

Fruit of the Spirit God's Gift



**Dig a
Little Deeper**

Student Edition



Dig a Little Deeper

Lesson 1	<i>On the Trail of Love</i>	1
Lesson 2	<i>God's Love Given</i>	2
Lesson 3	<i>The Joy of Salvation</i>	3
Lesson 4	<i>Building Joy</i>	4
Lesson 5	<i>Leaping for Joy</i>	5
Lesson 6	<i>A Song of Joy</i>	6
Lesson 7	<i>The Choice Is Yours</i>	7
Lesson 8	<i>Peace in the Prison and the Palace</i>	9
Lesson 9	<i>Amazing Peace</i>	10
Lesson 10	<i>Chief Joseph, Peace Chief</i>	11
Lesson 11	<i>Only by Asking</i>	12
Lesson 12	<i>Waiting on God</i>	13
Lesson 13	<i>Divine Patience</i>	14
Lesson 14	<i>I Want to Know</i>	15
Lesson 15	<i>The Race</i>	17
Lesson 16	<i>Risking Kindness</i>	18
Lesson 17	<i>"Philemon, Let Me Ask You . . ."</i>	19
Lesson 18	<i>Gentle Hero</i>	20
Lesson 19	<i>Shining Lights</i>	21
Lesson 20	<i>Goodness Lost and Found</i>	22
Lesson 21	<i>Blessings From a Good Heart</i>	24
Lesson 22	<i>"I Am Nothing, God Is All"</i>	26
Lesson 23	<i>The Faith to Be Faithful</i>	27
Lesson 24	<i>Moses Prays</i>	29
Lesson 25	<i>"Here Comes the Bridegroom!"</i>	30
Lesson 26	<i>Leaning on God Alone</i>	32
Lesson 27	<i>The Toughest Man Who Ever Lived</i>	33
Lesson 28	<i>Gentleness</i>	34
Lesson 29	<i>The Connection</i>	35
Lesson 30	<i>"I Won't Defend Myself"</i>	37
Lesson 31	<i>A Living Temple</i>	39
Lesson 32	<i>Small Actions, Great Results</i>	40
Lesson 33	<i>The Wilderness of Temptation</i>	41
Lesson 34	<i>A Man With a Dream</i>	42
Lesson 35	<i>"Father, Forgive Them"</i>	43
Lesson 36	<i>God Is Like This</i>	44

On the Trail of Love
Unit 1, Lesson 1
Student Edition



Dig a Little Deeper

1. 1 Corinthians 13 is often called the “love chapter.” Read the chapter and list the attributes of genuine love that Paul describes.

2. Look up these Bible texts and Spirit of Prophecy references and describe how these people demonstrated love to others.

- Shunemite woman to Elisha (2 Kings 4:8-37).

- Ruth to Naomi (Ruth 1:16, 17; 2:1-11).

- Dorcas to the needy (Acts 9:36-41; *The Acts of the Apostles*, pp. 131,132).

After reading these three examples from the Bible, give three instances from your own life when you have witnessed love being shown to you or to others.

3. Mordecai adopted young Esther into his family then loved and raised her as his own daughter when her parents died. Mordecai taught Esther God’s love. Because God’s love was in her heart, she was able to do something great for her people. Partner with a classmate and complete the K-W-L chart “God’s Love in the Heart of a Queen.” See TRM, page 11.

4. Disabilities

- Read 2 Samuel 4:4; 9:5-13 and compare this story with your lesson story.

- Do some research on Down syndrome on the Internet. A good place to look is at the National Down Syndrome Society Web site at <<http://www.ndss.org>>. How have you seen people with Down syndrome or other disabilities treated? What can you and your classmates do to show greater acceptance and inclusion to people with disabilities?

God's Love Given
Unit 1, Lesson 2
Student Edition



Dig a Little Deeper

1. Read 1 Samuel 1 and answer the following questions:

- What was the name of Samuel's father?

- Why did the family go to Shilo each year?

- Why was Hannah upset?

- What did Hannah promise God?

- Why did Eli think Hannah was drunk?

- How did God show His love to Hannah?

- How did Hannah demonstrate her love for God?

2. God always was and always will be a God of love. Use a Bible concordance to find four situations in which God demonstrated His love to His children. Write the text and describe the situation.

Example: In Daniel 3 we read about how God saved Shadrach, Meshach, and Abednego in the fiery furnace to demonstrate His love for them.

3. In response to God's love, Hannah demonstrated her love by returning Samuel to Him. The story of the widow's offering also demonstrates a response to God's love. Read the story in Mark 12:41-44; Luke 21:1-4; and *The Desire of Ages*, pp. 614-616.

- How was the widow's gift like Hannah's?

- What blessings do you think she might have received as a result of her gift?

- How did her small gift become a blessing to others?

4. Many others besides Hannah and the widow gave to God. Look up the following texts: Matthew 2:9-12; John 6:9-13; Matthew 26:6-13; Matthew 27:57-60. Fill in the "A Gift to God" chart with information under the appropriate headings. See TRM, page 16.

The Joy of Salvation
Unit 2, Lesson 3
Student Edition



Dig a Little Deeper

1. A young girl brought the joy of healing and the joy of salvation to the home of one of the most important men in Aram. Read the story of the healing of Naaman in 2 Kings 5:1-14 and in *Prophets and Kings*, pp. 244– 250. Fill out the plot map “A Maiden Brings Joy.”

2. Both the young girl and Joseph made lemonade when life handed them lemons. Read *Prophets and Kings*, pages 244– 246, and *Patriarchs and Prophets*, pages 213, 214.

- How were these two people similar?

- What was the source of their joy?

- How can you learn to have joy even when you face difficult situations?

3. Find four Bible texts you can share with friends or relatives so they can experience the gift of joy that comes from God. Write each text on a separate post- card. Illustrate each text on the front of the postcards. Give or mail the postcards to four of your friends or relatives.

*** Note to teacher:**

Cut card stock into postcard-size pieces.

4. In the lesson, Tonya and her classmates experienced joy as God began to answer their prayers for Marcus. Read John 16:23, 24. Write about the joy you have experienced as the result of an answered prayer.

Building Joy
Unit 2, Lesson 4
Student Edition



Dig a Little Deeper

1. The Sanctuary

- Why did God ask the Israelites to build a sanctuary? See *The SDA Bible Commentary*, vol. 1, p. 635.

- Does God need a building in order to meet with His children? Read Psalm 139:7-10.

2. Compare and contrast the ceremonies, practices, and beliefs of the Israelites' church (sanctuary) with today's church. Fill out the Venn diagram with the characteristics you find.

3. The sanctuary was a gift of love and joy from the Israelites to God and a gift from God to the Israelites. Each of the articles of furniture represented God the Father, Jesus, or some aspect of Their ministry. Listed on the sanctuary chart are the articles of furniture. Use the comments on the texts in the *The SDA Bible Commentary* to tell what each represented and draw an illustration of each item.

The Most Holy Place

- The ark—Exodus 25:10, 22

Holy Place

- Altar of incense—Exodus 30:1; Psalm 141:2
- Table of shewbread—Exodus 25:23, 30; Matthew 26:26
- Lampstand—Exodus 25:31-39; John 9:5

Courtyard

- Altar of burnt offering—Exodus 27:1, 2; Isaiah 53:7
- Washbasin—Exodus 30:18; John 13:1-9

4. Joy and Thankfulness

- The Israelites expressed their joy and thankfulness to God by building a sanctuary. What are ways that Christians today express their joy and thankfulness to God?

- How can you personally express your joy and thankfulness to God?

Leaping for Joy
Unit 2, Lesson 5
Student Edition



Dig a Little Deeper

1. Restored Joy

- God can work through any situation to restore or to bring joy. Read 2 Kings 4:1-7. Complete the plot map; then use the information to write a summary of the Bible text.

- How did God restore the widow's joy?

2. There is no situation too small for us to bring to God. Read 2 Kings 6:1-7. Think of a situation, in your life or in the life of someone you know, that God changed from a problem to a blessing. Make an audio recording that tells the story of this change. Place the recording in your classroom listening center so other students can listen to and be encouraged by your blessing.

3. At the time of Jesus' trial and crucifixion, Peter denied he knew Jesus. After Jesus' ascension, Peter healed the blind man in Jesus' name. What caused the change in Peter's life? Read *Messiah*, pages 433-435.

4. Imagine That

- Imagine what must have happened when the lame man returned home after being healed. Write a two-paragraph description of the scene.

- What do you see as other possible outcomes to this story? For example, what if his friends had not brought him to the temple that day? Retell the story with a different ending.

A Song of Joy
Unit 2, Lesson 6
Student Edition



Dig a Little Deeper

1. Onesiphorus, an Ephesian Christian, was a little-known follower of Christ. How did he bring joy to Paul? Read 2 Timothy 1:15-18; *The Acts of the Apostles*, pages 490, 491; and *Sketches From the Life of Paul*, pages 308, 309.

2. Lasting Joy

- Read Psalm 112:1, 4, 5, 9.
- Read the following statement:

“I was shown that if the Christian lives a humble, self-sacrificing life, peace and joy in the Lord will be the result. But the greatest happiness experienced will be in doing others good, in making others happy. Such happiness will be lasting” (*Testimonies*, vol. 1, p. 161).

- What is the message of the verses and the quote?

- Can you apply the message to an experience of your own? Explain.

3. Read Jonah 3 and 4. Jonah had an opportunity to be joyful because of God’s kindness and mercy to repentant sinners and because He didn’t carry out the destruction that He had threatened. Instead, Jonah became angry and complained to God. If Jonah had been joyful that God had spared the people of Ninevah, how might the story have ended? Write a new ending for the book of Jonah.

4. A spirit of joy is reflected in a positive attitude. Do you think having a positive attitude is a good or a bad thing? Find texts in the Bible and conduct an Internet search on the impact of a positive attitude. Use your notes to write a persuasive paragraph to support how you feel.

The Choice Is Yours
Unit 3, Lesson 7
Student Edition



Dig a Little Deeper

1. Read Mark 4:35-41. Complete the chart as you read the story of how Jesus brings peace not only to a storm-tossed sea but also to some very frightened disciples.
2. List rules in your school and describe how they help maintain a peaceful atmosphere.
3. In pairs or in teams, read the following texts and group them according to a similar theme. Label the groups and summarize the key message found in each group of texts. You should make at least three groups.

1 Chronicles 23:25
2 Chronicles 33:16
2 Corinthians 13:11
Ezekiel 46:12
Isaiah 26:3
Jeremiah 32:37
John 14:27
Joshua 22:23
Judges 20:26

1 Kings 5:4
1 Kings 9:25
Micah 4:4
Proverbs 16:7
Psalm 128:6
Romans 12:18
1 Samuel 11:15
1 Timothy 1:2
Titus 1:4

The Choice Is Yours
Unit 3, Lesson 7
Student Edition

4. Read the following texts and formulate your own definition of peace.

Psalm 119:165

Isaiah 26:3

Zephaniah 3:13

John 14:27

Peace in the Prison and the Palace
Unit 3, Lesson 8
Student Edition



Dig a Little Deeper

1 Skim through Genesis 39-50 and the Lesson 8 narrative. Find three situations in which Joseph was at peace in the midst of turmoil.

2. Has Jesus ever given you peace in the midst of turmoil? Think of troubles you have experienced in the past month. Were you at peace even though you were having a difficult time? Write Philippians 4:6, 7 or another text of your choice on an index card. Put the card in your book bag, on the nightstand beside your bed, or someplace where you can read it quickly when you need a reminder that Jesus will give you peace.

3. Daniel is another man in the Bible who, like Joseph, was asked to interpret a dream. Read about his story in Daniel 2:1-45. Use the Venn diagram to compare and contrast the experiences of Daniel and Joseph.

4. In the following passage, Ellen White recounts what Joseph was thinking as he traveled as a slave toward Egypt.

“With a trembling heart he looked forward to the future. What a change in situation—from the tenderly cherished son to the despised and helpless slave! Alone and friendless, what would be his lot in the strange land to which he was going? For a time Joseph gave himself up to uncontrolled grief and terror. . . .

“Then his thoughts turned to his father’s God. In his childhood he had been taught to love and fear Him. Often in his father’s tent he had listened to the story of the vision that Jacob saw as he fled from his home an exile and a fugitive. He had been told of the Lord’s promises to Jacob, and how they had been fulfilled—how, in the hour of need, the angels of God had come to instruct, comfort, and protect him. And he had learned of the love of God in providing for men a Redeemer. Now all these precious lessons came vividly before him. Joseph believed that the God of his fathers would be his God. He then and there gave himself fully to the Lord, and he prayed that the Keeper of Israel would be with him in the land of his exile” (*Patriarchs and Prophets*, pp. 213, 214).

What are some questions you would like to ask Joseph?
How would you have handled the situation? Explain.

Amazing Peace
Unit 3, Lesson 9
Student Edition



Dig a Little Deeper

1. Read Acts 16:22-40. Describe the events that took place after Paul and Silas were thrown in prison by completing the event chain.

2. Persecuted or Imprisoned
 - Can you think of other Bible characters or historic figures who were wrongfully imprisoned?

 - Read Matthew 5:11, 12. How would you maintain a peaceful attitude if you were wrongfully persecuted or imprisoned?

3. Read *The Acts of the Apostles*, pages 213-216. Answer the following questions.
 - How was the reaction of Paul and Silas to being in prison different from the reaction of most prisoners?

 - What was the reaction of the guards and other prisoners to the way Paul and Silas acted?

 - How did God and the angels react to the suffering of Paul and Silas?

 - Why weren't Paul and Silas spiteful to the jailer who had tortured them?

4. Paul and Silas sang songs while in prison. Create a song or poem about the rewards of having a peaceful spirit. Look at the following texts for ideas: Psalm 23; Colossians 3:15; 1 Peter 3:4.

Chief Joseph, Peace Chief
Unit 3, Lesson 10
Student Edition



Dig a Little Deeper

1. Abram and Lot needed to solve a conflict. Read Genesis 13 and identify the problem. Then, describe the steps that Abram took to bring peace to a difficult situation.

2. Conflict

- What are some of the factors that cause conflict between groups?

- What does the Bible say about resolving conflict peacefully? Read Proverbs 15:1, 18 and Luke 6:27-31.

3. The Golden Rule is found both in Luke 6:31 and Matthew 7:12.

- Why is it called the Golden Rule?

- What are some problems in our country or in the world that are caused because people are not following the Golden Rule?

- What is the relationship between the Golden Rule and peace?

- How could you apply the Golden Rule to actions at school?

4. Read the following quotations:

“ ‘Peace I leave with you,’ He said, ‘My peace I give unto you: not as the world giveth, give I unto you. Let not your heart be troubled, neither let it be afraid.’ John 14:27. This peace is not the peace that comes through conformity to the world. Christ never purchased peace by compromise with evil. The peace that Christ left His disciples is internal rather than external and was ever to remain with His witnesses through strife and contention” (*The Acts of the Apostles*, p. 84).

“The greatest want of the world is the want of men—men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall” (*Education*, p. 57).

- Summarize both of the above quotations.

- Are there situations in which you must stand up for what is right even though it may lead to conflict? Explain in a two- to three-paragraph response.

Only by Asking
Unit 4, Lesson 11
Student Edition



Dig a Little Deeper

1. Patient People

Read James 5:10, 11. Answer the following questions:

- To whom can you look to for examples of patience?
- Who is an example of a man who showed patience?
- Why do we give honor to and respect Job?
- What two characteristics explain why the Lord's plan ended in good?
- Choose an individual from the Bible other than Job who demonstrated patience. Select and illustrate a symbol to represent that person's qualities. Explain in a paragraph why you chose that particular symbol to represent that person.

2. Read Luke 18:15-17. Rewrite/ restate this short story in your own words.

***Note to teacher: These passages contain the story about Jesus blessing the little children.**

- How is patience demonstrated in this story?
- Who has shown you the same type of patience Jesus showed the children? Explain.

3. Read Luke 18:1-5 and Matthew 15:21-28. Fill in the T-chart, comparing the two stories.

4. Read Hebrews 6:12-15 and Genesis 12:1-7; 3:5-12; 15:1-7. List the situations in which Abraham demonstrated patience. What are the outcomes? Predict what may have resulted if Abraham had not been patient.

Waiting on God
Unit 4, Lesson 12
Student Edition



Dig a Little Deeper

1. Look at the book of Habakkuk. See Kid's Life Application Bible, p. 973. Answer the following questions:

- Who wrote this book?
- To whom was this book written?
- When was this book written?
- Who ruled the world at the time the book was written?
- Why was this book written?

2. Examine the first two chapters of Habakkuk and complete the “In Conversation With the Lord” chart, summarizing each section of the book of Habakkuk.

3. Read Habakkuk 2 and analyze the results of these choices by completing the “Results of Sin” activity.

4. Waiting on God

- Read Habakkuk 3:17-19. Create a similar prayer that you might write today, based on the events in your life or events that you see in the media.
- How can you, like Habakkuk, learn to trust in God's timing?

Divine Patience
Unit 4, Lesson 14
Student Edition



Dig a Little Deeper

1. Read Colossians 3:12-15. What are some of the attributes that God wants to develop in a person?

2. Read John 20:24-29. Examine the exchange between Thomas and Jesus. Imagine you are Thomas. Write about the situation from Thomas's point of view.

3. Read the the following quotation. Then summarize in four or five sentences what you learned about how God works through people.

“Jesus picked simple fishermen because they had little to unlearn. They had not been taught all the traditions and wrong customs of their time. These men had natural talent, but more importantly, they were humble and teachable. They were willing to follow Jesus and learn from Him. In everyday life around us, many people go about their work unaware that they have the ability—if it were called upon—to become honored and powerful leaders. All that is needed is the touch of a skilled hand. Jesus called men like this to work with Him. After their training, they became like Him. As a result, these simple men became preachers and teachers of such power that they went out and changed the world.

“The people they became and the work that they did are a testimony of what God will do for all who are teachable and willing to follow His law and His way. There is no limit to what people can do if they are willing to open their hearts to the Holy Spirit and dedicate their lives to God. If we accept the needed discipline, God will teach us hour by hour and day by day. God takes people as they are and educates them for His service, if they surrender themselves to Him. The Holy Spirit, now invited into their hearts, will sharpen their minds and skills. Weaknesses can become strengths through dependence on God.

“The more time we spend with Jesus in prayer and devotions, the more we will become like Him. We will have clearer insights and better judgment. Then we will do great things for God. Christians can always get the best education at the greatest school—they can sit at the feet of Jesus” (Jerry D. Thomas, *Messiah*, pp. 152, 153).

4. Read Matthew 14:25-33 and Matthew 26:50-54, 69-75. List some of Peter's weaknesses. Then read Acts 3 and look back at the lesson narrative. List his strengths. Analyze the changes that took place within Peter after he was converted. Did he learn patience? Explain. See also *The Desire of Ages*, page 812.

Divine Patience
Unit 4, Lesson 14
Student Edition



Dig a Little Deeper

1. Examine the life of George Washington Carver and classify the important events of his life into three categories: early childhood, adolescent years, and adulthood. Include at least three events for each category. How did he display patience and perseverance throughout his life?

2. George Washington Carver was a rare man. He put service for others above riches and fame. The epitaph on his grave read, “He could have added fortune to fame, but caring for neither, he found happiness and honor in being helpful to the world.” Study the following quotations written by Carver and choose one to write in your own words, giving advice to another young person or yourself.

- “It is not the style of clothes one wears, neither the kind of automobile one drives, nor the amount of money one has in the bank that counts. These mean nothing. It is simply service that measures success.”

- “How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and the strong. Because someday in your life you will have been all of these.”

3. Paul’s Persistence

- Read the following passage:

“Through his long term of service, Paul had never faltered in his allegiance to his Saviour. Wherever he was—whether before scowling Pharisees, or Roman authorities; before the furious mob at Lystra, or the convicted sinners in the Macedonian dungeon; whether reasoning with the panic-stricken sailors on the shipwrecked vessel, or standing alone before Nero to plead for his life—he had never been ashamed of the cause he was advocating. The one great purpose of his Christian life had been to serve Him whose name had once filled him with contempt; and from this purpose no opposition or persecution had been able to turn him aside” (*Conflict and Courage*, p. 356).

What is the underlying theme of this passage? What were some of Paul’s challenges?

How are Paul and George Washington Carver similar?

- Read 2 Timothy 4:2. What advice does Paul give about persistence?

- Read 2 Timothy 4:6-8; write an epitaph for Paul.

Divine Patience
Unit 4, Lesson 14
Student Edition

4. George Washington Carver worked very hard his entire life for higher education. He felt that it was both necessary and valuable for him. Judge the value of a higher education in today's society. Write a one- or two-paragraph essay, defending your position on whether or not a higher education is necessary.

The Race
Unit 5, Lesson 15
Student Edition



Dig a Little Deeper

1. Look up texts in the Bible about people who had physical handicaps and read about Jesus' interactions with each of them. Summarize your findings. Texts may include Mark 10:46-52; Luke 4:38, 39; 8:43-48; 13:10-13; 14:1-6; 17:11-17.

2. Examine Romans 12:10-15; Luke 6:34-36; and Matthew 25:34-40. How do these apply to the kindness Carolyn showed the first-place runner who stumbled and fell?

3. Read Colossians 3:12. Then analyze why God states for us to clothe ourselves with mercy and kindness.

4. Special Needs

- The Pharisees believed that when people were physically handicapped, it was the result of their sins or the sins of their parents. How did Jesus respond to that belief? Read John 9:1-11 and write the story in your own words.
- How do people and even the government relate to special-needs people today?

- Develop a plan based on John 9:1-11 for your school's sports activities or P.E. classes to accommodate special-needs students.

Risking Kindness
Unit 5, Lesson 16
Student Edition



Dig a Little Deeper

1. Read Matthew 10:40-42. If you are kind to the least of the people around you, what will be your reward?

2. Read Matthew 25:40. How does it help you to know that by showing kindness to the least of Christ's followers, you are showing kindness to Jesus and His Father?

3. Jesus uses some form of the word reward three times in Matthew 10:40-42.
 - What kind of reward do you imagine you will receive for showing kindness to others?

 - Should we always expect a reward for doing good?

4. Read Matthew 25:34-40. In showing kindness to people who are different from you, would you invite a guest to your home or take them to a restaurant for a meal? Form a panel to discuss this idea.

“Philemon, Let Me Ask You . . .”
Unit 5, Lesson 17
Student Edition



Dig a Little Deeper

1. Looking back at the story, answer the following questions:

- Why was Paul in prison?

- How did Paul describe Onesimus?

- What was the punishment at the time for slaves who committed a crime?

- What promise did Paul make to Philemon?

2. Read Philemon 1. Construct a letter from Philemon to Paul. Have him decide to forgive Onesimus and return him to Paul or have him decide to keep him as a slave.

3. After reading the stories of the Gibeonites (Joshua 9), Harriet Tubman (biography from library or Internet), and Onesimus (Philemon), compare and contrast the situations of each. How did each become a slave?

How did each person react to being slaves?

4. How would you as a slave have reacted in each of the situations in question 3?
How would God have treated each of these slaves?

Gentle Hero
Unit 5, Lesson 18
Student Edition



Dig a Little Deeper

1. Desmond Doss received the nation's highest military award, the Congressional Medal of Honor. Look in an encyclopedia or at <http://www.medalofhonor.com> to read about the history of this medal.

A. By whom was the Medal of Honor established?

During which war was it first issued?

B. What does an individual do to qualify for this honor?

C. Read Isaiah 53:12. Draw a parallel between the heroic deeds of Desmond Doss and Jesus Christ.

2. There are stories of many military people in the Bible. Find three examples. Give texts and summarize their military service.

3. Moses was one of these military men. Compare how Moses and Doss put their military training to use.

4. According to the Spirit of Prophecy, what is our duty regarding military service? Should one serve as a combatant or noncombatant?

5. Imagine that you are the editor of a daily newspaper shortly after World War II. Design the front page of your newspaper, featuring an interview with Desmond Doss. Remember that he had just received a distinguished honor from President Truman. You may also include other articles and pictures of events that may have been happening during that time.

6. Two symbols represent the ultimate sacrifice of one's life for others. One is the cross of Christ, and the other is the Congressional Medal of Honor. Draw illustrations of both symbols, and then compare and contrast the symbols.

7. Select a Bible text about sacrifice and write an explanation that you would give to a new Christian about the relationship between Jesus and the cross.

Shining Lights
Unit 6, Lesson 19
Student Edition



Dig a Little Deeper

1. Using a Bible concordance, locate three texts about goodness. Write the texts in your journal.

2. Rewrite one of the above texts into your own words and tell how it applies to you personally.

3. Can you perform good deeds without having a good heart? Find a person in the Bible who displayed goodness with a good heart. Compare that person with another person in the Bible who performed good deeds but did not have a good heart. Why does one perform good deeds without having a good heart? Explain. See TRM, page 89.

4. Good Deeds

- Can you earn your way into heaven by performing good deeds? Why or why not?

Defend your position with several Bible texts or Spirit of Prophecy quotes.

- What do you think motivated Jesus to perform good deeds?

Goodness Lost and Found
Unit 6, Lesson 20
Student Edition



Dig a Little Deeper

1. Hezekiah was one of the few good kings who followed Solomon. The Bible says, “He did what was pleasing in the Lord’s sight, just as his ancestor David had done.” Read 2 Kings 18:4–6 and list the things he did that honored God.

2. “Holiness [Goodness] . . . is an entire surrender of the will to God.” Read the passage below and explain why this quote is true.

“Since we are sinful, unholy, we cannot perfectly obey the holy law. We have no righteousness of our own with which to meet the claims of the law of God. But Christ has made a way of escape for us. He lived on earth amid trials and temptations such as we have to meet. He lived a sinless life. He died for us, and now He offers to take our sins and give us His righteousness. If you give yourself to Him, and accept Him as your Saviour, then, sinful as your life may have been, for His sake you are accounted righteous. Christ’s character stands in place of your character, and you are accepted before God just as if you had not sinned.

“More than this, Christ changes the heart. He abides in your heart by faith. You are to maintain this connection with Christ by faith and the continual surrender of your will to Him; and so long as you do this, He will work in you to will and to do according to His good pleasure” (*Steps to Christ*, pp. 62, 63).

3. During the peak of King Solomon’s reign, he indeed was a good and gracious king. He followed in the Lord’s ways and was greatly blessed. Read 1 Kings 4:29–34 and 1 Kings 10:14–29 and identify at least ten aspects of Solomon’s wealth and knowledge. These can include items of material wealth or products of his own brilliance. Calculate the monetary value of these blessings in today’s economy.

Goodness Lost and Found
Unit 6, Lesson 20
Student Edition

4. Solomon was incredibly blessed, powerful, and wealthy, but his wisdom became foolishness. What factors do you think contributed to his apostasy against God? What were the results of his downfall? Defend your position. (See *Index to the Writings of E. G. White.*)

5. In the end, Solomon returned to God. Skim the book of Ecclesiastes to find what Solomon concluded about life. Summarize his findings in one or two paragraphs.

Blessings From a Good Heart
Unit 6, Lesson 21
Student Edition



Dig a Little Deeper

1. Samaritans lived in and around the city of Samaria. They claimed to be descendents of Israel, but the Jews believed that their religion was not pure. Read John 4:9 and Luke 10:33 and describe how the Jews felt about the Samaritans.

2. Unlikely Heroes

- Why did Jesus tell the story with the Samaritan as the hero?

- Find two other unlikely heroes in the Bible. Write the Bible chapter and verses where the story is found. Why do you think they were heroes?

3. Prejudice

- Look up the word prejudice in a dictionary and write a definition in your own words.

- Read John 4:4-27 and Numbers 12. List ways that prejudice was shown.

- What types of prejudice take place in your classroom?

- How does the classroom prejudice compare to that shown in the Bible texts?

Blessings From a Good Heart
Unit 6, Lesson 21
Student Edition

4. The answer to the previous question listed types of prejudice that occur in classrooms. What can you do to reverse prejudice and show love for your classmates? Find two Bible texts that speak against prejudice. Develop a plan for ending prejudice in your classroom.

“I Am Nothing, God Is All”
Unit 6, Lesson 22
Student Edition



Dig a Little Deeper

1. Find two Bible texts that identify what God says about helping and caring for others.

2. Find Spirit of Prophecy counsel to church members as to what we should be doing in Christian service. What are some things your local church or school could do in a realistic, meaningful way to meet the needs of your local community? Develop a plan.

3. Mother Teresa devoted her life to helping suffering people in the large country of India. Jesus devoted His life to helping suffering people in the small country of Israel. Create a “Reflecting God’s Love” chart that compares the work of Mother Teresa to the work of Jesus. Then examine your own life and find similar ways you can help in your own community.

4. Do you have to have a ministry like Mother Teresa’s to be saved? Defend your answer with Bible texts or Spirit of Prophecy references.

The Faith to Be Faithful
Unit 7, Lesson 23
Student Edition



Dig a Little Deeper

1. Read Matthew 24:7; Mark 13:8; and Luke 21:11. In these verses, Jesus prophesies that there will be earthquakes before His second coming. Research “earthquakes” on the Internet to answer the following questions.

A good Web site is <<http://www.fema.gov/kids/quake.htm>>.

- a. What is the Richter scale?
- b. What are some other names for earthquakes?
- c. How should you react when you feel an earthquake?
- d. What causes an earthquake to take place?
- e. Choose an earthquake to research on the Internet.

2. Describe how Daniel’s three friends demonstrated faithfulness to God during a dangerous situation. Read their biographies in Daniel 1–3. In chronological order, list the six most important events in the lives of Daniel’s three friends. Then write a summary that tells how the three friends demonstrated faithfulness.

3. Analyze the response that Shadrach, Meshach, and Abednego gave to King Nebuchadnezzar and his officials. “ ‘O Nebuchadnezzar, we do not need to defend ourselves before you. If we are thrown into the blazing furnace, the God whom we serve is able to save us. He will rescue us from your power, Your Majesty. But even if he doesn’t, Your Majesty can be sure that we will never serve your gods or worship the gold statue you have set up’ “ (Daniel 3:16-18). What a powerful answer to the king’s threats! Imagine you are in one of these situations:

- A coach is demanding that you put in practice time on Sabbath.
- A friend wants you to watch a movie that your parents have already said was inappropriate.

Explain to your coach or your friend why you would not participate in these activities.

The Faith to Be Faithful
Unit 7, Lesson 23
Student Edition

4. When God delivered the three men from the fiery furnace, it was a testament to their faith in Him. However, could their faith have also been proven if God had not delivered them? Write a 1-2 paragraph argument for being faithful, based upon the imagined situation in which God did not save them.

Moses Prays
Unit 7, Lesson 24
Student Edition



Dig a Little Deeper

1. In Exodus 3, read the story of God calling Moses to lead the Israelites out of Egypt. Then answer the following questions:

- Which three ancestors of the children of Israel does God mention as His followers?

- Who were already living in the land of Canaan?

- What three things does God tell Moses to do?

- How do we see God’s faithfulness to Moses through these verses?

2. Hebrews 11 is often called the “faith chapter” because it contains many examples of people who were faithful to God. Fill in the “Faithful Folks” chart to summarize Hebrews 11.

3. In Exodus 3, we read that the Lord had promised to deliver the Israelites to a land that was flowing with “milk and honey.” Why do you think this description was given? Read Numbers 13:1-27. Imagine the spies’ excitement as they crept into the Promised Land and saw all the wonderful things they had heard about since childhood. Write a report from one of the spies’ perspective. Be sure to include all the amazing sights you saw.

4. During the Israelites’ forty years in the wilderness, God demonstrated His faithfulness to them in many ways. Make a booklet depicting six of these occasions.

“Here Comes the Bridegroom!”
Unit 7, Lesson 25
Student Edition

Compare this parable to resources/abilities/talents Jesus has given you and what He expects of you.

4. What spiritual lessons can you learn from the foolish virgins? How would you apply these lessons to your own life?

Leaning on God Alone
Unit 7, Lesson 26
Student Edition



Dig a Little Deeper

1. Read Philippians 4:6-20. Look back through the story for information that correlates with verses from the Bible text and complete the chart.

2. Using the viewpoint of either a staff member or an orphan in the story, write a report illustrating George Müller's faithfulness and dedication to the orphans.

3. There were many key players in this story about George Müller. Although Müller was the leader in many of these situations, others were also involved—the staff, the donors, and the children. God was able to use them to help answer Müller's prayers. Examine your own life and see if you can identify times when you were an answer to someone's prayer. Write about one of these situations, using five to seven sentences.

4. Read Romans 12:8; 13:8; and Psalm 68:5. These verses relate to orphans in different ways. Give your thoughts and feelings about what your church and or leaders could do to better serve orphans and children in foster homes within your community. Develop a plan that shows how your class or school could help a family who fosters children.

The Toughest Man Who Ever Lived
Unit 8, Lesson 27
Student Edition



Dig a Little Deeper

1. Gentleness

- Why do you think people sometimes assume that a gentle person is also a weak person?

- Give examples from the Bible that prove a gentle person is not weak but exhibits true strength.

2. In what ways do you struggle to achieve a gentleness that is not weak and a strength that is not harsh? What texts do you claim to help you achieve this goal of strength through gentleness?

3. During which events, other than on the cross, did Jesus exhibit strength through gentleness?

4. Samson was one of the physically strongest men who ever lived. However, sometimes he was not morally strong. Read Samson's story in Judges 13-16. What changes would you recommend to Samson to help him achieve a gentleness that is not weak and a strength that is not harsh?

Gentleness
Unit 8, Lesson 28
Student Edition



Dig a Little Deeper

1. Although David often exhibited the attributes of gentleness and kindness, at times he grew angry and indignant. One woman, Abigail, with a gentle heart, prevented David from committing a great sin. “The Spirit of the Son of God was abiding in her soul. Her speech, seasoned with grace, and full of kindness and peace, shed a heavenly influence. Better impulses came to David, and he trembled as he thought what might have been the consequences of his rash purpose” (*Patriarchs and Prophets*, p. 667).

Read the story in 1 Samuel 25:1-42 and *Patriarchs and Prophets*, pp. 664–668.

2. Fill in a plot map including main characters, setting, problem, rising action, and solution.

3. Read Psalm 18:35. How does gentleness make us great?

4. Read the following quote from *The Adventist Home*:

“If we are courteous and gentle at home, we shall carry the savor of a pleasant disposition when away from home. If we manifest forbearance, patience, meekness, and fortitude in the home, we shall be able to be a light to the world” (page 429).

Look up the words forbearance, patience, meekness, fortitude, as well as gentle in the dictionary.

How do the first four attributes relate to gentleness?

5. What do you think could have happened if David had killed Saul?

The Connection
Unit 8, Lesson 29
Student Edition



Dig a Little Deeper

1. Solomon has given much good advice for children and young people. Using a concordance, find four texts in Proverbs that give gentle advice. Write each text and summarize his advice.

2. Jesus and children

- In the story Jonas met Jesus. What other encounters did Jesus have with children? Look up the texts on the “Jesus Cares for His Children” chart and summarize each event. How did these situations demonstrate a gentle spirit?

- Imagine that you are one of the children from any of the stories listed on the “Jesus Cares for His Children” chart. Write a letter to your aunt or uncle, describing the experience you had with Jesus. Include how you felt in His gentle presence.

3. Read the following quotes from *The Desire of Ages* and *The Ministry of Healing* and answer the following questions.

Jesus “knew that these children would listen to Him and accept Him as their Redeemer far more readily than would grown-up people, many of whom were the worldly-wise and hardhearted. In His teaching He came down to their level. He, the Majesty of heaven, did not disdain to answer their questions, and simplify His important lessons to meet their childish understanding. He planted in their minds the seeds of truth, which in after years would spring up, and bear fruit unto eternal life” (*The Desire of Ages*, p. 515).

“The mothers were comforted. They returned to their homes strengthened and blessed by the words of Christ. They were encouraged to take up their burden with new cheerfulness and to work hopefully for their children.

“Could the afterlife of that little group be opened before us, we should see the mothers recalling to the minds of their children the scene of that day, and repeating to them the loving words of the Saviour. We should see, too, how often, in after years, the memory of these words kept the children from straying from the path cast up for the ransomed of the Lord” (*The Ministry of Healing*, p. 41).

- a. Why did Jesus bless the children?
- b. What long-lasting effect did Jesus’ blessing have on the mothers and the children?

The Connection
Unit 8, Lesson 29
Student Edition

4. Imagine you were there when Jesus blessed the children and reprimanded the disciples. How would you have reacted to the disciples' handling of the children?

“I Won’t Defend Myself”
Unit 8, Lesson 30
Student Edition



Dig a Little Deeper

1. Your memory verse in lesson 15 said to clothe yourself with gentleness. Find other Bible texts that talk about gentleness.

2. Our Words

- Read Proverbs 15. What does Solomon say about gentle words?

- What does Solomon say about harsh, deceitful, evil words?

- Why are gentle words always the best?

3. Read Judges 8:1-3. Then read the following quotation by Ellen G. White from *Signs of the Times*.

“The men of Ephraim, returning from the fords of the Jordan with the trophies of victory, addressed Gideon in terms of angry reproach: ‘Why hast thou served us thus, that thou calledst us not when thou wentest to fight with the Midianites?’

“Gideon knew that he had acted by the divine command, and though harshly censured by those who should have commended, he restrained all feelings of anger or indignation. How easily the spirit of jealousy and discontent might have been fanned into a quarrel that would have caused division, bloodshed, and ruin! By his self-control, Gideon showed himself a hero. He proved the truth of those words written so long afterward, ‘A soft answer turneth away wrath.’ In his reply to the Ephraimites he modestly threw a veil over his own success, but spoke in the highest praise of their achievements: ‘What have I done now in comparison of you? Is not the gleaning of the grapes of Ephraim better than the vintage of Abi-ezer? God hath delivered into your hands the princes of Midian, Oreb and Zeeb; and what was I able to do in comparison of you?’ He represented the victory gained by himself and his army of three hundred men as little in comparison with their taking the princes of Midian. And he further showed that the glory belonged neither to him nor to them, but to the Lord.

“Gideon’s modest and prudent answer appeased the anger of the men of Ephraim, and they returned in peace to their homes” (*Signs of the Times*, July 21, 1881).

What was the result of Gideon’s gentle answer? What might have happened if he had used harsh words?

“I Won’t Defend Myself”
Unit 8, Lesson 30
Student Edition

4. Based on the text and quotation above, write a conversation you think might have occurred between Gideon and the Ephraimites had this situation taken place in modern times.

Small Actions, Great Results
Unit 9, Lesson 32
Student Edition



Dig a Little Deeper

1. Watch Your Tongue

- What does Psalm 34:13 say about controlling our words?

- Use a concordance to explore other texts that speak about controlling our words.

2. Read James 3:2. Think about mistakes you have made. Have you found James's statement to be true in your own life? Explain.

3. Think Before You Speak

- Read James 3:3-5. How is the tongue like
 - a horse's bit?
 - a ship's rudder?
 - a small spark?

- Why is it important to think before you speak?

4. Read Proverbs 11:13; 20:19. A gossip is usually seen as a negative person, someone you should steer clear of. Are there ever times you should tell someone something you have been told in secret? Write a two- to three-paragraph response, defending your position.

5. How do we have the ability to practice self-control in our words and in our actions? Read Psalm 39:1-5; 2 Peter 1:6; Romans 7:21-25.

The Wilderness of Temptation
Unit 9, Lesson 33
Student Edition



Dig a Little Deeper

1. Read Matthew 3:13-17 and answer the following questions:

- Why was Jesus baptized?

- Where was Jesus baptized?

- Why didn't John want to baptize Jesus?

- What happened after Jesus' baptism?

2. Judging from John's response recorded in Matthew 3:13-16, he did not feel worthy of baptizing Jesus. What must it have been like to baptize the Son of God! Write seven questions that you would've liked to ask John about the experience. Write answers for your questions.

3. What might have happened if Jesus had given in to any one of Satan's temptations? What would our world be like today? Would eternal life still be possible? Write your answers in a one- to two-paragraph response.

4. Jesus was able to answer each of Satan's temptations with a passage from Scripture. He used the Word of God as His defense. Imagine yourself in each of the situations listed below. Search the Scriptures for a text that you would be able to use in your defense.

- Your friends are trying to come up with a way to cheat on the upcoming math test. They want your help.
- You overhear some classmates teasing a friend of yours, and you want to stand up for your friend.
- Your classmates can't understand why you can't do certain things after sundown on Friday or why you go to church on Saturday.

A Man With a Dream
Unit 9, Lesson 34
Student Edition



Dig a Little Deeper

1. Looking back at your story, answer the following questions:
 - What did Rosa Parks do that was so amazing?

 - How did the African-Americans continue to get to and from places, despite the bus boycott?

 - How long did the bus boycott last?

 - What caused the nation to finally take notice of the events in Alabama?

 - When was the Civil Rights Bill signed?

 - How do the incidents in this story relate to 1 Peter 5:8, 9?

2. How can the story of Rosa Parks, who was the mother of the Civil Rights movement, be compared to the story of David and Goliath (1 Samuel 17:1-58)?

3. Using the theme “Self-control is developed through a connection with God,” compare and contrast the lives of Rosa Parks and Dr. Martin King Jr. Include at least two Bible verses to support your ideas.

4. Read Acts 7:51-59 about the story of Stephen’s death. Known as the first Christian martyr recorded in the Bible, Stephen was stoned for his belief in Christ. It must take an amazing amount of self-control to tolerate such pain. Do you think Christ calls all of us to do the same thing? Does He want you to be so controlled and disciplined that you could give your life for Him? Or is that call just for some and not others? Justify your opinion in a two- to three-paragraph response.

“Father, Forgive Them”
Unit 10, Lesson 35
Student Edition



Dig a Little Deeper

1. Love for God and others prevents a person from hurting another person. Using an attractive border sheet that you create, paraphrase 1 Corinthians 13.

2. Mrs. Sefuku is truly an amazing woman. What awesome love and strength it must have taken to forgive her husband’s murderer for his crimes! Using 1 Corinthians 13:4-7, what questions would you ask Mrs. Sefuku? Be sure to include some that would help you further understand how this woman was able to give forgiveness so freely. Write at least six questions.

3. Compare the events of this story with a Bible story of your choice.

4. Is any mistake or sin too large to be forgiven? Can you commit a sin so grave that there is no way you can be forgiven for it? Defend your position in a two- to three-paragraph response. Use at least five Bible or Spirit of Prophecy references.