a teacher or a student?” ●“When do you transform from student to teacher? Faith is the assurance of things hoped for (Heb. 11:1) and the Hebrew slave girl, captive in a foreign land, gave this hope to Namaan. If her motive was compassion for her owner, how might that motivate us to learn compassion for those who don’t know Jesus?” ●“James says we are to cultivate the right attitude for service (James 1:22–24). How do we do that?”

B. Read Isaiah 50:4 with the class. Share: “Kevin experienced a dramatic transformation in his daily walk when he took the advice of a pastor friend. Before going to bed one night, he prayed the promise of this verse and asked the Holy Spirit to awaken him for a time of Bible study. Kevin says his life has never been the same, with each morning spent discovering greater and greater wonders of Jesus Christ.”

Ask: ●“What are the different ways we get to know someone?” ●“What are the different ways we get to know Jesus?” ●“Do we get to know Jesus if our only time spent with Him is a few minutes of perfunctory prayer each day? Why, or why not?” ●List all of the spiritual disciplines you can think of (Bible study, prayer, meditating on God’s Word, worship, sharing Him with others, etc.) ●“How does each discipline differ from the others?” ●“Are some more important than others?” ●“How would you order the importance of each one?” (Do the reproducible activity, p. 33). ●“How does each one affect you?” ●“Which comes first, certainty in your faith, or willingness to share your faith? Can these

Discussing the Ideas

1. The word translated “faith” in Hebrews 11:1 is the Greek word hupostasis. It means those things which, though unseen, exist beneath and support the visible. What was the “invisible” supporting the Hebrew slave girl? Where might she have gotten it? What visible trait was this invisible trait supporting? How is that same invisible trait available to you?

2. If you were to reduce our Christian calling to two separate fundamental ideas or actions, what would they be? (See Luke 10:27). What does mission service have to do with loving your neighbor?

3. What happens to a person when they share their beliefs with others?

4. The Hebrew slave girl followed God in a time of extreme adversity. Is it easier to follow God during adversity or in times of fortune? Why? Should one seek out adversity to have a closer walk with God? Why, or why not?

5. The Holy Spirit teaches us what to say (Luke 12:12) and prepares the listener’s heart to receive the message. (In John 16:8, “He” in this text refers to the Holy Spirit.) How do these truths encourage you to witness?

6. It was believed by some in medieval times that if one slept with a book underneath their pillow, they would learn by osmosis while sleeping. Do you agree that some Christians appear to approach learning about Jesus with the same amount of effort as these medieval people? Why is that? Can the Holy Spirit teach you what to say if you are not spending time with Him? Why, or why not?

Closing the Activity

From the example of the Hebrew maiden we learn that true mission service is sharing God’s love with others, regardless of our own circumstances. But we cannot share Him if we do not intimately know Him, and we do not come to know Him if we do not spend personal time with Him. Remember to start each day with Him (Isa. 50:4).

Tom Macomber, Phoenix, Arizona, U.S.A.
In Romans 5:2, it says, “Through whom we have gained access by faith into this grace in which we now stand. And we boast in the hope of the glory of God” (NIV). Using the space below, write out ways you can think of to grow in God’s grace (e.g., prayer, Bible study, etc.), ranking them in the order of importance in your life. Then in two or three sentences, explain how you might practice one of the acts that are less important to you this week, recognizing that your objective is to grow closer to Jesus as you practice that spiritual discipline.
The Jonah Saga

Surveying the Source
Jonah, chapters 1–4.

Plotting the Course
The students will:
► Explore what the story of Jonah tells them about witnessing.
► Identify Jonah’s response to challenges in his call to witness.
► Discuss how God’s will prevails, despite human inadequacies.

Preparing to Lead
“Now—here is my secret: I tell it to you with an openness of heart that I doubt I shall ever achieve again, so I pray that you are in a quiet room as you hear these words. My secret is that I need God—that I am sick and can no longer make it alone. I need God to help me give, because I no longer seem to be capable of giving; to help me be kind, as I no longer seem capable of kindness; to help me love, as I seem beyond being able to love.”

When we know this desperate need for God, and truly experience His love, we won’t be able to help ourselves—we’ll have to share it with the world.

Getting Started
A. Distribute a piece of paper and pen to each class member. Tell them that you would like them to write down as many single words as possible that first come to mind (in just 60 seconds) when you say the word “Jonah.” Then invite individuals to share their word associations.

Delving Into the Word
A. Say/Ask: “Look at the spoken word in the short book of Jonah. Who are the key speakers?” (Jonah, God, the sailors).

“Consider what the spoken word teaches us about each of the speakers. What characteristics can be attributed to them?”

Then, consider the actions of the individuals. Ask: ● “What do the actions teach us about them, and ultimately, about God’s purpose for sharing His salvation with others?” ● “How do Jonah’s actions impact the sailors, God, the Ninevites, and Jonah himself?” ● “How does God’s will prevail, despite human blunders and inadequacies?”

B. Read and reflect on Jonah’s prayer in Jonah, chapter 2. Invite your class to read it through silently. Then unpack the prayer as a group, verse by verse, considering the following questions: ● “What does this verse tell us about God?” ● “What does this verse tell us about humankind?” ● “What is God’s message for us in this passage?” ● “What does Jonah’s prayer teach us about witnessing?”

Materials
paper; pens or pencils
Discussing the Ideas

1. Why do you think God chose Jonah as a prophet? What does this tell us about God?
2. How can we get out of the bottom of the boat? How can we get out of the belly of the fish? How can we get out from under the vine? What does this “look like” to us today in our lives?
3. How has God used unusual methods to get the attention of His people in the Bible? How has He used unusual methods to get your attention?
4. Consider how Jonah felt about the people of Nineveh. How can you withhold judgment of others when witnessing to those who are different from you?
5. What have you run away from in your life? What places or people seem too “hard” for you to deal with?
6. When have you experienced surprising results after what seemed like little effort in witnessing?

Closing the Activity

Distribute copies of the reproducible activity (p. 34) to the class, and invite them to quietly reflect and respond. Have them write one sentence as a prayer to God in response to the reproducible activity. Finally, pray with the class for God to give them open and willing hearts to serve Him.

Nina Atcheson, Margate, Australia

WHERE DO YOU SEE YOURSELF IN THE STORY OF JONAH?

How are you currently witnessing for God? Are you:
   Resistant and running?
   Silent and sleeping?
   Poor and praying?

OR

Witnessing in wonder for all that God has done, and desires to do, through you?

Below, write a prayer to God, expressing how you feel about witnessing for Him. Ask Him for guidance in how you can best serve Him.
Exiles as Missionaries

Surveying the Source
Gen. 12:1, 2; Isa. 43:10; Dan. 1:1–8; 2—6; 7:14; 2 Pet. 3:9.

Plotting the Course
The students will:
► Recount the biblical stories of Abram, Daniel, and Daniel’s friends.
► Discuss the role that faith in God plays in sustaining exiles.
► Practically apply what it looks like for modern-day Christians to be exiles in the world.

Preparing to Lead
This week’s lesson discusses the hardships of being an exile and looks specifically at the lives of Abram (Gen. 12:1, 2), Daniel (Dan. 1:1–8; Daniel 2—6), and Daniel’s friends (Daniel 3).

However, in spite of the struggles we see these characters encounter, we also see that God used each of these people to minister to those who did not know Him. God does not wish “that any should perish, but that all should reach repentance” (2 Pet. 3:9, ESV). While being in exile may include suffering and personal discomfort, it is worth it all because through these trying times many can be saved!

Getting Started
A. Begin class by reading aloud the story of Daniel in Daniel 1:1–8 and Daniel 2. (You may read through additional verses from the Logos section if time allows.)

On a whiteboard, list character traits of Daniel that helped him through the challenging times in the readings.

Ask: ●“How did God use the hard times Daniel experienced to bring others to Himself?” ●“How would these early experiences prepare Daniel for the future?”

B. Begin class by having members retell in their own words the stories of Abram, Daniel, and Daniel’s friends. As you retell the stories, use this week’s reproducible activity (p. 35), or recreate the activity on a whiteboard. Under “Trials Experienced,” list the difficulties that each of these characters faced. Under “God Wins,” list the ways God used these hard times to bring others to Him.

Be sure to focus on the fact that each difficulty was not purposeless but was used somehow to glorify God.

Delving Into the Word
A. In light of the stories from this week’s Logos section, give class members a few minutes using their Bibles to independently fill out the reproducible activity (p. 35). Have them put a scriptural reference after each trial.

After the class has had adequate time to fill out the chart, read aloud 2 Peter 3:9.
Lead the class in a discussion about not only the trials that each Bible character encountered, but how God used that trial to bring others to Himself. Then discuss why God lets bad things happen to good people. Invite the class to share personal experiences where they have seen a bad experience/personal exile be used to glorify God in some way.

B. Using the whiteboard, make a list of the exiles mentioned in this week’s lesson.

Have class members explain the hard times that each character experienced. Beside each name, write a scriptural reference for that trial. (Some characters may have more than one reference, while other characters may share a reference.)

Have the class also list other characters beyond those in this week’s lesson who experienced the trials of being an exile. Lead the class in a discussion about the common traits/characteristics of each of these characters. Discuss ways in which God used each of these characters to bring others to Himself. Seek to find a common thread between the stories/characters.

At the end of this portion, ask the class to select one word to describe the Bible characters, as well as one word to describe God in these stories. Write these two words at the bottom of the board in large letters for emphasis.

### Discussing the Ideas

1. What is the most important lesson that you learned from the exiles in this week’s lesson? How can you apply that lesson to your life?

2. How are modern-day Christians exiles?

3. In what ways have you, personally, felt like an exile? How did you react to these situations?

4. How does viewing ourselves as exiles change the way in which we approach life’s trials?

5. When you are going through a difficult time, how do you rely on your faith to get you through?

6. If you find yourself doubting God in hard times, how can you adjust your view of the situations (or your view of God) to strengthen your faith?

### Closing the Activity

As you prepare to end the class, read aloud Isaiah 43:10, focusing on the portion that says, “‘You are my witnesses,’ declares the Lord” (ESV).

Remind the students that they are representations of Christ wherever they go, no matter what type of hurdles they may encounter. Challenge them to share His love with every person with whom they come into contact.

Close with prayer.

*Allison Sauceda, Centerville, Ohio, U.S.A.*
**Trials Experienced**  

**God Wins**

*Instructions:* Under the heading, “Trials Experienced,” write a description of the difficulties that each character experienced in this week’s lesson. Under the heading, “God Wins,” write a description of how God used those hard times to bring others to Him and to make His name known.
Esther and Mordecai

Surveying the Source

Esther, chapters 1—8.

Plotting the Course

The students will:
► Understand that every Christian has a responsibility to witness for Christ.
► Recognize that God arranges circumstances so that we can share our faith.
► Realize that witnessing involves both risks and eternal rewards.

Preparing to Lead

“To every household and every school, to every parent, teacher, and child upon whom has shone the light of the gospel, comes . . . the question put to Esther the queen at that momentous crisis in Israel’s history, ‘Who knoweth whether thou art come to the kingdom for such a time as this?’”

We all will find ourselves in situations that provide opportunities to speak in defense of God and His followers.

Our call might involve risk and courage, yet we can be assured that God will be with us in whatever situation He places us.

Getting Started

A. Before class, pour cups of orange juice, but place a bit of hot sauce in some of the cups. When the students arrive, offer them a cup, but warn them it might taste bad. Also assure them that it won’t harm them. Tell them that you don’t know which cups contain good orange juice. They will have to accept the risk if they want juice. After everyone has been offered some, ask: ●“How hard was it for you to refuse or accept the risk?” ●“Why did you make the decision you did?”

B. Invite the class to share times when they felt God had put them in a situation for a reason. Discuss: ●“Why do you feel God placed you there at that time?” ●“What did you feel impressed to do or say?” ●“What was the result?” ●“How did it feel to be used by God?” ●“Have you ever felt impressed to do or say something, but you didn’t act on that impression?” ●“How can we become better tools for God?”

Delving into the Word

A. Invite volunteers to rotate reading aloud one verse each from Esther 8. After each verse, ask: “What action happened in this verse?” Write each action on a whiteboard as it is identified. After the chapter has been read and the actions written on the board, discuss the following: ●“Why might people think this chapter is the climax of the book of Esther?” ●“What action did you find most amazing? Why?” ●“Which action surprised you? Why?” Direct the class to the last action listed, “Many people through all the empire became Jews.”

Materials
pens or pencils; whiteboard, chalkboard, or flip chart, and appropriate markers; paper cups; orange juice; hot sauce

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workers with Himself, with Christ and the angels, that we might share the blessing, the joy, the spiritual uplifting, which results from this unselfish ministry.

3. Ask the students if they can think of witnessing as a “privilege.” If not, what would it take to make witnessing a privilege?

B. Have class members take turns reading aloud Esther 4. Then hand out the reproducible activity (p. 36) and pens or pencils. When the sheets have been completed, discuss the following questions:

- “Which of these were ‘no-brainers’?”
- “Which could you check without hesitation?”
- “Why do you think people turn to God?”

Discussing the Ideas

1. Read John 15:12, 13. Why do you think Jesus shared these concepts with His disciples near the end of His time on earth? What would be an important message you would want to share with those closest to you if your time on earth were ending?

2. When have you prayed for someone facing a challenging circumstance? How did praying affect you? How did it affect the individual for whom you prayed? What was the outcome?

3. Describe a time someone spoke to you about your spiritual life? What if that person had risked his or her life to have that conversation with you? How might your response have been different?

4. Ellen White wrote: “If we have tasted and seen that the Lord is good we shall have something to tell.” Why do you think so many people are reluctant to share Jesus?

5. Ellen White also states that in sharing the gospel with others, we “shall seek to present to them the attractions of Christ and the unseen realities of the world to come.” What “attractions of Christ” would you present to unbelievers? What “unseen realities” might appeal to someone living in today’s world?

Closing the Activity

Remind the class of Mordecai’s warning to Esther (4:14). Then read this quote: “God might have committed the message of the gospel, and all the work of loving ministry, to the heavenly angels. He might have employed other means for accomplishing His purpose. But in His infinite love He chose to make us co-workers with Himself, with Christ and the angels, that we might share the blessing, the joy, the spiritual uplifting, which results from this unselfish ministry.”

Ask the students if they can think of witnessing as a “privilege.” If not, what would it take to make witnessing a privilege?

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

1. Ellen G. White, My Life Today, p. 69.
2. White, Steps to Christ, p. 78.
3. Ibid., pp. 78, 79.
Esther agreed to risk her life and go before the king in an attempt to save her people. She stated: “‘If I perish, I perish.’”

Let’s assume that each of the following involves a 25 percent chance of dying. Which would you be willing to risk your life for? (Circle all that apply.)

1. To save your parent’s life
2. To defend your reputation
3. To protect your property from thieves
4. To save one person for Christ
5. To be famous
6. To preserve your marriage
7. To defend your church from terrorists
8. To save your pet
9. To receive $10 million
10. To keep the Sabbath
11. To ensure your presidential candidate wins
12. To get revenge
13. To help treat Ebola patients
14. To obtain eternal life
15. Other (write in) _________________________________

Our call might involve risk and courage, yet we can all be assured that God will be with us in whatever situation He places us.
Jesus—The Master of Missions

Surveying the Source


Plotting the Course

The students will:

► Consider how Jesus is their best example in reaching out to others.
► Be able to express how a strong relationship with Jesus is essential to having a message to share with others and how developing relationships with unbelievers will provide opportunities to witness.
► Share how God has led in their lives, and pray for opportunities to share that testimony with others.

Preparing to Lead

“The gospel is to be presented, not as a lifeless theory, but as a living force to change the life. ... God desires that the receivers of His grace shall be witnesses to its power. He would have His servants bear testimony to the fact that through His grace men may possess Christlike-

Getting Started

A. Ask class members to tell about a time when someone shared something about Jesus with them. Ask if that experience was meaningful, and if so, why.
Not everyone may have a story, so it is better to ask for volunteers who want to share. Prepare your own answer ahead of time so you can share first while giving others time to think.

B. Ask: “What is your response when someone knocks on your door and wants to talk to you about their religion?” “If you have talked with anyone who has approached you in this way, what do you think is good about that approach?” “What could be better?” “Is this something that would be good for each of us to do?” “Why, or why not?”

Delving Into the Word

A. Read and discuss John 20:21. Ask: “What do you think this verse means?” Then read the verses before and after John 20:21, and discuss the context.
Ask: “Does that change what you believe Jesus meant in verse 21?” “What other verses in the Bible support your interpretation?” “How does verse 21 fit in the context of this week’s lesson?” “Why do you think it was chosen as the key text?”

B. Distribute the reproducible activi-
ty (p. 37). Read the introduction aloud, and have everyone look up the sample verse. Briefly discuss its meaning and its practical application. Ask different class members to look up the other verses, and then read each verse, one at a time. Discuss and fill out the activity sheet.

Divide the class into groups of three or four. Ask each group to use Bibles and concordances to look up other verses about Jesus’ earthly mission. Add those verses to the list. At the end of a predetermined amount of time, ask each group to share a summary of what they found.

Discussing the Ideas

1. Which one of Jesus’ attributes stood out for you as you studied this lesson? Why did that particular trait stand out?
2. Sunday’s lesson uses the metaphor of Jesus passing the baton to us. What does that mean? Describe in a practical way what it might look like to “accept the baton” from Jesus in our day-to-day lives.
3. Monday’s lesson shares this quote: “Do what you can, and God will increase your ability….” How have you seen this manifested either in your own life or in the life of a friend?
4. How far do we need to go to follow Christ’s example? How can a mission-oriented philosophy permeate our lives in practical ways—especially when we consider all the mundane things we do each day?
5. Since spending time with Jesus is so vital to our ability to share His love, how can we increase the time we spend with Him? What in your life are you willing to let go of so you can have more time with Him?
6. What are some barriers that prevent you from sharing Jesus with others? Discuss why those barriers might be in place. Are you willing to allow Jesus to knock those barriers down or to go out in faith in spite of those barriers?

Closing the Activity

Allow four or five minutes for class members to list ways in which God has blessed them. Have them use the back of the reproducible activity or a scrap piece of paper.

Play some music in the background if you wish. Close with prayer that God will provide your students with opportunities to share His love with others according to the example of Jesus.

Christy Yingling Gusse, Asheville, North Carolina, U.S.A.

This week’s lesson lifts up Jesus. The Jesus who came to Earth to tell us about God. The Jesus who wants so much to be your friend that He willingly died for you. When you are filled with His love, you can’t help but share it. Examine the following verses that tell us about Jesus. In the middle column, summarize the contents of each verse. Then in the right column, provide a specific example of how you can apply that verse to your personal mission philosophy and experience. The first one is done for you as an example.

<table>
<thead>
<tr>
<th>Example:</th>
<th>Jesus compares His sending out of the disciples to the Father sending Him out.</th>
<th>As we consider our impact on others, we can allow God to send us to opportunities and people where He wants to use us, just as God sent Jesus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>John 20:21</td>
<td></td>
<td></td>
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<tr>
<td>Isaiah 42:1–4</td>
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<td>Matthew 9:36</td>
<td></td>
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<td>Ephesians 4:11–16</td>
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<td>Philippians 2:4–7</td>
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<tr>
<td>Hebrews 12:1, 2</td>
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<td></td>
</tr>
</tbody>
</table>

Did another verse stand out to you in your study? Add it here:
Cross-Cultural Missions

Surveying the Source

Plotting the Course
The students will:
► Understand that Jesus died for everyone.
► Recognize that the gospel is inclusive rather than exclusive.
► Respond by reaching out to someone with a different cultural context.

Preparing to Lead
“Heavenly intelligences are waiting to co-operate with human instrumentalities, that they may reveal to the world what human beings may become, and what, through union with the Divine, may be accomplished for the saving of souls that are ready to perish. There is no limit to the usefulness of one who, putting self aside, makes room for the working of the Holy Spirit upon his heart and lives a life wholly consecrated to God. . . . The inexhaustible supplies of heaven are at their command. Christ gives them the breath of His own Spirit, the life of His own life.”

Getting Started
A. Say: “A global bank ran a series of advertisements at airports highlighting cultural diversity. A picture of a small mat could be perceived as décor, souvenir, or place of prayer. An old car could be perceived as freedom, status symbol, or polluter. Security could be illustrated by a teddy bear, an island, or a password on the Internet. Thus we learn that culture conditions how we see the world.”

Brainstorm with the class non-religious items or actions which could mean very different things in different contexts.
Ask: “How does this translate into how we and others view our Christian beliefs?

B. Ask class members to share a time when they experienced a different culture. It may be a time they visited another country or met people from another land. It might just as easily be visiting an unfamiliar environment (someone who is normally office-based visiting a farm, truck depot, or factory). Ask: ●“How did you feel?” ●“Were there any amusing misunderstandings?” ●“Do these experiences have any parallels in how people might feel when they come into a church? Explain why, or why not.”

Delving Into the Word
A. Say: “In the story of Jesus and the Samaritan woman in John 4:4–30, there are a number of cultural clashes and misunderstandings. Some are deliberate and some are not.” Divide the class into small groups and ask them to identify cultural clashes, whether these clashes were deliberate or not, and how Jesus
responded. Ask: "Was Jesus’ response different from other peoples’ responses, and if so, how? For example: The disciples’ perception of the woman were influenced by the view that Jews did not have anything to do with Samaritans. The woman pointed out that as a Jew, Jesus should not be talking to her. He ignored the social proprieties of the day.

Ask the groups to identify modern parallels and potential responses. Have each group report back. Then discuss ways of transforming differences into opportunities.

B. Jesus made a point of reaching out to outsiders and untouchables. Divide the class into small groups and give each group one or more of the following stories:
   1. Matthew 8:5–13—Jesus heals the centurion’s servant.
   2. Mark 1:40–45—Jesus heals a leper.

Ask the groups to identify why the people were regarded as outsiders and how Jesus engaged with them. Discuss who might be considered the modern equivalents of the leper, the foreigner, the powerful, and the possessed. Reflect on whether the answers might be different depending on where you happen to live.

Discuss what steps you as a class could take to reach out to some of these outsiders. Ask: "What effect does Paul’s comments about being ‘all things to all people’ in 1 Corinthians 9:20–23 have on how we reach others who are outside our circle of influence?"

**Discussing the Ideas**

1. In what ways can we reach out to people who have no apparent interest in Jesus?
2. What can the church do to avoid falling into the smug complacency of the Jewish leaders?
3. Bringing “outcasts” into the church community has challenges. How can we resolve the tension between outreach and protecting the vulnerable in the church?
4. What benefits are there for a church community when it reaches out to other cultures?
5. How would you explain the essence of salvation in two minutes to someone of a different culture?
6. How can we avoid confusing cultural preferences with biblical principles?

**Closing the Activity**

Distribute the reproducible activity (p. 38) to each person in the class. Instruct them to do the following: (1) In the circle on the right, write words to represent people/groups in your circle of influence. (2) In the circle on the left, write groups who are outsiders. (3) In the overlapping segments of the circles, write words to indicate ways you can use the resources from your circle of influence to help those who are outside.

Encourage the class to keep the circles and to pray for God’s help to reach those who are outside their comfort zone.

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

**Audrey Andersson, Lindesberg, Sweden**

Lord, show me ways to reach those who today are beyond my circle of influence.
Recognize that resistance to change is a natural part of life.

Understand that change is not necessarily always bad.

Identify changes that fall within biblical principles.

Peter and the Gentiles

Surveying the Source

Plotting the Course
The students will:
► Recognize that resistance to change is a natural part of life.
► Understand that change is not necessarily always bad.
► Identify changes that fall within biblical principles.

Preventing to Lead
Change is often difficult. When railroads were introduced to America, the governor of New York, Martin van Buren, wrote to President Jackson, “As you may know, Mr. President, ‘railroad’ carriages are pulled at the enormous speed of 15 miles per hour by ‘engines’ which, in addition to endangering life and limb of passengers, roar and snort their way through the countryside, setting fire to crops, scaring the livestock and frightening women and children. The Almighty certainly never intended that people should travel at such breakneck speed.”¹

Now we take railroads for granted.

Getting Started
A. Say: “Craig Thompson loved putting his son Wyatt to bed. . . . So he hated when Wyatt adjusted to putting himself to bed. ‘I don’t like Wyatt growing up, but I would appreciate you all being sensitive to my discomfort in this area. Likewise, we must be sensitive to the discomfort of those in the church who are resistant to change. However, just as I must accept the fact that Wyatt is growing. . . we as church members must embrace change that results in the fulfillment of God’s purpose for his church . . . the Great Commission.’”²

B. Say: “The first public balloon ascent took place on June 4, 1783, in the French village of Annonay, where it was witnessed by ‘a respectable assembly and a great many other people.’ When the mooring ropes were cut, a taffeta bag 33 feet in diameter rose six thousand feet into the air. The onlookers cheered as the first step was taken in the history of human flight. But not everyone was excited about the balloon. When it descended in a field several miles away it was attacked by pitchfork-waving peasants, terrified that it was an instrument of evil.”³

Delving Into the Word
A. Say: “As direct descendants of the patriarch Israel, Jews were God’s special people (Deut. 7:6, NIV). Their children were taught from birth that they were born into a special role. Jews took their status seriously, even when they did not fulfill God’s requirements for His people (Exod. 19:5). They were careful to re-
main apart from people who were not descendants of Israel. They wanted to remain uncorrupted by the world.

“As Adventists, we can relate to the Jews. We have been told we are God’s special people and that we need to remain separate from the world (2 Cor. 6:17). But doing so is not the role God has in mind for us. He intends for us to be His witnesses to the rest of the world (Matt. 28:19; 1 Pet. 2:9).”

B. Read: “The early Christian Church, which grew out of the Jewish tradition, was rocked by challenges. In Galatians, Paul responds to a dispute over circumcision. Of this dispute, Ellen White writes, ‘Open, unmasked error was supplanting the gospel message. Christ . . . was virtually renounced for the obsolete ceremonies of Judaism. . . .’

‘An important lesson for every minister of Christ to learn is that of adapting his gospel to all nations and people?’

4. When new suggestions for the church service are made, why is there often a negative reaction?

5. Have the class do the reproducible activity (p. 39). Then discuss the following: “When someone presents a new idea for worship or for witnessing, how can we determine whether that new idea is consistent with biblical principles?”

Closing the Activity

Say: “Resistance to change is natural. It is part of being human. But all change is not bad. As Christians, we must analyze proposed change prayerfully. God intended us to grow in knowledge and to be His instruments for sharing the gospel. Fear and prejudice must not keep us from fulfilling His purpose.

Janalee Shaw, Sykesville, Maryland, U.S.A.

What Principles Does the Bible Give Us for Worship?

1 Chronicles 13:8

Psalm 95:1–6

Psalm 100:2, 4

Psalm 150:1–6

Matthew 7:7, 8

John 4:23

Acts 16:25, 26

Ephesians 5:19

In Mark 12:31, we are told to "love your neighbor as yourself" (NIV). Who is your neighbor?
Philip as Missionary

Surveying the Source

Plotting the Course
The students will:
► Know that Philip’s success as a missionary was due to his will to serve, combined with the Holy Spirit’s power and influence.
► Feel compelled to find a mission field for personal action.
► Commit, like Philip, to mission service within their sphere of influence.

Preparing to Lead
“An angel guided Philip to the one who was seeking for light and who was ready to receive the gospel, and today angels will guide the footsteps of those workers who will allow the Holy Spirit to sanctify their tongues and refine and enoble their hearts. The angel sent to Philip could himself have done the work for the Ethiopian, but this is not God’s way of working. It is His plan that men are to work for their fellow men.”

Getting Started
A. Divide class members into groups of two or three. Invite each person to briefly share how he/she became a believer of Jesus. Then ask for a show of hands for the following categories: (1) those converted by non-human sources such as books, radio, television, mail-order Bible study guides, etc.; (2) those converted by a public figure, such as a pastor or evangelist during a public meeting; (3) those converted through the personal work of an individual(s) one-on-one; (4) those who grew up in a Seventh-day Adventist home, but later chose for themselves to believe in God.

Invite three or four volunteers to share their experience with the entire group.

Say: “God uses many methods to present the gospel to people. Our lesson this week focuses on the personal work of Philip, called the evangelist.”

B. Invite the class members to think of specific things people can become passionate about. List their responses on a whiteboard. Divide the class into groups of three or four. Ask each group to reflect on the list and to delete one item and add one item based upon what the group believes Jesus was passionate about while He was on earth. Invite the groups to share their discussion.

Say: “Our lesson this week is about Philip and his passion for reaching lost people with the gospel of Jesus.”

Delving Into the Word
A. Divide the class into small groups. Give each group the following assignment: Based on Philip’s experience, what is (1) the role of a missionary, (2) the

Materials
paper; pens or pencils; whiteboard, chalkboard, or flip chart, and appropriate markers; Bibles

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work of a missionary, and (3) the essence of a missionary? The following texts will help to answer these questions: Matthew 28:19, 20; Acts 1:4–8; 6:2–5; 8:5–7, 12, 26–40.

Have one member in each group record their main points to share with the class. Allow time to work, then have the groups share their findings.

**B. Before class time,** write each assigned statement on a separate slip of paper to distribute to the groups.

- **Group One:** ● Philip was filled with the Holy Spirit. ● Philip was responsive to the leading of the Spirit as he shared his faith. ● Philip was empowered by the Spirit to perform miracles as part of his ministry.

- **Group Two:** ● When necessary, Philip

**Discussing the Ideas**

1. Jesus mandated that the disciples were to wait for the baptism of the Holy Spirit before carrying out the gospel commission. What does this mean for us today?

2. If, as the lesson quarterly says, “the empowerment of the Spirit is the essential ingredient of successful missionary endeavors,” what is the role of the individual’s will in mission service?

3. Can a person be a missionary for the wrong reason? How does Philip’s experience illustrate the “right” reason?

4. What was the basis of Philip’s success as an evangelist/missionary? How do you know?

5. Is there a distinction between witness, missionary, and evangelist? How are these alike? How are they different?

6. The lesson quarterly said that “we should be prepared” for mission service. How does one do so?

7. The geographical pattern given by Jesus to His disciples as recorded in Acts 1 was Jerusalem first, then Judea, then Samaria, and finally the remotest parts of the earth. How does this apply to us today?

**Closing the Activity**

Have the students complete the reproducible activity (p. 40). Encourage each person to follow through on his/her missionary activity. Let them know that you will be asking them to report next week on their activities.

Close with prayer for the Holy Spirit to prepare each person to share the gospel with passion and success and to prepare the heart(s) of the target person or groups to be receptive.

**Kathy Goddard, Chattanooga, Tennessee, U.S.A.**
Being Philip to My Sphere of Influence

“Into All the World” Should Begin at Home

Hold your hand out in front of you, palm up. Using the geographical pattern given by Jesus in Acts 1, think of your fingers as follows:

1. The smallest finger represents your family.
2. The next finger representing your neighbors/co-workers.
3. The middle finger represents your city.
4. The index finger represents your country.
5. The thumb represents the world.

Sometimes it is easier to participate in mission service far away from where we live and work. We send our offerings to distant lands, and we engage in short-term projects away from home. Jesus told His followers to begin with the area closest to them, then move outward.

Reflect upon the people in your sphere of influence. To which of the five “fingers” do you feel most impressed to share the gospel? Following Philip’s model, spend some time in prayer, inviting Jesus, through the Holy Spirit, to give you a target person/group to fill you with His power and passion and to prepare you for mission.

My target person/group: ____________________________________________________________

Specific things I can do a) to prepare for and b) to witness to my target: ____________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Date to complete: __________________________________________________________________

By signing this form, under the power of the Holy Spirit, I choose to share the gospel with my target person/group by the date above.

Signed ______________________________________  Today’s Date: ________________
Paul—Background and Call

Surveying the Source
Acts 7:58, 8:1, 2; 9:1–17; 13:2; 23:6; 1 Cor. 2:2.

Plotting the Course
The students will:
► Understand more about Paul’s conversion and his passion for sharing his experience.
► Appreciate God’s forgiveness and grace, regardless of their past.
► View biblical stories of people who struggled through events in their lives just as we do centuries later.

Preparing to Lead
The book of Acts has been described as a textbook of how the Holy Spirit works in changing the lives and the hearts of people. “As Saul yielded himself fully to the convicting power of the Holy Spirit, he saw the mistakes of his life. . . . He who had been a proud Pharisee, confident that he was justified by his good works, now bowed before God with the humility and simplicity of a little child. . . .”

“The conversion of Saul is a striking evidence of the miraculous power of the Holy Spirit to convict men of sin.”

Getting Started
A. Read aloud the story of Paul’s conversion in Acts 9:1–6. Then ask several class members to share personal experiences about how they accepted Christ as their Savior.

Ask: ● “How many of you have had a similar experience to Paul’s?” ● “What were the differences?” ● “Was there one single experience that influenced you to follow Christ? If so, what was it?”

B. Divide the class into two groups, and hand out the reproducible activity (p. 41). Using Acts 7:58, 8:1, 2; 9:1–17; 13:2; 23:6; 1 Cor. 2:2, have one group fill out the “Employment Application” for Saul and the other group for Paul.

Ask: ● “How are the applications similar?” ● “How do they differ?” ● “If you were an employment counselor, what type of employment would you recommend to this applicant?”

Delving Into the Word
A. Ask if anyone in your class has ever attended an evangelistic series of meetings. If yes, ask them to describe the program and share what they learned at the meeting(s). Hand out cards with texts from the lesson: Matt. 7:15–20; Acts 9:20–31; 13:2, 3; 14:8–12; 16:22–40; 23:5, 6; 26:28–32; 28:23, 24; Rom. 15:20; 1 Cor. 2:2; Eph. 2:8–10, and ask class members to read their verses. Write on the board a one- or two-word summary about Paul’s “evangelistic meetings.” Ask class members how they would have responded to hearing the gospel in this way. What would be most effective to reach out to their friends and acquaintances? Read the
well-loved verses John Newton wrote in his song, “Amazing Grace.” How do these words describe Paul’s experiences?

B. Read and discuss the texts from the lesson: ●Matt. 7:15–20; ●Acts 9:20–31; ●13:2, 3; ●14:8–12; ●16:22–40; ●23:5, 6; ●26:28–32; ●28:23, 24; ●Rom. 15:20; ●1 Cor. 2:2; ●Eph. 2:8–10.

Trace how the Holy Spirit worked in Paul’s life, along with God’s grace and forgiveness.

Ask for volunteers to use their imagination and put themselves in the shoes of the following people: Saul; Stephen; Paul; the disciple Judas, who opened his home in Damascus to Saul; the disciple Ananias, when God sent him to visit Saul; a victim of Saul’s torture who may have later listened to Paul preach; King Agrippa.

In the role of their character, have volunteers give a short presentation about their thoughts, feelings, emotions, etc., as these unexpected life-changing events occurred in their lives.

**Discussing the Ideas**

1. What was the most important thing in his life that Paul had to surrender to Christ? Why?
2. How would you change your life to follow Jesus Christ like Paul did?
3. Other than preaching, giving Bible studies, or sharing your testimony, what else can you do to share your faith?
4. How difficult was it for Saul to obey God’s direction to “‘get up and go into the city, and be told what to do’” (Acts 9:6, NIV)?
5. What if Ananias had not obeyed God?
6. How would you feel if, like Paul, you were the “hunted” and not the “hunter”?

**Closing the Activity**

Say: “This lesson characterizes Paul as ‘extraordinary’—his beginning, his calling, his ministry, and his love for Christ. But what about those of us who feel that we’re just ‘ordinary,’ that we don’t think we’ve been “chosen” by God to do anything special?

“There is an eloquence far more powerful than the eloquence of words in the quiet, consistent life of a pure, true Christian. . . .

“In order to convince others of the power of Christ’s grace, we must know its power in our own hearts and lives. . . .”

Ask class members for practical ideas about how to “know the power of God’s grace” in their lives and how to share with others.

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

2. Ibid., p. 120.
Name _________________________________________________________________________
Place of birth ___________________________________________________________________
Nationality _____________________________________________________________________
Religion _______________________________________________________________________

Education
What was the focus of your studies? _________________________________________________
Where did you study? ____________________________________________________________
Who was your major professor? __________________________________________________

Training / Special Skills
Describe your work experiences: _____________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Describe your professional strengths: _____________________________________________
______________________________________________________________________________
______________________________________________________________________________
Describe your weaknesses: ______________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Which previous employment was your favorite? Explain: _________________________
______________________________________________________________________________
______________________________________________________________________________
Describe what is most important to you: __________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Paul—Mission and Message

Surveying the Source

Plotting the Course
The students will:
► Understand Paul’s role as an apostle of Christ, and enhance their appreciation of their own roles as Christ’s disciples.
► Understand Paul’s specific mission and message, and discern how their own mission and message might be the same or different.
► Reflect on the need to be humble in the fulfillment of their ministries and to always lean on God’s everlasting arms.

Preparing to Lead
In 1976, at age 29, I became the youngest ambassador in Guyana’s history. I had to be briefed on my mission and on the messages I would deliver to the people and the authorities of Cuba, where I was to become the chief resident representative of my country.

I met with my president to receive the document commissioning me as his “ambassador extraordinary and plenipotentiary” and asking the Cuban authorities to give credence to anything I said in his name.

Some 2,000 years earlier, after the apostle Paul’s Damascus experience, he had been appointed an ambassador for Christ. Paul also had to be commissioned and briefed on his mission and message. As a Sabbath School teacher, you are no doubt aware that you also are an ambassador for Christ. So, of course, are each of your students. Your job this Sabbath is to help them understand that. May Paul’s experience and the grace of God assist you in this noble task.

Getting Started
A. Ask students how they would respond if they were invited by their head of state or head of government to serve the country as an ambassador. Would they accept? Engage those who say yes (or the entire class if no one does) in a conversation on the topic of ambassadors. Ask: •“What do ambassadors do?” •“Why are they important?” •“Why would someone want to be an ambassador?” •“Did you know that before ambassadors leave their countries to assume their post, they have to be briefed on their mission and on the main messages they must take to the governments of the countries to which they have been appointed?”

After a brief discussion, ask if anyone in the class has ever been an ambassador or knows someone who has been. As they stare at you, perhaps, with a look of surprise, break the news to them that they are already ambassadors.

Have a student read 2 Corinthians 5:20. Then say that this week’s lesson is about Paul’s role—and the role each one of them has—as an ambassador for Christ.

B. Have the students imagine that they are the head of state or the head of government of their country. Imagine
the need to select someone as their personal representative to an important international gathering to discuss world peace, security, and justice.

The main candidate should come from a highly respected family, have attended the country’s best universities, speak several languages, be a brilliant communicator, and have considerable experience as a terrorist.

He also should be guilty of conspiracy to commit murder, and have a reputation for torturing people to make them confess to crimes of which they are innocent.

Ask which of your students would appoint a person with that blend of qualifications and characteristics as their representative to a conference on peace, security, and justice.

Then help them to see that, in calling Paul to the ministry of apostleship, God chose just such a person for just such a role.

Delving Into the Word

A. Tell the class that Paul visualized his role as a Christian not only as an ambassador, but in other ways also.

Distribute the reproducible activity (p. 42). Ask the students to fill in the blanks in the form. This could be a group or individual exercise.

Tell them the exercise will help them to evaluate Paul’s performance in terms of each of the roles listed on the handout. As they work on the handout, they should reflect on their own strengths and capabilities. Follow up with a discussion on the answers.

B. Divide the class into groups of three or four. Ask each group to review the text you assign to that group and to discuss to what extent the life and work of the apostle Paul fulfilled the spirit of that text. Possible texts are: Micah 6:8; Acts 13:5–47; 2 Corinthians 11:23–30; and James 2:20. Tell the class that, if necessary, they could use the information contained in 2 Timothy 4:6–8 to help them answer the question. Then ask each group to have someone present a brief report. Or you can conduct a discussion that allows any or all class members to share.

Discussion Questions

1. If Paul lived today in your country, to which group or groups do you think God would send him to minister?

2. After examining Acts 9:20, 1 Corinthians 2:1, 2, and Galatians 3:1, what do you think is the main message that Paul, as an ambassador for Christ, was supposed to deliver? How is that message similar to, or different from, the message God expects you to share today?

3. What strengths and weaknesses do you bring to your role as an ambassador for Christ? What “weakness” on Paul’s part did God turn into strengths after Damascus? How do you think your weaknesses can become your strengths?

4. What does Paul mean when he says “When I am weak, then I am strong”? (2 Cor. 12:10). Was the call of Matthew 28:19, 20 specifically for Paul and the disciples of his day, or for us as well? Explain your answer.

Closing the Activity

Read 2 Corinthians 5:20, 21, and ask class members to each share one thing that they learned during this week’s study that can help them become better Christians, better disciples, and better ambassadors for Christ. Pray, or ask a class member to pray for the desires expressed by class members in this regard.

Frank Campbell, Ajax, Ontario, Canada
## EVALUATING PAUL’S WORK—AND YOURS!

*Complete the last three columns for each item.*

*The first one has been done for you.*

<table>
<thead>
<tr>
<th>DISCIPLE EMPLOYEE</th>
<th>JOB NOTICE</th>
<th>JOB TITLE</th>
<th>JOB DESCRIPTION</th>
<th>REQUIRED QUALITIES</th>
<th>PERFORMANCE 2 Tim 4:6–8</th>
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<tbody>
<tr>
<td>Paul</td>
<td>Acts 20:24, 31; 1 Cor. 9:24–27</td>
<td>Athlete</td>
<td>The gospel ministry</td>
<td>Discipline, Temperance</td>
<td>Finished the race, Won the crown</td>
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<tr>
<td>Paul</td>
<td>Eph. 6:10–19; 1 Tim. 1:18; 6:3, 4, 12</td>
<td>Soldier/fighter</td>
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<tr>
<td>Paul</td>
<td>Rom 1:15–17; Gal. 2:2</td>
<td>Preacher/teacher</td>
<td></td>
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<tr>
<td>Paul</td>
<td>Acts 13:1–5, 13–16</td>
<td>Missionary</td>
<td></td>
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<tr>
<td>Paul</td>
<td>Rom 1:1; 1 Cor. 6:20; 9:19–23; Eph. 6:6</td>
<td>Slave/servant/bond servant*</td>
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<td></td>
<td></td>
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<tr>
<td>Paul</td>
<td>Eph. 6:19, 20</td>
<td>Ambassador</td>
<td></td>
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<tr>
<td>**</td>
<td>2 Cor. 5:20</td>
<td>Ambassador</td>
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</tbody>
</table>

**“This is not a title we should be ashamed of.” *Seventh-day Adventist Bible Commentary*, 2nd ed., vol. 6 (Washington, D.C.: Review and Herald® Publishing, 1980), p. 470.**

**“Write your name in the box.”**
LESSON 13/September 19–25, 2015

Must the Whole World Hear?

Surveying the Source
Ps. 87:4–6; John 3:17, 18; 10:16; Acts 4:8–12; Rom. 3:23.

Plotting the Course
The students will:
► Perceive God’s desire to save all people.
► Identify how to effectively share the gospel.
► Define the domain of God and recognize diversity among His followers.

Preparing to Lead
What does it mean to be left out of something important and meaningful? Does it involve feelings of sadness, anger, retaliation, powerlessness, or fear?

We should be able to take part in God’s plan of salvation. Yet, He sent His Son to die to save all people—no matter their ethnicity, gender, social or economic status, age, or past failures. When the Holy Spirit awakens love and faith inside a person and that person accepts Jesus Christ as their personal Savior, they then have the promise of full acceptance into heaven and eternal life. And saved people want to tell others about Christ!

Getting Started
A. Jesus did not come to the world to condemn it. Imagine our lives in Christ as the ultimate “No Condemnation Zone.” Before class, tape a sign with those words to a garbage can. During class, give each person a piece of paper and a pen. Then instruct them to write areas in their lives where they feel condemned. Ask them to pray silently for forgiveness and acceptance. Then have them crumple up their papers and throw them in the “no condemnation zone” garbage can. (Be sure to take these papers home and destroy them so no one else will see them.)

B. Today, many young adults operate the sound system in church and share their technological talents as they connect cords, slide the volume switch up and down, and record programming for online viewing.

Say: “The control panel in the audio-visual booth at church reminds us of how the power of God functions. He is the Source of all power, but He gives us the choice and the ability to flip the switches. “He could use His power to control everything, but He desires loving companionship over robots.” Read and discuss the following verses: Psalm 138:3; Isaiah 40:29–31; Acts 1:8; James 1:5.

Delving Into the Word
A. Divide the class into two groups. Give each group paper and pens and one of the following texts: Galatians 3:26–29 and 1 Timothy 2:1–7. Have each group...
rewrite their verse in their own words and take notes on anything they find particularly meaningful or insightful. Allow time for each group to share their thoughts.

Next, read the following quote: “It was the Saviour’s purpose that after He ascended to heaven to become man’s intercessor. His followers should carry on the work that He had begun. Shall the human agent show no special interest in giving the light of the gospel message to those who sit in darkness? There are some who are willing to go to the ends of the earth in order to carry the light of truth to men, but God demands that every soul who knows the truth shall seek to win others to the love of the truth. If we are not willing to make special sacrifices in order to save souls that are ready to perish, how can we be counted worthy to enter into the city of God?” Give each person a copy of the reproducible activity (p. 43), and give them about 10 minutes to complete it.

B. Have class members read Isaiah 60:1–3 and Luke 2:30–32 aloud. Ask/Say: “Who are the modern-day Gentiles directed by the Holy Spirit? (See Acts 1:8). Can we measure our faith in God by the actions produced in and through our lives? Why, or why not?

5. How can God be all-powerful and yet not controlling? When we ask for His power, what results should we expect?

6. Who might be the sheep from another flock mentioned in John 10:16? How should we relate to God’s sheep from other flocks?

Closing the Activity

Have your class develop a plan to implement the concepts in this lesson. Pray for the Holy Spirit to give them a burning desire to lead others to accept Jesus’ salvation. Close with prayer.

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

1. We become witnesses of Jesus when the __________ __________ comes upon us (Acts 1:8).

2. We share Jesus with others, and we show love to others because ______________ compels us (2 Cor. 5:14, 15).

3. All have ______________ and fall short of the ______ of __________ (Rom. 3:23).

4. Jesus has ______________ of other _____________. But in the end, there will be just one ______________ and one ________________ (John 10:16).

5. God made everything. He is Lord of ________________ and ________________.

6. God does not need anything since He gives ______________, ______________, and ______ thing to us. All His people are made from one ______________ (Acts 17:24–27).

7. God says that His ______________ are not our ______________, and His ______ are not our __________ (Isa. 55:8).

Write down your reflections on the following concepts:

1. Who God is:

2. What God does for me:

3. How I respond to God: