

# Blueprint for a Better World



Collegiate Quarterly

## Teacher's Guide

### Surveying the Source

Ps. 119:105; Prov. 3:5, 6; 14:12; 8:11; 14:12; Matt. 7:24, 25; 22:32–37; 1 Cor. 13; Eph. 1:1–4; 2 Tim. 1:8, 9; Titus 1:1, 2; Heb. 11:24–26

### Plotting the Course

#### The students will:

- ▶ Recognize that some choices have eternal consequences.
- ▶ Understand that although we may make choices we regret, nothing is beyond God's forgiveness, redemption, and ability to heal.
- ▶ Develop some personal guidelines for decision making.

### Preparing to Lead

Choices have consequences, but God redeems our mistakes: "Never, till exemplified in the sacrifice of Christ, were the justice and the love of God more strikingly displayed than in His dealings with Moses. God shut Moses out of Canaan, to teach a lesson which should never be forgotten—that He requires exact obedience,

and that men are to beware of taking to themselves the glory which is due to their Maker. He could not grant the prayer of Moses that he might share the inheritance of Israel, but He did not forget or forsake His servant." *Patriarchs and Prophets*, p. 479.

### Materials

Reproducible Activity, Bibles, Concordances

### Getting Started

**A. What is your preference?**  
Collect pictures of pairs of people, objects, and colors. Hold up each pair and ask people to write on a piece of paper which they prefer. At the end of the exercise, count the points for each picture. These choices are purely a matter of preference. It has no significance whether we like one or the other. However, there are choices which have a major impact on our lives and those of our family and friends. Brainstorm to create a list of life changing decisions and ask the class to rank them in order of importance.

**B. Good and bad choices.**  
All the time we are making choices, many of which we do not even think about (for example, what to wear to church today, or where to sit). We have made some choices so often that they become habits (i.e. brushing our teeth), so we don't even think of them as choices. Draw a chart with three columns headed: good choices, bad choices, and subconscious choices (such as brushing your teeth, where to sit etc.). Brainstorm with the class life choices which fall into each category. Some potentially can fall into more than one category. Discuss the reasons for your classifications.

## Delving Into the Word

**A.** Divide the class into four groups and give each group two of the following stories: Cain and Abel—Gen. 4:1–16; Jacob and Esau—Gen. 25:29–34; 27; Deborah and Barak—Judges 4:4–10; David and Saul—1 Samuel 24; Joseph and his brothers—Gen. 37:12–36; Ananias and Sapphira—Acts 5:1–10; Jesus in the temple—Luke 1:41–51; temptations of Jesus—Matt. 4:1–11.

Ask each group to answer these questions: “What are the key choices in the story? (e.g. Cain and Abel both chose what to sacrifice and how to respond to God.) Were the choices good or bad? (Point out that there may be examples of both.) What factors motivated their choices? What were the long-term consequences of their choices? What principles that can help us make good choices today can be drawn from the stories?”

Ask the class to share their conclusions and create a list of guidelines of principles for good decision making.

**B.** It has been said that “Actions speak louder than words.” Actions are the outward expression of our internal thoughts, beliefs, and attitudes. The choices we make are the result of our internal thoughts and motivators. Read and analyze 1 Corinthians 13, for keys to how love can help us make good choices.

*Read* Genesis 3. *Ask*: “How did God related to Adam and Eve when they sinned?” *Say*: “One small decision to eat a piece of fruit had consequences not only for Adam and Eve, their descendants but the whole universe.” *Discuss*: “How do you see God’s love in how He chose to respond? Does that align with the principles for making choices found in 1 Corinthians 13?”

Have the students make a topical search of a concordance for other concrete examples of God’s love. *Ask*: “How do those examples expand, enrich, or modify the principles you found in 1 Corinthians? How can these principles be applied in everyday living, particularly when you come in contact with people who do not respond positively to Christ-like love.”

## Discussing the Ideas

1. What role do our emotions play in our choices?
2. How does one good or bad choice effect the next choice we have to make?
3. How does my relationship with God impact my choices?
4. What can you do when you see others

making wrong choices?

5. What do you do when you realize you have made a bad choice?

6. When others make choices which hurt you, how should you respond?

## Closing the Activity

Distribute the Reproducible Activity. Ask the students to write on the heart a choice they are facing, or one that they

know a family member or friend is facing. Invite the students to pray for each other in groups of two.

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Prepare one heart for each class member to be used in the closing activity.

