



Collegiate Quarterly

Teacher's Guide

Church Organization and Unity

Surveying the Source

Matt. 7:1–5; 20:28; 28:18–20; John 13:1–17; Gal. 6:1, 2; Eph. 5:23–27; Titus 1:8, 9

Plotting the Course

The students will:

- ▶ Discover how they can be part of supporting the mission of the church.
- ▶ Define specifically how they will personally offer that support.

- ▶ Plan a time to begin/expand/put into practice their support and report back next week what, when, and how they did so.

Preparing to Lead

How did Jesus lead a diverse group of twelve and unite them so they changed the planet? His leadership was not shrill, shrieking, demeaning, demanding, or threatening. It was not by pounding, punishment, scolding, or scolding. Leading that way makes followers who comply in order to protect themselves; making their compliance an idol to save them. As in: “I am responsible for the check-list to

save myself.”

Jesus led with love that melted, molded, and melded the disciples. He led them into a relationship with Him that empowered them to share their experience as truly Good News. Their changes were brought by a willing response to His love when they saw Him as their ideal, model, and Savior. As in: “I freely respond to what Jesus has already done for me.

Materials

Bibles, Reproducible Activity, flashlight

Getting Started

A. Bring a flashlight. Take it apart, removing the batteries, bulb, etc. Ask the students to tell you about each part.

Compare the function of a flashlight with the function of the church (bringing light to darkness).

Have someone help you re-assemble the flashlight, but leave out one battery, or part. *Ask:* “What is the problem?” Make the correction and turn on the flashlight. *Say:* “Now, it works!”

Ask: “What part of the church operation needs each of us to function in order to give light in darkness?” *Say:* “The study today will help you define your part, and help you see how you can work with others to bring the light of the gospel to others through working together.”

B. Have the group sing “Jesus Loves Me” in unison, then sing it with parts in harmony. Discuss how they responded to the song and sound.

Discuss the similarities and differences in the two modes, which method they preferred, and why.

Say: “The study today will look at how the church is organized to present the gospel in a harmonious way and how that togetherness is positive and appealing. The challenge is discovering what ‘notes we can sing’ as part of the togetherness and harmony we bring to the church’s mission of sharing the gospel.”

Delving Into the Word

A. Print out the Bible text references in the “Logos” section of the study guide on a piece of paper. Cut the paper into segments with one text reference per piece. *Ask:* “If these texts were all we had as guidance, what would they tell us about the organization and function of the church and about us as members?” Distribute the pieces of paper to the class members and have them read their text for the group. If you have a whiteboard or flip chart to use, make notes from the comments.

B. Divide the class into five groups and have each group respond to the following questions:

1. What did Christ do for the church (Eph. 5:21–27)?
2. What is the difference between having power over and empowering others (Matt 20:25–28; John 13:1–20)?
3. What the difference between our feeling a responsibility (“I have to do this or else!”) and a response (“I do this because of what Jesus has done for me.”) (Titus 1:9; 2 Tim. 2:15)
4. Where two or three are gathered together, there will likely be problems. How do these texts inform our behavior in those situations (Matt. 7:1–5; 16:19; 18:15–20; Gal. 6:1,2)?
5. What is my role to play (Matt. 28:18–20)?

As a class, discuss the difference between correction and punishment.

Discussing the Ideas

1. How do we respond to authority?
2. What is the difference between having authority over someone and empowering someone?
3. How do people get authority in society? How do people get authority in the church? How is that similar or different?
4. How does a growing relationship with Jesus shift authority in the life of the church? In our lives?

5. What skills or talents do we have to add to the success of others or to our local congregation?

6. What is the difference between discipline (the root word for disciple, someone who is learning lessons) and punishment? Which has more lasting effects? Why?

7. How similar, or different, are the terms uniformity and unity? What are the strengths, and or challenges, of each?

Closing the Activity

Distribute the Reproducible Activity and match the disciples with their descriptions.

The disciples were an extremely diverse bunch of people to say the least. But something brought all of them into a unified purpose. That was, indeed, a miracle. The change agent was the love of Jesus in them and through them. That

love relationship changed all of them, except one: one refused a relationship with Jesus, and it brought him ruin. *Ask:* “How can we be disciples who develop a deeper relationship with Jesus? Who can help me to that end, or who can I help?”

Write down three steps you will take this week to develop as a disciple in your love relationship with Jesus.

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Match the disciple with their characteristics. Draw a line from the disciple to his descriptive characteristics.

PETER	Hot! Terrorist
ANDREW	Turncoat, betrayer
JAMES	Quiet guy
JOHN	Doubter
THOMAS	Son of Thunder
MATTHEW	Greek name
SIMON THE ZELOT	Not the betrayer
JUDAS	Impetuous
JUDAS ISCARIOT	Angry, vindictive, "Burn them up!"
PHILIP	Greek for horse lover
BARTHOLOMEW	Worked for the Roman enemy
JAMES THE SON OF ALPHEUS	Not much known

Answer Key (for use by the class teacher)

Peter	impetuous
Andrew	the quiet one
James	son of thunder
John	son of thunder and angry, vindictive, burn them up
Thomas	doubter
Matthew	worked for the Roman enemy
Simon the Zealot	hot, terrorist
Judas	not the betrayer
Judas Iscariot	betrayer
Philip	Greek for lover of horses
Bartholomew	not much known
James	not much known