

“All Have Sinned”



Collegiate Quarterly

Teacher's Guide

Surveying the Source

Rom. 1:16–32; 2:1–11, 17–23; 3:1, 2, 9–18, 21–23.

Plotting the Course

The students will:

- ▶ Reflect on their own lives and analyze what role sin plays in it.
- ▶ Understand the plan of redemption.
- ▶ Interpret the Word of God and what it says about sin.

Preparing to Lead

The wages of sin naturally tilt toward the fallen world. It is no coincidence that Lucifer, having been given a choice, chose humankind and this earth to pervert with his evil deeds. The very nature of the choice that was also given to humans

was too irresistible for God's enemy. When sin entered the world, it changed the course of history forever. It is a seemingly hopeless situation, until we understand and believe that God has provided a way to bring His children back to Him.

Getting Started

A. Google some images of Las Vegas. Mention to your class that this city is often called Sin City due to the uninhibited environment that it provides. As you show the images, discuss why sin seems so attractive. *Ask:* •“What is sin's allure?” •“Why does sin often seem harmless, grand, and popular?”

B. Say: “The lesson this week mentions that sin works as a disease or sickness in

people's lives.” Then have your class list the symptoms associated with the H1N1 virus. You can find them at <http://www.cdc.gov/H1N1flu/qa.htm>. Talk about how a person can prevent getting this flu. This is also discussed on the Web site.

End this introduction by discussing the symptoms of sin and how we can inoculate ourselves against sinfulness.

Delving Into the Word

A. Explore the following website before or during your class: <http://web.eku.edu/flash/inferno>.

Explain that Adventist theology does not articulate an actual place known as “hell” where those who are lost go when they die. However, the idea of hell dominates most other Christian theology. Dante wrote “The Inferno,” an epic poem about hell and the kind of people who

inhabit its different levels. In a discussion about the different levels and who resides in each ring (liars, deceivers, thieves, flatterers, adulterers, and so forth), ask the students to discuss why it is easier for humans to think of an actual place where evil goes rather than to focus on forgiveness and redemption.

Through a re-reading of the week's Bible verses, discuss why it is easier to

Materials

images of Las Vegas, a laptop computer

see and judge other people's sins than it is our own.

B. Use the reproducible chart (p. 33) to list the different types of sins and their effects. This week's lesson in the *CQ* Bible study guide gives some biblical examples. Categorize these in the three sections of the chart.

Have the students find other biblical examples to categorize and record in the chart (for example, David's adultery—flesh; Judas's greed—heart and mind). Have each student do this individually, then compare their answers. Or do it together as a class.

Discussing the Ideas

1. Throughout the lesson, disease and sickness have been used as a metaphor to describe sin. What other metaphors can be used to help us visualize the damaging effects of sin?

2. What is the difference between private and public sins?

3. Brainstorm what a sinful world would look like without the plan for

redemption.

4. How did the lesson affect you personally?

5. In your opinion, why did God allow sin into the world if He is all-knowing and knew how much pain and suffering it would cost?

6. Why is hope such an important part of being a Christian?

Closing the Activity

Encourage the students to keep a prayer log and an accountability list that deals with their perceived sins. Hopefully, this will help them to determine if they are actually recognizing sin in their lives and

doing something about it.

Then have the students memorize Philippians 4:13 and turn to each other to repeat it.

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List several biblical examples for each category of sin below.

Sins of the Mind	Sins of the Heart	Sins of the Flesh