



powerpoints®



The official children's Sabbath School curriculum of the  
SEVENTH-DAY ADVENTIST CHURCH

YEAR  
**A**  
YEAR A  
QUARTER 2

BIBLE STUDY GUIDE FOR JUNIORS & EARLITEENS

powerpoints®

God's Grace  
**Offers Salvation**

RESOURCE FOR LEADERS/TEACHERS



# powerpoints®

A Sabbath School Bible Study Guide for Leaders/Teachers of Juniors/Earliteens

**Year A, Second Quarter**



GraceLink® Sabbath School Curriculum

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# contents

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**COMMUNITY:** WE EXPERIENCE GOD'S LOVE IN OUR CHURCH.

<b>Lesson 1</b>	<b>At Home in My Church</b>	(April 6)	<b>14</b>
<b>Lesson 2</b>	<b>Spreading the Word</b>	(April 13)	<b>24</b>
<b>Lesson 3</b>	<b>Blinded</b>	(April 20)	<b>34</b>
<b>Lesson 4</b>	<b>Christ Folk</b>	(April 27)	<b>44</b>
<b>Lesson 5</b>	<b>Strangers Among Us</b>	(May 4)	<b>54</b>

---

**SERVICE:** WE FOLLOW JESUS' EXAMPLE BY SERVING OTHERS.

<b>Lesson 6</b>	<b>Grace Inspires Service</b>	(May 11)	<b>64</b>
<b>Lesson 7</b>	<b>Man Overboard</b>	(May 18)	<b>74</b>
<b>Lesson 8</b>	<b>The Contented Prisoner</b>	(May 25)	<b>84</b>
<b>Lesson 9</b>	<b>Burning Your Skis</b>	(June 1)	<b>94</b>

---

**WORSHIP:** WE WORSHIP GOD AS LORD OF OUR LIVES.

<b>Lesson 10</b>	<b>Wearing God's Armor</b>	(June 8)	<b>104</b>
<b>Lesson 11</b>	<b>Wired for One Another</b>	(June 15)	<b>114</b>
<b>Lesson 12</b>	<b>Dear Diary</b>	(June 22)	<b>124</b>

---

**GRACE IN ACTION:** WE SHARE THE GOOD NEWS OF JESUS' RETURN.

<b>Lesson 13</b>	<b>Welcome Back, Jesus!</b>	(June 29)	<b>134</b>
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and [www.gracelink.net](http://www.gracelink.net) for  
additional teaching resources.

# to the leaders/teachers

## COMMUNITY

### We experience God's love in our church.

#### (Lessons 1-5)

- Early Christians care for others.
- Early Christians are persecuted.
- Saul is converted.
- Christians support each other.
- Ministry to the Gentiles redefined.

## SERVICE

### We follow Jesus' example by serving others.

#### (Lessons 6-9)

- Paul writes to the Galatians.
- Paul is shipwrecked.
- Paul is imprisoned in Rome.
- The Great Commission.

## WORSHIP

### We worship God as Lord of our lives.

#### (Lessons 10-12)

- Paul teaches about Christian armor.
- We are created for God's companionship.
- A commitment like a marriage.

## GRACE IN ACTION

### We share the good news of Jesus' return.

#### (Lesson 13)

- Jesus is coming back soon!

This Bible study guide is about:

### Our worship of God

that involves our whole beings; we dedicate ourselves entirely to Him.

### A respectful Christian community

that results when we nurture positive relationships with God's children.

### Jesus' example of servant leadership

that encourages us to dedicate our lives to His service.

### Jesus' saving grace

that transforms us and inspires us to share the good news of His resurrection.

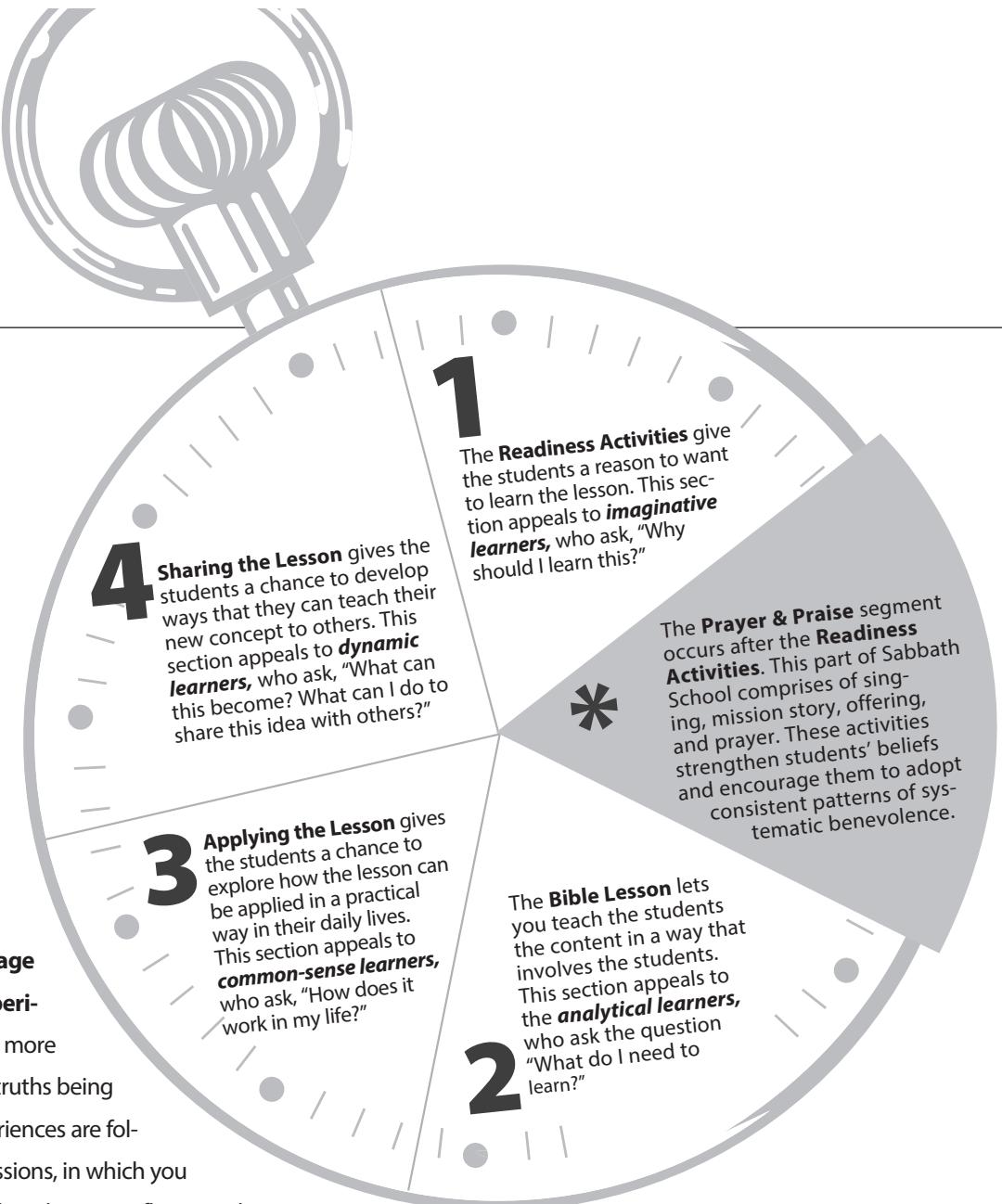
These guides were developed to:

**A. Review the Sabbath School lesson.** In preparation for Sabbath School students will study the Bible lesson during the week. On Sabbath you will review the lesson and will help them elaborate on it. This process will strengthen in students a sense of accountability and will facilitate a deeper spiritual understanding of the content.

**B. Reach each student in the way he or she learns best.** By following the natural learning cycle on which these outlines were based, you will also connect students with the weekly "power text" and "power point" in ways that capture their attention and imagination.

**C. Repeat the "power text" often in Sabbath School.** Create frequent opportunities for students to share the Bible memory text.

**D. Focus on one "power point."** The "power points" relate to one of the following four dynamics: grace (God loves me), worship (I love God), community (we love one another), and service (God loves you too).



**E. Give students opportunities to engage in active learning experiences** so that they can more readily internalize the truths being presented. These experiences are followed by *debriefing* sessions, in which you ask questions that lead students to reflect on what they experienced, interpret the experience, and apply that information to their lives.

**F. Accommodations for students with special needs.** Some of the activities listed in this guide may be challenging for students with special needs. Therefore, accommodations are included in this guide following some of the activities. Utilize these resources or adopt other strategies applicable to the specific needs of your learners. For a detailed description of various special needs and corresponding accommodations, visit [www.juniorpowerpoints.org/article/4/resources#.VGUZIYdSxx4](http://www.juniorpowerpoints.org/article/4/resources#.VGUZIYdSxx4). Using these tools will help you promote inclusion in your Sabbath School class.

**G. Involve the Sabbath School staff in new and flexible ways.** Enlist leaders/teachers with different personal learning styles.

## TO USE THIS GUIDE

- Try to follow the natural learning sequence outlined, but adapt it as necessary to make the program work in your particular situation.
  
- Look ahead at the program notes for each week's program so that you can be prepared with the simple materials suggested.

LESSON	BIBLE STORY	REFERENCES
<b>COMMUNITY:</b> WE EXPERIENCE GOD'S LOVE IN OUR CHURCH.		
<b>Lesson 1</b> April 6	Early Christians care for others.	Acts 4:32-37 <i>The Acts of the Apostles</i> , chap. 7, pp. 70, 71 <i>The Bible Story</i> (1994), vol. 10, pp. 26-30 Our Beliefs nos. 14, 12, 17
<b>Lesson 2</b> April 13	Early Christians are persecuted.	Acts 8:1-8 <i>The Acts of the Apostles</i> , chap. 11, pp. 103-111 <i>The Bible Story</i> (1994), vol. 10, pp. 31-37 Our Beliefs nos. 3, 11, 14
<b>Lesson 3</b> April 20	Saul is converted.	Acts 9:1-19 <i>The Acts of the Apostles</i> , chap. 12, pp. 112-122; <i>The Bible Story</i> (1994), vol. 10, pp. 42-46; Our Beliefs nos. 10, 13, 22
<b>Lesson 4</b> April 27	Christians support each other.	Acts 11:19-30 <i>The Acts of the Apostles</i> , chap. 16, pp. 155-165 <i>The Bible Story</i> (1994), vol. 10, pp. 65-67 Our Beliefs nos. 12, 14, 11
<b>Lesson 5</b> May 4	Ministry to the Gentiles redefined.	Acts 15:1-19 <i>The Acts of the Apostles</i> , chap. 19, pp. 188-200; <i>The Bible Story</i> (1994), vol. 10, pp. 76-78; Our Beliefs nos. 5, 12, 14

## SERVICE: WE FOLLOW JESUS' EXAMPLE BY SERVING OTHERS.

<b>Lesson 6</b> May 11	Paul writes to the Galatians.	Galatians 1:2 <i>The Acts of the Apostles</i> , chap. 36, pp. 383-388 <i>The Bible Story</i> (1994), vol. 10, pp. 76-78; 132-134 Our Beliefs nos. 22, 10, 11
<b>Lesson 7</b> May 18	Paul is shipwrecked.	Acts 28:1-10 <i>The Acts of the Apostles</i> , chap. 42, pp. 439-446 <i>The Bible Story</i> (1994), vol. 10, pp. 118-122 Our Beliefs nos. 11, 17, 22
<b>Lesson 8</b> May 25	Paul is imprisoned in Rome.	Acts 28:16-31 <i>The Acts of the Apostles</i> , chap. 43, pp. 447-460 <i>The Bible Story</i> (1994), vol. 10, pp. 125-127; 135-142; 157-160 Our Beliefs nos. 17, 11, 12
<b>Lesson 9</b> June 1	The Great Commission.	Matthew 28:16-20 <i>The Desire of Ages</i> , chaps. 86, 87; pp. 818-835; <i>The Bible Story</i> (1994), vol. 8, pp. 147-150; vol. 9, pp. 182-186 Our Beliefs nos. 13, 14, 12

## WORSHIP: WE WORSHIP GOD AS LORD OF OUR LIVES.

<b>Lesson 10</b> June 8	Paul teaches about Christian armor.	Ephesians 6:10-18 <i>The Acts of the Apostles</i> , chap. 49, pp. 498-508 <i>The Bible Story</i> (1994), vol. 10, pp. 135-138 Our Beliefs nos. 1, 10, 11
<b>Lesson 11</b> June 15	We are created for God's companionship.	Genesis 1:26, 27; 2:7, 18; Psalm 139:1-18; <i>Christ's Object Lessons</i> , chap. 25, pp. 339-342, 353, 355; <i>The Ministry of Healing</i> , chap. 18, pp. 241-258 <i>The Bible Story</i> (1994), vol. 1, pp. 39-41; 47-50 Our Beliefs nos. 2, 10, 11
<b>Lesson 12</b> June 22	A commitment like a marriage.	2 Corinthians 5:17; Colossians 2:6, 7; James 2:14-17 <i>Steps to Christ</i> , chap. 7, pp. 57-65 <i>The Bible Story</i> (1994), vol. 10, pp. 176-179; 196-200 Our Beliefs nos. 23, 22, 10

## GRACE IN ACTION: WE SHARE THE GOOD NEWS OF JESUS' RETURN.

<b>Lesson 13</b> June 29	Jesus is coming back soon!	Isaiah 25:9; Matthew 24, 25:31; 26:64 1 Corinthians 15:51, 52; 1 Thessalonians 4:13-17; Revelation 1:7; <i>The Great Controversy</i> , chap. 40, pp. 635-652 <i>The Bible Story</i> (1994), vol. 10, pp. 145-148 Our Beliefs nos. 25, 26, 28
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	POWER TEXT	POWER POINT	MATERIALS	
	Galatians 6:10	Our church is a family of believers who take care of one another.	See p. 15.	
	Romans 8:28	God's love unites us and brings us joy.	See p. 25.	
	Acts 13:47	We build community when we use our God-given talents to share with others His love.	See p. 35.	
	Ephesians 2:19, 20	God's people are stronger when we support one another and work together.	See p. 45.	
	Acts 15:11	We follow Jesus' example when we love and accept others.	See p. 55.	
	Galatians 2:20	Jesus empowers us to serve others in love.	See p. 65.	
	Mark 9:35	We seek opportunities to serve others in every situation.	See p. 75.	
	Philippians 4:11-13	We can choose to serve God in the most difficult circumstances.	See p. 85.	
	Matthew 28:19, 20	We accept the responsibility of sharing the good news with others.	See p. 95.	
7	Ephesians 6:13	We worship God when we "wear" His "armor."	See p. 105.	
	Psalm 139:14	We praise God, who created us for companionship with Himself.	See p. 115.	
	2 Corinthians 5:17	Jesus transforms our lives when we commit our hearts to Him.	See p. 125.	
	Acts 1:11	God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.	See p. 135.	

## SUPPLIES

Try to obtain the following supplies before the quarter begins:

- Bibles (Recommendation: offer students the option to insert tabs in their Bibles to facilitate their search for the books of the Bible.)
- large paper—rolls of newsprint, butcher or brown paper, or poster board
- regular-sized paper
- pencils, pens, markers, crayons, colored pencils
- art/craft supplies (scissors, glue, glitter sticks, craft sticks, pom-poms)
- other supplies listed in weekly program notes
- greeting cards/welcome packages for visitors

# our beliefs

**1 The Holy Scriptures:** The Holy Scriptures, Old and New Testaments, are the written Word of God, given by divine inspiration. The inspired authors spoke and wrote as they were moved by the Holy Spirit. In this Word, God has committed to humanity the knowledge necessary for salvation. The Holy Scriptures are the supreme, authoritative, and the infallible revelation of His will. They are the standard of character, the test of experience, the definitive revealer of doctrines, and the trustworthy record of God's acts in history. (Ps. 119:105; Prov. 30:5, 6; Isa. 8:20; John 17:17; 1 Thess. 2:13; 2 Tim. 3:16, 17; Heb. 4:12; 2 Peter 1:20, 21.)

**2 The Trinity:** There is one God: Father, Son, and Holy Spirit, a unity of three coeternal Persons. God is immortal, all-powerful, all-knowing, above all, and ever present. He is infinite and beyond human comprehension, yet known through His self-revelation. God, who is love, is forever worthy of worship, adoration, and service by the whole creation. (Gen. 1:26; Deut. 6:4; Isa. 6:8; Matt. 28:19; John 3:16; 2 Cor. 1:21, 22; 13:14; Eph. 4:4-6; 1 Peter 1:2.)

**3 God the Father:** God the eternal Father is the Creator, Source, Sustainer, and Sovereign of all creation. He is just and holy, merciful and gracious, slow to anger, and abounding in steadfast love and faithfulness. The qualities and powers exhibited in the Son and the Holy Spirit are also those of the Father. (Gen. 1:1; Deut. 4:35; Ps. 110:1, 4; John 3:16; 14:9; 1 Cor. 15:28; 1 Tim. 1:17; 1 John 4:8; Rev. 4:11.)

**4 God the Son:** God the eternal Son became incarnate in Jesus Christ. Through Him all things were created, the character of God is revealed, the salvation of humanity is accomplished, and the world is judged. Forever truly God, He became also truly human, Jesus the Christ. He was conceived of the Holy Spirit and born of the virgin Mary. He lived and experienced temptation as a human being, but perfectly exemplified the righteousness and love of God. By His miracles He manifested God's power and was attested as God's promised Messiah. He suffered and died voluntarily on the cross

for our sins and in our place, was raised from the dead, and ascended to heaven to minister in the heavenly sanctuary in our behalf. He will come again in glory for the final deliverance of His people and the restoration of all things. (Isa. 53:4-6; Dan. 9:25-27; Luke 1:35; John 1:1-3, 14; 5:22; 10:30; 14:1-3, 9, 13; Rom. 6:23; 1 Cor. 15:3, 4; 2 Cor. 3:18; 5:17-19; Phil. 2:5-11; Col. 1:15-19; Heb. 2:9-18; 8:1, 2.)

**5 God the Holy Spirit:** God the eternal Spirit was active with the Father and the Son in Creation, incarnation, and redemption. He is as much a person as are the Father and the Son. He inspired the writers of Scripture. He filled Christ's life with power. He draws and convicts human beings; and those who respond He renews and transforms into the image of God. Sent by the Father and the Son to be always with His children, He extends spiritual gifts to the church, empowers it to bear witness to Christ, and in harmony with the Scriptures leads it into all truth. (Gen. 1:1, 2; 2 Sam. 23:2; Ps. 51:11; Isa. 61:1; Luke 1:35; 4:18; John 14:16-18, 26; 15:26; 16:7-13; Acts 1:8; 5:3; 10:38; Rom. 5:5; 1 Cor. 12:7-11; 2 Cor. 3:18; 2 Peter 1:21.)

**6 Creation:** God has revealed in Scripture the authentic and historical account of His creative activity. He created the universe, and in a recent six-day creation the Lord made "the heavens and the earth, the sea, and all that is in them" and rested on the seventh day. Thus He established the Sabbath as a perpetual memorial of the work He performed and completed during six literal days that together with the Sabbath constituted the same unit of time that we call a week today. The first man and woman were made in the image of God as the crowning work of Creation, given dominion over the world, and charged with responsibility to care for it. When the world was finished, it was "very good," declaring the glory of God. (Gen. 1; 2, 5; 11; Ex. 20:8-11; Ps. 19:1-6; 33:6, 9; 104; Isa. 45:12, 18; Acts 17:24; Col. 1:16; Heb. 1:2; 11:13; Rev. 10:6; 14:7.)

**7 The Nature of Humanity:** Man and woman were made in the image of God with individuality, the power and freedom

to think and to do. Though created free beings, each is an indivisible unity of body, mind, and spirit, dependent upon God for life and breath and all else. When our first parents disobeyed God, they denied their dependence upon Him and fell from their high position. The image of God in them was marred, and they became subject to death. Their descendants share this fallen nature and its consequences. They are born with weaknesses and tendencies to evil. But God in Christ reconciled the world to Himself and by His Spirit restores in penitent mortals the image of their Maker. Created for the glory of God, they are called to love Him and one another, and to care for their environment. (Gen. 1:26-28; 2:7, 15; 3; Ps. 8:4-8; 51:5, 10; 58:3; Jer. 17:9; Acts 17:24-28; Rom. 5:12-17; 2 Cor. 5:19, 20; Eph. 2:3; 1 Thess. 5:23; 1 John 3:4; 4:7, 8, 11, 20.)

**8 The Great Controversy:** All humanity is now involved in a great controversy between Christ and Satan regarding the character of God, His law, and His sovereignty over the universe. This conflict originated in heaven when a created being, endowed with the freedom of choice, in self-exaltation became Satan, God's adversary, and led into rebellion a portion of the angels. He introduced the spirit of rebellion into this world when he led Adam and Eve into sin. This human sin resulted in the distortion of the image of God in humanity, the disordering of the created world, and its eventual devastation at the time of the global flood, as presented in the historical account of Genesis 1-11. Observed by the whole creation, this world became the arena of the universal conflict, out of which the God of love will ultimately be vindicated. To assist His people in this controversy, Christ sends the Holy Spirit and the loyal angels to guide, protect, and sustain them in the way of salvation. (Gen. 3:6-8; Job 1:6-12; Isa. 14:12-14; Ezek. 28:12-18; Rom. 1:19-32; 3:4; 5:12-21; 8:19-22; 1 Cor. 4:9; Heb. 1:14; 1 Peter 5:8; 2 Peter 3:6; Rev. 12:4-9.)

**9 The Life, Death, and Resurrection of Christ:** In Christ's life of perfect obedience to God's will, His suffering, death, and resurrection, God provided the only means of atonement for human sin, so that those who by faith accept this atonement may have eternal life,

and the whole creation may better understand the infinite and holy love of the Creator. This perfect atonement vindicates the righteousness of God's law and the graciousness of His character; for it both condemns our sin and provides for our forgiveness. The death of Christ is substitutionary and expiatory, reconciling and transforming. The bodily resurrection of Christ proclaims God's triumph over the forces of evil, and for those who accept the atonement assures their final victory over sin and death. It declares the Lordship of Jesus Christ, before whom every knee in heaven and on earth will bow. (Gen. 3:15; Ps. 22:1; Isa. 53; John 3:16; 14:30; Rom. 1:4; 3:25; 4:25; 8:3; 4:1 Cor. 15:3, 4, 20-22; 2 Cor. 5:14, 15, 19-21; Phil. 2:6-11; Col. 2:15; 1 Peter 2:21, 22; 1 John 2:2; 4:10.)

## **10 The Experience of Salvation:**

**Salvation:** In infinite love and mercy God made Christ, who knew no sin, to be sin for us, so that in Him we might be made the righteousness of God. Led by the Holy Spirit, we sense our need, acknowledge our sinfulness, repent of our transgressions, and exercise faith in Jesus as Saviour and Lord, Substitute and Example. This saving faith comes through the divine power of the Word and is the gift of God's grace. Through Christ we are justified, adopted as God's sons and daughters, and delivered from the lordship of sin. Through the Spirit we are born again and sanctified; the Spirit renews our minds, writes God's law of love in our hearts, and we are given the power to live a holy life. Abiding in Him, we become partakers of the divine nature and have the assurance of salvation now and in the judgment. (Gen. 3:15; Isa. 45:22; 53; Jer. 31:31-34; Ezek. 33:11; 36:25-27; Hab. 2:4; Mark 9:23, 24; John 3:3-8, 16; 16:8; Rom. 3:21-26; 5:6-10; 8:1-4, 14-17; 10:17; 12:2; 2 Cor. 5:17-21; Gal. 1:4; 3:13, 14, 26; 4:4-7; Eph. 2:4-10; Col. 1:13, 14; Titus 3:3-7; Heb. 8:7-12; 1 Peter 1:23; 2:21, 22; 2 Peter 1:3, 4; Rev. 13:8.)

## **11 Growing in Christ:**

By His death on the cross Jesus triumphed over the forces of evil. He who subjugated the demonic spirits during His earthly ministry has broken their power and made certain their ultimate doom. Jesus' victory gives us victory over the evil forces that still seek to control us, as we walk with Him in peace, joy, and assurance of His love. Now the Holy Spirit dwells within us and

empowers us. Continually committed to Jesus as our Saviour and Lord, we are set free from the burden of our past deeds. No longer do we live in the darkness, fear of evil powers, ignorance, and meaninglessness of our former way of life. In this new freedom in Jesus, we are called to grow into the likeness of His character, communing with Him daily in prayer, feeding on His Word, meditating on it and on His providence, singing His praises, gathering together for worship, and participating in the mission of the church. We are also called to follow Christ's example by compassionately ministering to the physical, mental, social, emotional, and spiritual needs of humanity. As we give ourselves in loving service to those around us and in witnessing to His salvation, His constant presence with us through the Spirit transforms every moment and every task into a spiritual experience. (1 Chron. 29:11; Ps. 1:1, 2; 23:4; 77:11, 12; Matt. 20:25-28; 25:31-46; Luke 10:17-20; John 20:21; Rom. 8:38, 39; 2 Cor. 3:17, 18; Gal. 5:22-25; Eph. 5:19, 20; 6:12-18; Phil. 3:7-14; Col. 1:13, 14; 2:6, 14, 15; 1 Thess. 5:16-18, 23; Heb. 10:25; James 1:27; 2 Peter 2:9; 3:18; 1 John 4:4.)

## **12 The Church:**

The church is the community of believers who confess Jesus Christ as Lord and Saviour. In continuity with the people of God in Old Testament times, we are called out from the world; and we join together for worship, for fellowship, for instruction in the Word, for the celebration of the Lord's Supper, for service to humanity, and for the worldwide proclamation of the gospel. The church derives its authority from Christ, who is the incarnate Word revealed in the Scriptures. The church is God's family; adopted by Him as children, its members live on the basis of the new covenant. The church is the body of Christ, a community of faith of which Christ Himself is the Head. The church is the bride for whom Christ died that He might sanctify and cleanse her. At His return in triumph, He will present her to Himself a glorious church, the faithful of all the ages, the purchase of His blood, not having spot or wrinkle, but holy and without blemish. (Gen. 12:1-3; Ex. 19:3-7; Matt. 16:13-20; 18:18; 28:19, 20; Acts 2:38-42; 7:38; Eph. 1:22, 23; 2:19-22; 3:8-11; 5:23-27; Col. 1:17, 18; 1 Peter 2:9.)

## **13 The Remnant and Its Mission:**

**Mission:** The universal church is composed of all who truly believe in Christ, but in the last days, a time of widespread apostasy, a remnant has been called out to keep the commandments of God and the faith of Jesus. This remnant announces the arrival of the judgment hour, proclaims salvation through Christ, and heralds the approach of His second advent. This proclamation is symbolized by the three angels of Revelation 14; it coincides with the work of judgment in heaven and results in a work of repentance and reform on earth. Every believer is called to have a personal part in this worldwide witness. (Dan. 7:9-14; Isa. 1:9; 11:11; Jer. 23:3; Micah 2:12; 2 Cor. 5:10; 1 Peter 1:16-19; 4:17; 2 Peter 3:10-14; Jude 3, 14; Rev. 12:17; 14:6-12; 18:1-4.)

## **14 Unity in the Body of Christ:**

**Christ:** The church is one body with many members, called from every nation, kindred, tongue, and people. In Christ we are a new creation; distinctions of race, culture, learning, and nationality, and differences between high and low, rich and poor, male and female, must not be divisive among us. We are all equal in Christ, who by one Spirit has bonded us into one fellowship with Him and with one another; we are to serve and be served without partiality or reservation. Through the revelation of Jesus Christ in the Scriptures we share the same faith and hope, and reach out in one witness to all. This unity has its source in the oneness of the triune God, who has adopted us as His children. (Ps. 133:1; Matt. 28:19, 20; John 17:20-23; Acts 17:26, 27; Rom. 12:4, 5; 1 Cor. 12:12-14; 2 Cor. 5:16, 17; Gal. 3:27-29; Eph. 2:13-16; 4:3-6; 11-16; Col. 3:10-15.)

## **15 Baptism:**

By baptism we confess our faith in the death and resurrection of Jesus Christ, and testify of our death to sin and of our purpose to walk in newness of life. Thus we acknowledge Christ as Lord and Saviour, become His people, and are received as members by His church. Baptism is a symbol of our union with Christ, the forgiveness of our sins, and our reception of the Holy Spirit. It is by immersion in water and is contingent on an affirmation of faith in Jesus and evidence of repentance of sin. It follows instruction in the Holy Scriptures and acceptance of their

# our beliefs

continued

teachings. (Matt. 28:19, 20; Acts 2:38; 16:30-33; 22:16; Rom. 6:1-6; Gal. 3:27; Col. 2:12, 13.)

**16 The Lord's Supper:** The Lord's Supper is a participation in the emblems of the body and blood of Jesus as an expression of faith in Him, our Lord and Saviour. In this experience of communion Christ is present to meet and strengthen His people. As we partake, we joyfully proclaim the Lord's death until He comes again. Preparation for the Supper includes self-examination, repentance, and confession. The Master ordained the service of foot washing to signify renewed cleansing, to express a willingness to serve one another in Christlike humility, and to unite our hearts in love. The communion service is open to all believing Christians. (Matt. 26:17-30; John 6:48-63; 13:1-17; 1 Cor. 10:16, 17; 11:23-30; Rev. 3:20.)

**17 Spiritual Gifts and Ministries:** God bestows upon all members of His church in every age spiritual gifts that each member is to employ in loving ministry for the common good of the church and of humanity. Given by the agency of the Holy Spirit, who apportions to each member as He wills, the gifts provide all abilities and ministries needed by the church to fulfill its divinely ordained functions. According to the Scriptures, these gifts include such ministries as faith, healing, prophecy, proclamation, teaching, administration, reconciliation, compassion, and self-sacrificing service and charity for the help and encouragement of people. Some members are called of God and endowed by the Spirit for functions recognized by the church in pastoral, evangelistic, and teaching ministries particularly needed to equip the members for service, to build up the church to spiritual maturity, and to foster unity of the faith and knowledge of God. When members employ these spiritual gifts as faithful stewards of God's varied grace, the church is protected from the destructive influence of false doctrine, grows with a growth that is from God, and is built up in faith and love. (Acts 6:1-7; Rom. 12:4-8; 1 Cor. 12:7-11, 27, 28; Eph. 4:8, 11-16; 1 Tim. 3:1-13; 1 Peter 4:10, 11.)

**18 The Gift of Prophecy:** The Scriptures testify that one of the gifts of the Holy Spirit is prophecy. This gift is an

identifying mark of the remnant church, and we believe it was manifested in the ministry of Ellen G. White. Her writings speak with prophetic authority and provide comfort, guidance, instruction, and correction to the church. They also make clear that the Bible is the standard by which all teaching and experience must be tested. (Num. 12:6; 2 Chron. 20:20; Amos 3:7; Joel 2:28, 29; Acts 2:14-21; 2 Tim. 3:16, 17; Heb. 1:1-3; Rev. 12:17; 19:10; 22:8, 9.)

**19 The Law of God:** The great principles of God's law are embodied in the Ten Commandments and exemplified in the life of Christ. They express God's love, will, and purposes concerning human conduct and relationships and are binding upon all people in every age. These precepts are the basis of God's covenant with His people and the standard in God's judgment. Through the agency of the Holy Spirit they point out sin and awaken a sense of need for a Saviour. Salvation is all of grace and not of works, and its fruit is obedience to the Commandments. This obedience develops Christian character and results in a sense of well-being. It is evidence of our love for the Lord and our concern for our fellow human beings. The obedience of faith demonstrates the power of Christ to transform lives, and therefore strengthens Christian witness. (Ex. 20:1-17; Deut. 28:1-14; Ps. 19:7-14; 40:7, 8; Matt. 5:17-20; 22:36-40; John 14:15; 15:7-10; Rom. 8:3, 4; Eph. 2:10; Heb. 8:8-10; 1 John 2:3; 5:3; Rev. 12:17; 14:12.)

**20 The Sabbath:** The gracious Creator, after the six days of Creation, rested on the seventh day and instituted the Sabbath for all people as a memorial of Creation. The fourth commandment of God's unchangeable law requires the observance of this seventh-day Sabbath as the day of rest, worship, and ministry in harmony with the teaching and practice of Jesus, the Lord of the Sabbath. The Sabbath is a day of delightful communion with God and one another. It is a symbol of our redemption in Christ, a sign of our sanctification, a token of our allegiance, and a foretaste of our eternal future in God's kingdom. The Sabbath is God's perpetual sign of His eternal covenant between Him and His people. Joyful observance of this holy time from evening to evening, sunset to sunset, is a

celebration of God's creative and redemptive acts. (Gen. 2:1-3; Ex. 20:8-11; 31:13-17; Lev. 23:32; Deut. 5:12-15; Isa. 56:5, 6; 58:13, 14; Ezek. 20:12, 20; Matt. 12:1-12; Mark 1:32; Luke 4:16; Heb. 4:1-11.)

**21 Stewardship:** We are God's stewards, entrusted by Him with time and opportunities, abilities and possessions, and the blessings of the earth and its resources. We are responsible to Him for their proper use. We acknowledge God's ownership by faithful service to Him and our fellow human beings and by returning tithe and giving offerings for the proclamation of His gospel and the support and growth of His church. Stewardship is a privilege given to us by God for nurture in love and the victory over selfishness and covetousness. Stewards rejoice in the blessings that come to others as a result of their faithfulness. (Gen. 1:26-28; 2:15; 1 Chron. 29:14; Haggai 1:3-11; Mal. 3:8-12; Matt. 23:23; Rom. 15:26, 27; 1 Cor. 9:9-14; 2 Cor. 8:1-15; 9:7.)

**22 Christian Behavior:** We are called to be a godly people who think, feel, and act in harmony with biblical principles in all aspects of personal and social life. For the Spirit to recreate in us the character of our Lord we involve ourselves only in those things that will produce Christlike purity, health, and joy in our lives. This means that our amusement and entertainment should meet the highest standards of Christian taste and beauty. While recognizing cultural differences, our dress is to be simple, modest, and neat, befitting those whose true beauty does not consist of outward adornment but in the imperishable ornament of a gentle and quiet spirit. It also means that because our bodies are the temples of the Holy Spirit, we are to care for them intelligently. Along with adequate exercise and rest, we are to adopt the most healthful diet possible and abstain from the unclean foods identified in the Scriptures. Since alcoholic beverages, tobacco, and the irresponsible use of drugs and narcotics are harmful to our bodies, we are to abstain from them as well. Instead, we are to engage in whatever brings our thoughts and bodies into the discipline of Christ, who desires our wholesomeness, joy, and goodness. (Gen. 7:2; Ex. 20:15; Lev. 11:1-47; Ps. 106:3; Rom. 12:1, 2; 1 Cor. 6:19, 20; 10:31; 2 Cor.

6:14-7:1; 10:5; Eph. 5:1-21; Phil. 2:4; 4:8; 1 Tim. 2:9, 10; Titus 2:11, 12; 1 Peter 3:1-4; 1 John 2:6; 3 John 2.)

## **23 Marriage and the Family:**

Marriage was divinely established in Eden and affirmed by Jesus to be a lifelong union between a man and a woman in loving companionship. For the Christian a marriage commitment is to God as well as to the spouse, and should be entered into only between a man and a woman who share a common faith. Mutual love, honor, respect, and responsibility are the fabric of this relationship, which is to reflect the love, sanctity, closeness, and permanence of the relationship between Christ and His church. Regarding divorce, Jesus taught that the person who divorces a spouse, except for fornication, and marries another commits adultery. Although some family relationships may fall short of the ideal, a man and a woman who fully commit themselves to each other in Christ through marriage achieve loving unity through the guidance of the Spirit and the nurture of the church. God blesses the family and intends that its members shall assist each other toward complete maturity. Increasing family closeness is one of the earmarks of the final gospel message. Parents are to bring up their children to love and obey the Lord. By their example and their words they are to teach them that Christ is a loving, tender, and caring guide who wants them to become members of His body, the family of God, which embraces both single and married persons. (Gen. 2:18-25; Ex. 20:12; Deut. 6:5-9; Prov. 22:6; Mal. 4:5, 6; Matt. 5:31, 32; 19:3-9, 12; Mark 10:11, 12; John 2:1-11; 1 Cor. 7:7, 10, 11; 2 Cor. 6:14; Eph. 5:21-33; 6:1-4.)

## **24 Christ's Ministry in the Heavenly Sanctuary:**

There is a sanctuary in heaven, the true tabernacle that the Lord set up and not humans. In it Christ ministers on our behalf, making available to believers the benefits of His atoning sacrifice offered once for all on the cross. At His ascension He was inaugurated as our great High Priest and began His intercessory ministry, which was typified by the work of the high priest in the holy place of the earthly sanctuary. In 1844, at the end of the prophetic period of 2300 days, He entered the second and last phase of His atoning ministry, which was typified by the work of

the high priest in the most holy place of the earthly sanctuary. It is a work of investigative judgment, which is part of the ultimate disposition of all sin, typified by the cleansing of the ancient Hebrew sanctuary on the Day of Atonement. In that typical service the sanctuary was cleansed with the blood of animal sacrifices, but the heavenly things are purified with the perfect sacrifice of the blood of Jesus. The investigative judgment reveals to heavenly intelligences who among the dead are asleep in Christ and therefore, in Him, are deemed worthy to have part in the first resurrection. It also makes manifest who among the living are abiding in Christ, keeping the commandments of God and the faith of Jesus, and in Him, therefore, are ready for translation into His everlasting kingdom. This judgment vindicates the justice of God in saving those who believe in Jesus. It declares that those who have remained loyal to God shall receive the kingdom. The completion of this ministry of Christ will mark the close of human probation before the Second Advent. (Lev. 16; Num. 14:34; Ezek. 4:6; Dan. 7:9-27; 8:13, 14; 9:24-27; Heb. 1:3; 2:16, 17; 4:14-16; 8:1-5; 9:11-28; 10:19-22; Rev. 8:3-5; 11:19; 14:6, 7; 20:12; 22:11, 12.)

## **25 The Second Coming of Christ:**

The second coming of Christ is the blessed hope of the church, the grand climax of the gospel. The Saviour's coming will be literal, personal, visible, and worldwide. When He returns, the righteous dead will be resurrected and, together with the righteous living, will be glorified and taken to heaven, but the unrighteous will die. The almost complete fulfillment of most lines of prophecy, together with the present condition of the world, indicates that Christ's coming is near. The time of that event has not been revealed, and we are therefore exhorted to be ready at all times. (Matt. 24; Mark 13; Luke 21; John 14:1-3; Acts 1:9-11; 1 Cor. 15:51-54; 1 Thess. 4:13-18; 5:1-6; 2 Thess. 1:7-10; 2:8; 2 Tim. 3:1-5; Titus 2:13; Heb. 9:28; Rev. 1:7; 14:14-20; 19:11-21.)

## **26 Death and Resurrection:**

The wages of sin is death. But God, who alone is immortal, will grant eternal life to His redeemed. Until that day death is an unconscious state for all people. When Christ, who is our

life, appears, the resurrected righteous and the living righteous will be glorified and caught up to meet their Lord. The second resurrection, the resurrection of the unrighteous, will take place a thousand years later. (Job 19:25-27; Ps. 146:3, 4; Eccl. 9:5, 6; Dan. 12:2, 13; Isa. 25:8; John 5:28, 29; 11:11-14; Rom. 6:23; 1 Cor. 15:51-54; Col. 3:4; 1 Thess. 4:13-17; 1 Tim. 6:15, 16; Rev. 20:1-10.)

## **27 The Millennium and the End of Sin:**

The millennium is the thousand-year reign of Christ with His saints in heaven between the first and second resurrections. During this time the wicked dead will be judged; the earth will be utterly desolate, without living human inhabitants, but occupied by Satan and his angels. At its close Christ with His saints and the Holy City will descend from heaven to earth. The unrighteous dead will then be resurrected, and with Satan and his angels will surround the city; but fire from God will consume them and cleanse the earth. The universe will thus be freed of sin and sinners forever. (Jer. 4:23-26; Ezek. 28:18, 19; Mal. 4:1; 1 Cor. 6:2, 3; Rev. 20; 21:1-5.)

## **28 The New Earth:**

On the new earth, in which righteousness dwells, God will provide an eternal home for the redeemed and a perfect environment for everlasting life, love, joy, and learning in His presence. For here God Himself will dwell with His people, and suffering and death will have passed away. The great controversy will be ended, and sin will be no more. All things, animate and inanimate, will declare that God is love; and He shall reign forever. Amen. (Isa. 35; 65:17-25; Matt. 5:5; 2 Peter 3:13; Rev. 11:15; 21:1-7; 22:1-5.)

Seventh-day Adventists accept the Bible as their only creed and hold certain fundamental beliefs to be the teaching of the Holy Scriptures. These beliefs, as set forth here, constitute the church's understanding and expression of the teaching of Scripture. Revision of these statements may be expected at a General Conference session when the church is led by the Holy Spirit to a fuller understanding of Bible truth or finds better language to express the teachings of God's Holy Word.

# biblical timeline

Introduction for teachers



CREATION

1600  
YEARS



THE FLOOD

900  
YEARS



THE EXODUS  
FROM EGYPT

900  
YEARS



THE CAPTIVITY  
IN BABYLON

The Bible is one continued story of the history of God's love for humankind. The various names we give it are an indication of that fact: *The Plan of Salvation*, *The Great Controversy Between Christ and Satan*, *Eden Lost to Eden Regained*, to name a few. Like any well-written story, the Bible contains both major and minor events. Certain Bible stories tell of major turning points in human history. These are events that change life forever. Six of these stories have been pictured for you as pillars to make a framework on which to hang all the events of the Bible: Creation, the Flood, the Exodus (from Egypt), the Captivity (in Babylon), Jesus' first coming, and Jesus' second coming.

These Bible stories are well known. Juniors are more likely to know about the Exodus from Egypt, for instance, than they are to know about Caleb and Joshua. When something already known is linked to new information, meaningful learning is more likely to occur. By helping students bring to mind what they already know about a topic, then teaching them something new about it, they can mentally organize the new information. Asking them questions about their knowledge of the larger context, as well as the story at hand, will reveal where they need help with their learning gaps. Mental linkages formed between their prior knowledge and the new ideas result in more long-lasting, usable, and accurate memory of the information learned.

People of any age can have trouble

understanding something until they see how it fits into a larger context. Just as fractions make no sense to a child who hasn't learned much mathematics, doctrines mean little before grasping the beauty of the plan of salvation. Stories by themselves often have limited meaning until they are seen within the setting of a broader narrative. The human mind understands much better when learning is positioned in a larger context.

The weekly Bible story is positioned near a picture to indicate where it fits in the narrative of the whole Bible story. Even adults who have read the Bible for years, without thinking of the overall framework, will express amazement that everything fits together when they are introduced to the Bible as one story.

Children begin by learning individual Bible stories without the context. The value of meaningful learning comes as they continue to grow in their understanding, fitting appropriately the little bits and pieces of Bible information into the broader context. Those who have repeatedly heard or read the 10-volume set of *The Bible Story*, or listened to *The Bible in Living Sound*, or have had an abundance of other religious education, may gain an understanding of the Bible framework at a surprisingly early age. You may be fortunate to have one or more of these children in your class. However, the majority of your group will most likely not have had these experiences. By deliberately drawing their attention toward the big picture,

helping them make the connections between the individual Bible stories and the whole Bible narrative, you will be greatly advancing their understanding of God's plan and will for their lives.

A major reason that clear understanding of Bible sequence doesn't take place from merely reading is that the Bible is not written straight through in chronological order. Instead, the Bible is a library of sets of books. In most cases, an individual set is written sequentially, but across the sets there are some major differences. An example: Who lived earlier, Daniel or Jonah? If you based your answer on where their books appear in the Old Testament, you would think Daniel lived earlier. However, if you based your answer on what you know about Bible history and the details of Jonah's story, you would think about the fact that Jonah was sent to the city of Nineveh, which was the capital of the Assyrian Empire. Assyria did not show up in the image King Nebuchadnezzar saw in his dream (Daniel 2). By the time of Daniel, the Babylonian Empire controlled that part of the world. Therefore, Jonah had to have lived earlier than Daniel.

Here is a brief review of the sets of books found in the library we call the Bible:

## **Set No. 1: The Books of Moses**

The first five books are basically all in chronological order. They begin with Creation, share the Flood story, then tell of God choosing Abraham to begin

600 YEARS



THE FIRST COMING  
OF JESUS

2000  
YEARS



1000  
YEARS

THE SECOND COMING OF JESUS

the family line of the Messiah to come. Stories of Isaac, Jacob, Joseph, and Moses draw our minds down through the years until God's mighty power rescued them from slavery in Egypt and led them on their way to the Promised Land. At Mount Sinai God prepared them to be a well-organized nation, and gave them the sanctuary service as a visual aid for understanding and remembering His promise of a Redeemer to come.

### Set No. 2: *The Books of History*

From Joshua to Esther we find stories of God's leading in the history of the Children of Israel. Mostly these books are in chronological order, but First and Second Kings cover much of the same history as First and Second Chronicles. Esther was somewhat before Ezra and Nehemiah because Xerxes was the Persian king who chose her as queen. It was Xerxes's son, Artaxerxes, who sent Ezra and then Nehemiah back to Jerusalem. Esther comes in Bible order after their books because the Jews traditionally placed her book as the first of the set of poetry books.

### Set No. 3: *The Books of Poetry*

Job through Song of Solomon are in chronological order by their authors: Moses, David (and some other song writers), and Solomon.

**Set No. 4:**  
***The Major Prophets***  
The books of Isaiah, Jeremiah, Ezekiel, and Daniel surround the time of the Captivity and are in chronological order according to when they began their prophetic work. Jeremiah wrote the book of Lamentations as a lament for the destruction of Jerusalem. After the Babylonian Captivity, God's people never again had their own king. They were always ruled by foreign powers. So Esther, Ezra, and Nehemiah relate the history of God's people after these major prophets.

### Set No. 5: *The Minor Prophets*

The books of Hosea through Malachi comprise the remainder of the Old Testament. All but two of these books state what kings were in power when they were written. That makes it quite easy to figure out when these prophets worked. Some of them served at the time of the kings of Judah and Israel; others served after the Captivity during the time of the kings of Persia. Thus, this set stretches over many years.

The Old Testament covers the first four major stories in the Bible picture timeline. The last two major stories are in the New Testament:

### Set No. 6: *The Four Gospels*

Matthew, Mark, Luke, and John wrote stories of Jesus' life on this earth. Each author told the story of Jesus' first coming from a different perspective.

### Set No. 7: *The History of the Early Christian Church*

The book of Acts contains stories of the apostles after Jesus returned to heaven and they began preaching in Jerusalem and finally throughout the world.

### Set No. 8: *Letters to People and Churches*

Romans to Jude are letters that apostles wrote to instruct and encourage either an individual (such as Timothy) or particular groups of people (such as Philippians). These letters continue to instruct and encourage everyone who studies them today.

### Set No. 9: *The Revelation of Jesus Christ*

The final book of the Bible, written when the apostle John was a very old man, contains the prophecies of events to take place down to the second coming of Jesus and beyond.

Each of the six "pillars" in the Bible picture timeline is a redemption story that is surrounded by prophetic guidance. Each one enlarges the view of God's marvelous care and planning for His earthly children. Gaining a coherent understanding of the entire narrative is of infinite value for sealing personal bonds with the King of the universe.

*Dear Parents,*

*We are delighted to have your child in the junior Sabbath School class this quarter. We look forward to an exciting time together as we delve into God's Word through the Sabbath School lessons. Our goal is to provide all students with opportunities to get to know Jesus as their personal Savior and Friend.*

*Please encourage your child to study the Sabbath School lesson and complete the daily activities. Your help and support can stimulate good Bible study habits and contribute to your child's spiritual growth. You may also want to remind your child to listen each week to the podcast of the lesson available online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1). We encourage you to check out the Parents' Pages (found in the back of the student Bible study guide) for your use in family worship.*

*A mission offering is taken up each week in Sabbath School. We want to help students understand the importance of giving to the Lord. Please check the back cover of the Adult Sabbath School Bible Study Guide or visit [www.AdventistMission.org](http://www.AdventistMission.org) for a list of the specific mission projects that your offerings help support this quarter. Please remind and encourage your child to contribute to the mission offerings. Cultivating this habit in Sabbath School prepares students for the systematic giving of tithes and offerings.*

*Finally, the Sabbath School team wants you to know that our goal is to keep the lines of communication open with you. Please don't hesitate to let us know if you have any questions or concerns. We will be happy to assist you and accommodate your child to the best of our ability.*

*May God richly bless your family!*

*Sincerely,*

- 1** "Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).
- 2** "And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).
- 3** "For this is what the Lord has commanded us: 'I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth'" (Acts 13:47).
- 4** "Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).
- 5** "No! We believe it is through the grace of our Lord Jesus that we are saved, just as they are" (Acts 15:11).
- 6** "I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).
- 7** "Sitting down, Jesus called the Twelve and said, 'Anyone who wants to be first must be the very last, and the servant of all'" (Mark 9:35).
- 8** "I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength" (Philippians 4:11-13).
- 9** "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age" (Matthew 28:19, 20).
- 10** "Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand" (Ephesians 6:13).
- 11** "I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" (Psalm 139:14).
- 12** "Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!" (2 Corinthians 5:17).
- 13** "'Men of Galilee,' they said, 'why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven'" (Acts 1:11).



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## Community

We experience God's love in our church.

### POWER TEXT

"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).

### KEY REFERENCES

- Acts 4:32-37
- *The Acts of the Apostles*, chap. 7, pp. 70, 71
- *The Bible Story* (1994), vol. 10, pp. 26-30
- Student story on page 22 of this guide

### OUR BELIEFS

- No. 14, Unity in the Body of Christ
- No. 12, The Church
- No. 17, Spiritual Gifts and Ministries

### OBJECTIVES

#### The students will:

- **Know** that the first Christians showed God's love by taking care of one another like family members.
- **Feel** grateful for the way they see God's love in their church.
- **Respond** by finding ways to share with the church family.



# At Home in My Church

### The Bible Lesson at a Glance



Our church  
is a family of  
believers who  
take care of  
one another.

Christians in the early church show the love of God by the way they support one another. They look for those among them who are in need, and do everything possible to help them. In some cases they sell their properties and contribute money.

#### ***This is a lesson about grace in community.***

When people are part of a Christian community, they share all they have—time, money, food, possessions—with other believers. Today church members are still to care for one another.

#### Teacher Enrichment

"The record declares, 'Neither was there any among them that lacked,' and it tells how the need was filled. Those among the believers who had money and possessions cheerfully sacrificed them to meet the emergency. Selling their houses or their lands, they brought the money and laid it at the apostles' feet....

"Thus it will ever be when the Spirit of God takes possession of the life.... Money, time, influence—all the gifts they have received from God's hand, they will value only as a means of advancing the work of the gospel.... The truths proclaimed will have a powerful influence upon the hearers" (*The Acts of the Apostles*, pp. 70, 71).

*What do I have that I am willing to share with others?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Groups  B. Needs and Haves  C. Name It	group directions  paper, pens/pencils  photographs or pictures of people helping others, paper, pens/pencils
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 17. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, food basket/bowl, letters to parents (p. 144)
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	three copies of <i>Net Kids</i> script (p. 145)  Bibles  Bibles, paper, pens/pencils
<b>3 Applying the Lesson</b>	10-15	<i>Scenarios</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>Goodwill Gift*</i>	wrapped candy/healthy snacks, small strips of paper, pens/pencils, tape, box, art supplies to decorate box
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

\*Be aware of any food allergies and adjust accordingly.

# LESSON 1

## 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

##### YOU NEED:

- group directions

#### Groups

Ask the students to stand up and push back their chairs, leaving a large empty area. Tell them you will call out a number and an action. People should get together into a group of that number doing that action as quickly as possible. Whoever is left out of a group has to sit down. Allow them to practice once by calling out **Five, form groups of five—huddled tight.**

Continue giving directions, such as:

**Six — shoulders touching, facing the same direction.**

**Four — holding hands in a circle.**

**Three — lined up in a row standing on tiptoe.**

**Two — holding both hands and facing each other.**

Continue until there are only two students left. Applaud the students who remain.

#### Debriefing

Ask: **How did you choose the groups you were in?** (Accept responses.) **If you were in a group—what did you think about those who had been left out?** (OK, sorry, didn't think of them) **How did it feel being left out of the group?** (OK, lonely, etc.) **What could we do at church to make sure no visitors or members feel that way?** (Be friendly, invite people to sit with us.) Say: **As Christians we are called to be united with the same purpose. Together we can reach out to others with the good news about Jesus. Let's say together our power text, Galatians 6:10,**

**"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).**

Say: Our power point this week is:

**Our church is a family of believers who take care of one another.**

#### B

##### YOU NEED:

- paper

- pens/pencils

#### Needs and Haves

Instruct the students to pretend that there has been a disaster in their town. Divide the class into two groups. The first group will make a list of things people who have lost everything will need to set up a household: homes, furniture, clothing, food, tools. (Tell them to add some things to the list that are luxuries, such as silk pajamas, etc.) Without conferring with the first group, the second group will make a list of things people already have that they could share. When everyone is finished, the first group will read their needs list. The second group will respond whenever they have listed an item the first group needs.

#### Debriefing

Ask: **What is it like to be able to fulfill the needs of others?** (OK, great, etc.) **What do you think we might do about the needs of others that are unfulfilled?** (Accept responses.) **How is this like what the early Christians did for each other?** (very much) **Let's say together our power text, Galatians 6:10,**

**"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).**

Say: Our power point this week is:

**Our church is a family of believers who take care of one another.**

#### Accommodations for students with special needs

Allow students with special needs who experience difficulty with this activity to work with a partner who could assist them.



# Prayer & Praise

## C

### Name It

During the week collect pictures or photographs of people helping one another. Number each one and place them around the room. As the students come in, give them paper and a pen/pencil and have them go from picture to picture and write a caption for each one. After everyone has arrived, give the students an opportunity to share their captions.

#### Debriefing

Ask: **What did people help with as shown in our pictures?** (Accept all responses.) **How do you think the people who were helped by someone else felt?** (grateful, happy, etc.) **How do you think the people who helped someone else felt?** (good, satisfied) **Let's say together our power text, Galatians 6:10,**

**"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).**

Say: **Our power point this week is:**

**⌚ Our church is a family of believers who take care of one another.**

#### YOU NEED:

- photographs or pictures of people helping others
- paper
- pens/pencils

#### YOU NEED:

- world map
- pushpins
- letter to parents  
(p. 144)

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

- "This Is the Day" (*He Is Our Song*, no. 98)  
"Walking in the Spirit" (*He Is Our Song*, no. 73)  
"We Are the Family of God" (*He Is Our Song*, no. 114)

### Mission

Use *Adventist Mission* for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place. Send a letter to the parents, informing them about the mission offering (see letter to parents on p. 144).

#### YOU NEED:

- food basket OR bowl

### Offering

Use a food basket or bowl as an offering container to represent how the early church shared food.

Say: **In the early church people gave things such as food and clothing to help others. We still do that today, but we also give money. Plan to set aside a little of the money you get each week to give so other people can have the things they need.**

### Prayer

Have the class divide into groups of two or three. Instruct them to spend time asking God to show them ways that they can share what they have with others. Pray for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors. Close by thanking God for the privilege of sharing.

## LESSON 1

# 2

### BIBLE LESSON

#### YOU NEED:

#### Introducing the Bible Story

three scripts (p. 145)

#### The Net Kids

The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words.

You will need three scripts for the students. The script for duplication is found on page 145 of this guide. You can either have them memorize the parts a week ahead or give them the script Sabbath morning. To introduce the *Net Kids*, say: **The Net Kids are an imaginary international group of children ages 11-14 who communicate regularly through e-mail. Emiko and Darren met in a teen Christian chat room and found out that they were both Seventh-day Adventists. They then created a chat room for Adventist juniors and teens, and the other four joined. They get together as often as they can through the Internet.**

Ulla: 11-year-old girl, Sweden

Ivan: 12-year-old boy, Russia

Tendai: 12-year-old boy, Zimbabwe

Ana: 13-year-old girl, U.S.A.

Darren: 13-year-old boy, Australia

Emiko: 14-year-old girl, Japan

Arrange the students at desks, or chairs turned around as desks if no desks are available. Have them tap as they read their part to simulate typing at a computer keyboard. Present the skit.

#### Debriefing

Ask: **Who do you know who has done something similar to help another church member?** (Accept responses.)

**Today we are going to talk about a whole church community that helped one another with their needs.**

#### YOU NEED:

#### Experiencing the Story

Bibles

Have a student volunteer to read Acts 4:32-37. Then go back through the passage and have a pair or up to four students develop conversations based on the following verses: 4:32; 4:33; 4:34, 35; 4:36, 37. After a few minutes have each group report their conversation.

#### Debriefing

Ask: **How did the disciples know who needed what?**

(People reported to them the needs of others; deacons found out.) **How do you think the people got what they needed?** (Sometimes they asked; other times people asked them, or just observed.) **What is one way of getting things to people who need them without waiting for the people to ask?** (Having people who are helper "spies" who keep their eyes open for needs.)

Say: **Remember, our power point is:**

 **Our church is a family of believers who take care of one another.**

# 3

## APPLYING THE LESSON

### Exploring the Bible

Have the students find and read the following verses. Give them paper and pens/pencils and instruct them to paraphrase each text.

#### YOU NEED:

- Bibles
- paper
- pens/pencils

- 1 Thessalonians 5:11, 15 (Comfort each other and give each other strength. . . . Always try to do what is good for one another.)  
Galatians 6:10 (We should give special attention to those who are in the family of believers.)  
Ephesians 4:32 (Be kind and loving to one another.)  
Romans 12:13 (Share with God's people who need help.)

### Debriefing

When all have finished, ask: **Why do you think it's so important to be extra kind to other believers?** (It gives others hope and encouragement; helps us feel useful; we're brothers and sisters.) **What are some examples in the Bible of people who were kind to other believers?** (David and Jonathan; Esther and Mordecai; Mary Magdalene and Jesus; David and Mephibosheth; the paralytic let down through the roof by his friends.)

#### Let's say together our power text, Galatians 6:10:

**"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).**

(Adapted from *The Youth Worker's Encyclopedia of Bible Teaching Ideas: New Testament* [Loveland, Colo.: Group], p. 171. Used by permission.)

### Scenarios

Say: **Often we don't help people because we don't want to embarrass them or ourselves. Tell how you would help people in the following situations.** Allow time for responses.

1. **Everyone is going to camp, except for one girl. You find out the day before that she can't go because she doesn't have clothing suitable for camp. She is one size smaller than you, and you have lots of clothes in her size.**
2. **You notice that a classmate tends to disappear at lunchtime. You follow him one day and discover he didn't bring a lunch so he drank a lot of water. Another day he had just a slice of bread, which he gobbled down in about 10 seconds.**
3. **A classmate has done a good job on her science project but may get a reduced grade because she can't afford to buy poster board to display it.**

### Debriefing

Ask: **How would you like to be treated in each of these situations?** (Have someone help meet or be sensitive to my needs.) **Do your best to help others by treating them the way you would like to be treated.**

**Let's say our power point together:**

⌚ **Our church is a family of believers who take care of one another.**

## LESSON 1

# 4

### SHARING THE LESSON

#### **Goodwill Gift\***

Encourage students to tell the class how they served others during the past week following the suggestions given in their Bible study guides. Ask: **How did you find out what things people needed? What did you share? How did people respond? How did you help at home? How did you tell someone that you appreciate him/her? How did you talk to someone about God's love?** Say: **We are told to be kind to one another. One way to do that is to encourage each other.** Distribute wrapped candy/healthy snack, about five pieces per student, along with pens/pencils, small slips of paper, and tape.

Say: **We are told to be kind to one another. One way to do that is to encourage each other. We're going to do this by writing goodwill statements on the slips of paper and wrapping them around the pieces of candy/healthy snack. Then we'll give them to church members.**

They can work together in groups to determine what goodwill phrases they'll write on the slips. Remind them to write only positive statements. These could be Bible verses or sayings, such as "You're priceless because Jesus died for you." Allow time for groups to share ideas for phrases.

Let everyone help decorate a box to look like a package of sweets. Drop the goodwill candy/healthy snack inside and help the students distribute it after Sabbath School, explaining the purpose.

#### **Debriefing**

Ask: **How will this activity help us "live" our power text?** (It is a way we can share encouragement with our church family.) **Let's say together our power text, Galatians 6:10:**

**"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).**

#### **What is this week's power point?**

 **Our church is a family of believers who take care of one another.**

\*Be aware of any food allergies and adjust accordingly.

# Closing

#### **Prayer and closing comments:**

Pray for the students' willingness and opportunities to share with other believers.

Say: **Look for opportunities to share as the early Christians did.**

#### **Reminder to parents:**

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).**

#### **Coming up next week:**

Say: **Early Christians spread the Word in spite of persecution. We can share Jesus' love in all circumstances.**

## **Notes**

# Student lesson

## At Home in My Church

*Do you like organizing things and people? It's a gift to be able to do that. The disciples had their hands full after Pentecost, with people losing homes and jobs because of their faith. But they pulled together, and everyone had food, clothing, and a place to live. Try to picture the interactions within the fellowship of believers.*

After Pentecost the number of believers continued to grow. Everyone was in awe of the miracles that the disciples performed. They listened eagerly to their teaching. They spent hours together praying, praising, and studying. Since they were together most of the day, they shared their meals in one another's homes. Those who were able sold their possessions and gave to people in need. For a while even nonbelievers were excited about the changes made in their friends and family members. The believers were a loving group of people.

Yet the priests, elders, and other religious leaders began to persecute the believers. Following Christ was becoming more difficult. The disciples decided it was time to do something.

"Peter, we've got a problem," one of the disciples said when they met for their daily planning time. "Many of the new believers are being thrown out of their homes by their families, and they

have no place to go."

"That's right," John added. "Some of the men have lost their jobs. So they cannot provide for their families."

"We have to find some way to help them," Peter said.

"Why don't we put out a general announcement?" Matthias suggested. "We can have everyone contribute what they can to help those who don't have food, clothing, or a place to stay."

"Will some of you organize this right away?" Peter asked. "We'll need a list of what is turned in so we know what we have to distribute."

In just a few days the disciples made contacts with other believers. They had plenty of things for people, but now they needed help distributing them. So they invited the believers to contribute to the distribution of the supplies.

Within a short time the volunteers were ready to start working. Some were willing to help because they wanted to work in return for the food and shelter they would be given. Others helped because they loved God and His people.

Soon those who were struggling to provide for their families received from the followers of Christ what they needed: food, shelter, clothing. With these needs taken care of, the new believers were free to share the good news of the gospel with others.

Some of the believers had sold property and donated the money to the community of believers. Several others were also planning to contribute in the same way. One man, Barnabas, from another country, sold his land and journeyed to Jerusalem to give the money he received for it to the apostles.

"I now see why Jesus commanded us to care about our neighbors as much as we care about ourselves," Matthew said.

The apostles and the other believers were happy and grateful for the outpouring of love. It made them want to love and serve God—and one another—even more.

The description of the early Christian church recorded by Luke in the book of Acts serves as an example of authentic Christianity for us who live in the present age:

"All the believers were together and had everything in common. They sold property and possessions to give to anyone who had need. Every day they continued to meet together in the temple courts. They broke bread in their homes and ate together with glad and sincere hearts, praising God and enjoying the favor of all the people. And the Lord added to their number daily those who were being saved" (Acts 2:44-47).

## KEY REFERENCES

- Acts 4:32-37
- *The Acts of the Apostles*, chap. 7, pp. 70, 71
- *The Bible Story* (1994), vol. 10, pp. 26-30
- Our Beliefs nos. 14, 12, 17



## POWER TEXT

"Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).

## POWER POINT

Our church is a family of believers who take care of one another.

## Sabbath

**DO** Do the activity on page 18.

## Sunday

**READ** Read Acts 4:32 and this week's story, "At Home in My Church."

**LEARN** Begin memorizing the power text.

**PRAY** Thank God for His church.

## Monday

**READ** Read Acts 4:33.

**LIST** List things people in your church could share.

**SHARE** Begin putting change in a bank at home just for helping other Christians.

**REVIEW** Review the power text.

**PRAY** Pray for wisdom to support others in your church.

## Tuesday

**READ** Read Acts 4:34, 35.

**THINK** Would sharing make your church stronger?

**DO** What are things you could offer to someone else?

**REVIEW** Review the power text.

**PRAY** Ask God to show you what He wants you to share with others in your church family.

## Wednesday

**READ** Read Acts 4:36, 37.

**LIST** In your Bible study journal\* list material and nonmaterial things that you can share with others.

**SHARE** Make it your goal to daily share kindness with someone (be it just smiles and caring words).

**REVIEW** Review the power text.

**PRAY** Pray for other Christians around the world who are sharing what God has given them.

## Thursday

**READ** Read Acts 2:44.

**THINK** What did Barnabas give the church in addition to the money from selling the field?

**SHARE** Write a note or make a card that you can give to someone on Sabbath morning.

**REVIEW** Review the power text.

**PRAY** Pray for your Sabbath School teacher.

## Friday

**READ** Read Acts 2:45.

**LIST** In your Bible study journal write things you can do to actively support your church family.

**SAY** Repeat the power text by memory.

**SHARE** Have your family members share various needs that church members may have, as well as ways in which they could support the church family by serving others.

**PRAY** Pray for your family members and ask God to use each of you as channels of His blessings to others.

**NOTE** \*Your Bible study journal is found at the back of your Bible study guide. If you need additional space, use a notebook or open a file on your computer. Writing out your thoughts when you study the Bible helps you remember what you learned from God's Word.



## Community

We experience God's love in our church.

### POWER TEXT

"And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).

### KEY REFERENCES

- Acts 8:1-8
- *The Acts of the Apostles*, chap. 11, pp. 103-111
- *The Bible Story* (1994), vol. 10, pp. 31-37
- Student story on page 32 of this guide

### OUR BELIEFS

- No. 3, The Father
- No. 11, Growing in Christ
- No. 14, Unity in the Body of Christ

### OBJECTIVES

#### The students will:

- **Know** that love for Jesus binds us to Him and to each other.
- **Feel** joy in belonging to a group of God's people.
- **Respond** by rejoicing that they belong to His church.

# Spreading the Word



God's love  
unites us  
and brings  
us joy.

### The Bible Lesson at a Glance

After the stoning of Stephen, the church is persecuted, especially by Saul. We might have expected that they would hide and stop preaching, but instead they move away from Jerusalem, preaching wherever they go. Philip goes to Samaria, preaching and performing great miracles. The unexpected outcome is that the church grows and is joyful in spite of the circumstances.

#### ***This is a lesson about community.***

Even though separated by hardship and persecution, members of God's family are part of a community that perseveres in joyfully spreading His Word. God's people are not His people only when they go to church together. They are also a community of faith when they are scattered across the country or around the world. It is the story of Jesus and our love for Him that binds us together.

### Teacher Enrichment

"There was danger that the disciples would linger [in Jerusalem] too long, unmindful of the Saviour's commission to go to all the world. . . . They began to think that they had no work so important as that of shielding the church in Jerusalem from the attacks of the enemy. . . . To scatter His representatives abroad, where they could work for others, God permitted persecution to come upon them. Driven from Jerusalem, the believers 'went everywhere preaching the word'" (*The Acts of the Apostles*, p. 105).

Acts 8:4 says, "Those who had been scattered preached the word wherever they went" (NIV). The Greek word translated "scattered" is *diaspeirō*, which means "to scatter like grain" or "to disperse." Because the scattered Christians witnessed, the persecution of Christians in Jerusalem had the opposite effect than the one the Jewish leadership expected. The message of a risen Christ spread. (See *The Seventh-day Adventist Bible Commentary*, vol. 6, p. 212.)

*What evidence of perseverance do I have in my life? What about Jesus' love binds me to Him?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

## Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Ties That Bind B. Packing List	spools of thread, containers, <i>The SDA Hymnal</i>
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 27. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, food basket/bowl OR small travel bag, white/chalkboard, markers/chalk
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	two copies of <i>Net Kids</i> script (p. 146)  Bibles, "microphones," paper, pens/pencils  Bibles, list of questions copied or written on a white/chalkboard, paper, pens/pencils, markers/chalk
<b>3 Applying the Lesson</b>	10-15	<i>Scenarios</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>Share the Caring</i>	stationery, stamps, pens/pencils, markers/chalk
<b>*</b> <b>Closing</b>		A. Prayer and closing comments B. Reminder to parents C. Coming up next week	

## LESSON 2

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

A

#### Ties That Bind

Place several spools of thread in three or four containers on a table in the front of the room. Have the students stand at the back of the room. Instruct them to listen while you read the script. When they hear the word *church*, they are to come to a container, grab a spool of thread, stretch the thread one arm's length, break it, return to their place, and string the thread around their belt/watch band/button. Each time they hear the word *church* they are to get a string, placing the second string beside the first one, and so on. They will need to hurry to keep up with you, even though you talk slowly.

Script: **While Jesus was on earth, the disciples did not think of themselves as a CHURCH. But after the ascension, the disciples missed Jesus. They could have just returned to their old way of life. But they didn't, because the love of Jesus drew them together into a CHURCH. At first they spent their time together weeping and praying, but being together and sharing their love for Jesus made CHURCH a joyful place to be. Sometimes they stayed together late into the night, as when Peter was released from prison by an angel. He guessed where the CHURCH would be gathered in prayer meeting and went straight there. The believers could have been imprisoned for meeting together, but their prayer meetings were so joyful that nobody wanted to miss being at CHURCH. At first the believers thought that it was their job to stay in Jerusalem and tell people there all about Jesus. But when persecution came they moved away. The CHURCH members scattered to other places. And at every place, they told others about Jesus. So without realizing what was happening, the members of the CHURCH were helping it grow.**

#### YOU NEED:

- spools of thread
- containers
- The SDA Hymnal*

threads in your hand while the students hold the ends of their threads. Have them fan out in the classroom. **If each of you has a strong tie to the church, what does that do for the church?** (It makes it strong too.) **Now suppose that one person in your church has to move away. What happens in the church?**

Ask students to choose the person with the longest tie as the person who moves away, and figure out a way to keep that person linked to the church. (They could join hands and stay connected or they might join their ties end to end, with the church holding one end and the "missionary" the other.) Sing "Blest Be the Tie That Binds" (*The SDA Hymnal*, no. 350). **Let's say together the power text, Romans 8:28,**

**"And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).**

Say: Our power point today is:

God's love unites us and brings us joy.

#### Debriefing

Take one piece of thread and break it in front of the class, demonstrating how weak one thread alone is. Then ask everyone to hold all their threads together and test their strength. Ask: **What might these threads represent about us or the church?** (Being with other Christians makes us stronger; accept other responses.) Hold one end of all the

## B

### Packing List

Tell the students to sit in a circle.

Say: **You are disciples who have decided to leave Jerusalem and move to another place. You are deciding which of your possessions you will move and which you will leave. No one has anything to write with, so you must remember everything. To help yourself remember, you must say not only what you are going to take, but also what the people who speak before you are taking.**

**The last person must repeat the whole list.** The first person in the circle will name an item. The second will repeat that name and add one. The third will repeat the first two items in order and add one and so on around the circle.

#### Debriefing

Ask: **What kind of items seem to be the most important to us? How would you feel if you knew the place you were moving was better than the place you now live? (happy, less upset, etc.) What advantages are there in moving from one place to another?**

Let's say together the power text, Romans 8:28:

**"And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).**

Say: Our lesson this week is about a time in the early church when moving away from Jerusalem seemed like a terrible thing, but turned out to be a good thing. Looking at their experience, we will find out how:

 **God's love unites us and brings us joy.**

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

"This Is the Day" (*He Is Our Song*, no. 98)

"Walking in the Spirit" (*He Is Our Song*, no. 73)

"We Are the Family of God" (*He Is Our Song*, no. 114)

### Mission

Use Adventist Mission for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

#### YOU NEED:

- world map
- pushpins

### Offering

Say: **It's always a joy to be with other church members at events such as camporees, camp meetings, and youth rallies, but we can't always be with the Christians that we have met in other places. Yet we can help them spread the gospel by supporting their message with our offerings.**

#### YOU NEED:

- food basket/bowl OR small travel bag

### Prayer

Ask the students if they know of any missionaries or Christians who are working in other countries. Appoint a scribe to list on the board who and where they are. Pray specifically for these people, for those in today's mission story, and for the people from your church who have moved away. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, and for the visitors.

#### YOU NEED:

- white/chalkboard
- markers/chalk

## LESSON 2

# 2

### BIBLE LESSON

#### YOU NEED:

#### Introducing the Bible Story

two scripts (p. 146)

##### The Net Kids

The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words.

(Refer to Lesson 1 for background and setup information.) Make two copies of the *Net Kids* script found on page 146 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

#### Debriefing

Say: **Tell me about a trip you have taken.** Ask questions such as: Where did you go? How did you get there? What did you like most about your trip? (Allow time for different students to respond.)

Say: **Today in our lesson we are going to talk about people who went on an unexpected trip at an unexpected time.**

#### YOU NEED:

#### Experiencing the Story

Bibles  
 "microphones"  
 paper  
 pens/pencils

Divide the class into groups. Within their groups, have the students read Acts 8:1-8. They will then pretend that they are a news reporting team.

They will need a news anchor, two or three news correspondents on location, and two to four people (Philip, Saul, church deacon, person healed, new believer, Sanhedrin member, Temple priest, person who witnessed the stoning of Stephen, person who helped bury Stephen, etc.) to be interviewed. Each group will create a newscast reporting on the persecution and dispersion of members of the early church. The correspondents should be prepared to give background on Jesus, Pentecost, Stephen, etc. When each group is finished, they should put on their newscast for the class. Suggested questions for news correspondents to ask: 1. What is your name? 2. Where are you from? Why are you here? 3. Can you tell us what is going on here? 4. What was the mood of the crowd gathered here? 5. How do you explain the hope-filled expression on those people's faces who are mourning?

#### Debriefing

Ask: **If you had been living at that time, how do you think you would have felt when the persecutions started? (scared, worried, etc.) What would have been your plan of action? Remember:**

 **God's love unites us and brings us joy.**

## Exploring the Bible

Write the following questions where the class can see them. Distribute Bibles, paper, and pens/pencils. Divide the class into groups and assign different questions to each group, then have the groups report to the whole class.

### YOU NEED:

- Bibles
- list of questions copied or written on a white/chalkboard
- paper
- pens/pencils
- markers/chalk

1. Read Acts 8:1. What does "on that day" refer to? (Skim the end of chapter 7.) (The day Stephen was killed)
2. Why do you think the apostles stayed in Jerusalem? (Perhaps to support and lead the church members who stayed there; to know what the Jewish leaders were planning, etc.)
3. Verse 2. What risks do you think these godly men took in burying Stephen? (This act identified them as believers, who might then be killed also.)
4. Verse 3. What did Saul do to try to destroy the church? (Arrested people and put them in prison.)
5. Verse 4. What was the effect of having church members scattered to other areas? (The word was preached everywhere they went; the gospel was taken to those living outside of Jerusalem/Judea.)
6. Verse 5. Where did Philip go? (to a city in Samaria)
7. The apostles stayed in Jerusalem. So this Philip is not the Philip who was one of Jesus' 12 disciples. Who was this Philip? Read Acts 6:1-6 to find out. (one of the seven deacons)
8. Verse 6. Why did the people pay close attention to what Philip said? (They heard him and saw what he did.)
9. Verse 7. What types of miracles did Philip do? (cast out evil spirits, healed paralytics and cripples) The miracles Philip performed were called signs. Explain what they were signs of. (of the truth of Philip's words about Jesus) Why were signs needed? (to convince people of the truth about Jesus)
10. Verse 8. What effect did Philip's visit have on this city? (There was great joy.)

Allow time to complete this assignment. Have the groups share their answers.

Say: **The persecution of the Christians living in Jerusalem seemed like a terrible thing. How did God bring a blessing out of this calamity?** (Christians who moved away from Jerusalem took the gospel to other areas;

people in other areas were healed, learned about Jesus, and had joy in their lives.) **Let's say together the power text, Romans 8:28:**

**"And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).**

**Remember our power point?**

 **God's love unites us and brings us joy.**

Say: **Even though the members of the early church were scattered across Judea and Samaria, they were united by their love for Jesus and their desire to tell others about Him. How was this experience one of joy?** (The message of Jesus brought joy to those who heard it; being healed brought joy to those who were healed and to their families; being part of a group of people who had hope in Jesus brought joy.)

## LESSON 2

# 3

### APPLYING THE LESSON

#### **Scenarios**

Have the students number off, one, two, one, two, etc. Say: **I am going to read different scenarios. I want those of you who are number ones to think about how to handle the situation as if it were happening to you. I want number twos to think about how you could help a fellow Christian having the experience.** After you read each scenario, ask the ones: **What will you do?** Then ask the twos: **How can you help them?**

1. **Someone in your neighborhood steals items from an elderly woman's home and blames it on you. Although you tell her you're a Christian and wouldn't do such a thing, she doesn't believe you and calls the police.**

2. **Your school requires you to be in class on Sabbath morning. You ask to be excused, but your request is denied because other Seventh-day Adventists attend on Saturday. You get a zero for your schoolwork for every Saturday. Your chance of getting into a good school for advanced studies is dwindling.**

3. **You and another Pathfinder are out collecting food for a family in your church who have recently lost their father. The local constable says you need to have a permit. You explain that you are just trying to help another believer. It's nothing official. He insists on detaining you until your parents get home. That won't be for another three hours. You and the other Pathfinder are so upset you can't remember the Pathfinder director's or pastor's phone numbers.**

4. **Your uncle, who is raising you, forbids you to go to the Adventist church. He beats you when he finds that you have gone in spite of his command. The church has scheduled a baptism. Your uncle has sworn he will kill you if you are baptized.**

5. **Your friend Tom asks you questions about God. But when you invite him to church, Tom hesitates. He asks you to give him three reasons he should come with you.**

#### **Debriefing**

Ask: **What can God do for us even in negative situations?** (bring a blessing to us, etc.) **How can we find joy in difficult situations?** (from the support of other believers, etc.) **Repeat our power point with me:**

④ **God's love unites us and brings us joy.**

# 4

### SHARING THE LESSON

#### **YOU NEED:**

stationery .....  
 stamps .....  
 pens/pencils .....

#### **Share the Caring**

Ask students to share if they were able to write a letter of encouragement to someone last week. Offer students the opportunity to write letters of encouragement today as well and to distribute them to members of your church community who are experiencing a difficult time. After Sabbath School class, distribute or mail these letters.

#### **Debriefing**

Ask: **What types of experiences might discourage a fellow church member?** (loss of job or family member, conflict with other people, lack of food, etc.) **How might a letter from you make that person feel?** (happy, joyful, etc.) **What does our power text remind us? Let's say it together:**

*"And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).*

**What does this week's power point say?**

④ **God's love unites us and brings us joy.**

# \* Closing

## **Prayer and closing comments:**

Pray again for missionaries and people who are living under difficult situations in various countries and in the church community. Pray that the class will support one another in everything.

## **Reminder to parents:**

Say: Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).

## **Coming up next week:**

Say: Saul is converted! We follow Jesus by serving others.

## **Notes**

# Student lesson

## Spreading the Word

*How would you feel if you had to leave the only home you've ever known because of something you didn't even do? We often read about people who were driven from a place because of persecution. This story is about how a teen living at the time of the early church may have reacted.*

The teenage girl was sure she was going to erupt. Standing outside the gate of Jerusalem, she leaned against a cart. Her stomach felt like a rope that had been tied and soaked in water. The hot sun, the sight of Stephen's dead body, and the women wailing in grief—all of it was too much. Her eyes frantically searched for her father. Spying him with a group of believers surrounding Philip, she just wanted to be near him.

The group split up.

"Abba," she cried, clutching her stomach.

"Daughter, I'm so sorry. I forgot you were with me," he said, rushing toward her. "You're sick. I knew I shouldn't have let you come."

"I want to go home," she whimpered. Her father whipped off his outer robe and laid it in the cart. He gently helped her in and draped canvas over the top to shield her from the sun.

Her father knew he'd get very little rest that night. He couldn't believe what he had seen today. It was definitely a turning point for the followers of Jesus. He was beginning to understand how angry the priests were against the believers. Saul, the young Pharisee was also in the crowd. Although he hadn't picked up so much as a pebble, Saul was an attentive observer of the stoning of Stephen.

When they reached home, the father walked around to the back of the cart to help his daughter.

"Feeling better?" he asked. She just smiled at him. Her head and stomach felt like her own again. Suddenly she heard someone call her father's name. The man sounded anxious and out of breath. She felt her stomach tighten again.

"Daughter," her father called.

"Yes, Father," she replied.

"Bring our guest some water. We will be meeting here instead of at Philip's."

When everyone had arrived, Father introduced the man whom she had heard speaking earlier. "Saul is on the warpath. Already he's going from house to house throwing believers into prison," the speaker said. "He has sworn to wipe us out. Philip has already gone. He thinks it's time for us to go to other places where we can spread the gospel freely."

"Is Samaria one of those places?" the father asked.

The speaker smiled. "Before He left, our Lord said we would be His witnesses in Samaria. Remember?" Everyone nodded. "Philip—and I—think the time has come."

The girl's head ached again. Leave Jerusalem and their home? The tears that she had held back streamed down her face.

She waited to talk with her father until everyone had left.

"Abba," she said.

"You're still awake?" he asked.

"How soon are we going to leave Jerusalem?" she asked.

"Probably in the next couple weeks."

"Oh," the girl moaned.

"I know it's not easy, but we must go," he said. "It's not safe for us here any longer."

Two weeks later they were traveling north from Jerusalem. They had packed only what they could take in the cart. News of Philip in Samaria had already reached the believers. The Samaritans had swarmed to hear Philip preach. Philip had impressed them not only with his words, but also with signs. He had healed the sick and cast out evil spirits, convincing the Samaritans that Jesus was the promised Messiah.

Now the girl and her father were moving to Phoenicia. It was so far away. It seemed like the end of the earth to her. "You know," her father said, "your mother would have been so happy."

The girl nodded yes. Before her mother had died, she had made her husband promise to take the good news to her family in Phoenicia.

"We probably should have moved to Tyre long ago," Father continued.

The girl thought about the house she had lived in all her life. She pictured the faces of her friends, whom she would never see again. Then her thoughts turned to her mother's family, to bringing them the news of the risen Christ.

"You know, Father," she said. Her father turned around from his place walking beside their donkey and looked at her.

"It's strange, isn't it?" she continued. "This persecution that's been so terrible has brought something good after all. Right?"

His smile said yes.

## KEY REFERENCES

- Acts 8:1-8
- *The Acts of the Apostles*, chap. 11, pp. 103-111
- *The Bible Story* (1994), vol. 10, pp. 31-37
- Our Beliefs nos. 3, 11, 14

## POWER TEXT

"And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).

## POWER POINT

God's love unites us and brings us joy.



## Sabbath

**DO** Do the activity on page 19.

## Sunday

**READ** Read Acts 7:54-58 and this week's story, "Spreading the Word."

**REVIEW** Begin memorizing the power text.

**THINK** When did a bad situation work for your good?

**PRAY** Thank God that you belong to a community of believers who can support one another in times of crisis.

## Monday

**READ** Read Acts 7:59, 60.

**SEARCH** Look up the word "martyr" in the dictionary. What does it mean? How can a dead person witness?

**FIND** Where in the Bible is the word "martyr" used?

**REVIEW** Review the power text.

**PRAY** Pray that you will trust God to be with you, even when others are against you.

## Tuesday

**READ** Read Acts 8:1, 2.

**THINK** Why did Stephen's death lead to persecution?

**APPLY** How do you decide whether to stay and fight or leave and be safe in a dangerous situation?

**REVIEW** Review the power text.

**PRAY** Thank God that you are able to share the gospel.

## Wednesday

**READ** Read Acts 8:3.

**THINK** In what ways could the believers support one another in this situation?

**WRITE** Write a letter of encouragement to someone.

**REVIEW** Review the power text.

**PRAY** Pray that your words and actions will uplift and support others in the church.

## Thursday

**READ** Read Acts 8:4.

**THINK** What was good about the church being scattered? What did the apostles do everywhere they went?

**SHARE** Get the name and address of a missionary from your pastor and write that person a short letter.

**PLOT** Find a New Testament map and measure the distance between Samaria and Jerusalem.

**REVIEW** Review the power text.

**PRAY** Pray for the missionary you chose to write to.

## Friday

**READ** Review Acts 8:5-8.

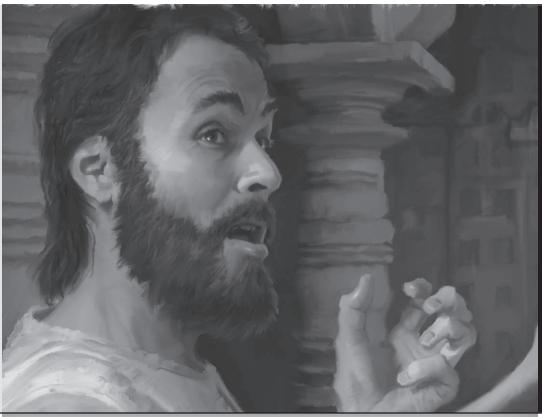
**THINK** Has anyone teased or hurt you for your faith? How did you react? What would have been the best way to respond when you were ridiculed for the sake of Jesus?

**CREATE** Write a story or skit about what happened in Jerusalem as if you are there.

**PRESENT** Perform your skit in family worship.

**SAY** Repeat the power text from memory.

**PRAY** Praise God for Christian friends who encourage you.



## Community

We experience God's love in our church.

### POWER TEXT

"For this is what the Lord has commanded us: 'I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth'" (Acts 13:47).

### KEY REFERENCES

- Acts 9:1-19
- *The Acts of the Apostles*, chap. 12, pp. 112-122
- *The Bible Story* (1994), vol. 10, pp. 42-46
- Student story on page 42 of this guide

### OUR BELIEFS

- No. 10, The Experience of Salvation
- No. 13, The Remnant and Its Mission
- No. 22, Christian Behavior

### OBJECTIVES

#### The students will:

- **Know** that God gives them talents to share with others His love.
- **Feel** grateful that God is calling them just as He called Saul.
- **Respond** by saying yes to God's call.

# Blinded



We build  
community  
when we use  
our God-given  
talents to  
share with  
others His  
love.

### The Bible Lesson at a Glance

When the early Christians look at Saul, they see a fierce and determined opponent. When God looks at Saul, He sees a strong leader with all the possibilities for sharing the gospel with those who have never heard the story of Jesus. When God looks at us, He always sees what we will be when we yield ourselves to His life-changing power. God still calls us to use our strengths to tell others of His love.

#### ***This is a lesson about community.***

When we respond to God's call in our lives, He uses the gifts and talents He has already placed within us to help others. It is God's job to call us and equip us to reach out to others. It is our job to respond to that call by saying yes.

### Teacher Enrichment

"Paul had formerly been known as a zealous defender of the Jewish religion and an untiring persecutor of the followers of Jesus. Courageous, independent, persevering, his talents and training would have enabled him to serve in almost any capacity. He could reason with extraordinary clearness, and by his withering sarcasm could place an opponent in no enviable light. And now the Jews saw this young man of unusual promise united with those whom he formerly persecuted, and fearlessly preaching in the name of Jesus.

"... Saul of Tarsus, on his way to Damascus, might easily have been struck dead by the Lord, and much strength would have been withdrawn from the persecuting power. But God in His providence not only spared Saul's life, but converted him, thus transferring a champion from the side of the enemy to the side of Christ. An eloquent speaker and a severe critic, Paul, with his stern purpose and undaunted courage, possessed the very qualifications needed in the early church" (*The Acts of the Apostles*, p. 124).

*How has God gifted me? When have I used my strengths to tell others about God? Where is God leading me now?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful?**  
**Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

## Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Good News—Bad News B. Love Reflections C. All Change	Bibles, string, tape, glue paper, colored markers
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 37. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, wrapped gift box to be used as offering collection device, colored strips of paper, glue/tape/staples, pens/pencils/markers
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	three copies of <i>Net Kids</i> script (p. 147)  Bibles  Bibles, Spiritual Gifts Inventory (p. 148), pens/pencils, white/chalkboard, markers/chalk
<b>3 Applying the Lesson</b>	10-15	<i>Which Gifts?</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>Messengers of Light</i>	
<b>*</b> <b>Closing</b>		A. Prayer and closing comments B. Reminder to parents C. Coming up next week	

## LESSON 3

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

#### Good News—Bad News

Divide the class into groups of five. Ask each group to number themselves from one to five.

Say: **We are going to tell a story together. I will introduce the story. If you are the first person, you will tell your part of the story by beginning with the words “The good news is . . .” and adding information to the story. The person following you will tell their part of the story by beginning with the words “The bad news is . . .” The next person will begin with “The good news is . . .” And everyone will alternate after that.**

Start a story (suggestions: “I went for a walk in the park yesterday”; “I’m looking forward to school starting this year”). If necessary, give an example. Say: **My friend was flying for the British paratroopers when his engine malfunctioned.** Have each student group continue.

Person 1 could say: “The good news is he jumped from the plane.”

Person 2 could say: “The bad news is his parachute wouldn’t open.”

Person 3 could say: “The good news is his reserve shoot did open.”

Person 4 could say: “The bad news is he was heading for a farmhouse.”

Person 5 could say: “The good news is the owners had built a large haystack.”

#### Debriefing

Ask: **How did it feel to have to find good and bad in situations? Although we cannot change some of the situations in our lives, we can choose how we respond to them. We can produce positive change through the way we live. We can choose to be reflections of God’s light.**

Let’s say together the power text, Acts 13:47:

**“For this is what the Lord has commanded us: ‘I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth’” (Acts 13:47).**

Say: Our power point this week is:

**④ We build community when we use our God-given talents to share with others His love.**

#### B

#### Love Reflections

Read aloud Galatians 5:13. Provide tape, string, and glue and ask the students to create an illustration depicting love in action. Say: **When**

**God calls us, He wants us to reflect His love to others. Turn to a person sitting next to you and tell them one way you can show God’s love to others.** Allow the students a few minutes to discuss with one another.

#### YOU NEED:

- Bibles
- string
- tape
- glue

#### Debriefing

Ask: **How can we follow God’s command to be reflections of His light to others? Why is being a positive influence sometimes challenging?**

Let’s say together the power text, Acts 13:47:

**“For this is what the Lord has commanded us: ‘I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth’” (Acts 13:47).**

Say: Our power point this week is:

**④ We build community when we use our God-given talents to share with others His love.**



# Prayer & Praise

## C

### All Change

Distribute art supplies.

**Say:** I want you to create a coat of arms or a symbol that describes you. Draw a shield on your paper. Then divide the shield into three or four sections and draw symbols to illustrate your interests, hobbies, best and worst characteristics, and your family (instead of a symbol for their family, they might write a family motto).

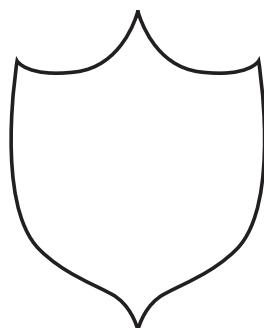
Allow time. Collect the coats of arms as they are completed and post them around the room. When all are posted, ask students to look at all of them and decide to whom each one belongs. After a short time, return the drawings to their owners.

**Say:** Think about one personal quality that you would like to have changed by the Holy Spirit. Turn it into a motto and put it below your coat of arms. For example, "From fear to courage."

#### Debriefing

Ask: How did it feel to symbolize what you are all about? What does your coat of arms tell you about what God has called you to do? How can you use your best traits to reflect God's love to others? Let's say together the power text, Acts 13:47:

**"For this is what the Lord has commanded us: 'I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth'" (Acts 13:47).**



#### YOU NEED:

- paper
- colored markers

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

- "One Thing Is Needful" (*He Is Our Song*, no. 39)
- "I've Got a River of Life" (*He Is Our Song*, no. 128)
- "Give Me Oil in My Lamp" (*He Is Our Song*, no. 139)
- "Make Me a Servant" (*Praise Time*, no. 79)

### Mission

Use Adventist Mission for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on

MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

#### YOU NEED:

- world map
- pushpins

### Offering

Use a wrapped gift box with a slit in the top to collect the offering.

- wrapped gift box with a slit

**Say:** Someone once said that what we are is God's gift to us, and what we become is our gift to Him. This month we are going to be learning about using the gifts with which God entrusts us. One thing God has given us to manage for Him is our money. We can share what He has given us as a way of serving Him.

#### YOU NEED:

- wrapped gift box with a slit

### Prayer

During this quarter the students can make a paper prayer chain to display in the classroom. Each week, have strips of paper; glue, tape, or a stapler and staples; and pens, pencils, or markers with which the students can write prayer requests or answered prayers. You can use one color paper for requests, another for answers, and still another for praise. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

#### YOU NEED:

- colored strips of paper
- glue, tape, OR staples
- pens, pencils, OR markers

## LESSON 3

# 2

### BIBLE LESSON

#### YOU NEED:

- three *Net Kids* scripts  
(p. 147)

### Introducing the Bible Story

#### The Net Kids

The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words. (Refer to Lesson 1 for background and setup information.) Make three copies of the *Net Kids* script found on page 147 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

#### Debriefing

Say: Our lesson today is about using our gifts, strengths, and talents to reflect God's love to others. There are many ways that this can be done.

⦿ We build community when we use our God-given talents to share with others His love.

#### YOU NEED:

- Bibles

### Experiencing the Story

Have student volunteers each read a verse of Acts 9:1-9. Then ask them to close their eyes while you read the passage again.

Read verses 1 and 2 and ask your students, with their eyes still shut, to describe some of the sights, sounds, smells, and emotions that they imagine from the verses.

Read verses 3 through 6. Ask your students to respond as before.

Read verses 7 through 9. Ask students to respond again.

Ask: Why do you think God had to go to such extreme measures to get Saul to listen to Him? Has anyone you've known ever had a dramatic life-changing experience like Saul's? What happened? How did the person's life change after that?

Say: Let's say together our power point:

⦿ We build community when we use our God-given talents to share with others His love.

# 3

## APPLYING THE LESSON

### YOU NEED:

#### Exploring the Bible

Divide the students into three groups. Assign one of the following passages to each group to read: Romans 12:6-8; 1 Corinthians 12:7-10, 28-30; Ephesians 4:11-13.

Have each group select a scribe to list the gifts it finds.

When everyone has finished, have each scribe write that group's list where all can see. When all the lists are in place, eliminate those gifts that appear more than once. Develop one master list. Keep the list on the board for the next activity.

**Let's say together the power text, Acts 13:47:**

**"For this is what the Lord has commanded us: 'I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth'" (Acts 13:47).**

- Bibles
- copies of the Spiritual Gifts Inventory (p. 148)
- pens/pencils
- white/chalkboard
- markers/chalk

#### Which Gifts?

Say: **The best way to understand a gift is to see it working in your own life. As we do the Spiritual Gifts Inventory\* I will distribute (or read) to you, use the list on the board to decide what the gift is. Then decide whether this is one of your spiritual gifts. You may have more than one.**

Have the students take the Spiritual Gifts Inventory. You may photocopy and distribute it or read it to the students.

\*Note: More comprehensive material on spiritual gifts is available in the *ChristWise Discipleship Guide*, available from your Adventist Book Center.

#### Debriefing

Ask: **What did you discover? Did you discover anything new about yourself? Why is it important to know what your spiritual gifts are? How do you already use your spiritual gifts? What new ways can you think of to use them?**

Say: Our power point this week is:

⌚ **We build community when we use our God-given talents to share with others His love.**

## LESSON 3

# 4

### SHARING THE LESSON

#### **Messengers of Light**

Invite students to share if they had the opportunity last week to use their gifts to share with others who Jesus is and what He means to them.

Ask students, alone or in pairs, to decide on a way they can use one of their spiritual gifts to reflect the light of God's love to someone. Then each student will write a plan, explaining how they will use their gifts to spread the love of Jesus and to bring others into His light. Have them take their plans home to remind them of what they will do to share God's love with others.

#### **Debriefing**

Allow time for students to share how they plan to be messengers of God's love to others Ask: **How do you feel about helping others in the way God has gifted you to be a light for Him?**

Say: **Let's say together our power point:**

⌚ **We build community when we use our God-given talents to share with others His love.**

# \*

## Closing

#### **Prayer and comments:**

Say: **Remember that God has promised to give you everything you need to share His love with someone else. Let's ask Him to help us be channels of His love to others.**

#### **Reminder to parents:**

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).**

#### **Coming up next week:**

Say: **Christians support one another. As Christians we should be ready to help and support each other.**

## **Notes**

# Student lesson

## Blinded

*Can you think of something that has happened to you that has changed your whole life? It could be the death of a loved one, a divorce in your family, a parent's new job, or a new baby joining your family. How would your life have been different if that event had not occurred? Today we'll hear how one event changed not only one man's life, but the history of the entire Christian church.*

Saul had joined the efforts of the priests with strong determination in his heart. A zealous Pharisee himself, he had sought to put an end to the spreading of the gospel by persecuting the followers of Jesus. He had even asked the high priest for letters of permission to go as far north as Damascus to search for Jesus' followers. His intent was to bring them back to Jerusalem and throw them into prison. With the letters of permission from the high priest granted, Saul and his attendants were now making preparations for the journey.

The next morning they left. In addition to Saul's servants, a company of soldiers went with him. It would take several days to get to Damascus. Saul made use of every mile. He and the soldiers searched for believers in Jesus at all the synagogues in towns along the way.

On the last day of their journey, a blinding light flashed across the sky. Saul heard a voice from heaven and fell down to the ground.

The men who were accompanying him shouted, "Look! What's happening to Saul?"

The light was now streaming down

all around Saul and a voice was speaking to him.

"Saul, Saul, why do you persecute me?"

"Who are you, Lord?" Saul asked with fear in his voice.

"I am Jesus, whom you are persecuting. Now get up and go into the city, and you will be told what you must do" (Acts 9:4-6).

Even though the men who were with Saul could hear the voice, they couldn't see anyone. But Saul recognized that the glorious Being who appeared to him on the road to Damascus was Jesus himself.

He remembered the witness of Stephen, the martyr, who had spoken with courage and conviction about Jesus. Saul now believed that Jesus was the promised Messiah who had come into the world to redeem us.

Jesus continued speaking to Saul:

"Now get up and stand on your feet. I have appeared to you to appoint you as a servant and as a witness of what you have seen and will see of me. I will rescue you from your own people and from the Gentiles. I am sending you to them to open their eyes and turn them from darkness to light, and from the power of Satan to God, so that they may receive forgiveness of sins and a place among those who are sanctified by faith in me" (Acts 26:16-18).

Saul struggled to his feet, realizing he could not see. Rushing to his side, the servants helped him stand. They led the blinded Saul down through the green, fertile land he had been admiring just moments before but couldn't see now.

He was headed straight for the very

people he had come to murder. But now he was coming to join his gifts and talents with, not against, theirs as together they would serve God and tell others about His love.

Arriving in Damascus, Saul prayed and fasted for three days. As a result of his earnest prayers the heart of Saul was transformed by God's grace and he became a believer fully consecrated to the service of Christ, his Master.

During those days Jesus spoke in a vision to a disciple named Ananias and asked him to meet with Saul and pray for him that he may regain his sight. Ananias was afraid. He had heard about Saul's zeal to persecute Jesus' followers. Yet Jesus reassured him that Saul's conversion was sincere.

"Go!" Jesus said to him. "This man is my chosen instrument to proclaim my name to the Gentiles and their kings and to the people of Israel. I will show him how much he must suffer for my name."

Obedient to the instructions received from the heavenly messenger, Ananias went to meet Saul. As he placed his hands on him, Ananias said, "Brother Saul, the Lord—Jesus, who appeared to you on the road as you were coming here—has sent me so that you may see again and be filled with the Holy Spirit" (Acts 9:10-17).

As soon as he finished speaking Saul's eyes were opened and he could see. Saul's conversion story tells of God's amazing power to change lives. This account also beautifully illustrates God's desire to cooperate with anyone who is willing to reach out to others for Jesus.

## KEY REFERENCES

- Acts 9:1-19
- *The Acts of the Apostles*, chap. 12, pp. 112-122
- *The Bible Story* (1994), vol. 10, pp. 42-46
- Our Beliefs nos. 10, 13, 22

## POWER TEXT

"For this is what the Lord has commanded us: 'I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth'" (Acts 13:47).

## POWER POINT

We build community when we use our God-given talents to share with others His love.



## Sabbath

**DO** Do the activity on page 32.

## Sunday

**READ** Read Acts 9:1, 2 and this week's story, "Blinded."

**WRITE** Get a nonpermanent marker and along with the reference, write the power text on your mirror/window. Start memorizing it.

**PRAY** Ask God to help you treat kindly those who don't believe as you do.

## Monday

**READ** Read Acts 9:3, 4.

**THINK** Why do you think God stopped Saul in the way that He did? What did the light represent?

**WRITE** In your Bible study journal, write about how God talks to you.

**REVIEW** Review the power text.

**PRAY** Pray, asking God to give you an open heart so that He doesn't have to do dramatic things to get your attention.

## Tuesday

**READ** Read Acts 9:5.

**THINK** Why do you think Saul asked that question?

**REFLECT** How would you react if you came to realize that you were persecuting God's true followers? What are ways you could build up the community of believers?

**REVIEW** Review the power text.

**PRAY** Ask God to help you block out all the distractions that keep you from hearing His loving instructions to you.

## Wednesday

**READ** Read Acts 9:6-9.

**THINK** What would you have done in Saul's position if you were blinded and told to go to a place you could not see and wait until you received further instructions about what you should do next?

**ASK** Ask an adult to tell you how he/she acted when faced with a critical decision that involved waiting.

**REVIEW** Review the power text.

**PRAY** Ask for a deeper understanding of who Jesus is.

## Thursday

**READ** Read Acts 9:10-12.

**TELL** Serve someone today by using your God-given talents to share who Jesus is and what He means to you.

**REVIEW** Review the power text.

**PRAY** Ask God to help you trust Him, no matter whom He sends you to serve.

## Friday

**READ** Read the rest of the story in Acts 9:13-19.

**THINK** What is a gift that God has given you? How are you using it to serve His children?

**DISCUSS** With an adult, discuss how Ananias also served God and told others about His love.

**IMAGINE** How would you react if you were asked to serve someone you thought was planning to kill you?

**SAY** Repeat the power text aloud by memory.

**PRAY** Ask God to help you use your gifts to share His love with His children to whom He is sending you today.



# Christ Folk

## Community

We experience God's love in our church.

### POWER TEXT

"Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).

### KEY REFERENCES

- Acts 11:19-30
- *The Acts of the Apostles*, chap. 16, pp. 155-165
- *The Bible Story* (1994), vol. 10, pp. 65-67
- Student story on page 52 of this guide

### OUR BELIEFS

- No. 12, The Church
- No. 14, Unity in the Body of Christ
- No. 11, Growing in Christ

### OBJECTIVES

#### The students will:

- **Know** that we are stronger when we work together.
- **Feel** grateful for the support of their church family.
- **Respond** by being supportive of their friends and church family.



**God's people  
are stronger  
when we  
support one  
another and  
work together.**

### The Bible Lesson at a Glance

Some of the Christians who are persecuted go as far as Phoenicia, Antioch, and Cyprus. In Antioch a church is raised up with many believers. This church needs support. The church at Jerusalem sends Barnabas to support the church in Antioch and the other churches in this area. Some time later a great famine comes to Palestine, and the members in these new churches collect relief aid and send it to assist people in the church in Jerusalem.

### *This is a lesson about community.*

When members of a community work together for the common good, everyone benefits, and God's work of spreading the gospel of His grace expands exponentially.

### Teacher Enrichment

"It was in Antioch that the disciples were first called Christians. The name was given [to] them because Christ was the main theme of their preaching, their teaching, and their conversation. . . . They preached Christ and addressed their prayers to God through Him.

"It was God who gave to them the name of Christian. This is a royal name, given to all who join themselves to Christ" (*The Acts of the Apostles*, p. 157).

*How do I work together for the good of the community? What else can I do to contribute to others' needs?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Disaster Daze  B. All About You	paper, pens/pencils  bag filled with various objects that remind of our relationship with God
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 47. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, offering plate/basket
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	three copies of <i>Net Kids</i> script (p. 149)  Bibles, Bible maps, pushpins (optional)  Bibles
<b>3 Applying the Lesson</b>	10-15	<i>Scenarios</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>Plan a Project</i>	church calendar, pens/pencils
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

## LESSON 4

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

##### **Disaster Daze**

Say: Everyone is in a panic. A big disaster has struck your town. You learn that yours is the only family in the church whose house is not destroyed. You alone have a supply of food, water, clothing, and electricity. How will your family help the other church members? In groups, design a step-by-step plan to supply everyone's needs. When the plans are finished, have each group report to the class.

#### YOU NEED:

- paper
- pens or pencils

#### B

##### **All About You**

Before Sabbath School begins, fill a bag with various items that remind of the importance of maintaining a consistent relationship with God (i.e., Bible, mirror, small branch with fruit on it). Place chairs in a circle. As the students come in, explain to them that they will choose one item from the bag as they sit in a circle. After students have arrived, all should sit in a circle and pass around the bag. Each of them will then take out an item and try to explain how it reminds them of their relationship with God.

#### YOU NEED:

- bag filled with various objects that remind of our relationship with God

#### **Debriefing**

Ask: What about the other members of the community who don't belong to your church? Are you supposed to help them too? Why or why not? (Encourage responses.) Will you put the needs of church members first? Why or why not? (Encourage responses.)

Let's say together our power text:

*"Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).*

Say: Remember our power point:

④ **God's people are stronger when we support one another and work together.**

#### **Debriefing**

Ask: In what way can our possessions tell others about our relationship with God? (Accept responses.) Why is it important to have a close relationship with God? (God helps, supports, and saves us.) Why does God want Christians to live in such a way that non-Christians can tell they have a relationship with Him? (So they will know where to go when they need support or answers to life's questions; so our love and helpfulness will draw others to know God; so church will be a warm, friendly place.) Let's say together our power text:

*"Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).*

Say: Let's say together our power point:

④ **God's people are stronger when we support one another and work together.**

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

Take suggestions for a song that has the same topic as the power point.

### Mission

Use Adventist *Mission* for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

**YOU NEED:**

- world map .....
- pushpins .....

### Offering

Say: **Whether for missionaries at home or abroad, our gifts are needed to send God's Word to those who need to hear it.**

**YOU NEED:**

- offering plate/basket .....

### Prayer

Have student volunteers thank God for the support of your church family and pray for people in your church who are doing missionary work. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

## LESSON 4

# 2

### BIBLE LESSON

#### YOU NEED:

#### Introducing the Bible Story

##### The Net Kids

The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words.

(Refer to Lesson 1 for background and setup information.) Make three copies of the *Net Kids* script found on page 149 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

#### Debriefing

Ask: **In what way are missionaries part of God's plan?** (They help other people find out about God.) **Would you like to be a student missionary? Where would you like to go as a student missionary?**

- three *Net Kids* scripts  
(p. 149)

#### YOU NEED:

#### Experiencing the Story

Have students read Acts 11:19-30, going verse by verse around the class.

Then divide the students in groups and distribute copies of various maps of Bible times and current times. Have each group make a chart of who was sharing the gospel and where they were when the early Christian church was scattered, and pinpoint these places on the maps. When everyone is finished, let them share what they found.

#### Debriefing

Ask: **Do you think the early Christians kept track of where people were going?** (probably, don't know) **Why might they think it important to keep track of everyone?** (to send their support; to pray for them) **Remember:**

 **God's people are stronger when we support one another and work together.**

# 3

## APPLYING THE LESSON

### YOU NEED:

Bibles

### Exploring the Bible

Say: **Before the time of Christ, other people named in the Bible shared their knowledge of a Creator God with people of other cultures. Let's look at some of them.**

Have the students look up and skim the following passages to discover who shared their knowledge of God, with whom they shared, and where they were when they did.

2 Kings 5:1-15 (Naaman and the servant girl)

Genesis 41:25-40 (Joseph)

Daniel 1; 3:19-30 (Shadrach, Meshach, Abednego)

Daniel 2:46, 47; 5:13-29 (Daniel)

### Debriefing

Ask: **What did each of these people have in common?** (They witnessed.) **How did their witness help others?**

(gave them support; helped them know God better)

**Let's repeat together our power text:**

**"Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).**

Say: **Remember:**

**⌚ God's people are stronger when we support one another and work together.**

### Scenarios

In advance, prepare slips of paper with one of the following written on each slip: broken arm, two broken legs, blind, deaf, blind and deaf, one broken leg, two broken arms. Provide one slip for each student. Distribute the slips and then tell the kids that they are the victims of a terrible disaster, each with the resulting injuries on the slip. They are to act out those injuries as they get from inside the room to outside (or if you have a large room, you could move from one side to the other). Each person's chair must also be moved with them. Give them five minutes and then call time.

Ask: **What made the activity difficult? What made it easy? Who needed help? Why? How much easier was it when someone else supported or helped you? How do you think this illustrates our power point?**

**⌚ God's people are stronger when we support one another and work together.**

## LESSON 4

# 4

### SHARING THE LESSON

#### YOU NEED:

- church calendar
- pens/pencils

#### Plan a Project

Divide the class into groups and have them share what they have done during the past week to tell others about Jesus, to encourage someone, or to start saving money for a disaster relief project or mission project, etc. Brainstorm ideas for a church social, vesper program, senior citizens' Sunday brunch, etc. As a class, choose a project and use the church calendar to set a date. Make a list of items needed and jobs to be done. Assign the different tasks and encourage accountability on the part of the students.

#### Debriefing

Ask: **What church events have you enjoyed in the past?**  
**How do church events help bring about a feeling of community?** (help church members get to know one another; work together)

**How does our power text help us nurture a spirit of community with one another? Let's say it together:**

*"Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).*

Say: Remember also our power point:

④ **God's people are stronger when we support one another and work together.**

# Closing

#### Prayer and closing comments:

Pray a closing prayer for unity in the class and in the church.

#### Reminder to parents:

Say: Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).

#### Coming up next week:

Say: Paul used new approaches to evangelism. God wants us to accept and love others.

## **Notes**

# Student lesson

## Christ Folk

*Have you known anyone who has left everything and everyone familiar to serve God in another place? Is it something you think you could do? This week we'll read about two missionary pioneers, Paul and Barnabas.*

**A**t the end of a service with the believers in Jerusalem, one of the deacons said, "Friends, we received word today from those who left here because of persecution. Their teaching is being well received by the people in Antioch. I think we have the beginnings of another church!"

Everyone began speaking at once. "Praise God!" "That's really good news!"

"I think it's time to send someone to Antioch to help our brothers and sisters there," he continued. "What do the rest of you think?"

"We've got to help them," someone spoke up. "They'd do the same for us."

"I think Barnabas should go," someone else said. "He's proved his ability to encourage new believers."

"Yes, Barnabas is a good choice," everyone agreed.

"Are you willing to accept this assignment, Barnabas?" the deacon asked, turning to him.

"I'll go where I can help most," Barnabas said. "I can be ready to leave tomorrow."

After most of the believers had left, Barnabas talked with those remaining about Antioch. Someone asked what he knew about the city.

"It's the third-largest city within the Roman Empire," Barnabas said. "People come from all over the world to trade

and do business there. Antioch is a beautiful place on the outside, but there's a lot of corruption there too. The people worship the goddess Daphne."

"It sounds as if you have your work cut out for you," one of the apostles said.

"Yes, but it is God's grace that can change people's lives," Barnabas said.

Arriving in Antioch, Barnabas found a place to stay and began searching for other believers. He found the reports about their devotion to the Lord to be true. Within a short time he, too, was teaching and leading people to Jesus.

One evening after a long day of teaching and preaching, Barnabas sat thinking. *It's exciting to see so many people accepting Jesus, but there's more work here than I can do alone. Maybe I'll ask Saul to come and help me.*

The next day Barnabas left for Tarsus, where Saul, also called Paul, had been working. Paul immediately agreed to work with Barnabas. Back in Antioch, they began teaching the Gentiles about Jesus. Soon they were being called by a new name: Christians.

"Have you heard what they've been calling us?" Paul said to Barnabas one day.

Barnabas nodded affirmatively. "Yes. Christians. They think calling us 'these Christ folk' insults us. They have no idea what a great honor it is to be named after our Lord!"

Visitors came regularly to meet with Barnabas and Paul. One day some special guests—prophets from

Jerusalem—arrived. Barnabas and Paul scheduled a meeting with them and all the other believers that night.

The group gathered that evening and listened as the men gave reports from Jerusalem, Phoenicia, Cyprus, and other territories where people were teaching about Jesus. Then a man named Agabus stood to speak. Barnabas motioned for everyone to be quiet and listen.

"Recently God has given me a distressing message," he said to the group. "There will be a drought in Palestine. Our friends in Jerusalem are going to have a very difficult time."

As Agabus sat down, men and women started talking and planning. Barnabas raised his hand to silence everyone.

"It sounds as if you all have suggestions," he said, smiling. "Let's hear them."

"Let's give as much as we can to help the brothers and sisters in Jerusalem," someone suggested. Everyone nodded in agreement.

Then one by one the believers brought money or pledged goods to be given to the community of believers in Jerusalem. When the gifts were collected, the believers handed them to Barnabas.

"You and Paul should deliver our freewill offerings to the elders in Jerusalem," they said.

Barnabas and Paul looked at each other and smiled gratefully. Barnabas spoke:

"We'll leave first thing in the morning."

## KEY REFERENCES

- Acts 11:19-30
- *The Acts of the Apostles*, chap. 16, pp. 155-165
- *The Bible Story* (1994), vol. 10, pp. 65-67
- Our Beliefs nos. 12, 14, 11

## POWER TEXT

"Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).

## POWER POINT

God's people are stronger when we support one another and work together.



## Sabbath

**DO** Do the activity on page 33.

## Sunday

**READ** Read Acts 11:19 and this week's story, "Christ Folk."

**WRITE** Write the power text on a card and review it. Don't forget to include the reference.

**PRAY** Pray for your pastor and the leaders in your church.

## Monday

**READ** Read Acts 11:20, 21.

**THINK** What did the disciples do as they spread to different regions because of the persecution?

**TELL** Tell someone how God works things for your good.

**REVIEW** Review the power text.

**PRAY** Ask God to help you recognize the good in every situation.

## Tuesday

**READ** Read Acts 11:22-24.

**THINK** What do you do for the Lord that makes a difference in the lives of others?

**PLAN** Plan to do three things today to be an encourager like Barnabas.

**REVIEW** Review the power text.

**PRAY** Ask God to keep words of encouragement on your lips.

## Wednesday

**READ** Read Acts 11:25, 26.

**THINK** Based on this passage, what are the benefits of making yourself available to God wherever He leads you and for as long as He needs you?

**CREATE** Create an acrostic of the word "Christian," using words that describe what it means to be a Christian.

**REVIEW** Review the power text.

**PRAY** Thank God for the privilege of being called a Christian.

## Thursday

**READ** Read Acts 11:27-30.

**SAVE** Plan to save money each week for a disaster relief fund and pray for the disaster relief workers at ADRA.

**REVIEW** Review the power text.

**PRAY** Thank God for the opportunity to help someone.

## Friday

**READ** Reread Acts 11:19-30 with your family at worship.

**THINK** When did you receive help from someone? How did you feel? What are you prompted to do whenever you see someone in need? How do you help?

**DISCUSS** At family worship, talk with each other about ways you can help church members who are in need.

**PLAN** Plan to do something to help someone today.

**SAY** Repeat the power text from memory.

**PRAY** Ask God to continue to give you a heart that desires to help His people.



## Community

We experience God's love in our church.

### POWER TEXT

"No! We believe it is through the grace of our Lord Jesus that we are saved, just as they are" (Acts 15:11).

### KEY REFERENCES

- Acts 15:1-19
- *The Acts of the Apostles*, chap. 19, pp. 188-200
- *The Bible Story* (1994), vol. 10, pp. 76-78
- Student story on page 62 of this guide

### OUR BELIEFS

- No. 5, The Holy Spirit
- No. 12, The Church
- No. 14, Unity in the Body of Christ

### OBJECTIVES

#### The students will:

- **Know** that they can help others know about God who loves everyone, regardless of cultural differences.
- **Feel** led by God to be accepting of others.
- **Respond** by loving and accepting others the way God loves and accepts them.

# Strangers Among Us



**We follow  
Jesus' example  
when we love  
and accept  
others.**

### The Bible Lesson at a Glance

As Paul works with new believers every day he realizes that the church often asks converts to adopt cultural differences before they can accept spiritual truths. Paul feels led by God to accept people within the context of their culture, and he knows that God's love is the most important thing he can share with them.

The Holy Spirit leads the Jerusalem Council to accept Paul's new approach to evangelism.

#### ***This is a lesson about community.***

To reach others, we must accept and love them as they are, where they are, and lead them from there to Jesus. Paul's approach to evangelism establishes a successful evangelistic strategy for us today. Accepting and loving others is a part of honoring God.

### Teacher Enrichment

"The Jewish converts generally were not inclined to move as rapidly as the providence of God opened the way. From the result of the apostles' labors among the Gentiles it was evident that the converts among the latter people would far exceed the Jewish converts in number. The Jews feared that if the restrictions and ceremonies of their law were not made obligatory upon the Gentiles as a condition of church fellowship, the national peculiarities of the Jews, which had hitherto kept them distinct from all other people, would finally disappear from among those who received the gospel message" (*The Acts of the Apostles*, p. 189).

*With whom in my life have I experienced the tension of cultural differences? What are some ways I can learn to accept those differences? How can I meet people where they are without compromising what I believe?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1</b> <b>Readiness</b>	10-15	A. Musical Nationalities  B. Walk a Mile in My Shoes	Christian music from one or two different cultures, paper, pencils, world map (optional)  paper, pen
 <b>Prayer &amp; Praise</b>	15-20	See page 57. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, gift box with slit, colored strips of paper, glue/tape/staples, pens/pencils/markers
<b>2</b> <b>Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	six copies of <i>Net Kids</i> script (p. 150)  Bibles  Bibles, white/chalkboard, markers/chalk
<b>3</b> <b>Applying the Lesson</b>	10-15	<i>Scenarios</i>	
<b>4</b> <b>Sharing the Lesson</b>	10-15	<i>Where They Are</i>	activity sheet (p. 151), pens/pencils
 <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

# LESSON 5

## 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

##### Musical Nationalities

Divide the students into small groups.

Have each group appoint a scribe. Give the scribes a pencil and paper.

Say: **There are many different kinds of people in the world. I am going to play some Christian (or other appropriate) music from a different culture, and while it is playing, your scribe is to write down as many nationalities as your group can think of. When the music stops, you must stop.**

Start the music and let students begin their lists. (i.e., Nigerian, Irish, Japanese, Spanish, Australian.)

After you stop the music, have the students tally their lists. Check which group has the longest list of nationalities. Ask that group to listen as each of the other groups reads their list. Ask them to add to their original list any new nationalities that they hear read. (Students may enjoy finding on a world map where each of the nationalities originates.)

#### Debriefing

Ask: **How do you feel about music that is different from what your family plays, sings, or listens to? How many people whose nationalities are on the list do you know personally? How does their culture differ from yours? What are the similarities between their culture and yours? What is the good news about how God treats people regardless of their nationality? Is one nationality more ready to be saved than another? Let's say together our power text, Acts 15:11,**

**"No! We believe it is through the grace of our Lord Jesus that we are saved, just as they are" (Acts 15:11).**

Say: Our power point this week is:

**⌚ We follow Jesus' example when we love and accept others.**

#### Accommodations for students with special needs

Allow students who experience difficulty with writing and spelling to answer orally, while another group member records their answers in writing.

#### B

##### Walk a Mile in My Shoes

Write types of people on slips of paper

(for example: women, single mothers, elderly, housewives, businesspeople, teens, homeless people/beggars, movie stars, kindergartners, university students, disabled people, sports stars, musicians). Divide the students into groups of four to six. Distribute the slips to the groups. Ask them to role-play, in pairs within their groups, the attitudes society has toward these people, how others treat them (good and bad). In each group have the students choose one role play to present to the entire group. Bring students back together to present the role plays.

#### Debriefing

Ask: **How did it feel to be someone everyone loves? How did it feel to be someone everyone ignores, avoids, or hates? Let's read 1 Samuel 16:7 together. When we allow the Holy Spirit to change our hearts, we will be able to love and accept those who are different from us. Let's say together our power text, Acts 15:11,**

**"No! We believe it is through the grace of our Lord Jesus that we are saved, just as they are" (Acts 15:11).**

Say: Our power point this week is:

**⌚ We follow Jesus' example when we love and accept others.**

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

"Pass It On" (*He Is Our Song*, no. 130)

"Love, Love" (*He Is Our Song*, no. 132)

### Mission

Use Adventist *Mission* for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

#### YOU NEED:

- world map .....
- pushpins .....

### Offering

Allow students to collect the money using a gift box.

#### YOU NEED:

- gift box with slit .....

Say: **God wants us to have a heart that accepts other people as He has accepted us. Let's sing "Love, Love" (*He Is Our Song*, p. 132) again as the gift box is passed around and the offering is collected.**

### Prayer

Invite students to voice prayer requests, answers to prayer, and praises. Record their answers on colored strips of papers and add them to the prayer chain if you already have one in the Sabbath School class. Otherwise, start making a prayer chain. Ask a student volunteer to pray over the requests, answers to prayer, and praises that are listed on the prayer chain. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

#### YOU NEED:

- colored strips of paper .....
- glue, tape, OR staples .....
- pens, pencils, OR markers .....

## LESSON 5

# 2

### BIBLE LESSON

#### Introducing the Bible Story

##### The Net Kids

The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words. (Refer to Lesson 1 for background and setup information.)

Make six copies of the *Net Kids* script found on page 150 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity. Present the skit.

##### Debriefing

Say: Today we are studying about disputes that arose between different groups of people in the early church. It is the Holy Spirit who empowers us to love and accept those who are different from us.

Our power point is:

⌚ We follow Jesus' example when we love and accept others.

##### YOU NEED:

- six copies of *Net Kids* script (p. 150)

##### YOU NEED:

- Bibles

#### Experiencing the Story

Have student volunteers each read aloud a few verses of Acts 15:1-19.

Ask: **What were the early Christians having conflicts about?** (Whether the new non-Jewish converts to Christianity had to become Jews before they were able to become Christians.) **Do we have similar conflicts today?**

**What are some examples?**

Say: **Get into groups of four to six and reenact this scene using a situation in our lives today** (with an adult facilitator, if possible). **This can be something happening in your home or school, in our city, state, province, region, or country.** (If students still don't understand what you're talking about, give them the following examples: immigration policies, equal pay, women in nontraditional jobs, discrimination against minorities, etc.) **Get one to three people to strongly oppose change and the others to defend it. When you are finished, be prepared to present your reenactment to the class.** (Give the students several minutes to prepare, then allow them to present their scenes.)

##### Debriefing

Ask: **How did it feel to be on the side opposed to changing things, to opening them up to everyone? How did it feel to be the person who was going to be shut out from having the same advantages as everyone else? Who in our city or world today is often shut out from things? How could we as a church or Sabbath School class help such people?**

Say: Our power point this week is:

⌚ We follow Jesus' example when we love and accept others.

# 3

## APPLYING THE LESSON

### YOU NEED:

#### Exploring the Bible

Have the students read aloud: Exodus 22:21 ("do not mistreat . . . a foreigner"); Leviticus 19:10, 33, 34 (provide for the foreigner, "love them as yourself"); Leviticus 24:22 (have the same laws for foreigners); Psalm 146:9 ("the Lord watches over the foreigner"). List the main points of each text where all can see.

#### Debriefing

Ask: **What is a stranger/foreigner? What's another word for stranger?** (foreigner, different) **What special instructions did God give the Israelites about strangers? Why do you think He gave those instructions to them? Which of these instructions still apply to us? Who are strangers/foreigners in our community? How does it make you feel knowing that God loves and accepts everyone? How will knowing this change the way you treat your classmates, neighbors, and others who are different from you? Let's say together our power text, Acts 15:11:**

**"No! We believe it is through the grace of our Lord Jesus that we are saved, just as they are" (Acts 15:11).**

Let's repeat the power point:

 **We follow Jesus' example when we love and accept others.**

#### Accommodations for students with special needs

Have students with visual impairments sit close to the board for this activity. Alternatively, have a handout for them with the list of Bible references and the main points of the texts.

### YOU NEED:

- Bibles
- chalk/markers, board

#### Scenarios

Read the following scenarios aloud to your students:

**Jacinth is a new student at your school. She is from another country. She does not bring the same type of lunch as everyone else in your class. Some of the foods she brings do not smell like any food you are used to. You do not like the smell. Your friends also make fun of her clothes, which are a little different too.**

**Jacinth makes good grades and tries to be friendly, but she is left out of a lot of things because she just doesn't understand a lot about your culture and the things you and your friends have in common. You would like to get to know her, but your friends have told you that she should find friends among people like herself. They say she will never fit in with the rest of the class.**

**Jacinth stops you after school and tells you that her mother would like to have you and your family over for Sabbath dinner.**

#### Debriefing

Ask: **What would you do?** (Encourage a variety of responses.) **How do you think it would feel to be a person who is different from most of those around them? How do you think it would feel to be the person who befriends that person? Have you ever known people in either of these situations? What could you do if you were faced with a similar situation to the one we just read?**

Let's repeat our power point:

 **We follow Jesus' example when we love and accept others.**

## LESSON 5

# 4

### SHARING THE LESSON

#### YOU NEED:

- activity sheet (p. 151)
- pens/pencils

#### Where They Are

Invite students to share if they had the opportunity during the past week to interact with someone of a different nationality or someone who was different from them. Ask: **How did you interact with those who were different from you? What did you do to better understand them? How did you treat those who behaved, spoke, or believed differently than you do? What did you do to befriend them in spite of the differences among you? How did you share Jesus with them?**

Divide students into groups of four. Give each group an activity sheet (p. 151) and pencil.

Say: **When we share the good news of God's love with others, we need to try to understand and respond to their needs in culturally appropriate ways. In your groups, circle one of the characters at the top of the sheet that your group will represent. Designate one person in your group to act that way. Choose another person in your group to be the scribe (writer), one to be the reporter, and one to be the Bible researcher.**

**Work together in your group to choose one verse, character, or story from Scripture that would be especially meaningful to your character and tell why you chose it. Then fill in the portion of your activity sheet, telling what kinds of Bible study would be most interesting to your character.**

When the groups have finished their work, have the reporter for each group introduce their character and tell about their Bible favorites.

#### Debriefing

Ask: **What just happened?** (We tried to help someone learn about God's love in a way they would understand and relate to.) **How did it feel to befriend someone this way?** (We had to place ourselves in their situation; we had to accept who they were; we had to understand that God loves people who are different from us.) The Holy Spirit can enable us to accept those you are different from us.

#### Remember:

 **We follow Jesus' example when we love and accept others.**

# Closing

#### Prayer and closing comments:

Say: Dear Lord, open our eyes to see those who are different from us. Open our hands to accept them. Open our hearts to love them as You love each one of us. Amen.

#### Reminder to parents:

Say: Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).

#### Coming up next week:

Say: We enjoy an abundant life when we surrender to Jesus. We serve others by sharing what Jesus has done for us.

## **Notes**

# Student lesson

## Strangers Among Us

*Do you keep a journal? Many believe that Luke kept one. Like any good journalist, he would have interviewed lots of people. Let's imagine what Luke might have heard from a person who served Paul.*

I couldn't understand why they were arguing. I thought anyone could accept and follow Jesus. Paul's servant explained that the Jews thought that the new converts had to become Jews first and follow their customs.

I strained to hear the conversation. It sounded as if they were finally agreeing on something.

"I think Paul and Barnabas should go to Jerusalem and talk to the apostles there," someone said. "Let's find out what their opinion is about this."

"That's a good idea, but some local elders should go as well," another replied.

"Good, we'll leave as soon as possible," Paul said. "We need to get this straightened out quickly."

We traveled through Phoenicia and Samaria so Paul could encourage Christians along the way. In Jerusalem the believers met us at the city gate. When Paul told them the reason for our visit, everyone agreed that a special meeting needed to be called. They set the time for several days later.

I was surprised at how many people had come to hear Paul and Barnabas. But I also knew that there were lots of people with their own ideas about Gentiles accepting Christ. They would all want to have their own say during the meeting.

Paul and Barnabas opened the meeting by telling of their first missionary

journey. They told about some of the miraculous things God had done. Paul saved the most important information for last—the large number of Gentiles who were eager to listen to the gospel message and accept Jesus as their personal Savior.

"A group that came to Antioch from Jerusalem has begun to cause some problems," Paul reported. "They have started to teach and demand that our Gentile Christian brothers must first become Jews. However, such teaching is not in harmony with the gospel of Jesus."

Just as I thought it would, murmuring arose from the group.

"How can you take that kind of position?" demanded one of the leaders. "These Gentiles must submit to becoming Jews and promise they'll obey the laws of Moses before they can follow Jesus."

"Yes, he's right," a number of other voices chorused.

"We disagree," another said. "God accepts everyone who receives Jesus, His Son. The important thing is that the Gentiles hear and accept the good news about Jesus." The discussion went back and forth for a long time.

Finally, motioning for silence, Peter, one of the apostles, stood up.

"Brothers, you know that some time ago God made a choice among you that the Gentiles might hear from my lips the message of the gospel and believe. God, who knows the heart, showed that he accepted them by giving the Holy Spirit to them, just as he did to us. He did not discriminate between us and them, for he purified their hearts by faith. Now then, why do

you try to test God by putting on the necks of Gentiles a yoke that neither we nor our ancestors have been able to bear? No! We believe it is through the grace of our Lord Jesus that we are saved, just as they are" (Acts 15:7-11).

When Peter finished speaking, no one had anything more to say. Everyone listened as Paul and Barnabas told the rest of the miraculous and exciting things God had done among the Gentiles during their journeys.

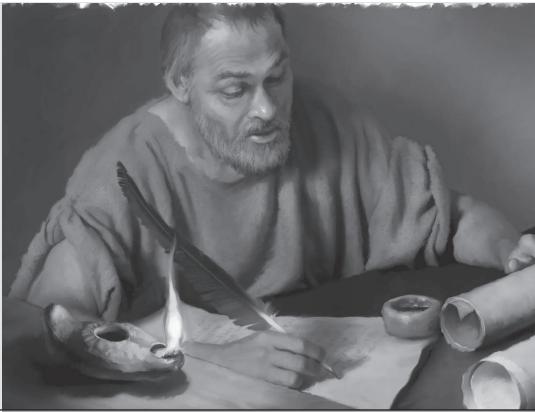
Finally James rose to speak. "Brothers, listen to me," he began. "[Peter] has described to us how God first intervened to choose a people for his name from the Gentiles. The words of the prophets are in agreement with this, as it is written:

'After this I will return and rebuild David's fallen tent. Its ruins I will rebuild, and I will restore it, that the rest of mankind may seek the Lord, even all the Gentiles who bear my name, says the Lord, who does these things'—things known from long ago.

"It is my judgment, therefore, that we should not make it difficult for the Gentiles who are turning to God. Instead we should write to them, telling them to abstain from food polluted by idols, from sexual immorality, from the meat of strangled animals and from blood. For the law of Moses has been preached in every city from the earliest times and is read in the synagogues on every Sabbath" (verses 13-21).

The argument was over. The Holy Spirit had brought everyone to agreement. The next step, they decided, was to elect people to take the good news back to the Gentile believers.





## Service

We follow Jesus' example by serving others.

### POWER TEXT

"I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).

### KEY REFERENCES

- Galatians 1; 2
- *The Acts of the Apostles*, chap. 36, pp. 383-388
- *The Bible Story* (1994), vol. 10, pp. 76-78; 132-134
- Student story on page 72 of this guide

### OUR BELIEFS

- No. 22, Christian Behavior
- No. 10, The Experience of Salvation
- No. 11, Growing in Christ

### OBJECTIVES

#### The students will:

- **Know** that they have the opportunity to serve others in every situation.
- **Feel** a desire to invite Jesus in their lives.
- **Respond** by asking God to help them serve His children even when facing difficulties.

# Grace Inspires Service



**Jesus**

**empowers us  
to serve others  
in love.**

### The Bible Lesson at a Glance

When false teachers tell the Galatians that they must obey Jewish laws to be saved, the Galatians start focusing on themselves instead of on Jesus. Without realizing it, they are trying to be perfectly good by obeying rules. They are forgetting that we are saved not by what we do, but by grace—what Jesus did on Calvary. They lose sight of the fact that genuine service to God and others is not a means of obtaining salvation—that it grows out of one's commitment to God and love for others. In explaining this to the Galatians, Paul used the example of his own experience as the perfect young Pharisee who meets Jesus on the Damascus road. To stay true to Jesus, Paul allows his selfish life to die so that Christ may live in him. Paul's conversion experience enables him to serve God and others.

### ***This is a lesson about service.***

God's unbelievable generosity and favor toward us was manifested in Jesus' life of service to the fallen human race. He came to earth, lived among us, and died to win us back and to pay forever the penalty for our sin. All this was at no cost to us. When we come to Jesus and truly want to follow His example, He enables us to serve others lovingly and self-sacrificially.

### Teacher Enrichment

"The Holy Spirit wrought with mighty power, and many whose feet had wandered into strange paths, returned to their former faith in the gospel. Henceforth they were steadfast in the liberty wherewith Christ had made them free. In their lives were revealed the fruits of the Spirit—'love, joy, peace, long-suffering, gentleness, goodness, faith, meekness, temperance.' The name of God was glorified, and many were added to the number of believers throughout that region" (*The Acts of the Apostles*, p. 388).

*How can I follow Jesus' example of self-sacrificial service? What does it mean to "die to self"?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

## Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Where's the Power?  B. Maze Challenge	battery-operated items OR electrical appliances  blindfolds, chairs
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 67. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, battery-operated device (optional)
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story and Exploring the Bible	Bibles, volunteer reporter, copy of script, simple costume, white/chalkboard and markers/chalk (optional)
<b>3 Applying the Lesson</b>	10-15	<i>What's Number One?</i>	for each person: five index cards or slips of paper, pen/pencil
<b>4 Sharing the Lesson</b>	10-15	<i>Our Own Top 10 List</i>	large sheet of poster board OR paper, markers
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

## LESSON 6

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

**A**

#### Where's the Power?

Ahead of time, find an assortment of small battery-operated items (travel clock, flashlight, beater, razor, remote-controlled toy, toy cars, etc.), or set up electrical appliances.

Remove the batteries/electrical cords (or unplug the electrical cords and bury them behind furniture so the students cannot immediately see they are unplugged).

Display the items or appliances and ask the students to try them out. The students will probably try to figure out why the appliances do not work. If not, you can suggest they do so. Give the students the necessary batteries or cords so they can try again.

#### Debriefing

Ask: **What happened here?** (The appliances would not work.) **What was missing so that the appliances would not work?** (batteries, electrical connections, power, etc.) **Let's say together the power text, Galatians 2:20:**

*"I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).*

**How can the activity we just did help us understand this verse?** Read the verse again. **Paul's life has been unplugged, disconnected (crucified), because the old source of power was not working. Now he is connected to a new source. What is it?** (verse 20—Christ, the Son of God) **And what is the cord that connects Paul to Christ?** (faith, believing in God). **How can we be most effective in serving others?** (If we are connected to Christ, the source.)

#### What is our power point for this week?

 **Jesus empowers us to serve others in love.**

**YOU NEED:**

- battery-operated items  
OR electrical appliances

**B**

#### Maze Challenge

Challenge the students to create a maze by rearranging the chairs to form obstacles in the room. Blindfold a volunteer to go through it alone. Explain that their turn is over if they touch a chair. Allow several students to try, making the course harder each time. Then have students try to walk the course with a partner who talks them through it, telling them how many steps to take and when to turn. To make it even harder, try the activity with two or more pairs of students giving and taking the instructions.

#### Debriefing

Ask the persons who walked blindfolded: **How did it feel to walk the maze on your own?** (It was harder than they thought.) **Did you care whether or not you bumped the furniture?** (Yes, most will care.) **Why? Or why not?** (Because they wanted to finish; they wanted to do it perfectly; or they didn't care.) **How is walking the maze like living your life?** (Accept their responses; see if anyone mentions trying to live without sinning. If they don't, mention it yourself.) **Could you get through the maze perfectly on your own?** (no) **You cannot live the Christian life on your own by keeping rules, either. You need Jesus in your life to guide and empower you. What difference did it make when the blindfolded people listened to their guide?** (They got through or they got farther.) **How did you feel when there was more than one person giving directions?** (It was harder; they had to listen for the correct voice.) **In real life there are voices deliberately trying to mislead us and discourage us. Sometimes a selfish side of us leads us astray. What does Paul advise us to do about our selfish voice?** (Crucify it.) **He chose to make Jesus Lord of his life and to listen only to Him. Let's repeat our power text together:**

*"I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).*

#### Remember,

 **Jesus empowers us to serve others in love.**



# Prayer & Praise

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

- "Oh, Magnify the Lord" (*He Is Our Song*, no. 12)
- "Lord, Be Glorified" (*He Is Our Song*, no. 148)
- "Got a Reason for Livin' Again" (*He Is Our Song*, no. 79)
- "Forgiven and Free" (*Praise Time*, no. 48)

### Mission

Use Adventist *Mission* for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

**YOU NEED:**

- world map .....
- pushpins .....

### Offering

Ahead of time, get a creative person to help you configure a battery-operated device for collecting the offering today. For instance, a remote-controlled truck or car pulling a basket. Explain that as the power from the battery moved the object that was used, so God's Holy Spirit energizes us and empowers us to resist and overcome sin in our lives.

**YOU NEED:**

- battery-operated device (optional) .....

### Prayer

The students will pair up and each offer a short prayer by thanking God for the privilege of serving and asking Him to empower them to serve others even when facing challenges.

Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

**Introducing the Bible Story**

**Say:** One time false teachers came to Galatia and told the Galatians that they must obey Jewish laws to be saved. When that happened, the Galatians started focusing on themselves instead of on Jesus. Without realizing it, they were trying to be perfectly good by obeying rules in their own power. They were forgetting that we are saved by grace—what Jesus did on Calvary—and we are also changed by grace—through the power of the Holy Spirit, who teaches us to live a new life in Christ.

When Paul tried to explain this to the Galatians, he used the example of his own experiences as the “perfect” young Pharisee who met Jesus on the Damascus road. It was only when he recognized his need of a Savior that Paul was able to serve God most effectively. A visitor is going to join us today and interview us about Paul’s life. You will need your Bibles. When the reporter asks you questions, I will give you texts in which you can find the answers.

**Experiencing the Story and Exploring the Bible**

The reporter dresses in a bathrobe with a cloth draped over their head. They carry a long piece of paper (two sheets of paper taped together, which can contain a copy of the script below) and a quill or pen. The following dialogue gets the students finding and reading verses in their Bible in order to find the facts of Paul’s life.

Whenever the reporter asks a question of the students, the leader suggests a Bible reference that supplies the information (perhaps writing it where all can see). The students then look up the text and/or give the information in their own words to the reporter. The reporter can keep reminding them to explain what they mean if they do not put it in their own words. The reporter has freedom to add conversation. They pretend not to notice the prompts that the leader gives the students.

*[The reporter enters, asking for Paul. They notice the audience and bow.]*

**Reporter:** Dear Friends, I understand that you are Christians and that you know the apostle Paul. I have been sent by the Galatia Times, a very influential newspaper, to do a story on Paul. Could you please help me gather the facts for my story?

**Maybe you can answer some questions for me. Do you mind? I would be so grateful if you would try. Just the facts, please.**

**Where was Paul born?** (Acts 9:11—Tarsus)

**I see. So Paul was a Roman, not a Jew?** (2 Corinthians 11:22; Acts 22:27)

**Then he must not have been a very good Jew, right?** (Galatians 1:14)

**Don’t be defending Paul. Just give me the facts. How would you know that, anyway?** (He wrote it in a letter to the Galatians.)

**If you have a copy of that letter, this is historical evidence. That’s good. Tell me more. Was he just trying to look good to please the Galatians? (verse 10) As you see here, Paul recognized that in order to serve others well, he needed to win, not the approval of people, but the approval of God.**

**So let’s go back to Paul’s youth. What makes you think**

**YOU NEED:**

- Bibles
- volunteer reporter
- copy of script
- simple costume
- white/chalkboard, markers/chalk (optional)

# 3

## APPLYING THE LESSON

**that he was such a good Pharisee?** (Philippians 3:5, 6)

**Where and how did Paul become a Christian?** (Acts 9:1, 3, 4)

**And then where did he go?** (Galatians 1:15-17)

**So he didn't have the blessing of the Christian leaders in Jerusalem?** (verses 18, 22, 23)

**Where did I get the idea that Paul went to Jerusalem?** (Galatians 2:1)

**I understand that Paul said he was crucified. Why did he say that?** (Galatians 2:20, 21)—This is Paul's way of saying that when you accept Jesus, your old self dies and Jesus, through the Holy Spirit, lives in you, making you a new person.)

**How could we adopt this attitude of complete surrender to God, as Paul did, to become more effective in serving others?** (Like Paul, when we put self aside and allow God to come first in our lives, we will serve others out of love.)

### Debriefing

Ask: **What can we learn from Paul's experiences with God?** (Accept their responses without comment.) **For people who are used to getting things done, it can be hard to accept that all the great stuff we do is not what saves us.** And yet, if we love God we will want to help others. **Though we are not saved by doing good works but by faith in God's grace, true faith in God is reflected in good actions** (James 2:14-17, 26). Let's repeat our power text together:

*"I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).*

We are reminded through our power point that  
④ **Jesus empowers us to serve others in love.**

### YOU NEED:

for each person:

- five index cards OR  
slips of paper
- pen/pencil

### What's Number One?

Give each student five index cards or slips of paper and a pen. Instruct them to write on the cards/paper the five most important things in their lives, one per card/paper. The things might be persons, possessions, relationships, or a quality of life such as health, etc. When the cards are ready, the students hold them in one hand and fan them out so they can see what is on them. Ask: **If God asked you to give up one of the things written on your cards, which one would you choose?** Have them drop that card/paper to the floor. Ask the same question three more times, with students dropping one card/paper to the floor each time until only one is left.

Repeat Galatians 2:20. Say: **You know you are crucified with Christ and want to follow Him when the very last card in your hand has something to do with God.**

Ask students to close their eyes as you pray. Say: **Dear Father, help us always to think of You as first and most important in our lives. Thank You for Jesus' example of genuine service. We invite You to be number one in our lives, and please help us to serve You and others wholeheartedly. Amen.**

### Debriefing

Ask: **What did you learn just now?** (Wait for a response; do not push them; just nod when they respond.) **It is not easy to give up the thing you value most. How do you feel now that you did it?** (OK, sad, great) Say: **When we choose to follow Jesus' example of service we will enjoy an abundant life filled with purpose and meaning.** When Paul gave everything, he gained Jesus and got a life. Jesus enabled Paul to live God's way and to serve Him. You and I can also gain the joy and freedom Paul has found when He decided to live his life to serve God and others. Let's say together our power point:

④ **Jesus empowers us to serve others in love.**

## 4

## SHARING THE LESSON

## YOU NEED:

- large sheet of poster board OR paper
- markers

**Our Own Top 10 List**

Invite students to share if they had the opportunity during the past week to put the needs of someone else first to reach out to them for Jesus. Ask: **How did you identify someone's need of your help? What did you do to meet the needs of others? Were you able to share your love for Jesus as your personal Savior with someone who does not know Him yet? How did that person respond?**

Say: Let's make up our own Top 10 list. This is a serious list. We are not doing it to get a laugh, but to share what we learned this morning. Let's see if we can think up 10 ways to finish this sentence: "When I allow Christ to be first in my life . . ."

Divide into groups of two to four and see how many responses each group can think of in two minutes. When the time is up, ask for students to volunteer one response. Invite them to come write it on the poster board. They keep reporting and writing as long as they have responses that have not been mentioned or until you have 10. The students sign their names on the back of the board. (Large church: give out adhesive note paper for the students to sign their names and come stick them on the back of the board. Small church: students can sign all around the edge of the front of the board.)

**Debriefing**

Read their list, starting with 10 and moving to 1. If there is time, vote on their favorite response and mark that as number 1. Challenge the students to tell people about their Top 10 list. Remind them to tell which response they think is number 1. Have everyone say Galatians 2:20 from memory:

**"I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).**

Remind them again that

 **Jesus empowers us to serve others in love.**

## \* Closing

**Prayer and closing comments:**

Ask God to enable each member of your Sabbath School class to accept Him as first in their lives and to equip them for His service.

**Reminder to parents:**

Say: Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).

**Coming up next week:**

Say: Paul is shipwrecked. Regardless of our circumstances God wants us to help those around us.

## **Notes**

# Student lesson

## Grace Inspires Service

*Imagine having taught someone how to do something, only to come back later and find that someone else has been by and shown them a whole different way to do it. Trouble is, the new way is all wrong, and will only lead to costly problems down the road. Imagine how frustrated you would be. That's the situation in the first two chapters of the book of Galatians. Paul has spent a long time in Galatia establishing churches and teaching the gospel of the grace of Jesus Christ—that we are saved by Christ's death, not by anything we do.*

**N**ow word has come that the Galatians have started believing a "different gospel." Jewish Christians coming to town have taught that believers must also keep old Jewish traditions. Paul wastes no time writing a letter to set things straight.

"I am astonished that you are so quickly deserting the one who called you to live in the grace of Christ and are turning to a different gospel—which is really no gospel at all. Evidently some people are throwing you into confusion and are trying to pervert the gospel of Christ," he writes (Galatians 1:6, 7).

The word "gospel" means good news, and the good news is that Jesus' death saves us from our sins. Depending on old traditions, sacrifices, and circumcision is not good news at all in Paul's estimation. Rather authentic service to God and others comes from the renewed heart in response to God's love.

What's more, these new teachers

were also trying to discredit Paul, saying he was not one of Jesus' original disciples and was therefore inferior in his teaching to the other apostles. So Paul feels a need to defend himself.

"I want you to know, brothers and sisters, that the gospel I preached is not of human origin. I did not receive it from any man, nor was I taught it; rather, I received it by revelation from Jesus Christ" (verses 11, 12). Paul explains how he had zealously kept the laws, to the point of persecuting Christians in an effort to destroy the newly founded Christian church.

"But when God, who set me apart from my mother's womb and called me by his grace, was pleased to reveal his Son in me so that I might preach him among the Gentiles, my immediate response was not to consult any human being" (verses 15, 16). The other believers "heard the report: 'The man who formerly persecuted us is now preaching the faith he once tried to destroy.' And they praised God because of me" (verses 23, 24). Paul was a changed man.

Fourteen years later Paul was called to defend himself before the apostles. He went to Jerusalem and met with the leaders—"those esteemed as leaders" is the way he put it (Galatians 2:2). This meeting convinced the other leaders of the church that Paul was indeed a dedicated follower of Jesus.

"On the contrary, they recognized that I had been entrusted with the task of preaching the gospel to the uncircumcised, just as Peter had been to the circumcised. For God, who was at

work in Peter as an apostle to the circumcised, was also at work in me as an apostle to the Gentiles. James, Cephas and John, those esteemed as pillars, gave me and Barnabas the right hand of fellowship when they recognized the grace given to me. They agreed that we should go to the Gentiles, and they to the circumcised" (verses 7-9).

Jesus saves and changes human lives. The other apostles recognized the difference Jesus made in Paul's life. They saw how His grace changed a hateful, murderous man into one of His most trusted messengers of the gospel.

How did God prepare Paul for a life of service? "I have been crucified with Christ and I no longer live, but Christ lives in me," Paul writes. "The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (verse 20).

Paul recognized that Jesus' death on the cross gives us eternal life and empowers us to serve Him. Being crucified with Christ means we have asked Him to come and live in our hearts. When Jesus comes into our hearts, He changes us into Christlike people who are eager to serve Him and others unconditionally, out of love.

Nothing Paul did could have changed him. Neither can our hard work change us. Genuine transformation comes with Jesus. Our service to God and to others is simply our heartfelt response of gratitude for His infinite grace and matchless love.

## KEY REFERENCES

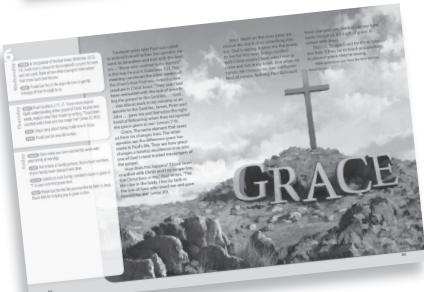
- Galatians 1; 2
- *The Acts of the Apostles*, chap. 36, pp. 383-388
- *The Bible Story* (1994), vol. 10, pp. 76-78; 132-134
- Our Beliefs nos. 22, 10, 11

## POWER TEXT

"I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).

## POWER POINT

Jesus empowers us to serve others in love.



## Sabbath

**DO** Do the activity on page 47.

## Sunday

**READ** Read Galatians 1:6, 7 and this week's story, "Grace Inspires Service."

**THINK** What do you think Paul means by "the gospel of Christ" (verse 7)?

**REVIEW** Review the power text.

**PRAY** Thank God for His promise to change your life.

## Monday

**READ** Read Galatians 1:8, 9.

**THINK** Have you ever heard something about God that was wrong? What did you say to correct the wrong view?

**SERVE** Think about what helps a person remain faithful to God. Help a person who doesn't believe in God to understand the truth and distinguish it from error.

**REVIEW** Review the power text.

**PRAY** Ask God to help you understand the meaning of the gospel.

## Tuesday

**READ** Read or recite John 3:16.

**ASK** Ask a few adults to state in a single sentence what John 3:16 means to them. What does it mean to you?

**APPLY** Share the message of John 3:16 with someone by helping them in a practical way and by telling them about God's great love for them.

**REVIEW** Review the power text.

**PRAY** Thank God for His work in the lives of others.

## Wednesday

**READ** Read Matthew 18:12-14.

**SERVE** God's love is shown in the shepherd's concern for even one lost lamb. How will you care for His lambs today?

**REVIEW** Review the power text.

**PRAY** Thank God for all His messages of love to you.

## Thursday

**READ** Read Galatians 2:17-21.

**THINK** Think of the meaning of the text: "I have been crucified with Christ and I no longer live, but Christ lives in me."

**SERVE** Invite Jesus to live in you and help you serve others.

**REVIEW** Review the power text.

**PRAY** Thank God for new life in Him.

## Friday

**READ** Read Ephesians 4:11-13.

**SHARE** Tell this week's story to your family at worship.

**SING** Sing with your family members a song about new life in Jesus and your desire to serve Him.

**SAY** Repeat the power text by memory.

**PRAY** Praise God for the life you now live by faith in Jesus. Thank Him for helping you to grow in Him and share Him with others.



## Service

We follow Jesus' example by serving others.

### POWER TEXT

"Sitting down, Jesus called the Twelve and said, 'Anyone who wants to be first must be the very last, and the servant of all'" (Mark 9:35).

### KEY REFERENCES

- Acts 28:1-10
- *The Acts of the Apostles*, chap. 42, pp. 439-446
- *The Bible Story* (1994), vol. 10, pp. 118-122
- Student story on page 82 of this guide

### OUR BELIEFS

- No. 11, Growing in Christ
- No. 17, Spiritual Gifts and Ministries
- No. 22, Christian Behavior

### OBJECTIVES

#### The students will:

- **Know** that they can follow Jesus by meeting people's needs.
- **Feel** motivated to discover ways they can meet the needs of others.
- **Respond** by finding ways to encourage and help the people in their neighborhood.

# Man Overboard



We seek  
opportunities  
to serve others  
in every  
situation.

### The Bible Lesson at a Glance

Paul and his company are shipwrecked on the island of Malta. During the first hours there, Paul meets the immediate needs of his shipmates. In the next three months while he is there, he heals the sick (including the father of Publius, the governor of the island) and preaches the gospel. As a result of Paul's service to them, the people treat everyone from the ship with kindness. When they leave, the islanders provide the ship's crew and passengers with everything they need for their journey.

#### ***This is a lesson about service.***

God wants us today to look for ways we can meet the needs of people around us, even when in unpleasant circumstances ourselves. By our service we are obeying Jesus and adopting His way of life as our own.

### Teacher Enrichment

"The shipwrecked crew were kindly received by the barbarous people of Melita. . . . Paul was among those who were active in ministering to the comfort of others. . . .

"During the three months that the ship's company remained at Melita, Paul and his fellow laborers improved many opportunities to preach the gospel. . . . For Paul's sake the entire shipwrecked company were treated with great kindness; all their wants were supplied, and upon leaving Melita they were liberally provided with everything needful for their voyage" (*The Acts of the Apostles*, pp. 445, 446).

*In what ways have I met the needs of others while experiencing my own time of crisis? How was the other person blessed? How was I blessed?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Sound Off  B. Clean Up	messy room
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 77. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, gift box with slit, colored strips of paper, glue/tape/staples, pens/pencils/markers
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	three copies of <i>Net Kids</i> script (p. 152)  Bibles  Bibles, concordance, pens
<b>3 Applying the Lesson</b>	10-15	<i>What Do You Do?</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>No Excuses</i>	banner paper, art supplies
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

## LESSON 7

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

##### Sound Off

Ask: Think of a time you have helped someone do something or someone has helped you. With a partner, act out what happened with actions only, no words. The rest of the class will try to guess what went on. Give students time to plan, then have them present.

##### Debriefing

Ask: Thinking about the experience you just acted out, how did you feel when you were helping someone else? when you were being helped? Let's say together our power text, Mark 9:35,

*"Sitting down, Jesus called the Twelve and said, 'Anyone who wants to be first must be the very last, and the servant of all'" (Mark 9:35).*

Say: Our power point this week is:

④ We seek opportunities to serve others in every situation.

#### B

##### Clean Up

##### YOU NEED:

messy room

Before class allow some tasks in the classroom undone so you could enlist students' help with the clean-up (i.e., take down posters or pictures, scribble on the chalk/whiteboard, trash on the floor, craft supplies all over a table, etc.). As the students come in, ask them to help clean up the room. Suggest to each what needs to be done. Observe the students' responses to your request.

##### Debriefing

Ask: When I asked you to do a specific thing, how did you feel? How did you feel when you finished? What would you consider doing next time you are asked to do something you were not responsible for? Let's say together our power text, Mark 9:35,

*"Sitting down, Jesus called the Twelve and said, 'Anyone who wants to be first must be the very last, and the servant of all'" (Mark 9:35).*

Say: Our power point this week is:

④ We seek opportunities to serve others in every situation.



# Prayer & Praise

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

"Hey, Mon" (*He Is Our Song*, no. 138)  
"Make Me a Servant" (*He Is Our Song*, no. 126)  
"I've Got a River of Life" (*He Is Our Song*, no. 128)

### Mission

Use Adventist *Mission* for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

**YOU NEED:**

- world map
- pushpins

### Offering

Use a gift box for collecting the offering.

**YOU NEED:**

- gift box with a slit

Ask: **What are some things that we can offer to God?** Get as many responses as possible.

Say: **While we give our offering, let's each sit quietly and think of other ways we can give to others and to God this week.**

### Prayer

Invite students to voice prayer requests, answers to prayer, and praises. Record their answers on colored strips of papers and add them to the prayer chain if you already have one in the Sabbath School class. Otherwise, start making a prayer chain. Ask a student volunteer to pray over the requests, answers to prayer, and praises that are listed on the prayer chain. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

**YOU NEED:**

- colored strips of paper
- glue, tape, OR staples
- pens, pencils, OR markers

## LESSON 7

# 2

### BIBLE LESSON

#### YOU NEED:

- three copies of *Net Kids* script (p. 152)

### Introducing the Bible Story

#### The Net Kids

The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words. (Refer to Lesson 1 for background and setup information.) Make three copies of the *Net Kids* script found on page 152 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

#### Debriefing

Say: Today our lesson is about serving God in all types of circumstances.

#### YOU NEED:

- Bibles

### Experiencing the Story

Have the students sit around in a circle and imagine the scenes described in Acts 28:1-10. Have volunteers read verses 1, 2.

Ask: **As strangers how would you have liked to be welcomed by the island's inhabitants? How did the islanders serve the visitors?**

Ask: **Who would like to share about a time you or someone you know was unexpectedly treated kindly by strangers? What was your response to the person's kindness?**

Designate another student/students to read verses 3-6.

Ask: **If you were one of the island's inhabitants how would you have treated the ship's crew and passengers? What could they have done? What can we learn from the example of those islanders about being a servant? What can we learn from Paul?**

Invite volunteers to read verses 7-10.

Ask: **In this passage who had a servant attitude? In what ways did they serve?**

#### Debriefing

Ask: **What can you do to help someone feel welcome, loved, and cared for? What are ways you could show hospitality to someone? What is the reward of those who practice hospitality and serve others?** (A sense of contentment that comes from knowing that you have made a difference in someone's life. The joy that Jesus gives when we follow His example and serve others.)

Say: **Remember our power point is:**

 **We seek opportunities to serve others in every situation.**

# 3

## APPLYING THE LESSON

### YOU NEED:

#### Exploring the Bible

Ask: If we could determine the importance of a trait by the number of times it appears in the Bible, which of the two, service or love, do you think would be more important? Why?

Say: Let's look in our concordances at the words "love" in all its tenses and forms (loved, loving, beloved, lovely, etc.) and "serve" and all its tenses and forms (served, serving, service, servant, etc.). How does the number of times "love" is mentioned compare to the number of times "service" is mentioned?

Have the students look up the following texts that have to do with service and/or love:

Galatians 5:13, 14 ("serve one another humbly in love")

Matthew 25:40 ("whatever you did for one of the least of these")

1 Peter 5:2 ("not pursuing dishonest gain, but eager to serve")

Ask: How important is serving others? Is it more or less important than loving them? Explain. Is it possible to serve others without loving them? Is it possible to love others without serving them? How can you demonstrate both love and service to others? Let's say together our power text, Mark 9:35,

*"Sitting down, Jesus called the Twelve and said, 'Anyone who wants to be first must be the very last, and the servant of all'" (Mark 9:35).*

Say: Remember, our power point is:

 We seek opportunities to serve others in every situation.

### What Do You Do?

Read the following to your students, stopping after each scenario and asking them how they would resolve the following situations using their servant sensibilities.

You are growing so fast, your parents have to buy new clothes for you every three months. A friend of your mother's works in a department store. She brings you a lot of things she bought for her daughter who is older than you. For once in your life, you have almost everything you need. The next day while changing for gym, you notice that one of your classmates doesn't change. You ask her if she has forgotten her gym clothes. She says she doesn't have any. What do you do? Allow time for discussion.

Your little brother forgets his lunch. Your parents are out of town for the day on a business trip. The school offers only peanut-butter-and-jelly sandwiches and milk to students who have not preordered lunch. Your brother is allergic to peanuts and milk. You're starving because you skipped breakfast. You have saved just enough money to buy lunch for yourself because today is the day your favorite entrée is served. It contains no peanuts or milk. What do you do? Allow time for discussion.

You are late for science class. When you arrive, everyone has divided into groups to work on their projects for the fair. The only people left are the most unpopular kids in your grade level. Not only are they unpopular, but they are also clueless. You realize you will have to walk them through the whole project. You will have to work with this group for the whole semester. What do you do? Allow time for discussion.

### Debriefing

Ask: Has anyone you know ever been in a situation such as one of these we've described as either the helper or the person needing help? How did that person resolve the situation? How do you think you would have responded?

Ask: What is our power point?

 We seek opportunities to serve others in every situation.

## LESSON 7

# 4

### SHARING THE LESSON

#### YOU NEED:

- banner paper
- art supplies

#### No Excuses

Invite students to share if they had the opportunity during the past week to serve others who were in very unfortunate circumstances. Ask: **Who were the people you got to serve last week? What did you do to help someone struggling with a major issue? How did you share your passion for Jesus with someone who does not know Him yet?**

Ask: **What are some kinds of things we could do as individuals within the next couple of minutes, hours, or the rest of the day to serve others?** (Accept all answers: Help the deacons/lower-grade teachers with cleanup after service/class, help serve snacks to younger children, care for crying babies, play with toddlers so a mother can listen to the sermon, help set up for potluck, invite someone home for dinner, help parents with preparations.) **What are some obstacles you would have to overcome?** (transportation, parental permission/impatience, asking people to allow me to help, time, hunger, habits, unruly children, tiredness, excuses, friends) **What could you do to overcome the obstacles?** (Do an act of kindness between Sabbath School and church or before leaving the church. Do it after lunch, dinner, sundown; get a ride home with someone else, ask your friends to help you, tell them you'll meet them later.)

Say: **Within the next few minutes I'd like those of you who have chosen to do an act of kindness between now and the beginning of the church service to tell me what you are going to do, and I will let you have time right now to do it. I will expect a full report next week.**

Ask: **Are there any questions?** (Dismiss this group.)

Those who are left in the class may design or create something to share with those who are ill or lonely in order to bring some cheer in their lives.

Say: **Let's repeat the power point one more time:**

 **We seek opportunities to serve others in every situation.**

# Closing

#### Closing prayer and comments:

Say: **Let's pray together for your classmates, for yourselves, and for the people you will serve.**

Pray that God will reveal His love to each of your students and that they will share that love with their neighbor-in-need.

#### Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).**

#### Coming up next week:

Say: **Paul is a prisoner. It is a privilege to follow Jesus in service.**

## **Notes**

# Student lesson

## Man Overboard

*Have you ever been in a situation in which all you wanted was to be full, warm, and dry? Paul and his shipmates were. But Paul knew someone had to make the first move, so even though he was a prisoner, he did.*

**A**fter the ship ran aground, the centurion ordered everyone off. Along with the other men, Paul clung to pieces of the ship and they were washed ashore. As the men who were shipwrecked stood shivering on the beach, they noticed a group of people walking toward them.

The island's inhabitants were friendly. They welcomed everyone to their island called Malta. The islanders quickly built a fire in a sheltered area. Paul, helpful as usual in spite of the cold and wet, helped gather kindling wood. As he threw his bundle in the fire, a poisonous snake struck him and hung on to his hand.

The islanders jumped back. One of them declared that Paul must be a murderer, because even though he escaped the sea, justice would not allow him to live. When Paul brushed off the snake and it fell into the fire, they told him that his hand would swell up or that he would die soon. But, contrary to their expectations, Paul just smiled as he continued to warm himself by the fire. The islanders carefully watched him. Nothing happened.

When their predictions didn't come

true, they agreed loudly among themselves that he must be a god. One of them slipped away to tell their ruler. That man didn't return, but a servant of the ruler soon came. He invited Paul to the home of a man named Publius who was the top authority on the island of Malta.

Publius graciously welcomed Paul. His servants brought a wonderful meal to the guests. Paul ate well and started to get his appetite back. After the meal Publius spoke directly to Paul about his experience with the snake. He wanted to know if it was true that it didn't affect him. When Paul replied that he was well, Publius asked Paul if he was a god. Paul, of course, used this opportunity to introduce Publius to the living God. As Paul continued talking about God, Publius listened politely. He asked several questions.

Paul enjoyed the hospitality of Publius for three days. During one of those days a servant bowed quickly and whispered into Publius's ear, whose expression changed into an anxious frown. He jumped up and excused himself. One servant told Paul that Publius's father had been suffering from fever and dysentery. The doctors couldn't help him. He was near death. Paul asked to see him. When Paul arrived, the man's color was poor and his breathing shallow. He looked like he was dying.

Paul told Publius he would like to

pray for his father. Publius agreed without hesitation. Paul knelt by the bed and laid his hands on the sick man. He prayed to the living God for the healing of this man.

Publius's father opened his eyes and sat up. He pushed back the coverings and stood up as if he had just woken to a new day. His face glowed. The servants looked from him to Paul and back to him with wide eyes. Publius introduced his father to Paul as the one who had healed him. Paul again directed them to the living God as the healer.

Word quickly spread around the island about the healing. People came looking for Paul. By the time Paul and the men with whom he had sailed were ready to leave, three months later, many other sick people had been healed, and almost everyone had heard the gospel of Jesus Christ.

Paul and his shipmates never lacked anything as long as they were on the island. When it was time to leave, the islanders furnished them—the crew, prisoners, and passengers with everything needed for the journey.

The example of Paul serving the people of Malta in spite of his prisoner status and poor health is evidence to the fact that we can serve God—and others—regardless of our circumstances.

## KEY REFERENCES

- Acts 28:1-10
- *The Acts of the Apostles*, chap. 42, pp. 439-446
- *The Bible Story* (1994), vol. 10, pp. 118-122
- Our Beliefs nos. 11, 17, 22

## POWER TEXT

"Sitting down, Jesus called the Twelve and said, 'Anyone who wants to be first must be the very last, and the servant of all'" (Mark 9:35).

## POWER POINT

We seek opportunities to serve others in every situation.



### Sabbath

**DO** Do the activity on page 60.

### Sunday

**READ** Read Acts 28:1, 2 and this week's story, "Man Overboard."

**REVIEW** Review the power text.

**SEARCH** On a world map, see how far is Malta from where you live.

**PRAY** Praise God for watching over you when you are in danger.

### Monday

**READ** Read Acts 28:3, 4.

**THINK** What positive actions can you take when you are in a bad situation? Think of examples.

**WRITE** In your Bible study journal, write about a time God brought good out of a bad situation.

**REVIEW** Review the power text.

**PRAY** Ask God to give you the discipline to make the best of a bad situation.

### Tuesday

**READ** Read Acts 28:5, 6.

**THINK** Why didn't the snake harm Paul? How did this incident help Paul be a witness for God?

**ASK** Ask an adult about a time he/she served under difficult circumstances.

**REVIEW** Review the power text.

**PRAY** Ask God to help you serve in all circumstances.

### Wednesday

**READ** Read Acts 28:7-9.

**THINK** How did Paul give the islanders what they needed most? What can you do for others?

**APPLY** Find ways to alleviate other people's suffering.

**REVIEW** Review the power text.

**PRAY** Ask God for the ability to meet people's needs.

### Thursday

**READ** Read Luke 22:26.

**LIST** List three ways you can follow this counsel.

**REVIEW** Review the power text.

**PRAY** Thank God for Jesus' example of being a servant.

### Friday

**READ** Matthew 20:26-28.

**DISCUSS** with your family how you would respond to the following situations:

- An old woman gets on the bus, and there are no seats left. No one moves.

- Glass fragments and juice are everywhere in the aisle of the grocery store.

- An unpopular girl is sitting alone crying. Your friends want you at their table.

- Your grouchy neighbor hasn't been outside in a few days.

- Your brother doesn't do his chores before soccer practice.

**SAY** Repeat the power text aloud by memory.

**PRAY** Ask God to give you a servant's heart.

**Service**

We follow Jesus' example by serving others.

**POWER TEXT**

"I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength" (Philippians 4:11-13).

**KEY REFERENCES**

- Acts 28:16-31
- *The Acts of the Apostles*, chap. 43, pp. 447-460
- *The Bible Story* (1994), vol. 10, pp. 125-127; 135-142; 157-160
- Student story on page 92 of this guide

**OUR BELIEFS**

- No. 17, Spiritual Gifts and Ministries
- No. 11, Growing in Christ
- No. 12, The Church

**OBJECTIVES****The students will:**

- **Know** that we can serve God no matter what our circumstance.
- **Feel** committed to serving others even under difficult circumstances.
- **Respond** by choosing to serve others at all times.

# The Contented Prisoner

**The Bible Lesson at a Glance**

While Paul is placed under house arrest in Rome, he finds ways to share God's love with others, including his guards. He answers people's questions and shares with them the teachings of Jesus.

***This is a lesson about service.***

We can minister to others no matter what our circumstances. Wherever we go to school, or wherever we live, there are people who desperately need to know how much God loves them. It is a privilege to follow Jesus in a life of service.

**Teacher Enrichment**

"[Paul's] enemies could hope for success only in seeking . . . to influence the emperor. . . . Delay would further their object. . . ."

"In the providence of God this delay resulted in the furtherance of the gospel. . . . [Paul] was permitted to dwell in a commodious house, where he could meet freely with his friends and also present the truth daily to those who came to hear. Thus for two years he continued his labors, 'preaching . . . and teaching'" (*The Acts of the Apostles*, p. 453).

"Those who are the partakers of the grace of Christ will be ready to make any sacrifice, that others for whom He died may share the heavenly gift. They will do all they can to make the world better for their stay in it. This spirit is the sure outgrowth of a soul truly converted" (*Steps to Christ*, p. 78).

*Where in my daily life can I share God's love in a practical way? How can I reveal God to my neighbors? coworkers? mail carrier?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Poor Paul  B. Disadvantaged	chair  Bibles, chalk/whiteboard, pens/pencils, paper, markers/chalk
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 87. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, gift box, prayer chain materials
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	five copies of <i>Net Kids</i> script (p. 153)  white/chalkboard, markers/chalk  Bibles, chalk/whiteboard, markers/chalk
<b>3 Applying the Lesson</b>	10-15	<i>Report</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>Trying It*</i>	baskets, fruit and/or cookies
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

\*Be aware of any food allergies and adjust accordingly.

## LESSON 8

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

##### YOU NEED:

- chair

#### Poor Paul

Choose one student to sit in a chair in the front and a second student to try to make the first student smile. The second student is not allowed to touch the person in the chair or to say anything other than "Poor (Paul or Pauline)." Take turns with as many students as you have time for. Time each set of students to see who is able to last the longest.

#### Debriefing

Ask: **How did it feel to try to keep a straight face in the circumstances you faced?** (Quite difficult. Would have been easy if no one had been bothering me.) **How difficult do you think it would be to serve others if you were facing serious difficulties or challenges yourself?** (Quite difficult. Wouldn't feel like it.) **Let's say together our power text, Philippians 4:11-13,**

*"I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength" (Philippians 4:11-13).*

Say: Our power point this week is:

④ **We can choose to serve God in the most difficult circumstances.**

#### B

##### YOU NEED:

- Bibles
- chalk/whiteboard
- pens/pencils
- paper
- markers/chalk

#### Disadvantaged

Copy the power text on the board. Distribute paper and pens/pencils. Ask the students to copy the text using the hand they **do not** write with. Have them display their work when finished.

#### Debriefing

Ask: **How did it feel trying to write with the other hand? How would you feel if you thought you had to do something like this every day? How is this like the Christian life?** (The devil bothers us and tries to get us to quit trusting in God's strength.)

Say: **Let's say together our power text, Philippians 4:11-13,**

*"I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength" (Philippians 4:11-13).*

Say: Even though at times we feel we are unable to do something, there is always a way with God's help.

As our power point reminds us,

④ **We can choose to serve God in the most difficult circumstances.**



# Prayer & Praise

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

"Shepherd of My Soul" (*He Is Our Song*, no. 99)  
"We Are His" (*He Is Our Song*, no. 140)  
"Hey, Mon" (*He Is Our Song*, no. 138)

### Mission

Use Adventist *Mission* for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

**YOU NEED:**

world map .....  
 pushpins .....

### Offering

Say: **By giving an offering, we are choosing to serve others, even though we don't know them personally. We can serve long distance when we support the work of our church around the world.**

**YOU NEED:**

gift box .....

### Prayer

Say: **Being a Christian is not easy. Sometimes one of the most difficult things we have to do is to forgive others. Today as you do your link on the prayer chain, think about asking God to give you forgiveness for someone who has wronged you.**

**YOU NEED:**

Invite students to voice prayer requests, answers to prayer, and praises. Record their answers on colored strips of papers and add them to the prayer chain if you already have one in the Sabbath School class. Otherwise, start making a prayer chain. Ask a student volunteer to pray over the requests, answers to prayer, and praises that are listed on the prayer chain. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

## LESSON 8

# 2

### BIBLE LESSON

#### YOU NEED:

#### Introducing the Bible Story

##### The Net Kids

The *Net Kids* are an imaginative way to introduce the Bible story. If you prefer not to use this imaginary element, read over the script yourself and introduce the lesson concept in your own words. (Refer to Lesson 1 for background and setup information.)

Make five copies of the *Net Kids* script found on page 153 of this guide. Distribute to the students you have selected as early as possible. Allow practice time before using this activity.

Present the skit.

#### Debriefing

Say: Today we'll continue our story of how Paul made the best of a bad situation and used it to serve others. Our power point is:

④ We can choose to serve God in the most difficult circumstances.

#### YOU NEED:

#### Experiencing the Story

Have student volunteers read Acts 28:16-31. Choose two or three students to take turns reading the parts spoken by Paul, another one or two to read the narration, and the rest to read the part of the Jews in Rome. Point out when the parts change.

Say: As we have been reading, I have identified at least six possible ways in which Paul served others during his time in Rome. Look over the verses we just read and see if you can find them. I will list them as you call them out.

As students find and call out responses, list them where all can see. (Six ways: witnessing to the soldier, making the first move to talk with the Jews, arranging to explain the gospel to the Jews, issuing a message of warning to the Jews when they rejected Christ as the Messiah, welcoming all his visitors, preaching the gospel of the kingdom from where he was.)

#### Debriefing

Ask: What difficult circumstances did Paul face as he served? (He was chained to a guard 24 hours a day. He was already facing a trial that could cost him his life. He was ill.) How much would you feel like serving others if you faced similar circumstances? What would be the only way you could accomplish that type of service? (through God's strength, through the Holy Spirit)

Say: Our power point this week is:

④ We can choose to serve God in the most difficult circumstances.

# 3

## APPLYING THE LESSON

### YOU NEED:

#### Exploring the Bible

Have the students, in groups, look up the following passages and identify the principle of service contained in each one. Have someone write the principles where all can see.

Matthew 16:25 (The purpose of living)

Matthew 23:11, 12 (Service leads to greatness)

Matthew 20:27; Luke 22:24-27 (Characteristics of a servant leader)

Philippians 2:2-5 (A cure for selfishness)

- Bibles
- chalk/whiteboard
- markers/chalk

#### Debriefing

Ask: **Do you know anyone who seems to have the principle of service at work in their lives?** (Give students a chance to tell who, and why they think so.) **What would it take for you to be that type of person?** (Stay connected to God because only He can give us the ability to love and serve others unconditionally.) **Let's say together our power text, Philippians 4:11-13,**

*"I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength" (Philippians 4:11-13).*

#### Remember:

 **We can choose to serve God in the most difficult circumstances.**

#### Report

Ask for a specific report from each of the students who were dismissed early last week to do simple acts of service between Sabbath School and church service. Ask for reports from those who chose to serve others later. Discuss successes and failures, focusing on how they overcame any obstacles that made it difficult for them to serve.

Ask: **How did God help you overcome any difficulties and challenges? What did you learn from your experiences?**

#### Remember:

 **We can choose to serve God in the most difficult circumstances.**

# 4

## SHARING THE LESSON

### YOU NEED:

- baskets
- fruit
- cookies

### Trying It\*

Ask students to share how they have served others in spite of challenges during the past week. Ask: **Did you have a chance to do something nice for someone who treated you unfairly or who has falsely accused you? How did you serve God and others in spite of difficult circumstances?**

Announce to the class that you have baskets of fruit and/or cookies, and that you need some servants to serve the treats to royalty.

Say: **I need some volunteers to be the servants, and some volunteers to be the royalty. Those who choose to be servants will serve the treats (not eating any), and those who choose to be royalty will be served the treats.** (If no one volunteers to be a servant, have the adults in the room serve them.)

### Debriefing

Read Luke 22:27 to the students. Encourage discussion with the following questions.

Ask: **Why is being a servant not a desirable thing for most people? Who is greater—the servant or the person being served? Why did Jesus come as a servant? How will serving others in any circumstances affect our lives and the lives of those we serve?** (Finish by giving some fruit and cookies to the servants, and say that service to others will be rewarded in God's kingdom.)

Say: **Remember:**

 **We can choose to serve God in the most difficult circumstances.**

\*Be aware of any food allergies and adjust accordingly.

# Closing

### Prayer and closing comments:

Ask God to give each of you a burden to serve others as He did.

### Reminder to parents:

Say: Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).

### Coming up next week:

Say: Jesus says, "Go into all the world." It is our privilege to share with others what Jesus has done for us.

## **Notes**

# Student lesson

## The Contented Prisoner

*Have you ever wondered, How much worse can things get? And then you decided you would just make the best of it. Were you able to see God at work, even in your bad circumstances? Continue learning about Paul who chose to serve God while still a prisoner, and the wonderful results of his commitment.*

### **On arriving in Rome**

I overheard Julius, the Roman centurion escorting us, tell Paul that he would release him if he could. Paul told him he wouldn't change anything, because God had a work for him to do in Rome. He said he was *content* with that. His positive attitude continues to amaze me.

Once we were in the city, Julius made arrangements for Paul to live in his own house with one guard rather than stay at the imperial prison with the other prisoners. He found us a furnished house. At last Paul can live in a little comfort. He will be under house arrest. That means he will be constantly chained to a soldier. But he can freely preach to all who come through the door.

### **Three days later**

Paul had inquired about the Jewish community here in Rome when he arrived. He discovered that there was once again a large population of Jews. He sat reminiscing about his friends Priscilla and Aquila, whom he had met when they were banished from Rome years before. He repeated his belief that you can serve Christ anywhere under any circumstances. I had to agree with him.

Today Paul decided it was time to meet with the Jewish leaders. He wanted to make sure they got the truth about what had happened in Jerusalem. When they arrived, he stated carefully and simply the reason for his imprisonment. He was surprised that they hadn't already heard the details from the Jews in Jerusalem.

They were curious about his belief that the Messiah had come. Instead of having to answer questions about his arrest, he was asked to explain to them why he thought Jesus was the Messiah. Paul asked them to meet with him again in two days.

### **Two days later**

Paul stated boldly to the Jews that Jesus Christ of Nazareth was the Messiah whom the prophets wrote about. The Roman Jews asked thoughtful questions. Some believed, but in the end, most were unconvinced. Paul reminded them of Isaiah's prophecy about their unbelief (Isaiah 6:9, 10). Finally he said that salvation would go to the Gentiles. It didn't seem to matter to most of these people listening to him. I could tell Paul was disappointed. The important thing was that he used every opportunity to tell what he knew. As he sat there in chains, he said that regardless of the circumstances, he would preach Christ.

"I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength," he said (Philippians 4:12, 13).

I glanced at the soldier guarding him and saw that even he was moved by Paul's testimony.

### **Two years later**

The Jews from Jerusalem arrived today. Their delay in coming has allowed the work to blossom everywhere. Paul has had time to write letters of encouragement to the churches he established. He has sent workers to these churches as well as to places he was not able to go.

A leader in chains. I now understand why Paul said two years ago that he was content in any circumstance, no matter how difficult. I have seen our Lord strengthen him for the work, even though his health is feeble.

Timothy, Mark, Demas, and Tychicus have been staying with us. Mark has made a dramatic turnaround. He has matured in the Lord very well. And he is completely devoted to Paul.

We have had a steady stream of visitors to this house. Heads of state probably don't receive as many people! If I didn't insist that he stop and rest, Paul would talk with people all night, every night!

After I repeated it once again today, he looked at me as if he wanted to argue. Instead he said, "You've been more than a physician—you've been a faithful friend." Lately he's been introducing me as "my beloved physician." I've been grateful for the time with him these past years. I've learned so much about trusting God and continuing to serve Him in spite of the difficulties.

## KEY REFERENCES

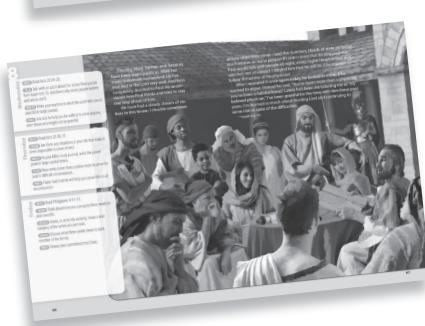
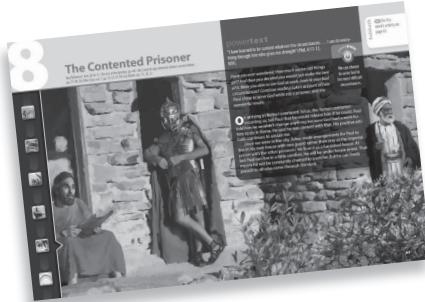
- Acts 28:16-31
- *The Acts of the Apostles*, chap. 43, pp. 447-460
- *The Bible Story* (1994), vol. 10, pp. 125-127; 135-142; 157-160
- Our Beliefs nos. 17, 11, 12

## POWER TEXT

"I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength" (Philippians 4:11-13).

## POWER POINT

We can choose to serve God in the most difficult circumstances.



## Sabbath

**DO** Do the activity on page 61.

## Sunday

**READ** Read Acts 28:14, 15 and this week's story, "The Contented Prisoner."

**REVIEW** Review the power text.

**THINK** In your Bible study journal, write out or tell the story from the guard's perspective.

**PRAY** Pray that you'll serve God in all circumstances.

## Monday

**READ** Read Acts 28:16-20.

**THINK** Think what it must have been like to be falsely accused, as Paul was.

**DO** Do something nice for someone who has falsely accused you or has treated you unkindly.

**REVIEW** Review the power text.

**PRAY** Pray that you'll always want to do good to others.

## Tuesday

**READ** Read Acts 28:21-23.

**THINK** Think of Paul who was under house arrest and probably chained to a Roman guard.

**REACT** Would you feel like doing things for others while you were "chained"? Do you think Paul could have used being chained as an excuse not to serve others?

**APPLY** Make it your goal to do something kind for someone especially if it requires you to sacrifice something or to put up with difficulties.

**REVIEW** Review the power text.

**PRAY** Pray for a humble heart to recognize opportunities to serve those who need your help most.

## Wednesday

**READ** Read Acts 28:24-28.

**TALK** Talk with an adult about the verses quoted from Isaiah 6:9, 10. Why do some believe and others don't?

**REACT** What can you do to help those who don't believe in God's Word to come to an understanding of it?

**REVIEW** Review the power text.

**PRAY** Ask God to help you serve even the ungrateful.

## Thursday

**READ** Read Acts 28:30, 31.

**THINK** Are there any situations in your life that make it seem impossible to serve others?

**APPLY** Try to apply the principle of the power point this week when you encounter a challenging situation.

**PLAN** Plan ways to serve in difficult circumstances.

**REVIEW** Review the power text.

**PRAY** Praise God that He will help you serve Him even in difficult circumstances.

## Friday

**READ** Read Philippians 4:11-13.

**THINK** Think about how you can apply these words in your own life.

**CREATE** Alone, or at family worship, make a wall hanging of the verses you just read.

**SHARE** Discuss what these words mean to each member of the family.

**SAY** Repeat the power text from memory.

**PRAY** Renew your commitment to Jesus and decide to serve Him wherever He calls you.

**Service**

We follow Jesus' example by serving others.

**POWER TEXT**

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age" (Matthew 28:19, 20).

**KEY REFERENCES**

- Matthew 28:16-20
- *The Desire of Ages*, chaps. 86, 87, pp. 818-835
- *The Bible Story* (1994), vol. 8, pp. 147-150; vol. 9, pp. 182-186
- Student story on page 102 of this guide

**OUR BELIEFS**

- No. 13, The Remnant and Its Mission
- No. 14, Unity in the Body of Christ
- No. 12, The Church

**OBJECTIVES****The students will:**

- **Know** that Jesus asked them to share the gospel with others.
- **Feel** privileged to be chosen to tell others about Jesus.
- **Respond** by accepting the responsibility to share the good news of salvation with others.

# Burning Your Skis

**The Bible Lesson at a Glance**

Just before Jesus is to return to heaven He leaves instructions for all His followers. They are to tell others, all around the world, about Jesus and the good news of salvation, and to teach them to follow Him.

**We accept the responsibility of sharing the good news with others.**

**Teacher Enrichment**

The Great Commission outlined in Matthew 28:19, 20 constitutes the great charter of the Christian church. They were to go to the ends of the world to teach all nations—both Jews and Gentiles; therefore, it is also referred to as the charter of foreign missions. "Christianity was the first religion to assume a truly international character. Pagan religions were largely devoid of missionary zeal and activity. They were primarily national in character and did not set out to make converts of other national groups" (*The Seventh-day Adventist Bible Commentary*, vol. 5, p. 557).

"Go ye into all the world, and preach the gospel to every creature" (Mark 16:15), is Christ's command to His followers. Not that all are called to be ministers or missionaries in the ordinary sense of the term; but all may be workers with Him in giving the 'glad tidings' to their fellow men. To all, great or small, learned or ignorant, old or young, the command is given" (*Education*, p. 264).

"Someone must fulfill the commission of Christ; someone must carry on the work which He began to do on earth; and the church has been given this privilege. For this purpose it has been organized" (*Testimonies for the Church*, vol. 6, p. 295).

*How will I take advantage of the privilege of Christ's work on earth? What "glad tidings" will I bring to someone today? How can I fulfill the Great Commission right here in my classroom?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

## Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Missionary Muses  B. Biblical Missionaries	paper, pencils, encyclopedias, travel books, world atlas  Bibles, concordances, paper, pencils, white/chalkboard, markers/chalk
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 97. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, offering box, globe/map
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	large paper for mural, paint/markers  Bibles, maps (optional)
<b>3 Applying the Lesson</b>	10-15	<i>Scenario</i>	paper, pencils
<b>4 Sharing the Lesson</b>	10-15	<i>Gospel in a Nutshell</i>	paper, pencils
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

## LESSON 9

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

##### Missionary Muses

Say: Think of a country and describe how you think it would be like to live there as a missionary. Write a letter to your family or friends, explaining the challenges and advantages of being

a missionary. Provide resources for students who wish to research facts about foreign countries.

##### YOU NEED:

- paper
- pencils
- encyclopedias
- travel books
- world atlas

#### B

##### Biblical Missionaries

Ask each student to make a list of at least three biblical characters who acted as missionaries either in their own communities or in foreign lands.

##### YOU NEED:

- Bibles
- concordances
- paper
- pencils
- white/chalkboard
- markers/chalk

##### Debriefing

Have them share what they have found as you make a list on a board. On the list, include the name of the character as well as the activity that they performed (i.e., Paul, preaching; Dorcas, charity; Abraham, hospitality; etc.). Ask: **What do you think it means to be a missionary? Where might you like to serve as a missionary? What places might need missionaries the most? These Bible characters are good examples of sharing the gospel with others. Let's say together our power text, Matthew 28:19, 20.**

*"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age" (Matthew 28:19, 20).*

Say: Today we can tell God:

⌚ We accept the responsibility of sharing the good news with others.

##### Accommodation for students with special needs

Allow students who experience difficulty with writing and spelling to work with a partner who could assist them.

Say: Today we want to tell God:

⌚ We accept the responsibility of sharing the good news with others.

##### Accommodations for students with special needs

Allow students who experience difficulty with writing and spelling to express their answers verbally while one of their peers helps record them in writing.



# Prayer & Praise

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

"Let's Talk About Jesus" (*He Is Our Song*, no. 46)  
"Song for the Nations" (*He Is Our Song*, no. 131)  
"Pass It On" (*He Is Our Song*, no. 130)

### Mission

Use Adventist *Mission* for youth and adult (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

**YOU NEED:**

- world map .....
- pushpins .....

### Offering

Use an offering box. Before you collect the offering, ask the class if anyone is saving their money for some special project. Point out that the story this week describes such a situation and that it may give members something to think about.

**YOU NEED:**

- offering box .....

### Prayer

Show the globe or map and ask students to select a country to focus on. Then, in prayer, give them an opportunity to ask God's special blessing on His work in the countries that they have chosen. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

**YOU NEED:**

- globe OR map .....

## LESSON 9

# 2

### BIBLE LESSON

#### Introducing the Bible Story

Ask four volunteers to do a role play. Give them this scenario to use: **Joe has been waiting for a letter to arrive in the mail and tell him whether or not his class choir has been chosen to perform for the president's family (king, queen, prime minister, etc.). He is anxious and excited as he checks the mail each day for news of the performance. Finally the letter arrives. He opens and reads, that not only has the choir been invited, but the rest of the class is also invited! He continues reading and discovers that money has already been donated and all their expenses have been paid.**

After the role play has been performed, ask: **How did Joe feel when he received the letter? What do you think was the first thing he wanted to do? How is Joe's good news like or unlike the good news we have about Jesus? Our lesson today is about the Great Commission that Jesus gave us to share the good news of Him with others.**

⌚ **We accept the responsibility of sharing the good news with others.**

#### (Alternative)

Invite someone who has served on a short-term mission trip to meet with the class and, in a short presentation, talk about the more exciting aspects of such an experience.

Say: **Our Bible lesson today is about the Great Commission that Jesus gave us to share the good news of Him with others.**

#### Experiencing the Story

Say: **Let's say together our power text, Matthew 28:19, 20.**

##### YOU NEED:

- large paper for mural
- paint/markers

*"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age" (Matthew 28:19, 20).*

**This passage is about Jesus giving the Great Commission. What do you think the Great Commission means?** ("Commission" means an authorization or command to act in a specific manner or to perform specific acts.) **Let's describe what it means to be a missionary. How would you illustrate it? Remember that a person can be a missionary at home as well as overseas, and making disciples involves not only baptizing but teaching as well.**

Say: **I would like you to join the others in creating a mural depicting this verse and how it is being accomplished. You may want to discuss it and come up with a master plan.** When the students have finished or used the amount of time you allotted, debrief.

#### Debriefing

Say: **How is this being done today? Why might this be something you would want to be involved in? What does it mean to you to "make disciples of all nations"? What are some of the challenges of sharing the good news? We want to tell Jesus:**

⌚ **We accept the responsibility of sharing the good news with others.**

# 3

## APPLYING THE LESSON

### YOU NEED:

- Bibles
- maps (optional)

### Exploring the Bible

Have the students find and read Mark 16:15. Say: **It may seem overwhelming to think that we are responsible to spread the good news to all of creation if we are trying to do this in our own strength. How can we make this “commission” a little more manageable? Let’s find and read Acts 1:8.** Read the verse aloud together. Ask: **First of all, where are we going to get the power to accomplish our “commission”?** (We will receive power from the Holy Spirit.) **And what exactly are we commissioned to do?** (To be witnesses of what Jesus has done for us and wants to do for others.) **And what does this verse tell us to help us break down our responsibility to something a little more manageable than “all of creation”?** (It says to go to Jerusalem, Judea, Samaria, and to the ends of the earth.) **What does this mean?** (Jerusalem is a city, Judea is comparable to our state or province, Samaria could mean the country, and “the ends of the earth” is self-explanatory. We are asked to start right where we are, and then go farther away as God leads us.) **Let’s repeat once again our power text, Matthew 28:19, 20.**

**“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age” (Matthew 28:19, 20).**

Say: **Wherever we are:**

 **We accept the responsibility of sharing the good news with others.**

### YOU NEED:

- paper
- pencils

### Scenario

Read the following scenario aloud to your students: **Jasmin met Jerrod through a mutual friend. They liked each other and began to talk quite a bit, seeing each other whenever they could. When Jerrod found out Jasmin was a Christian, he asked her a pointed question: “I’ve always heard people speak of the ‘good news of the gospel.’ What is it? If it’s such good news, I want to know it. Why are people so unclear about it?”**

**Jasmin didn’t know quite what to say. “I guess it’s that Jesus died and rose again,” she said hesitantly.**

**“But what’s so good about that news? What does it have to do with me?” Jerrod replied.**

**“I, um . . . I don’t know,” Jasmin said, and quickly changed the subject, a bit embarrassed. Jerrod felt reassured in his view that Christianity had nothing in it for him.**

### Debriefing

Ask: **What do you think Jerrod was thinking after Jasmin’s explanation? How could Jasmin have explained the good news of the gospel? Why do you think she didn’t know? What would you do if you found yourself in this situation? How can you be better prepared to answer someone’s questions?** (We need to first ask the Holy Spirit to teach us how to most effectively share the gospel and tell others about how it has changed our lives.) Then, we can write down what we might say to someone (our story) so we can get it clearly in our minds.

Say: **Let’s say our power point together:**

 **We accept the responsibility of sharing the good news with others.**

## LESSON 9

# 4

### SHARING THE LESSON

#### YOU NEED:

- paper
- pencils

#### Gospel in a Nutshell

Invite students to share if they had the opportunity to tell others about Jesus either through words or through actions. Ask: **What experiences did you have sharing Jesus with someone? What things have you shared, through service, to let people know that Jesus loves them? What are some volunteer activities at church or in the community in which you could participate?**

Say: **Think of a commercial (billboard/advertisement) that you really like to watch.** Explain that in a commercial you have to take the entire concept and information about a product—the essence of it—and break it down into no more than five of the most important attributes, characteristics, or selling points of that product. Then all that must be fit into 30-60 seconds' worth of commercial time.

Divide the students into groups of five or six. Ask them to create a commercial for the good news of the gospel, using the same techniques. Remind them to think about the “selling point,” the thing that would make people want to “buy in” on the idea. When they’re ready, ask for volunteers to share their commercials.

#### Debriefing

Ask: **What makes your commercials interesting to someone who doesn’t know the good news about Jesus? What are the key points of your advertisement? Why would someone be excited about this? How will you put this information to use in sharing your joy about the good news with your friends or your classmates or your teachers or your family? Let’s repeat once again our power point:**

⌚ **We accept the responsibility of sharing the good news with others.**

# Closing

#### Prayer and closing comments:

Say: **Father, we accept the responsibility of sharing the good news with others. Help us to have courage to share our joy with others who need You. Thank You for entrusting us with this responsibility. Amen.**

#### Reminder to parents:

Say: **Check out the student Bible study guide to find Parents’ Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).**

#### Coming up next week:

Say: **Paul teaches about God’s armor. God has provided us an armor of protection against evil.**

## **Notes**

# Student lesson

## Burning Your Skis

*What does the Great Commission have to do with your life?*

"I was listening to the radio this morning," Mr. Andrews began, "and I heard a pastor talking about spreading the good news of Jesus to the people of India. Did you know that the gospel message is sent out over the radio to more than 5 million Indian people every day?"

Mr. Andrews looked at the class. "The pastor said that when pastors hold meetings to share about Jesus, thousands of people show up! People are so hungry to learn about the Lord!" Mr. Andrews paused. "I decided this morning that I am going to be a missionary."

The students looked at one another. Jeremy raised his hand. "Does that mean you're not going to be our teacher anymore?" he asked.

Mr. Andrews smiled. "No," he said. "It means I have decided that I am going on a mission trip this summer. I am going to Mexico! Jeremy," he continued, "would you please read Matthew 28:19 and 20 for us?"

Jeremy found the texts and read aloud, "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." He looked up.

"Thank you, Jeremy," Mr. Andrews

said. He looked at the class. "I've been thinking for a long time that I would like to be a missionary. And the pastor on the radio this morning really inspired me. I think God was speaking to my heart.

"We can get caught up in so many things here on earth," Mr. Andrews went on. "Making money, making friends, having a good time. It's so easy to forget what's really important in life."

Marianne waved her hand in the air. "My dad is always telling me that," she said. "He says everything here on earth is going to burn, and we need to store our treasure up in heaven."

"Your dad's absolutely right," Mr. Andrews said. "I want you to think about today's Bible story. Those words that Jeremy read are just about the last words the disciples heard from Jesus' lips before He went back to heaven."

"Jesus had asked them to meet Him at a special place where they had spent a lot of time together. He gave them encouragement and instructions and told them that He would be with them always.

"But Jesus wasn't speaking just to His 11 disciples. He was speaking to all His disciples down through the ages. He was speaking to you and to me. We have all been chosen to tell others about Jesus. There's nothing more important that we can do in this life. So I decided to burn my skis."

The class looked blank.

Mr. Andrews laughed. "Well, let me

explain what I mean by 'burning up my skis.' I have been saving up for a new pair of snow skis. But because, as Marianne's dad says, everything here is going to burn, I am going to use the money for my mission trip to Mexico instead."

"Is it wrong to buy snow skis?" Trevor asked.

"No," Mr. Andrews answered. "But I've decided that it's a real privilege to be chosen to tell people about Jesus, and that my mission trip is more important."

"Well," Trevor interrupted, "I think you're a missionary already. You teach us about God's love. And this year Bible class is my favorite class."

"Trevor's right," Marianne said. "I think we can all be missionaries. I think we all are missionaries already. It's just that sometimes we forget it."

"I wish kids could go on mission trips," Matthew added.

"Well, the good news is that they can!" Mr. Andrews said. "There are lots of trips for families. The trip this summer is for families, and Pastor Jack says there are still openings."

"I have \$45 saved up," Matthew said. "I'm saving for a new mountain bike. But maybe I could use the money for a mission trip."

"I think I have more information sheets about the mission trip in my briefcase," Mr. Andrews said. "Who wants one?"

Each student raised a hand.

## KEY REFERENCES

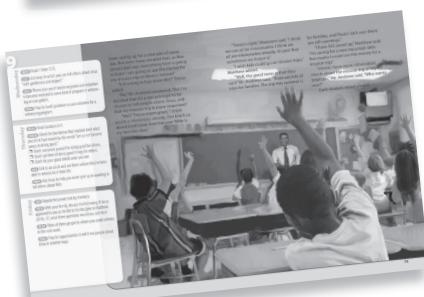
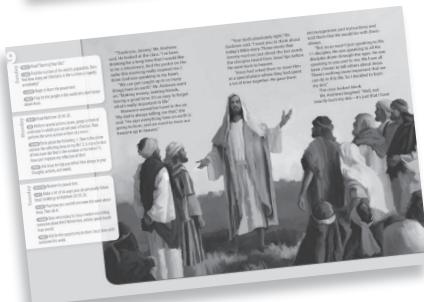
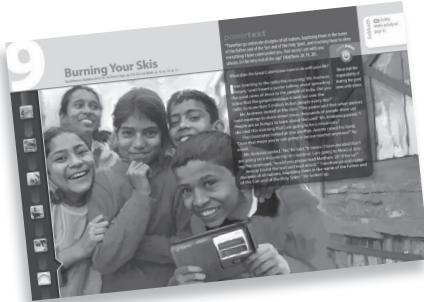
- Matthew 28:16-20
- *The Desire of Ages*, chaps. 86, 87, pp. 818-835
- *The Bible Story* (1994), vol. 8, pp. 147-150; vol. 9, pp. 182-186
- Our Beliefs nos. 13, 14, 12

## POWER TEXT

"Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age" (Matthew 28:19, 20).

## POWER POINT

We accept the responsibility of sharing the good news with others.



### Sabbath

**DO** Do the activity on page 74.

### Sunday

**READ** Read Matthew 28:16, 17 and this week's story, "Burning Your Skis."

**FIND** Find the number of the world's population. Then find how many are Christians. Is the number a majority or minority? What can we do about this reality?

**REVIEW** Review the power text.

**PRAY** Pray for the people who don't know about Jesus.

### Monday

**READ** Read Matthew 28:18.

**THINK** Why is it important to know that all authority belongs to Jesus and that He changes people's hearts? How will you, knowing this, serve others?

**SERVE** Do something today that will help someone know about Jesus. Invite the Holy Spirit to give you wisdom as you approach that person.

**REVIEW** Review the power text.

**PRAY** Ask Jesus to help you reflect Him always in your thoughts, actions, and words.

### Tuesday

**READ** Read Matthew 28:19, 20.

**LIST** Make a list of six ways you can personally follow Jesus' call to spread the gospel.

**THINK** In what ways other than talking can you witness for Jesus? Remember, actions speak louder than words!

**SHARE** Look for opportunities to tell others about Jesus.

**REVIEW** Review the power text.

**PRAY** Ask for the opportunity to share Jesus' story with someone this week.

### Wednesday

**READ** Read 1 Peter 3:15.

**LIST** List ways in which you can tell others about Jesus "with gentleness and respect."

**CALL** Phone your youth leader or pastor and volunteer to become involved in witnessing or evangelism.

**REVIEW** Review the power text.

**PRAY** Pray for God's guidance as you witness for Him.

### Thursday

**READ** Read Galatians 6:9.

**CHECK** Check the box below that explains best what you think Paul meant by the words "Let us not become weary in doing good."

- Don't overwork yourself in doing good for others.
- Don't get tired of doing good things for others.
- Don't let your good deeds wear you out.

**ASK** Ask an adult to share how he/she witnessed.

**REVIEW** Review the power text.

**PRAY** Ask Jesus to give you the desire to share Him.

### Friday

**READ** Read Acts 2:42-47.

**SAY** Repeat the power text by memory.

**TALK** With your family, discuss the following: If Jesus appeared to you as He did to the disciples in Matthew 28:16, 17, what questions would you ask Him?

**PLAN** Think of a few people to whom you could witness and make the effort to do so.

**PRAY** Pray for opportunities to tell these people about Jesus in creative ways.



## Worship

We worship God as Lord of our lives.

### POWER TEXT

"Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand" (Ephesians 6:13).

### KEY REFERENCES

- Ephesians 6:10-18
- *The Acts of the Apostles*, chap. 49, pp. 498-508
- *The Bible Story* (1994), vol. 10, pp. 135-138
- Student lesson on page 112 of this guide

### OUR BELIEFS

- No. 1, The Holy Scriptures
- No. 10, The Experience of Salvation
- No. 11, Growing in Christ

### OBJECTIVES

#### The students will:

- **Know** we worship God by accepting the spiritual protection He provides as revealed in His Word.
- **Feel** grateful for God's armor and have a willingness to "wear" it.
- **Respond** by thanking God for His armor and asking Him to help them wear it every day.



## We worship

God when  
we "wear"  
His "armor."

### The Bible Lesson at a Glance

Paul is taking leave of his people. His concern is the struggle that lies before them. Having been in prison and surrounded by soldiers, he sees the best metaphors for illustrating the need for protection against the devil. Paul takes the armor of the Roman soldier and translates it into Christian terms.

### ***This is a lesson about worship.***

As Christians we are not in conflict with "flesh and blood" but against "the rulers," "authorities," "powers of this dark world" and "spiritual forces of evil in the heavenly realms" (Ephesians 6:12, NIV). But God has provided spiritual protection. When we accept and wear God's armor, we are worshipping Him.

### Teacher Enrichment

"Could human beings know the number of the evil angels, could they know their devices and their activity, there would be far less pride and frivolity" (*The Seventh-day Adventist Bible Commentary*, Ellen G. White Comments, vol. 6, p. 1119).

"The cares of the world engross the mind to that degree that self-examination and secret prayer are neglected. The armor is laid off and Satan has free access to them, benumbing their sensibilities and causing them to be unsuspecting of his wiles" (*Testimonies for the Church*, vol. 2, p. 126).

"If there is ever one time above another when men need to preserve their connection with God, it is when they are called to bear special responsibility. It is not safe for us, when going into battle, to cast away our weapons. It is then that we need to be equipped with the whole armor of God. Every piece is essential" (*Testimonies for the Church*, vol. 7, p. 190).

*What armor might I wear as I face my special responsibility of leading junior Sabbath School?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Animal Protection  B. Spiritual Protection	paper, colored pens  Bibles, white/chalkboard, markers/chalk
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 107. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, helmet (motorcycle, children's bicycle, military)/offering plate/basket
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	protective gear  Bibles, paper, pencils, crayons or colored pens, items of clothing  Bibles, white/chalkboard, markers/chalk
<b>3 Applying the Lesson</b>	10-15	<i>Tempted</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>Protected</i>	balloons, straight pins, duct tape
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

## LESSON 10

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

**A****YOU NEED:**

- paper
- colored pens

**Animal Protection**

Ask the students to draw a picture of an example from nature that has a built-in type of protection (skunk, turtle, chameleon, cactus, porcupine, etc.).

**Debriefing**

Say: Please share with the group the drawing you made and explain how that item from nature protects itself.

Ask: Why do you think God chose to provide His plants and animals ways to protect themselves? How is this like He protects us from Satan's attacks? Let's say the power text together, Ephesians 6:13:

*"Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand" (Ephesians 6:13).*

Say: We are learning about the "armor" God has provided.

⌚ We worship God when we "wear" His "armor."

**B****YOU NEED:**

- Bibles
- white/chalkboard
- markers/chalk

**Spiritual Protection**

Say: In Roman times soldiers wore an oblong shield made of two sections of wood glued together. This would protect them from the most dangerous weapons in ancient warfare—the fiery dart. It was a dart dipped in pitch and set alight. When the dart hit the shield and sank into the wood, the flame was put out. We're going to think of ways that God provided to shield us from the devil's fiery darts. Students take turns naming ways they can resist temptations as you record their answers on the board. After the list is complete have students name parts of God's armor that offer protection to resist the evil attacks of the enemy.

**Debriefing**

Say: What ways has God provided to protect us spiritually? What efforts are you making to wear God's armor? Let's say the power text together, Ephesians 6:13:

*"Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand" (Ephesians 6:13).*

Our power point is:

⌚ We worship God when we "wear" His "armor."

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

"Great and Mighty Army" (*He Is Our Song*, no. 110)  
"The Battle Belongs to the Lord" (*He Is Our Song*, no. 85)  
"Mighty Warrior" (*He Is Our Song*, no. 76)

### Mission

Use Adventist *Mission* for youth and adult (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

**YOU NEED:**

world map .....  
 pushpins .....

### Offering

Point out that there are various ways to show our gratitude for God's protection, and ask the class to suggest several possibilities. Remind students that one way to show our gratitude for God's protection is through the offerings that we give to His work.

**YOU NEED:**

helmet (motorcycle, children's bicycle, military) .....

Say: **Since we are talking about God's armor of protection today, we're going to use this helmet to collect our offering.**

### Prayer

Form the class into a circle and, after opening with prayer, give each person in the circle an opportunity to give a one-sentence expression of his or her gratitude for God's protection. Encourage them to be specific: "Thank You for our home that protects us from the weather," "I appreciate the warm clothing we wear in winter," "I thank You for my hat that protects me from the sun," etc. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

## LESSON 10

# 2

### BIBLE LESSON

#### YOU NEED:

protective gear

#### Introducing the Bible Story

Have a volunteer model for the class the protective equipment worn by an athlete (a catcher's mask and glove), a surgeon (gown, gloves, mask, cap), construction worker/welder (hard hat, steel-toed shoes, goggles) or other occupation. Ask: **What are these special clothes and this equipment for? That's right, they protect us physically. What has God given us to protect us spiritually? Yes, the armor of God talked about in the Bible. As our power point reminds us:**

 **We worship God when we "wear" His "armor."**

#### YOU NEED:

Bibles  
 paper  
 pencils  
 crayons OR colored pens  
 items of clothing

#### Experiencing the Story

Say: **Let's read aloud Ephesians 6:10-18, taking turns with each verse.**

**Using this as a guide, sketch a diagram, picture, or cartoon illustration of the whole armor of God. Be sure to label each piece so that it's easily identified.**

Allow time for students to complete their drawings and share them with the others.

Say: **Let's look at the armor again.** Read Ephesians 6:14-17 again. As you read each item of the armor, give a comparable piece of clothing to a volunteer to model for the class. Explain the significance of each part of the armor of God as the student puts the clothing item on. For instance, a cap or hat would be "God's salvation"; a jacket would be the "protection of right living"; a belt would be the "belt of truth"; and boots would be the "good news of peace." Hand the student a Bible as the "sword of the Spirit," and point out that when the Bible is held in front as a shield, it's like the "shield of faith."

Ask: **Where are the chinks or holes where the enemy can break through? Give me an example of how God's armor can help us in our Christian experience.**

# 3

## APPLYING THE LESSON

### YOU NEED:

#### Exploring the Bible

Write the following texts on the board:

Psalm 9:9; Psalm 62:1, 2. Say: **The Bible**

**uses other symbols to show how God**

**cares for us with His protection. Let's find these texts and discover what a few are.** Ask: **What symbols does God use to portray His protection? How powerful are they?**

 **We worship God when we "wear" His "armor."**

### YOU NEED:

- Bibles
- white/chalkboard
- markers/chalk

#### (Alternative)

Divide the students into three groups.

Write the following references on the

board and ask each group to take one

and decide which part or parts of God's armor Jesus was using while being tempted:

1. Luke 4:1-4
2. Luke 4:5-8
3. Luke 4:9-12

Say: **What parts of the armor of God did you decide Jesus was using during each temptation Satan gave to Him? What was Jesus' best defense against Satan? Let's repeat together the components of the armor of God listed in our power text, Ephesians 6:13:**

**"Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand" (Ephesians 6:13).**

**Remember,**

 **We worship God when we "wear" His "armor."**

### Tempted

Present the following scenarios to the students and have them discuss the questions after each of the situations:

Joe, who is a Christian, finds out that in biology class the teacher will be presenting a video on evolution and the big bang theory. How would you advise Joe to take a stand in this situation?

Joe's friends bring to school scandalous magazines and invite him to look at the disgraceful pictures. What advice would you give Joe to resist the temptation and be a positive influence on his classmates?

A friend of Joe's tells him of the gossip that Zach is spreading behind his back. How should Joe treat Zach in spite of his mean actions that could destroy Joe's reputation?

What are some Bible promises you could share with Joe to encourage him to trust God when facing temptation?

### Debriefing

Ask: **In what situations do you need God's armor? Ephesians 6:11 says to "put on the full armor of God." How do you do that?**

Ask: **How often do you put on clean clothes? How often should you put on God's armor? How can you make sure you put on God's armor every day? What part does prayer (Ephesians 6:18) play in this? How can we respond to God for providing us with this great armor?**

 **We worship God when we "wear" His "armor."**

# 4

**SHARING THE LESSON****YOU NEED:**

- balloons
- straight pins
- duct tape

**Protected**

Invite students to share situations when they were able to overcome temptations.

Ask: **What do you normally do when you struggle against a strong temptation? What helps you resist a strong desire to do something that you know is not right? What are some specific situations when you experienced God's help in overcoming temptations?**

Give each student a balloon and a straight pin. Have them blow up their balloons as large as they can. Then have students cover one half of their balloons in duct tape. Say: **When we're protected with God's armor, sin can't destroy us.**

Have students stab their straight pins through the duct tape into the balloons. Although the balloons will begin to slowly leak, they will not pop. Move quickly to the next step.

Say: **When we aren't protected with God's armor, sin can damage and sometimes destroy us.**

Have students stab their straight pins through the untaped side of the balloons. The balloons will pop.

**Debriefing**

Ask: **What did you think would happen when the pin entered the taped side of the balloon? How did you feel when the pin didn't pop the balloon? How did you feel when the pin destroyed the balloon?**

Say: **Share the power text with someone today. Let's remember to allow God to equip us with His armor each day that we may be constantly protected against the attacks of the enemy.**

⌚ **We worship God when we "wear" His "armor."**

# Closing

**Prayer and closing comments:**

Form groups of no more than three. Have students think of three ways Satan tries to discourage them and make them forget God's love and grace. Then have each person pray for wisdom to use their shields of faith and other armor to protect themselves from Satan's attacks. Close by thanking God for the victories He has already prepared for each of your Sabbath School members.

**Reminder to parents:**

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).**

**Coming up next week:**

Say: **We are fearfully and wonderfully made. God created us for Himself.**

## **Notes**

# Student lesson

## Wearing God's Armor

*Have you ever felt as though Satan is finding just the right temptation to separate you from God? How can you stand up against this constant attack? Let's listen in on Mr. Andrews's Bible class and hear what he has to say on the subject.*

**W**hat's that?" Trevor asked. "What does it look like?" Trevor decided to play it safe. No smart answers. "I don't know," he said.

Mr. Andrews finished his sketch on the blackboard. He put down the chalk and dusted his hands together. "Does anybody know what this animal is?" he asked.

"A tadpole?" Marianne suggested. "A lizard?" Matthew asked.

"I might as well put you out of your misery," Mr. Andrews responded. "You already know that I'm not the world's greatest artist. It's an animal you've never seen before." He grinned at the class. "It's a turtle without its shell!"

"I wonder why I didn't think of that," Trevor mused out loud.

The class laughed.

"OK," Mr. Andrews said, getting down to business, "so you've never seen a turtle without a shell. Why not?"

"A turtle can't live without a shell!" Marianne exclaimed.

"Of course it can't," Mr. Andrews agreed. "A turtle is a pretty feeble little animal. It's slow. It's defenseless. It completely depends on its shell to protect it and preserve it."

Mr. Andrews paused and looked

around the room. "And that brings me to the Bible lesson for today," he said. "Christians are a lot like turtles."

Trevor and Matthew looked at one another.

Mr. Andrews opened his Bible. He began to read. "Put on the full armor of God, so that you can take your stand against the devil's schemes" (Ephesians 6:11).

Mr. Andrews looked up. "Does anyone remember what the Bible says about the devil? He is going around like a . . ."

"I know! I know!" Matthew waved his hand in the air. "Like a roaring lion, seeking whom he may devour!"

"That's what the Bible tells us," Mr. Andrews said. "It tells us that we are no match at all for the devil. We are like little turtles without shells."

"But God gives us armor!" Marianne put in. "He gives us protection."

"That's right!" Mr. Andrews agreed. "And God's armor covers all of us. He gives us salvation for a helmet to cover our heads. He gives us His righteousness as a body armor. He gives us truth as a sturdy belt. He even protects our feet with the peace of His good news. He doesn't leave any part of us out there exposed to danger."

"Look in Ephesians 6 and find out what He gives us for a shield."

"I've got it!" Trevor said.

"In addition to all this, take up the shield of faith, with which you can extinguish all the flaming

arrows of the evil one," he read (verse 16).

"That tells us that Satan is shooting fiery arrows at us," Mr. Andrews pointed out. "It doesn't say that he might; it says that he is. But God gives us a shield to protect us. A kind of double protection between us and our enemy. A shield and armor. Think how hopeless life would be if we didn't have God's armor!"

"This is what I want you to remember," Mr. Andrews continued. "We are in a war. On our own, with our own strength and power, we would be absolute losers in a battle with the devil. There's no question about it. But when we are protected by the armor that God provides, we will be absolute winners. Every time. No question about it. Because He has already won the war."

"Notice the next part," Matthew added in. "It says, 'And pray in the Spirit on all occasions with all kinds of prayers and requests. With this in mind, be alert and always keep on praying for all the Lord's people'" (verse 18).

Mr. Andrews beamed at Matthew in delight. "That's it! You've got it!" He looked at the whole class. He spread his arms dramatically.

"That's the key, my little turtles," he said.

"Pray, pray, pray! And constantly wear God's armor, the true source of protection in the spiritual battle against the enemy!"

## KEY REFERENCES

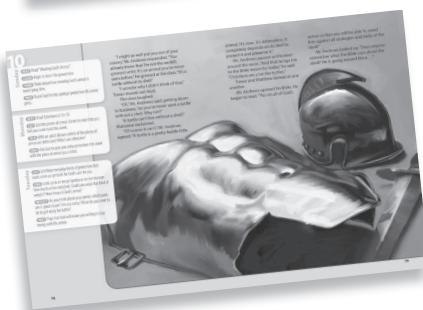
- Ephesians 6:10-18
- *The Acts of the Apostles*, chap. 49, pp. 498-508
- *The Bible Story* (1994), vol. 10, pp. 135-138
- Our Beliefs nos. 1, 10, 11

## POWER TEXT

"Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand" (Ephesians 6:13).

## POWER POINT

We worship God when we "wear" His "armor."



### Sabbath

**DO** Do the activity on page 75.

### Sunday

**READ** Read Ephesians 6:10-12 and this week's story, "Wearing God's Armor."

**REVIEW** Review the power text.

**THINK** How does wearing God's armor enable you to participate in a dynamic worship experience?

**PRAY** Thank God for His armor's spiritual protection.

### Monday

**READ** Read Ephesians 6:13-18.

**THINK** What piece of the armor do you need most?

**TALK** With an adult discuss which pieces of armor are defensive? Which are offensive?

**REVIEW** Review the power text.

**PRAY** Ask God for spiritual protection in all situations.

### Tuesday

**READ** Read Psalm 119:11.

**LIST** List three everyday kinds of protection that could serve as symbols for God's care for you.

**REFLECT** What parts of God's armor are you claiming? What do you need to do to get ready for battle?

**REVIEW** Review the power text.

**PRAY** Pray that God will make you willing to stay strong with His armor.

### Wednesday

**READ** Read 2 Corinthians 10:3, 4. What kind of weapons is this verse talking about?

**SING** Find "A Mighty Fortress Is Our God" in a hymnal and sing it or listen to it performed and think about how this hymn makes you feel about God's care for you.

**REVIEW** Review the power text.

**WRITE** In your Bible study journal, write what you think your "battle" is right now from which you most need God's spiritual protection.

**PRAY** Ask God to give you victory in your "battle."

### Thursday

**READ** Read Matthew 6:9-13; Matthew 26:36-44; and Mark 1:35.

**THINK** What was Jesus' best protection against the devil? What did God promise that will strengthen our defenses? How will you follow Jesus' example?

**ASK** Ask an adult about a time they felt God was especially protecting them spiritually.

**REVIEW** Review the power text.

**PRAY** Ask God to help you accept His protection.

### Friday

**READ** Read Ephesians 6:10-18.

**ACT** For family worship, act out Ephesians 6:10-18 by having someone read the verses while you pantomime putting the armor on. Afterward, talk about each item and how it protects us.

**MAKE** Using whatever medium you wish (clay, plaster, wire hangers, papier-mâché, etc.), sculpt an object that for you best symbolizes God's protection in your life.

**REPEAT** Say the power text from memory.

**PRAY** Ask God to cover you with His armor today.



## Worship

We worship God as Lord of our lives.

### POWER TEXT

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" (Psalm 139:14).

### KEY REFERENCES

- Genesis 1:26, 27; 2:7, 18
- Psalm 139:1-18
- *Christ's Object Lessons*, chap. 25, pp. 339-342, 353, 355
- *The Ministry of Healing*, chap. 18, pp. 241-258
- *The Bible Story* (1994), vol. 1, pp. 39-41; 47-50
- Student story on page 122 of this guide

### OUR BELIEFS

- No. 2, The Trinity
- No. 10, The Experience of Salvation
- No. 11, Growing in Christ

### OBJECTIVES

#### The students will:

- **Know** that when they worship God they acknowledge that He created humankind for companionship with Himself.
- **Feel** grateful for the great care God used to make them in His image.
- **Respond** by praising God for the gift of learning and doing.



We praise  
God, who  
created us for  
companionship  
with Himself.

### The Bible Lesson at a Glance

God created us in His image for companionship and communication with Himself and others. He declared that people should not be alone, but should live, work, play, serve, and worship in community. He created us to think, reason, and create. He invites us to do so in partnership with Him and other believers. He assures that He is ever-present to listen, respond, receive, guide, direct, and surround us with His love.

#### ***This is a lesson about worship.***

God is constantly working to restore in humankind the glorious potential with which He created us. This potential is realized only through communication with Him and interaction with others.

### Teacher Enrichment

"Through Christ, God has invested man with an influence that makes it impossible for him to live to himself. Individually we are connected with our fellow men, a part of God's great whole, and we stand under mutual obligations. No man can be independent of his fellow men, for the well-being of each affects others. It is God's purpose that each shall feel himself necessary to others' welfare, and seek to promote their happiness" (*Christ's Object Lessons*, p. 339).

"The proper cultivation of the social elements in our nature brings us into sympathy with others and is a means of development and strength to us in the service of God" (*Steps to Christ*, p. 101).

*What is my favorite reason to praise God?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

## Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Symbol Simon  B. Modern-Day Altars	paper or chalk/whiteboard and writing utensils  Bibles, paper, pencils
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 117. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, offering plate/basket, box/bowl, squares of paper
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	Bibles  Bibles, notebooks, pens/pencils  Bibles, paper, pens/pencils
<b>3 Applying the Lesson</b>	10-15	<i>Working Without...</i>	enough of the following for each group of four: puzzles, board games, blocks or multipart activity; blindfolds; ropes for tying hands; gags or wide tape, earplugs or cotton
<b>4 Sharing the Lesson</b>	10-15	<i>You Are Invited</i>	blank paper, envelopes, art supplies
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

# LESSON 11

## 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

**A**

#### Symbol Simon

Divide the students into pairs. Distribute paper and pens/pencils to the students. Have each student use symbols to represent a word or phrase from the Bible. For example: After the students have guessed each other's words



or phrases, divide them into groups. Have each group use symbols to represent a short verse from the Bible.

#### Debriefing

Ask: **Why do you think you chose the symbols that you did?** (Because they were things I am familiar with; they reflect my experience.) **Working as a group, how did you feel when people couldn't guess your sentence? How did you feel when they did? How was it when you couldn't guess the answer? How was it when you did? Why do you think you chose the symbols that you did?** (Different members had different perspectives.) **What did you learn about working with others versus working by yourself? How is that like our relationship with God and fellow Christians? Let's say together the power text:**

*"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" (Psalm 139:14).*

Say: Our power point this week is:

⌚ **We praise God, who created us for companionship with Himself.**

#### Accommodations for students with special needs

This activity may be challenging for students with special needs. Allow them to work with a partner who could assist them.

**B****B**

#### Modern-Day Altars

Ask: **What did Noah, Abraham, Jacob, Moses, and Gideon all have in common?** Allow time for responses.

**YOU NEED:**

- Bibles
- paper
- pencils

Say: **These five all built altars in places where they had experiences with God. The altars were built for worshipping God and remained to remind others of the Creator God's existence. If we continued this practice today, think about where you would build an altar, what it would look like, what experience you would commemorate, what it would say to God, and what it might say to others.** Distribute to the students paper and pencils and have them design the altar they would build if we were still using altars to worship God today.

#### Debriefing

Ask: **Where did you decide you would build your altar? Show us how your altar would look like. What thoughts and feelings went through your mind as you designed your altar? Explain how an altar would remind you of worshipping God. What would your altar tell others about your relationship with God? Let's say together the power text, Psalm 139:14:**

*"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" (Psalm 139:14).*

Say: Our power point this week is:

⌚ **We praise God, who created us for companionship with Himself.**

## Notes

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

"Pass It On" (*He Is Our Song*, no. 130)  
"Side by Side" (*He Is Our Song*, no. 123)

### Mission

Use Adventist *Mission* for youth and adult (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

**YOU NEED:**

- world map .....
- pushpins .....

### Offering

Pass the offering plate/basket around the class. Say: **Think about how your offering is making a difference in a distant part of the world. Your offerings support missionaries who teach others how to worship God.**

**YOU NEED:**

- offering plate OR basket .....

### Prayer

Distribute squares of paper or prayer requests and place them in a bowl or box. Gather the students in a circle around the bowl/box and have them place their hands on it as someone prays. Close by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

**YOU NEED:**

- box OR bowl .....
- squares of paper .....

## LESSON 11

# 2

### BIBLE LESSON

#### YOU NEED:

#### Introducing the Bible Story

Ask for a volunteer to read Genesis 2:18 aloud.

Ask: **Why do you think God said it is not good for man to be alone?** (He created us. He should know what's best for us. In creating us, He designed us to communicate with Himself and others. We become our best selves as we interact with others.)

Bibles

#### YOU NEED:

#### Experiencing the Story

##### *Journal of Praise*

If possible, get a small notebook for each student. Or make one by combining several sheets of paper together and folding them in half. Staple along the fold if possible. Say: **Today you will write a journal entry about things for which you are praising God. Keep a daily journal of worship experiences. You might want to record some of the following experiences:** (1) times you feel overwhelmed with gratitude for God's blessings to you and your family, (2) times you are convinced you are in God's presence, (3) times you are sure of God's leading in your decisions, (4) times you feel your service to others is selfless and worshipful, (5) times others, including other family members, convey God's love to you in words, deeds, or just being there, (6) times you open your heart to God in discouragement, or agony and find comfort, (7) times God answers your prayers. Feel free to sing whenever you feel you want to praise God through song. If you feel comfortable, share entries from your journal with your family. Your thoughts will encourage them to keep their own journal and to share their worship experiences.

Bibles

notebooks

pens/pencils

#### *Debriefing*

Ask: **How do you feel as you remember special things that God has done for you? God enjoys our praise. He enjoys hearing you sing, even if you are singing all alone or don't sing very well.**

# 3

## APPLYING THE LESSON

### YOU NEED:

#### Exploring the Bible

Divide the class into two groups and let each group appoint a scribe. Say: **Let's look at some verses that tell more about how important is our interaction with God and others. As you look up the passages, list reasons given for not being alone, the benefits of being with others, and what God wants from us and can give us.**

Psalm 133:1

(unity)

Proverbs 15:22; 27:17

(advisers; iron sharpens iron)

Ecclesiastes 4:7-12

(advantages of not being alone)

Isaiah 1:18, first part

(come let us reason)

Matthew 1:23; 18:19, 20

(Immanuel; two or three agree)

Matthew 4:19

(fishers of men)

Hebrews 10:25

(meet together)

John 14:16-18, 26

(Holy Spirit)

When the students finish, have them come together and discuss what they found.

### Debriefing

Ask: **Which of these experiences have you had? What feelings resulted? How could you help someone else with this knowledge? Let's say together the power text:**

**"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" (Psalm 139:14).**

Say: **Remember, our power point this week is:**

**④ We praise God, who created us for companionship with Himself.**

### YOU NEED:

#### Working Without . . .

Have the students gather into groups of four around a puzzle, board game, set of blocks, or any other multipart object that needs to be assembled. The person whose birthday comes first in the year will be blindfolded. The person whose birthday is next will have their hands tied behind them. The third person will have their ears plugged, and the fourth, their mouth taped or wrapped with a cloth so that speaking isn't possible.

Say: **I want you to [assemble/do/play] this [game/activity] as a group. You have five minutes. I will signal when you have a minute left and when your time is up.**

### Debriefing

Ask: **How did it feel to have to work with your various deficiencies? How did you compensate? Could you have done the activity alone? How was this exercise like life? How is this like our individual relationship with God? What can you do to change how you relate to God and to others?**

### Remember:

**④ We praise God, who created us for companionship with Himself.**

# 4

## SHARING THE LESSON

### YOU NEED:

- blank paper
- envelopes
- art supplies

### You Are Invited

Ask students to report if they had a chance to share with someone things for which they are grateful to God. Ask:

**How did you share with someone your blessings? Did you have a chance to invite someone for a meal or to meet a person who needed encouragement? What did you do to tell someone about God's blessings and the ways He provided for you in the past? What were the outcomes?**

Distribute paper and art supplies. Have the students work in small groups to create an invitation to know God. For example, someone could write "We are fearfully and wonderfully made," on the front of a card, and on the inside write "You are cordially invited to get to know your Creator. He is eagerly waiting to spend time with you in His House of Worship." Make sure the church's address is somewhere on the card or envelope.

Make specific plans to distribute/mail the invitations.

Say: **Let's repeat together once again our power point,**

**④ We praise God, who created us for companionship with Himself.**

### Accommodations for students with special needs

Allow students with special needs who experience difficulty with this activity to receive assistance from their peers.

# Closing

### Prayer and closing comments:

Pray: **Thank You, Lord, for creating us for Yourself and for designing us to live with and love others. We thank You for the power to think, do, and create. Amen.**

### Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).**

### Coming up next week:

Say: **We commit our lives to Jesus. We worship God when we commit our lives to Him.**

## **Notes**

# Student lesson

## Wired for One Another

*Have you ever felt as though your brain has been emptied of everything in it? That sometimes happens when we are embarrassed, angry, or afraid. Why do you think that is? This week we will try to find out.*

**S**heila stumbled into class and dumped her things into the basket under her seat. As the bell rang, she plopped into her chair, panting. Students rushing to class had knocked her books and papers out of her arms and trampled on them. No one had tried to help.

"Sheila," Mrs. Rubin, the seventh-grade English teacher, said, "please diagram the sentence on the board."

Sheila felt as if everyone could hear her heart pounding as she slowly walked to the board. Her hand shook as she picked up the chalk. Then it refused to move. Her mind went blank.

"We're waiting, Sheila," Mrs. Rubin reminded. Then she said, "You may sit down. I'll ask someone else."

Sheila felt as if she were suffocating. Her face burned. She couldn't breathe. She couldn't hear. Her eyes blurred with tears that refused to fall. She stumbled back to her desk in a daze and slumped down, still clutching the chalk. She missed everything Mrs. Rubin said and failed the quiz that followed.

Like a television, stereo, or computer, humans are "wired for sight and sound." Unlike these electronic devices, however, we are also wired for emotions. Our emotions are interconnected with our brains. When we get

excited or upset about something, the brain says, "I've got to remember this."

We were created to be social beings. We were designed to communicate in positive ways. That's why babies whose parents play with, cuddle, and talk to them a lot grow and learn quickly. Those who are neglected or abused usually don't. If you study with a group in which you share ideas and projects, you'll probably remember more than if you study alone.

The brain and the body are one. What happens to one happens to the other. Think about the times you have done poorly on a test, gotten into an argument in class, or forgotten everything you heard. Ask yourself some questions: Did I drink enough (or any) water? Did I eat a healthy meal? Did I exercise? Did I go to bed on time? Say yes to all and see if it makes a difference.

The brain remembers things that you have done and experienced. Think of a recent memorable learning experience. What did you do? How did you feel? What did you learn? Could you explain it to someone else? Why do you think that is? God designed us so that the more ways information gets to our brains, the more we understand and remember it.

Genesis 1:26, 27 and 2:7 read, "Then God said, 'Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground.'

"So God created mankind in his own

image, in the image of God he created them; male and female he created them." "Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being."

What does it mean to be created in the image of God? It means that God created us with the ability to love and think, as well as to make moral choices. It means that we are "wired" to do all these things in relationship to God and others. For example, notice that God says in Genesis 1, "Let us make mankind in our image, in our likeness." The *us* He is referring to is what we call the Godhead: the Father, the Son, the Holy Spirit—three Persons in one. Even though they work as a unit, they also have specific roles.

Think for example of a shoe company. Each employee does a specific job: one makes the shoe soles, another makes the upper parts, another puts the parts together, another sells the shoes to shoe stores, but all are needed to make up the company. They have one purpose—to work together to sell shoes.

The Godhead works together to guide us as we live and work, study and play with one another. Why do you think God said (in Genesis 2:18) that it is not good for people to be alone? Because He created us to experience the joy that comes when we love God and others, and live in harmony with one another.

## KEY REFERENCES

- Genesis 1:26, 27; 2:7, 18
- Psalm 139:1-18
- *Christ's Object Lessons*, chap. 25, pp. 339-342, 353, 355
- *The Ministry of Healing*, chap. 18, pp. 241-258
- *The Bible Story* (1994), vol. 1, pp. 39-41; 47-50
- Our Beliefs nos. 2, 10, 11

## POWER TEXT

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" (Psalm 139:14).

## POWER POINT

We praise God, who created us for companionship with Himself.



## Sabbath

**DO** Do the activity on page 88.

## Sunday

**READ** Read Genesis 1:26, 27 and this week's story, "Wired for One Another."

**RESPOND** Write the answers to the last question in the story in your Bible study journal.

**REVIEW** Review the power text.

**PRAY** Thank God that He wired you to communicate with Him.

## Monday

**READ** Read Genesis 2:7.

**THINK** What shows that you are created in God's image?

**SHARE** Tell a friend about how grateful you are for how miraculously God created us to be in relationship with Him and with others.

**REVIEW** Review the power text.

**PRAY** Go on a prayer walk. Talk to God about the things and people you see.

## Tuesday

**READ** Read Psalm 139:1-18.

**CREATE** Create a collage that illustrates the verses, OR create a song or poem based on the verses, OR rewrite the verses in your own words. Plan to present your handiwork at family worship on Friday evening.

**REVIEW** Review the power text.

**PRAY** Ask God to help you become all that He planned for you to be.

## Wednesday

**READ** Read Psalm 139:13-16.

**ASK** Ask an adult about the day you were born.

**LOOK** Look at your birth certificate, baby pictures, or old baby clothes.

**CREATE** Continue working on your worship project.

**REVIEW** Review the power text.

**PRAY** Thank God for your parents.

## Thursday

**READ** Read Psalm 139:17, 18.

**THINK** Did you ever try to count the grains of sand (or salt or sugar) in a teaspoonful? If it seems impossible to count even a teaspoonful of grains of sand, how much more impossible to count God's thoughts of love for you.

**REVIEW** Review the power text.

**PRAY** Pray for as many people as you can think of within the next five minutes.

## Friday

**READ** Take turns reading Genesis 1:26, 27; 2:7; and Psalm 139:1-18.

**SHARE** Discuss the texts with your family members.

**SING** Sing or play praise songs together.

**REPEAT** Say the power text aloud by memory.

**PRES** Present to your family the art project, or the poem, or the rewritten verse, or the song, that you created on Tuesday.

**PRAY** Pray together as a family, thanking God for "wiring" you for one another.

Dear Diary,  
Tomorrow is the Big Day. I can't really believe that Marisol is really, truly, absolutely going to get married tomorrow! I mean, how can my sister who has been my sister living in the same house as me all OF MY LIFE get married tomorrow and just leave?



It's the day of the wedding! I'm so nervous! I have to go to the church for the wedding. We didn't wear our regular clothes; we had to wear wedding clothes. I had to practice standing up straight and not fidgeting. I hope I don't trip or fall. The church will be packed.

YEAR A | QUARTER 2

12

## Worship

We worship God as Lord of our lives.

### POWER TEXT

"Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!" (2 Corinthians 5:17).

### KEY REFERENCES

- 2 Corinthians 5:17
- Colossians 2:6, 7
- James 2:14-17
- *Steps to Christ*, chap. 7, pp. 57-65
- *The Bible Story* (1994), vol. 10, pp. 176-179; 196-200
- Student lesson on page 132 of this guide

### OUR BELIEFS

- No. 23, Marriage and the Family
- No. 22, Christian Behavior
- No. 10, The Experience of Salvation

### OBJECTIVES

#### The students will:

- **Know** that their worship is an expression of their faith commitment to Jesus.
- **Feel** the desire to make or renew their commitment to Jesus.
- **Respond** by learning to and committing to act on their faith.

# Dear Diary

### The Bible Lesson at a Glance

Paul tells us that once we make a commitment to follow Jesus, we become a new creature. The old habits and way of life change into something beautiful. We become like Jesus. We live out our faith daily by our actions and thoughts, and that may mean sacrifice sometimes. In order to do this, we must depend on Jesus.

Jesus

transforms

our lives when

we commit

our hearts

to Him.



### ***This is a lesson about worship.***

We hear that we need a "relationship" with Jesus. But being a Christian involves more than a relationship. Even Satan has a relationship with God—he hates Him. We need to move beyond that and make a commitment. Once we do that we can produce beautiful acts of love.

### Teacher Enrichment

"While we cannot do anything to change our hearts or to bring ourselves into harmony with God; while we must not trust at all to ourselves or our good works, our lives will reveal whether the grace of God is dwelling within us. A change will be seen in the character, the habits, the pursuits. The contrast will be clear and decided between what they have been and what they are. The character is revealed, not by occasional good deeds and occasional misdeeds, but by the tendency of the habitual words and acts" (*Steps to Christ*, p. 57).

*What evidence is there that I have made a total commitment to Jesus? How has that commitment changed my life?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. A New Creation  B. A Change for the Better  C. The Perfect Wedding	Bibles, modeling clay  Bibles, newspapers (or preselected newspaper stories), paper, pencils  Bibles, paper, pencils, colored markers, colored paper, glue
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 127. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, (optional) box covered with wedding wrapping paper
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	Bibles; old-looking stained shirt; clean, white shirt; adult volunteer  Bibles, guest couple (alternative: Bibles, paper, pencils, colored markers)  Bibles
<b>3 Applying the Lesson</b>	10-15	<i>Scenario</i>	
<b>4 Sharing the Lesson</b>	10-15	<i>Vows</i>	Bibles, copy of marriage vows, paper, pencils
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

## LESSON 12

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

**A**

#### A New Creation

Give each student a lump of modeling clay and ask them to create "something new." Encourage their active imaginations.

**YOU NEED:**

- Bibles
- modeling clay

**B**

#### A Change for the Better

Find a story in the newspaper/a story book about someone who did something that was un-Christlike. Have students rewrite the story as if that person had done the opposite and was acting Christlike (i.e., instead of a bank being robbed, someone brings lost money back to the bank).

**YOU NEED:**

- Bibles
- newspaper OR pre-selected newspaper stories
- paper
- pencils

**Debriefing**

Ask: **What did you make?** Give time for sharing. **Today we'll be learning about how we become "new creations" when we make a commitment to Jesus. Let's say together the power text, 2 Corinthians 5:17:**

*"Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!"  
(2 Corinthians 5:17).*

**We are learning that**

④ **Jesus transforms our lives when we commit our hearts to Him.**

**Debriefing**

Say: **Let's hear some good deeds being done. Read to us your version.** Give time for sharing. **Today we'll be learning about how Jesus changes our lives after we make a commitment to Him. Let's say together the power text, 2 Corinthians 5:17:**

*"Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!"  
(2 Corinthians 5:17).*

**We are learning that**

④ **Jesus transforms our lives when we commit our hearts to Him.**

**Accommodations for students with special needs**

Allow students with special needs who experience difficulty with this activity to work with a partner who could assist them.

## C

### The Perfect Wedding

Say: **Have you ever thought about what you want your wedding to be like? With the materials provided, create a picture of your perfect wedding.**

#### YOU NEED:

- Bibles
- paper
- pencils
- colored markers
- colored paper
- glue

#### Debriefing

Ask: **Who would like to share the picture you created?** Give time for sharing. Say: **Weddings involve making a commitment. How might your life change after you make a commitment to marry someone? Today we'll be learning about how Jesus changes our lives after we make a commitment to Him. Let's say together the power text, 2 Corinthians 5:17:**

**"Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!" (2 Corinthians 5:17).**

#### Remember:

 **Jesus transforms our lives when we commit our hearts to Him.**

### Fellowship

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

- "As for Me" (*He Is Our Song*, no. 144)
- "Yes, Lord" (*He Is Our Song*, no. 145)
- "I Have Decided to Follow Jesus" (*He Is Our Song*, no. 146)

### Mission

Use Adventist Mission for youth and adult (go to [www.junior](http://www.juniorpowerpoints.org)

powerpoints.org and click on MISSION) or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

#### YOU NEED:

- world map
- pushpins

### Offering

Say: **We give our offerings to help others make a commitment to Christ and become "new creatures." We need to pray for people who have no knowledge of God.**

#### YOU NEED:

- (optional) box covered with wedding wrapping paper

### Prayer

Tell the students that you are going to pray a "popcorn" prayer. This is done by beginning the prayer with one or a few words about something that is on your heart or something that you are thankful for. In random order students can add their word or words. Close, when it seems appropriate, by praying for the students' joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

## LESSON 12

# 2

### BIBLE LESSON

#### Introducing the Bible Story

Ask an adult volunteer to help illustrate the conversion experience. Have the person enter the room wearing an old-looking stained shirt on top of his or her regular clothes.

Say: **Picture that this is how your life looks before you make a commitment to follow Jesus.**

Ask the volunteer wearing the dirty shirt to step closer so that you could help remove it. Then help him/her to put on a clean, preferably white shirt. Ask: **How is this like your life after you make a commitment to Jesus? Can we remove sins and mistakes from our past? How does our commitment to Jesus help us start a new life with Him? Let's repeat our power text together, 2 Corinthians 5:17:**

**"Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!"**  
**(2 Corinthians 5:17).**

#### YOU NEED:

- Bibles
- adult volunteer
- old-looking stained shirt
- clean, white shirt

#### Experiencing the Story

Have the students take turns reading aloud from 2 Corinthians 5:17; Colossians 2:6, 7; and James 2:14-17.

Ask a young married couple to come talk to the students. Beforehand, ask them to read the lesson story "Dear Diary" so they understand the points that the lesson is trying to make.

Say: **Making a commitment to God is something like making a commitment to a spouse. We've invited \_\_\_\_\_ to come in and talk to us about their marriage commitments.** Ask them specifically about their wedding vows, what sacrifices they've had to make in their marriage, what it feels like to make a commitment to someone for life, how they show their spouse they mean what they say, and how they keep their marriage vows renewed. Allow time for questions the students may have.

#### YOU NEED:

#### Alternative

Ask student volunteers to read aloud 2 Corinthians 5:17; Colossians 2:6, 7; and James 2:14-17.

- Bibles
- paper
- pencils
- colored markers

Say: **Imagine a completely new form of tree—a “new creation.”** Give the students paper and art supplies to create a picture of a new type of tree. Ask them to make sure to draw roots for their tree that will be sufficient to maintain it. Afterward, let students share what they drew and explain how deep their roots needed to go. Ask: **Why are roots necessary for a tree?** (They give it nourishment; they keep it from falling.) **Why do we need roots in Jesus? How can we continue to “grow roots” in Jesus?** (“abide in Him”; in other words, spend time reading His word and talking to Him through prayer.)

Ask a volunteer to read James 2:14-17. Ask: **What should our response be to the nourishment we get from good roots—Jesus’ grace in our lives?** (overflowing thankfulness and good deeds) Say: **Add the “fruit” of thankfulness and good deeds to your tree picture.**

Have students share and explain.

**We are learning that**

 **Jesus transforms our lives when we commit our hearts to Him.**

# 3

## APPLYING THE LESSON

### YOU NEED:

Bibles

### Exploring the Bible

Divide the class into three groups, each taking a Bible text. Say: **Let's take a look at some people in the Bible who lived their lives differently after they made a commitment to Jesus.**

1. Acts 9:1-22 (Paul)
2. John 18:15-18, 25-27; 21:15-17 (Peter)
3. Acts 16:22-34 (jailer)

Ask: **Do you need a “big” conversion experience like Paul to have Jesus make a difference in your life? What if you’ve grown up in the church? When did you make your commitment to Jesus? How did it change your life?** Explain to the students that any commitment needs to be renewed, or made over, regularly. If your guest couple is still visiting, you might continue the discussion with them about renewing their commitment on a regular basis.

Let’s say together the power text, 2 Corinthians 5:17:

*“Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!” (2 Corinthians 5:17).*

**Remember:**

⌚ **Jesus transforms our lives when we commit our hearts to Him.**

### Scenario

Read the following scenario to the students:

**Sten has grown up in the church. He was baptized a few years ago and was sincere in his decision to follow Jesus. He would still say he’s committed to Jesus, if you ask him. He goes to church every week. He is involved with a homeless shelter project. But some things in his life don’t seem to match up. He doesn’t see much wrong with cheating on a test now and then, especially when it’s something like history dates that he doesn’t see a need for knowing. He doesn’t pay tithe on his lawn-mowing earnings, figuring he’ll start paying tithe when he’s an adult. He doesn’t see anything wrong with listening to rock music with bad language. But lately Sten is becoming aware that something isn’t right in his life. He comes to you, his friend, and tells you that.**

### Debriefing

Ask: **What can you say to Sten to help him? (encourage him to spend time with Jesus.) How is and isn’t Sten living out his commitment to Jesus? (he doesn’t appear to be growing in his understanding of Jesus and how we are to live like He did; see Philippians 4:8.) What does this tell us about making a daily commitment to Jesus? (it is VERY important.) Why is that necessary? If you were Sten, how would you go about living out your commitment?**

⌚ **Jesus transforms our lives when we commit our hearts to Him.**

# 4

## SHARING THE LESSON

**YOU NEED:**

- Bibles
- marriage vows
- paper
- pencils

**Vows**

Ask students to report if they made a commitment to give their lives to Jesus.

Ask: **When did you make a commitment to give your hearts to Jesus?**

**What helped you make that decision? What do you do to maintain your relationship with Jesus daily? How can you renew your commitment to God?**

Say: Our lesson this week compares giving our lives to Jesus to a woman and man giving their lives to each other in marriage. It talks about how you live life differently when you sacrifice to make the other person happy. It talks about defending and honoring that person.

**People make a vow at their wedding to love and be true to the person they are marrying.** Read a copy of the standard wedding vows to your students (or ask a student to read them).

Say: **I would like you to write out your “vows” to Jesus.**

**Debriefing**

Ask: **Who would like to share their “vows” with the group?**

Give time for sharing. Say: **How are wedding vows the same and different than a vow you would make to God? How does God think of His church?** (Ask someone to read aloud Isaiah 62:5.) **What is there you may need to change in your life to make a total commitment to Him?**

Say: **Let's remember our power point:**

 **Jesus transforms our lives when we commit our hearts to Him.**

# Closing

**Prayer and closing comments:**

Say: Dear Jesus, some of us have already made a commitment to You. Some of us want to do that now. We all need to be committed to You daily so that we can live our lives for You. We want to be changed. Thank You for transforming our lives. Amen.

**Reminder to parents:**

Say: Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).

**Coming up next week:**

Say: Jesus is coming soon! We show our love for God by sharing Jesus with others and preparing for His return.

## **Notes**

# Student lesson

## Dear Diary

*Being part of a wedding is fun. The wedding ceremony and reception are great, but what does it take to lead up to that wedding? Ever wonder what it takes to make a lifelong commitment to love someone? What are the blessings that come from making a lifelong commitment to Jesus?*

**D**ear Diary,  
Tomorrow is the Big Day. I can't really believe that Marcia is really, truly, absolutely going to get married tomorrow! I mean, how can my sister (who has been my sister living in the same house as me ALL OF MY LIFE) get married tomorrow and just leave?

We had to go to the church tonight and practice for the wedding. We didn't wear our beautiful new dresses—just regular clothes. It felt funny to walk down the aisle and go up on the platform. I had to practice standing up there on a piece of masking tape that marks My Spot. Tomorrow when I do it, the church will be packed full of people looking at me. I hope I don't trip or do something awful!

I like Dom. Except that he's stealing my sister. Well, Marcia says he's not stealing her. She WANTS to go away and be his wife. We had a long talk about it. We rode our bikes to the park

and lay on a blanket under a tree and talked.

Marcia told me she thinks getting married is like giving your heart to Jesus. She said that when you get married, everything is different. She said that when you get married, you belong to your husband and he belongs to you. Just like when you love Jesus, you belong to Him, and He belongs to you.

Marcia said when you get married, you do stuff that your husband or wife likes because you want to make them happy. Like learning to cook their favorite food. And listening to their favorite music. And even doing the laundry and dishes and other stuff that might not be fun. Dom even opens the car door for Marcia to get in even though she is perfectly able to do it all by herself. Marcia likes that.

She said it's just like when we do some things because we know that's what Jesus wants us to do. It might be something we really don't WANT to do, but we do it anyway because we want to make Him happy.

And she said Jesus loves to make us happy too. He gives us blessings all the time. Marcia said Dom is a blessing from Jesus.

And when you get married, you get to be on your husband's side all the time. I mean if anybody makes fun of

him or something, you get to stand up for him. You say, "Hey! You can't talk about my husband like that!" Just like if somebody makes fun of Jesus, you always stand up for Him. 'Cause you're on His side. I think that's pretty cool! Your husband will always be on your side and stand up for you, too!

Marcia said that when you get married, you can't do everything anymore that you might think you want to do. She said you have to be unselfish because you love your husband. (It's too bad she didn't do THAT when she lived with ME!) I told her that if somebody loved ME like that I would want to be unselfish.

And Marcia said the best part is when you get married, you get to stay for the rest of your life with the person that you love best. She said it's exactly like when you give your heart to Jesus, you know that you will get to live with Him forever and ever. And always, ALWAYS, be happy in heaven.

Good night, Diary.

PS: People have to wait until they're older to decide who they want to marry. I'm sure glad I didn't have to wait that long to give my heart to Jesus! And that's an even more important choice!

## KEY REFERENCES

- 2 Corinthians 5:17; Colossians 2:6, 7; James 2:14-17
- *Steps to Christ*, chap. 7, pp. 57-65
- *The Bible Story* (1994), vol. 10, pp. 176-179; 196-200
- Our Beliefs nos. 23, 22, 10

## POWER TEXT

"Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!" (2 Corinthians 5:17).

## POWER POINT

Jesus transforms our lives when we commit our hearts to Him.



## Sabbath

**DO** Do the activity on page 89.

## Sunday

**READ** Read Colossians 2:6, 7 and this week's story, "Dear Diary."

**REVIEW** Review the power text, 2 Corinthians 5:17.

**WRITE** In your Bible study journal, write about when you made your commitment to Jesus. Or if you haven't yet, perhaps you want to take that step today.

**PRAY** Tell Jesus that you want to renew your commitment to Him (or make a new one).

## Monday

**READ** Read James 2:14.

**WRITE** In your Bible study journal or diary, write how you have become a "new creation" since you've made a commitment to God.

**REVIEW** Review the power text.

**PRAY** Ask God to continually make you into the person He wants you to be.

## Tuesday

**READ** Read James 2:15, 16.

**WALK** Take a walk and notice the size of tree roots protruding from the ground. Imagine how wide and deep the roots are.

**THINK** How wide and deep do your roots need to be in Jesus? As you spend time in communion with Jesus, tell Him of your need for Him to fill you with His life-giving power.

**REVIEW** Review the power text.

**PRAY** Ask Jesus to daily strengthen your commitment to Him.

## Wednesday

**READ** Read James 2:17.

**THINK** How are you putting action into your faith? What is the evidence to others that you have made a commitment to God?

**REVIEW** Review the power text.

**PRAY** Ask God to show you ways to put your faith into action.

## Thursday

**READ** Read Romans 12:1.

**WRITE** Write down things to which you have committed (i.e., exercising, practicing on a musical instrument, studying, helping at home).

**THINK** What prevents you from following through with these commitments? How do you feel when you don't? How do you feel when you do? What would your Christian life be like if you didn't make a commitment to God?

**REVIEW** Review the power text.

**PRAY** Ask God to make it evident to others that your life is committed to Him.

## Friday

**READ** Read with your parents 1 Corinthians 13.

**LOOK** Look at your parents' wedding photos.

**ASK** Ask your parents about their wedding vows. What did they say? Did they write their own? How often do they think about their wedding vows?

**SAY** Say the power text from memory.

**PRAY** Ask God to help you make a wise choice of a mate and a lasting commitment to them when you are ready to marry.



## Grace in Action

We share the good news of Jesus' return.

### POWER TEXT

"Men of Galilee," they said, "why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven" (Acts 1:11).

### KEY REFERENCES

- Isaiah 25:9
- Matthew 24; 25:31; 26:64
- Luke 21:25-31
- John 5:28, 29; 14:2, 3
- Acts 1:7-11
- 1 Corinthians 15:51, 52
- 1 Thessalonians 4:13-17
- 2 Timothy 3:1-5
- Titus 2:11-13
- Hebrews 10:36, 37
- 2 Peter 3:11, 12
- Revelation 1:7; 14:12-16; 22:7
- *The Great Controversy*, chap. 40, pp. 635-652
- *The Bible Story* (1994), vol. 10, pp. 145-148
- Student story on page 142 of this guide

### OUR BELIEFS

- No. 25, The Second Coming of Christ
- No. 26, Death and Resurrection
- No. 28, The New Earth

### OBJECTIVES

#### The students will:

- **Know** that Jesus is coming to earth again.
- **Feel** happy anticipation that Jesus will return soon.
- **Respond** by sharing with others that Jesus is coming back.

# Welcome Back, Jesus!



### God's Spirit

empowers us  
to tell others  
about the  
blessed hope  
of Jesus' soon  
return.

### The Bible Lesson at a Glance

Jesus promised that He would return to earth one day—our "blessed hope." While we are patiently waiting for this event we are working to tell the world about Jesus. Before He comes the earth will be thrown into turmoil, and God's people will live through persecution. Jesus' second coming will not be a quiet event for only some. He will be seen and heard by everyone.

#### ***This is a lesson about grace in action.***

The faithful will be overjoyed to see Jesus appear and will welcome Him with praise and adoration. God's chosen will be thrilled to live with God and see their loved ones return to vigorous healthy life and their own bodies made whole. This wonderful event will evoke their deepest thanksgiving and highest worship for God's matchless grace.

### Teacher Enrichment

"Jesus is coming . . . in the glory of the Father and with all the retinue of holy angels to escort Him on His way to earth. All heaven will be emptied of the angels, while the waiting saints will be looking for Him and gazing into heaven, as were the men of Galilee when He ascended from the Mount of Olivet. Then only those who are holy, those who have followed fully the meek Pattern, will with rapturous joy exclaim as they behold Him, 'Lo, this is our God; we have waited for him, and he will save us'" (*Early Writings*, p. 110).

"The coming of the Lord has been in all ages the hope of His true followers. The Saviour's parting promise upon Olivet, that He would come again, lighted up the future for His disciples, filling their hearts with joy and hope that sorrow could not quench nor trials dim. Amid suffering and persecution, the 'appearing of the great God and our Saviour Jesus Christ' was the 'blessed hope'" (*The Great Controversy*, p. 302).

*Do I expect that Jesus will come in my lifetime? What am I doing to help spread the good news of His soon return? Am I truly living life as if He were coming soon?*

# Welcome

Welcome students at the door and direct them to their seats. Ask them how their week has been. Encourage learners to study their Sabbath School lesson regularly, and use several minutes to debrief students on the previous week's lesson. Ask:

**What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?**  
Invite students to share their experiences and/or the handiworks they created for Sabbath School during

the week. (The leader should be familiar with the previous lesson to be able to direct the discussion.) This is also a good time to have students recite the power text.

**Have students begin the Readiness Activity of your choice.** 

# Program notes

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	Ongoing	Greet students at the door. Ask about their week.	
<b>1 Readiness</b>	10-15	A. Signs of the Times  B. Prediction and Prophecy  C. Welcome in Any Language	newspapers and news magazines, <i>Signs of the Times</i> magazine (optional), chalkboard/whiteboard, chalk/marker  small balls or other objects  handouts (p. 154), pencils or pens
<b>*</b> <b>Prayer &amp; Praise</b>	15-20	See page 137. Prayer & Praise may be used at any time during the program.	songbooks, world map, pushpins, offering container
<b>2 Bible Lesson</b>	15-20	Introducing the Bible Story  Experiencing the Story  Exploring the Bible	Bibles; letter-size or larger sheets of paper; colored pencils, pens, markers, or crayons  Bibles, large picture of Jesus, paper, pencils or pens
<b>3 Applying the Lesson</b>	10-15	<i>Get Ready, Get Set, Wait!</i>	small surprises
<b>4 Sharing the Lesson</b>	10-15	"Welcome Back, Jesus" Party*	banner paper, colored markers or crayons, tape, party decorations, recorded music, paperware, healthy snacks
<b>*</b> <b>Closing</b>		A. Prayer and closing comments  B. Reminder to parents  C. Coming up next week	

\*Be aware of any food allergies and adjust accordingly.

## LESSON 13

# 1

### READINESS ACTIVITIES

Select the activity or activities that are most appropriate for your situation.

#### A

##### Signs of the Times

Say: Today we're going to be talking about Jesus' second coming to earth. Jesus gave us clues to look for that point to His soon return to the earth. We're going to read Jesus' words. Ask: Can someone read Matthew 24:3-8, another person read Luke 21:25-28, and someone else read 2 Timothy 3:1-5? As the verses are read, list the signs on a chalkboard or whiteboard for all to see. Are things like this happening now? Are people acting like this now? Distribute several newspapers or news magazines to the students. I'd like everyone to take a newspaper or magazine and find headlines or articles that describe signs that are pointing to Jesus' soon return.

##### Debriefing

Ask: Was it easy or difficult to find things that could be "signs of the times" we are living in? Do you know that our Seventh-day Adventist Church has a magazine called *Signs of the Times*? Hold up the magazine and pass around for the students. Conditions in the world will continue to get worse; but that just means that Jesus' return is even closer. Daniel 12:1 says: "At that time Michael, the great prince who protects your people, will arise. There will be a time of distress such as has not happened from the beginning of nations until then. But at that time your people—everyone whose name is found written in the book—will be delivered." Imagine how awesome it will be to praise and worship Jesus when He returns. Let's say together the power text, Acts 1:11:

"Men of Galilee,' they said, 'why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven'" (Acts 1:11).

In the meantime, the power point reminds us that

⌚ God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.

#### YOU NEED:

- newspapers and news magazines
- Signs of the Times* magazine (optional)
- chalkboard/whiteboard
- chalk/marker

#### B

##### Prediction and Prophecy

Give each student a small ball or other object and ask them to hold it out in front of them. Ask: Can you predict what will happen if you let go of your ball? (Allow answers.) Let's see. Drop your ball. Of course, you knew it would fall to the floor because of gravity. Does that work like that every time? Let's try it again.

##### Debriefing

Ask: Why did it fall every time? Say: When scientists want to learn something new, they test their ideas using the "scientific method." First they predict the outcome of their experiment, then they go about doing it, and then they see if their prediction, or theory, is true. Sometimes we can predict something that we definitely know will happen, such as the ball falling because of gravity. Do you know what a prophecy is? How is a prediction and a prophecy both alike and different? (They both tell about something that will happen in the future. A prediction is a guess made by humans that doesn't always come true. A prophecy is a prediction made by God that comes true with certainty.)

The Bible has prophecies in it. There are many that foretold about the Messiah coming, and they all came true in Jesus. Because we trust Jesus, we know that prophecies will come true just as the Bible says they will. There is a prophecy found in Daniel that tells us what is going on in heaven right now, and our lesson today is about that. Jesus is defending us against Satan's accusations that we don't deserve to go to heaven.

Let's say together the power text, Acts 1:11,

"Men of Galilee,' they said, 'why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven'" (Acts 1:11).

Our power point today is:

⌚ God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.



# Prayer & Praise

## C

### Welcome in Any Language

Distribute a handout along with a pen or pencil to each student. Ask: **Do any of you know another language?** Ask what that might be. **On the paper you have is a list of different languages along with the word for “welcome” in that language. You need to draw a line matching the two. We’ll see how many you got right—take a few minutes to do this working alone.**

#### Debriefing

Ask: **How do you think you did? Let’s check your answers.** Read off the correct answers while the students check theirs. The answers are on page 155. Ask: **How did you do? Did you like that? Was it easy or difficult? Have you ever welcomed someone back home? Today we’re going to be talking about Jesus’ coming back to earth. People from all lands and languages will join together in welcoming and worshipping Jesus. It will be a very happy day when we see Him. Let’s say together the power text, Acts 1:11:**

*“Men of Galilee,” they said, ‘why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven’” (Acts 1:11).*

**Remember our power point:**

 **God’s Spirit empowers us to tell others about the blessed hope of Jesus’ soon return.**

**YOU NEED:**

- handouts (p. 154)
- pencils or pens

### Fellowship

Report the students’ joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students’ Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

### Suggested Songs

- “Do, Lord” (*He Is Our Song*, no. 107)
- “Soon and Very Soon” (*He Is Our Song*, no. 121)
- “We Shall Behold Him” (*He Is Our Song*, no. 122)
- “Side by Side” (*He Is Our Song*, no. 123)
- “Therefore the Redeemed” (*He Is Our Song*, no. 124)
- “I Want to Be Ready” (*He Is Our Song*, no. 151)

### Mission

**YOU NEED:**  
Use Adventist Mission for youth and adults (go to [www.juniorpowerpoints.org](http://www.juniorpowerpoints.org) and click on MISSION), or another mission report available to you. Using a world map, have the students identify and mark with pushpins the location where the mission story is taking place.

### Offering

**YOU NEED:**  
Say: **We need to let people around the world know that Jesus is coming very soon. When Jesus was on the earth the first time, He called us to the special work of telling others about Him. By giving our offering, we support the work of reaching others who still need to learn of Jesus’ coming.**

### Prayer

Say: Let’s have a “popcorn prayer.” I’ll start off, and then you can add a country of the world where Jesus will be seen when He comes. Dear Jesus, Thank You for promising to come again to earth to take us home to heaven. We want everyone in (country) to know You are coming soon. And we want everyone in \_\_\_\_\_ (pause and let children name countries randomly aloud) to know. We’re patiently waiting for You to come soon, Jesus, so we can all praise You and welcome You back! Close by praying for the students’ joys and sorrows, for the birthday and other special event celebrants, as well as for the visitors.

## LESSON 13

# 2

### BIBLE LESSON

#### Introducing the Bible Story

Ask: Have you ever waited for someone to come back to your house? Give time for students to answer questions. Maybe you've had an older sister go away to college, or your dad leave on a business trip, or a grandparent go to the hospital for an operation. Allow time for answers. Were you anxiously waiting their arrival back home? What things did you do to prepare? Did you keep looking out the window for them? When you saw them coming to your door, did you run and shout, "They're coming!"? How did you feel when you first saw them? Did you do anything special to let them know how happy you were to see them? Today we're talking about Jesus' second coming to earth. When was Jesus' first coming to earth? (2,000 years ago when He was born in Bethlehem as a baby) After Jesus lived on earth, was crucified, and was resurrected, He went back to heaven. We are now eagerly anticipating Jesus' return to earth. Our power text, Acts 1:11, tells us: "This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven." Repeat that after me so that you can start to learn the text. We will one day see Jesus return in the sky. As the power point tells us, until then,

 **God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.**

#### Experiencing the Story

Say: Jesus made a promise to us that He would return to earth one day soon. Let's read that promise in Matthew 26:64 and John 14:2, 3. Does Jesus keep His promises?

**Absolutely!** Hand out paper and colored pencils, pens, markers, or crayons. Say: The Bible tells us what it's going to be like on earth before Jesus comes, and what His actual second coming will look like. I've given you paper so that you can draw a picture of what will happen when Jesus comes. We're going to look up a lot of Bible texts today, and after each section I'll give you a few minutes to draw on your paper. You will keep adding things to it as we go along. You may want

#### YOU NEED:

- Bibles
- letter-size or larger sheets of paper
- colored pencils, pens, markers, or crayons

to assign groups or individuals to each section.

**1. We'll start with what will be happening on the earth before He comes.** Let's read Matthew 24:4-14 and Luke 21:25, 26. Now take a few minutes and draw that.

**2. Next let's read about how Jesus will come in Revelation 16:17, 18; 1:7; Matthew 24:27, 30, 31; 25:31; and 16:27; and Psalm 50:3.** Give students time to add more aspects to their picture.

**3. Now let's read the description about Jesus based on Revelation 14:14-16 and 19:11-16.** Give students a few minutes to draw.

**4. There are only two groups of people who will meet Jesus, and they will react very differently to His coming.** Let's look up Luke 21:27, 28 and Isaiah 25:9 to see what one group of people will do and say. Now let's look up Revelation 6:15-17 to see what the other group of people will do. Continue with your drawing and coloring.

**5. There will also be two groups of people that Jesus will bring back to life.** Let's look at John 5:28, 29 to find out who they are. Now let's read Revelation 1:7 to see who the other group is. Those who crucified Jesus will see Him coming in His glory and will bow and worship Him too. Give students time to draw.

**6. Something will also happen to the living people who love Jesus.** Let's look at 1 Corinthians 15:51, 52 to find out. Won't it be wonderful to see your grandmas and grandpas like you never knew them—youthful, strong, and healthy? Allow students time to add more to their drawing.

**7. Now we're ready to get going to heaven!** Let's check out 1 Thessalonians 4:16, 17 to see who will be resurrected first (the dead who loved Jesus). Let students continue with their picture. **The righteous people will be taken to heaven. The evil people who crucified Jesus who are raised when He comes will realize how wrong they were, and they will die a second time.**

#### Debriefing

Ask: Do you like what you see in your picture? How does it make you feel? (happy, scared, excited, anxious, confused) Why does it make you feel that way? Why do you think God wants us to know what will happen before and during Jesus' coming? (to inform us, to warn us, to

give us hope) Jesus' coming will not be secret, for only a few people to see. Everyone will see and hear His coming, and He is coming soon! Jesus doesn't want you to be afraid about the bad things that will happen before He comes. He will always be with you. What do you think it will feel like being lifted up in the air to Jesus? That will be a wonderful day! Remember our power point says:

⦿ God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.

.....YOU NEED:

- Bibles
- large picture of Jesus
- paper
- pencils or pens

### Exploring the Bible

Ask: Do we know when Jesus will come? Does Jesus even know? Who does? Let's look up two verses:

Matthew 24:36 and Acts 1:7. So who does know? (God the Father)

Have you ever heard someone say (or thought to yourself), "I want Jesus to come, but not quite yet." Maybe you think you want to grow up first. We need to remember that this life is only temporary, and we shouldn't let things of this earth distract us from our goal to prepare for heaven. We must keep our eyes on Jesus. Now bring out a large picture of Jesus and tape it to the wall or prop it up on a table so all the students can see. Now I want you to literally keep your eyes on this picture of Jesus. Now do something distracting off to the side, such as talking loudly, playing background music, moving/arranging things around the room, etc.

### Debriefing

Ask: Was it easy or difficult to keep your eyes on the picture of Jesus? I wasn't doing anything you haven't seen before, but I was distracting, right? Satan loves to distract us. What kinds of things distract you from Jesus?

Titus 2:11-13 says: "For the grace of God has appeared that offers salvation to all people. It teaches us to say 'No' to ungodliness and worldly passions, and to live self-controlled, upright and godly lives in this present age, while we wait for the blessed hope—the appearing of the glory of our great God and Savior, Jesus Christ." What if we knew Jesus was coming in two months? How

would you live your life differently? Let's take a minute to write down one thing that you would be doing, and one thing that you wouldn't be doing. Afterward, ask for volunteers to share something they wrote, but don't press for answers. How is the power text encouraging as we are waiting for Jesus' soon return? We'll repeat it together:

"Men of Galilee,' they said, 'why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven'" (Acts 1:11).

Let's not get distracted while:

⦿ God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.

## LESSON 13

# 3

### APPLYING THE LESSON

#### YOU NEED:

#### Get Ready, Get Set, Wait!

Tell the students you have a surprise for them that you have to get and that you'll be back very soon, and then leave the room. Have an adult remain with the students while you leave the room. Wait one minute and then stick your head in and tell them again you'll be right back. Wait two minutes. Again remind them that their surprise is coming soon. Wait another minute. Now return to the room with a small surprise (pretty pencils or erasers, bookmarks, fruit, etc.). Note: If using fruit, be aware of any food allergies and adjust accordingly.

#### Debriefing

Ask: **Did you think I took a long time? While you were waiting, were you patient or impatient? The Bible tells us in Revelation 14:12 that while we're waiting for Jesus to come again, we should be patient: "This calls for patient endurance on the part of the people of God who keep his commands and remain faithful to Jesus."** Ask: **Did you think I came back with your surprise "soon"? What amount of time do you think of when I say "soon"?** (Allow answers.) **Jesus said He is coming soon, but it's been more than 2,000 years! Does that seem like a long time? Why hasn't Jesus come back by now?** (Allow thoughts and answers.) Ellen White says: **"In mercy to the world, Jesus delays His coming, that sinners may have an opportunity to hear the warning and find in Him a shelter before the wrath of God shall be poured out"** (*The Great Controversy*, p. 458). The Bible tells us in **2 Peter 3:15 that "our Lord's patience means salvation."** Wow! **God's love for all people of the world is keeping Jesus from returning yet.**

Ask: **So can we do anything to help Jesus come sooner? Second Peter 3:11, 12 says: "You ought to live holy and godly lives as you look forward to the day of God and speed its coming." We can also obey Jesus' command that He gave to His disciples when He left this earth: to tell the whole world about Him. Jesus has given us a very important job. Hebrews 10:36, 37 says: "You need to persevere so that when you have done the will of God, you will receive what he has promised. For, 'In just a little while, he who is coming will come and will not delay.'**

Does anyone know what the "Adventist" in our name

**means?** (Allow guesses. It means that we're expecting Jesus to come again.) **Did you hear the Titus verse a few minutes ago that talked about the "blessed hope"? Have you ever heard of that?** (Give time for answers.) **What does it mean?** (It's the promise of Jesus' second coming and the hope of seeing our dead loved ones again.) **How does having that hope make you feel? How would you feel if you didn't know about it at all? How can you share the blessed hope with people who don't have that hope?** (Allow for answers; suggest sharing the picture they drew during Experiencing the Story with someone who doesn't know about Jesus.) **Jesus' coming won't be secret or quiet. While we're waiting for Him, let's not be secret or quiet about our love for Jesus. Let's tell others about the blessed hope Jesus promised us.**

④ **God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.**

# 4

## SHARING THE LESSON

### "Welcome Back, Jesus" Party\*

Have students tell about recent situations when they shared with someone the good news that Jesus is coming soon to take us home. Ask: **What makes you excited about the second coming of Jesus? With whom did you share about Jesus' coming? How did people respond?**

Beforehand, make a banner out of one long piece of paper, or many pieces taped together, with the words "Welcome Back, Jesus" written in large letters. Tape the banner to a wall in the Sabbath School room.

#### Debriefing

Ask: **Have you ever had or been to a welcome-back party? Have you ever been in an airport and seen people with "Welcome Home" banners for someone? Maybe it was a military person who had been serving their country, or it was a missionary who had been in a foreign land telling others about Jesus. The people waiting for them are so happy, anticipating their joy when they see their loved one's face. We too will feel like having a welcome-back party for Jesus when He comes!**

Say: **After Jesus was crucified and resurrected and was taken up into a cloud to heaven, two angels appeared to His disciples and said, "'Men of Galilee, . . . why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven'" (Acts 1:11). When Jesus comes in the same way He left, we will be waiting for Him with open arms and smiles on our faces.** Have the students write something such as "I'm waiting for you!" or "Come back soon!" or "We miss you!" and/or sign their name on the banner. After Sabbath School you can hang it in the hallway or foyer for others to see too. **While we are waiting for Jesus we should be busy sharing His love with others so they too can be part of the welcome-back party for Jesus. Let's say our power point together:**

 **God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.**

\*Be aware of any food allergies and adjust accordingly.



## Closing

### Prayer and closing comments:

Say: **Let's remember to keep our eyes on Jesus and heaven. Let's close by singing "Turn Your Eyes Upon Jesus" (He Is Our Song, no. 45).**

### Reminder to parents:

Say: **Check out the student Bible study guide to find Parents' Pages for your use in family worship, or however you wish to use them to spiritually guide your children. You may listen to the podcast of the lesson online at [www.juniorpowerpoints.org/podcast.php?channel=1](http://www.juniorpowerpoints.org/podcast.php?channel=1).**

### Coming up next week:

Say: **War breaks out in heaven. We live in harmony with God's will when we observe His law.**

# Student lesson

## Welcome Back, Jesus!

*Have you ever had a family member die? How did it make you feel? Wesley experiences a family death for the first time. Although sad, it turns out to be a good opportunity to share the hope that Jesus brings.*

Wesley's eyes were big, and he looked a little frightened when Mom returned home. "What happened, Mom? How did Grandpa die? What did he look like? What's going to happen now?" Mom smiled at all the questions her anxious 10-year-old son spewed out. She bent down and gave Wesley a big hug. Her eyes were red and puffy from crying.

"Well, Grandpa's heart just stopped beating. He had another heart attack, but this time it was a big one. He died very quickly. When I saw him, he just looked as if he were sleeping—actually, very peaceful."

"What will Grandma do now?" Wesley asked.

"She will live by herself now. She's very sad, and I know she will miss him a lot. They'd been married more than 50 years," Mom replied.

"That's a long time!" said Wesley in amazement.

"I'm so glad Jesus will come back soon and make Grandpa young and healthy again. He had so many health problems these past few years, and he had a lot of pain. I can't wait for Jesus to come," said Mom.

"Me too!" said Wesley. "When we meet in heaven, I want Grandpa to give me a piggyback ride the way he used to!"

"I'm sure he'll want to give you a piggyback ride too!" Mom said with a smile. Wesley giggled at the thought of that. "It's just such a shock to think that

he's gone," Mom said with a sigh.

The next week brought many family members into town for Grandpa's memorial service at Wesley's church. Some stayed at Wesley's house, including his aunt Jane and his uncle Steve, who was not a Christian. The memorial service was attended by many church members, family, and friends. Beautiful flowers decorated the front of the church. Peaceful music played while people filed into the church.

Uncle John spoke about Grandpa's life—where he was born and lived, how he had been a math teacher, about his love of horses and apple pies, about meeting his future wife in college, and about his many children and grandchildren. Pastor Williams talked about "the blessed hope" of Jesus' promise of returning to earth, and about seeing Grandpa again when Jesus raises him from the grave. The congregation sang "We Have This Hope," which Wesley thought was beautiful in its words and music. *There was a lot of talk about hope*, he thought afterward. Wesley wondered what Uncle Steve thought of Grandpa's death. He wondered if Uncle Steve believed in any of what Pastor Williams said at the memorial service. He wondered if his uncle had any hope in his heart.

Later that afternoon Wesley and his family all had a meal together that had been prepared by families from the church. Everyone enjoyed the delicious variety of food and the fact that they didn't have to cook, but could just spend time together reminiscing about Grandpa and family events. Some laughed as they remembered a family camping trip when their tent had collapsed in the middle of the night. Others talked about how they should

now help Grandma with things that Grandpa used to take care of around the house. Uncle Steve asked if anyone had heard on the news about the big earthquake that day that had killed thousands of people. Grandma shook her head and said, "No, but it's just another sign that Jesus is coming soon, and praise the Lord, He is! I'll be able to see Grandpa again." All nodded their heads in agreement. Someone hugged Grandma as her eyes teared up.

Wesley looked at Uncle Steve to see his reaction. He was surprised to see him nodding his head also. Wesley nudged his mom. "I thought Uncle Steve didn't believe in Jesus," he whispered to her. She winked back at him and smiled.

The next day after everyone had gone back home, Wesley asked if they could plan a "Welcome Back, Jesus" party for Friday evening supper. Mom looked surprised and asked, "What's that?" Wesley explained that several months ago he remembered his Sabbath School teacher talking about Jesus' second coming and how we'll celebrate and welcome Him back to earth when He comes. "Sure, we can do that," Mom said.

Friday evening Mom spread a colorful tablecloth over the kitchen table, lit a few candles, and placed some festive napkins beside their dinner plates. Wesley blew up a few balloons and taped them to the walls with some streamers. He made a sign that said, "Welcome Back, Jesus!" and he placed it in the center of the table propped up against the salad bowl.

"Yea, pizza!" Wesley exclaimed as Mom carried the food to the table from the oven.

"I thought you'd like that for our party!" she said.

## KEY REFERENCES

Isaiah 25:9; Matthew 24; 25:31; 26:64; Luke 21:25-31; John 5:28, 29; 14:2, 3; Acts 1:7-11; 1 Corinthians 15:51, 52; 1 Thessalonians 4:13-17; 2 Timothy 3:1-5; Titus 2:11-13; Hebrews 10:36, 37; 2 Peter 3:11, 12; Revelation 1:7; 14:12-16; 19:11-16; 22:7  
*The Great Controversy*, chap. 40, pp. 635-652  
*The Bible Story* (1994), vol. 10, pp. 145-148  
Our Beliefs nos. 25, 26, 28

## POWER TEXT

"Men of Galilee," they said, "why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven" (Acts 1:11).

## POWER POINT

God's Spirit empowers us to tell others about the blessed hope of Jesus' soon return.

### Sabbath

**DO** Do the activity on page 102.

### Sunday

**READ** Read Matthew 24:36-44 and this week's story, "Welcome Back, Jesus!"

**REVIEW** Review the power text.

**THINK** Why are you looking forward to the resurrection at Jesus' second coming?

**PRAY** Ask God to help you prepare for Jesus' coming.

### Monday

**READ** Read Matthew 24:45-51.

**NOTICE** Notice clouds this week, and think about Jesus coming in them with His angels.

**PLAN** Plan a "Welcome Back, Jesus" party for your Friday night supper.

**REVIEW** Review the power text.

**PRAY** Pray for someone who doesn't know Jesus.

### Tuesday

**READ** Look up Luke 21:25-31 and 2 Timothy 3:1-5.

**THINK** What signs do you recognize that predict Jesus' soon return as you hear world news this week?

**ASK** Ask people what they believe about Jesus' coming.

**REVIEW** Review the power text.

**PRAY** Ask for wisdom to tell others about Jesus' return.

### Wednesday

**READ** Look up Acts 1:8.

**THINK** Where is God sending you to witness for Him?

**REVIEW** Review the power text.

**PRAY** Ask for the Holy Spirit's power in your life.

### Thursday

**READ** Read John 5:28, 29.

**IMAGINE** Imagine people coming back to life again. Whom do you most want to see alive again?

**REVIEW** Review the power text.

**PRAY** Thank Jesus for the blessed hope of His return.

### Friday

**READ** Read Isaiah 25:9.

**ACT** Act out the coming of Jesus with your family.

**THINK** Ask each family member to tell the reason they look forward to seeing Jesus. What will each of them ask Him or tell Him?

**SING** Sing "Lift Up the Trumpet" or another song about Jesus' coming.

**REPEAT** Repeat the power text aloud by memory.

**PRAY** Stand in a circle holding hands and pray sentence prayers. Tell Jesus how much you wait for His return. Ask Him to enable you to be one of His faithful messengers until He comes. Ask that through you others might hear about Him and accept Him as their personal Savior and Friend.

"Before we eat I thought we'd read something from the Bible." She opened her Bible to 1 Thessalonians 4 and asked Wesley to read verses 13-18. He read: "Brothers and sisters, we do not want you to be uninformed about those who sleep in death, so that you do not grieve like the rest of mankind, who have no hope. For we believe that Jesus died and rose again, and so we believe that God will bring with Jesus those who have fallen asleep in him. According to the Lord's word, we tell you that we who are still alive, who are left until the coming of the Lord, will certainly not precede those who have fallen asleep. For the Lord himself will come down from heaven, with a loud command, with the voice of the archangel and with the trumpet call of God, and the dead in Christ will rise first. After that, we who are still alive and are left will be caught up together with them in the clouds to meet the Lord in the air. And so we will be with the Lord forever. Therefore encourage one another with these words." Wesley closed the Bible and smiled. "I love hearing about Jesus' coming. I can't wait. It gives me hope." Mom smiled, and nodded in agreement. "Oh, I almost forgot. What did you think about Uncle Steve when Grandma brought up Jesus' coming?" Wesley asked.

Mom replied, "I think seeds of hope were planted in his heart. I talked to Aunt Jane later about that. You know she's been praying for him for years. We all have. She said he has been asking questions lately, and he is beginning to be interested in Jesus. We'll just keep praying for him," she said.

Wesley smiled. "I will keep praying for him because I want him to be happy to see Jesus come. I want him to be a part of our whole family in heaven."

### NET KIDS SCRIPT

(Introducing the Bible Story for Lesson 1)

**Darren:** Ivan, I just met three women from your part of the world today.

**Ivan:** What were they doing in Australia?

**Darren:** I'm not sure. But my mum was talking with one who is getting married and offered to find a wedding dress for her.

**Emiko:** How nice! . . . a wedding . . . I love weddings . . . Don't they have wedding dresses in Russia?

**Ivan:** Most can't afford them, so they wear regular clothes.

**Darren:** Guess what! . . . After my mum announced at church what she wanted, she got 12 wedding dresses and other clothes to send back with this woman.

**Emiko:** One for each month of the year!

**Ivan:** That is wonderful! She can rent or lend them to others.

**Darren:** I've never seen anyone so excited. She even cried!

**Emiko:** I would have too! Your church sounds like those of the early Christians.

## LESSON 2

### NET KIDS SCRIPT

(Introducing the Bible Story for Lesson 2)

- Ana:** Emiko, it was so good to finally meet you!
- Emiko:** For me, too! You look exactly like your picture!
- Ana:** Your sister was so much fun! Is she OK now?
- Emiko:** Yes. I think it was something she ate. Your dad is so funny.
- Ana:** Yeah, sometimes he embarrasses me, but he's OK.
- Emiko:** I'm glad you could come to California to meet me.
- Ana:** My uncle lives there, and my dad had an extra ticket . . . I had to meet you.
- Emiko:** Next time I want you to come to Japan.
- Ana:** I want to! I got a postcard from the church we attended on Sabbath.
- Emiko:** Really? I liked that church. The people treated us as if we were long-lost relatives.
- Ana:** We were. Relatives they hadn't met from the family of God!
- Emiko:** The love they showed us is . . . well, that's what keeps me a member of the Adventist Church.
- Ana:** That must be really important, since you're the only Adventist in your family.
- Emiko:** You mean my earthly family!
- Ana:** You're right about that!

### NET KIDS SCRIPT

(Introducing the Bible Story for Lesson 3)

- Ulla:** Hello, anyone home?
- Ivan:** Ulla, I'm here chewing my fingernails.
- Darren:** Ivan, what are you so nervous about?
- Ivan:** I find out today if I got a role in the school play.
- Ulla:** How did the audition go?
- Darren:** That's right. I remember now. Your school's doing auditions for *The Pilgrim's Progress*. How was it?
- Ivan:** It went well . . . I think. I sang and acted my heart out.
- Ulla:** I'm sure you'll get a part, Ivan. It's just a matter of which one.
- Ivan:** I . . .
- Darren:** Now where's he gone?
- Ulla:** I don't know.
- Darren:** Ulla, have you ever tried out for a play or drama group?
- Ulla:** Not really, just puppet ministry. I'm too shy to perform in front of people.
- Ivan:** I'm back. Sorry about that. The phone rang . . . and guess what?
- Darren:** You got a part!
- Ulla:** Which one?
- Ivan:** Still in a state of shock here. I've been chosen for the lead role!
- Darren:** So you'll be playing Christian! Congratulations, mate!
- Ulla:** That's great, Ivan! You're a leading man!
- Ivan:** With hundreds of lines to memorize . . .
- Ulla:** You'll do fine, Ivan.
- Darren:** It's obviously your gift.

## LESSON 3

### Spiritual Gifts Inventory *(Applying the Lesson for Lesson 3)*

Spiritual Gift	My Gifts
1. _____ I always believe God will do the impossible.	Yes <input type="radio"/> No <input type="radio"/>
2. _____ I fit in easily when I am in a culture different from my own.	Yes <input type="radio"/> No <input type="radio"/>
3. _____ I'm the person my friends come to when they're not feeling well.	Yes <input type="radio"/> No <input type="radio"/>
4. _____ I enjoy making care packages for the homeless.	Yes <input type="radio"/> No <input type="radio"/>
5. _____ I like helping people learn about the Bible.	Yes <input type="radio"/> No <input type="radio"/>
6. _____ I tell people when they've done a good job.	Yes <input type="radio"/> No <input type="radio"/>
7. _____ I'm good at leading out in meetings and making future plans for a group.	Yes <input type="radio"/> No <input type="radio"/>
8. _____ I usually set up chairs, open windows, pass out songbooks, and clean up after a meeting.	Yes <input type="radio"/> No <input type="radio"/>
9. _____ I prefer to invite someone new to eat with me rather than eat alone.	Yes <input type="radio"/> No <input type="radio"/>
10. _____ I save money for special offerings.	Yes <input type="radio"/> No <input type="radio"/>

**Answer Key:** 1. Faith. 2. Missionary. 3. Healing. 4. Mercy. 5. Teaching. 6. Encouragement. 7. Administration.  
8. Helps. 9. Hospitality. 10. Giving.

### NET KIDS SCRIPT

(Introducing the Bible Story for Lesson 4)

**Darren:** G'day, everybody.

**Emiko:** Some college students are going to Nepal next month for an ADRA project.

**Ulla:** Hey, Darren.

**Ulla:** Don't you wish you could go?

**Emiko:** Darren, I met two Aussie student missionaries yesterday.

**Emiko:** Yes! Someday I will! I wouldn't be an Adventist if some missionaries hadn't come!

**Darren:** Lucky people! I want to be one when I get to college.

**Darren:** That seems to be true all around the world!

**Ulla:** We don't get too many here . . . at least not in my town.

**Emiko:** It's all part of God's plan!

**Emiko:** Do you need student missionaries in Australia?

**Darren:** Sometimes they come here, Emi. Do any leave from Japan?

**Ulla:** Amen!

## LESSON 5

### NET KIDS SCRIPT

(Introducing the Bible Story for Lesson 5)

- |                |   |                |  |
|----------------|---|----------------|--|
| <b>Ivan:</b>   | Something terrible happened. Muggers made my Indian friend's father give them all his money, and they still beat him. | <b>Ulla:</b>   | We're happy to have people from other places visit our country.  |
| <b>Ana:</b>    | That still happens in the United States sometimes too.  | <b>Ana:</b>    | In some countries they don't mind you visiting, but they don't want you to get a job.  |
| <b>Ulla:</b>   | All because of skin color?  | <b>Emiko:</b>  | That happened in Asia many years ago. Some people from neighboring countries had to change their names to get a job or to attend the university. |
| <b>Ana:</b>    | Yes, and also because of religion or clothes.   | <b>Darren:</b> | Seems to me you can find any reason to hurt someone.   |
| <b>Darren:</b> |   | <b>Tendai:</b> | Aren't you glad WE all get along?  |
| <b>Ivan:</b>   | It doesn't make sense.  | <b>Ulla:</b>   | Yes, and I'm especially thankful that God accepts us and loves us no matter what is our country of origin, or nationality, or culture.           |

**Where They Are***(Sharing the Lesson for Lesson 5)*

1. Circle the person below whom your group will represent:

- homeless person
- student being pressured to cheat
- neighbors of a different nationality
- father who doesn't have a job
- single mother with six children
- girl who was diagnosed with cancer

2. What Bible verse, Bible character, or Bible story would this person like?

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3. Circle the ways this person would probably like to study the Bible:

- Read a chapter a day.
- Listen to Bible tapes.
- Keep a prayer journal.
- Use a concordance to find texts.
- Draw pictures to illustrate verses and stories.
- Read a Bible translation in a language with which they are most familiar.
- Read about a favorite Bible character.
- Talk with another person about the Bible.
- Your group's idea:

Why?

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## LESSON 7

### NET KIDS SCRIPT

(Introducing the Bible Story for Lesson 7)

- Ivan:** Here at last. Who's here?
- Ana:** Hello, Ivan. Tendai and I are the only ones left.
- Tendai:** You're usually here a lot earlier. Where were you?
- Ivan:** One of the kids from my neighborhood had an accident on his bike.
- Ana:** Did he get hit by a car?
- Ivan:** No, he was avoiding a car and hit the curb. He fell on his face.
- Ana:** Was he hurt badly?
- Ivan:** Yes, there was blood everywhere . . . mainly from his nose and cuts to his face.
- Tendai:** What about the bike? Could he still ride it?
- Ivan:** The bike had a flat tire, but other than that it was OK.
- Tendai:** No wonder you were late.
- Ivan:** It did take a while to get him cleaned up and his tire pumped up again.
- Ana:** I'm sure God led you there right then so you could help.
- Ivan:** I was in such a hurry to get home I almost didn't stop. Now I'm glad I did. It felt good to help someone.

### NET KIDS SCRIPT

(Introducing the Bible Story for Lesson 8)

**Emiko:** It's flooding badly in Australia.

**Tendai:** Has anyone heard from Darren?

**Ana:** No. I hope he's OK.

**Ivan:** He's probably trying to surf in the stuff. (LOL)\*

**Ulla:** Ivan, that's not funny.

*Later*

**Emiko:** I saw Darren on TV!

**Ivan:** What!

**Ulla:** When?

**Emiko:** He was being interviewed a few minutes ago!

**Tendai:** What happened?

**Emiko:** A little boy got left behind in an evacuation. Darren grabbed him before he got swept away. He used a cell phone to contact the rescue team. When they came, there was only space for the boy. Darren agreed to wait. While waiting, he saw other people stranded and reported it.

**Ana:** And we used to tease him about his love of electronics!

\*Laughing out loud

## LESSON 13

### Welcome in Any Language

(Readiness Activity C for Lesson 13)

Draw a line to match the correct language with its  
“welcome” greeting:

Spanish	Hwangyong-hamnida
German	Mabuhay
Hawaiian	Benvenuto
Italian	Shalom
Japanese	Tash-reef Laa-i-ye
Korean	Aloha
Chinese	Dobro požhalovat'
Greek	Bienvenido
French	Huānyíng
Tagalog	Kalōs orisate
Hebrew	Willkommen
Urdu	Bienvenue
Russian	Karibu
Swahili	Yōkoso

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**Welcome in Any Language**  
*(Answers for Readiness Activity C, Lesson 13)*

Spanish: Bienvenido

German: Willkommen

Hawaiian: Aloha

Italian: Benvenuto

Japanese: Yōkoso

Korean: Hwangyong-hamnida

Chinese: Huānyíng

Greek: Kalōs orisate

French: Bienvenue

Tagalog: Mabuhay

Hebrew: Shalom

Urdu: Tash-reef Laa-i-ye

Russian: Dobro požhalovat'

Swahili: Karibu

- 1** "Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers" (Galatians 6:10).
- 2** "And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (Romans 8:28).
- 3** "For this is what the Lord has commanded us: 'I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth'" (Acts 13:47).
- 4** "Consequently, you are no longer foreigners and strangers, but fellow citizens with God's people and also members of his household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone" (Ephesians 2:19, 20).
- 5** "No! We believe it is through the grace of our Lord Jesus that we are saved, just as they are" (Acts 15:11).
- 6** "I have been crucified with Christ and I no longer live, but Christ lives in me. The life I now live in the body, I live by faith in the Son of God, who loved me and gave himself for me" (Galatians 2:20).
- 7** "Sitting down, Jesus called the Twelve and said, 'Anyone who wants to be first must be the very last, and the servant of all'" (Mark 9:35).
- 8** "I am not saying this because I am in need, for I have learned to be content whatever the circumstances. I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want. I can do all this through him who gives me strength" (Philippians 4:11-13).
- 9** "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age" (Matthew 28:19, 20).
- 10** "Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand" (Ephesians 6:13).
- 11** "I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well" (Psalm 139:14).
- 12** "Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!" (2 Corinthians 5:17).
- 13** "'Men of Galilee,' they said, 'why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven'" (Acts 1:11).



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