



Collegiate Quarterly

Teacher's Guide

Redemption for Jew and Gentile

Surveying the Source

John 12:44–50; Romans 9.

Plotting the Course

The students will:

► Understand the importance of being chosen by God to do a special work, and know what mistakes they made in the past, and how to avoid them in their walk with Christ.

► Appreciate how God calls special groups of people to His work while still

valuing everyone equally and gifting salvation to all.

► Present realistic ideas of how to reach out to the “gentiles” in their lives, and meditate on how they can follow God more consistently in their daily lives.

Preparing to Lead

“By healing the Roman officer’s servant . . . and preaching to the Samaritans, Jesus had already shown that He didn’t share the Jewish prejudice toward others. His love wasn’t restricted to any race or

nation. [The disciples] began to understand that their mission would reach beyond Israel—that there was a world filled with people in need.”*

Getting Started

A. Put copies of the “Romans 9” activity (p. 40) between the students and the donuts (leaving enough space between each person to discourage collaboration). Tell them that only after they have cut a hole in their paper big enough for them to step through may they have a donut. However, before class begins, take one student aside, and show him/her the secret to getting through. After a few minutes, when the one student has gotten the donut, hand out fresh copies of the activity, but this time have the donut-eating student carefully demonstrate how to cut

the paper.

B. As everyone comes into the room, give them either a colored candle or a white candle. Then have all the people with white candles separate. Turn off the lights. (You may need to black out any windows beforehand, or use a room with little natural lighting.) Use the lighter to light only the candles of the people with white candles. Now allow those individuals to light the rest of the candles. Give everyone a couple minutes to make silent observations. Turn the lights back on.

Delving Into the Word

A. Have the class read Romans 9 aloud, each person taking a few verses. *Then*

ask: •“At the beginning of the activity, how was the one student with a donut

Materials

extra Bibles for those who don’t have one; colored pencils; graph paper; whiteboard/marker; regular paper; scissors; donuts; multi-colored candles; a lighter or matches

like Israel?” •“Did being the only one with a donut induce feelings of superiority?” •“How was the rest of the class feeling?” •“What parallels can be drawn between this and the people in Bible times and today’s Christians?”

Using a whiteboard, or a piece of paper, map out these similarities and differences using a Venn diagram.

Ask: “When the circle-cutting part of the introductory activity was explained, how did that demonstrate God’s true plan for His chosen people?” Read John 12:44–50. *Ask:* •“Did everyone have to listen and obey when the explanation was given on how to get a donut?” •“Why might you choose not to listen?” •“Does everyone have to believe in God?” •“What happens when we do things our own way?”

Have some students read Romans 9:17–19; 2 Peter 3:9; and Romans 9:20–24. *Ask:* •“What picture do we get of God in these verses?” •“What role should His chosen people play?”

Discussing the Ideas

1. What mistakes did the children of Israel make when it came to fulfilling God’s purpose? How can some of the same mistakes be seen in today’s church?
2. How can the Lord still reach the unsaved when His chosen people refuse? Why is this not His ideal?
3. Why is having a chosen group important to the Lord?
4. Why did God choose to use a specific ethnic group in the time of the Old

B. Read Romans 9. *Ask:* •“Did the color of your candle affect how it burned?” •“Could you even see the color of the candle without the lights on, or only the brightness of the flame?” •“Did you notice how much brighter it was with all the candles lit versus only a few?” Refer back to Romans 9, especially verses 1–5, 14–17, and 30–33. *Then ask:* •“How do the candles illustrate this week’s lesson?” •“What truths can we learn about God and His chosen few from this activity?”

Read John 12:44–50. On the whiteboard, make a chart. On one side, put reasons to “stay in the dark” (figuratively and literally). On the other, list benefits of being in the light. *Ask:* •“Why would anyone choose to stay in the dark” (John 12:42, 43; Rom. 9:31–33)? •“What is God’s ideal for His chosen people” (Rom. 9:30–32; 2 Pet. 3:9; Rom. 9:17, 20–24)?” •“How is this illustration of light versus darkness appropriate for both Israel and today’s church?”

Testament, but now chooses to use many people of all ethnicities? What benefits are there to having a group made up of all types of people?

5. How can Satan use our calling as God’s chosen people to hinder God’s work?

6. Change starts in the heart. What attitudes are conducive to furthering Jesus’ work and enlarging His family?

Closing the Activity

Give everyone a piece of graph paper and two different colored pencils. Instruct them to graph their outreach, ministry, and witnessing activities along with their personal spiritual highs. Memorable events can be penciled in on all four lines. *Ask:* •“Do times of heightened

outreach or witnessing correspond with personal spiritual highs?” •“Is the reverse also true?”

Underneath their graph, have them list five practical ways they can fulfill their purpose as God’s chosen person in the coming week.

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*Jerry D. Thomas, *Messiah*, pocket edition (Nampa, Ida.: Pacific Press Publishing Association[©], 2005), p. 281.

ROMANS 9

Practice Copy: Try the activity at home during the week before class. (1) Cut out this box from the page. Fold in half along the horizontal line with the arrows at each end. (2) Then cut two slits down from the folded half near each edge perpendicular to the fold (the first lines near each edge). Do *not* snip off the ends of the paper. (3) Cut along the folded edge between the two slits. (4) Make about 40 cuts, alternating each cut: **first come down from the folded edge; then cut up from the unfolded edge.** The cuts need to be parallel to the first side slits you made. (5) Finally, *carefully* open up the hole in the card. It will unfold accordion style. If cut correctly, the hole will be large enough for you to step through.

