

Contents

| | | |
|-----------|--|------------|
| 1 | An Overview of Discipleship—December 29–January 4 | 5 |
| 2 | Discipleship Then and Now—January 5–11 | 17 |
| 3 | Called to Discipleship by Jesus—January 12–18 | 29 |
| 4 | Lessons From Would-be Disciples—January 19–25 | 41 |
| 5 | Gender and Discipleship—January 26–February 1 | 53 |
| 6 | Ethnicity and Discipleship—February 2–8 | 65 |
| 7 | Preparation for Discipleship—February 9–15 | 77 |
| 8 | Experiencing Discipleship—February 16–22 | 89 |
| 9 | Following the Master: Discipleship in Action—February 23–29 | 101 |
| 10 | Discipleship Under Pressure—March 1–7 | 113 |
| 11 | More Lessons in Discipleship—March 8–14 | 125 |
| 12 | Mission and Commission—March 15–21 | 137 |
| 13 | Patterns of Discipleship—March 22–28 | 149 |

Editorial Office 12501 Old Columbia Pike, Silver Spring, MD 20904
Come visit us at our Web site at [<http://www.absg.adventist.org>]

Principal Contributor
Bertram Melbourne

Editor
Clifford R. Goldstein

Associate Editor
Soraya Homayouni Parish

Publication Specialist
Lea Alexander Greve

Editorial Assistants
Tresa Beard
Larie S. Gray
Jean A. Kellner

Pacific Press® Coordinator
Paul A. Hey

Art Director and Illustrator
Lars Justinen

Concept Design
Dever Design

The teachers edition components were written by the following:

1. The Lesson in Brief: Alan Hecht, librarian, Rebek Memorial Library, General Conference, Silver Spring, Maryland, U.S.A.

2. Learning Cycle, Lessons 1-6: James Zackrison, freelance writer, Burtonsville, Maryland, U.S.A.

3. Learning Cycle, Lessons 7-9: Tresa Beard, editorial assistant, Office of the Adult Bible Study Guide, General Conference, Silver Spring, Maryland, U.S.A.

4. Learning Cycle, Lessons 10-13: Loren Seibold, pastor of Worthington Adventist Church, Ohio, U.S.A.

The *Adult Sabbath School Bible Study Guide* is prepared by the Office of the Adult Bible Study Guide of the General Conference of Seventh-day Adventists. The preparation of the guides is under the general direction of a worldwide Sabbath School Manuscript Evaluation Committee, whose members serve as consulting editors. The published guide reflects the input of the committee and thus does not solely or necessarily represent the intent of the author(s).

Christian

Though discipleship has been a topic of interest to Christians for centuries, for the first followers of Jesus discipleship was so much more than just that. For them, discipleship was the experience of following the Lord Jesus. At its core, discipleship was a relationship; one that was transforming, liberating, and empowering. And, as it was for them, so must it be for us.

A disciple is a person who has accepted Jesus Christ as Savior, committed himself or herself to a growing relationship with God, and by the Holy Spirit is integrating the Lordship of Jesus into every area of daily life. Disciples are committed to being responsible members of the church through active and consistent participation in mission, and they are moved by the internal motivation of God's Spirit.

*Christian
discipleship . . .
involves
following, even
imitating,
Jesus.*

Discipleship can be viewed from varying perspectives. First, it can be examined with respect to the historical situation in which the Master and His disciples interacted. Second, it can be judged from the viewpoint of the nature of the Christian life. In order for us to grasp the character and meaning of Christian discipleship, both these approaches must be captured.

The theme *Christian discipleship* implies a discipleship different from others. Though the first century had many disciple-gathering teachers who were revered and whose styles of instruction were venerated, Christian discipleship speaks to a specific mode of discipleship. Because a Christian is an imitator of Jesus, and because a disciple is a *follower*, Christian discipleship is, then, the kind of discipleship that involves following, even imitating, Jesus.

Discipleship also can be viewed from two different levels: (1) that of the first disciples of Jesus and (2) that of His subsequent ones.

When one thinks of discipleship as it relates to Jesus and His followers, several questions arise. What must it have been like to have Jesus call, teach, and train you for discipleship? What must it have

Discipleship

been like to watch Jesus in action and to learn from His example?

On the other hand, and in some ways more relevant to us now, what does discipleship entail for Christians living so many centuries removed from the time when Jesus lived and taught? What does discipleship entail for Christ's disciples in the twenty-first century? What does discipleship involve for people who live in a society radically different from where Jesus and His first disciples lived?

In this quarter's Bible study guide, we will look at discipleship as an experience between Jesus and those He called to apprenticeship with Him. We will explore what is involved in discipleship and who is truly a *disciple*. We will also examine the process of becoming a disciple and the major characteristics of discipleship. We will compare Jesus' discipleship with that of other disciple-gathering teachers. Additionally, we will look at such topics as would-be disciples, gender and discipleship, ethnicity and discipleship, instructions for discipleship, and discipleship under pressure. In short, we will consider what we need to be modern-day disciples living in what we believe is close to the second coming of Jesus.

Betram Melbourne, our principal contributor, is a native of Jamaica. At the time of this writing, he was interim dean of the Howard University School of Divinity in Washington, D.C. He is married and has three grown children.

How to Use This Teachers Edition

Get Motivated to Explore, Practice, and Apply

We hope that this format of the teachers edition will encourage adult Sabbath School class members to do just that—explore, practice, and apply. Each weekly teachers lesson takes your class through the following learning process, based on the Natural Learning Cycle:

1. Why is this lesson important to me? (Motivate);
2. What do I need to know from God’s Word? (Explore);
3. How can I practice what I’ve learned from God’s Word? (Practice); and
4. What can I do with what I’ve learned from God’s Word? (Apply).

And for teachers who haven’t had time to prepare during the week for class, there is a one-page outline of easy-to-digest material in the “The Lesson in Brief . . .” section.

Here’s a closer look at the four steps of the Natural Learning Cycle and suggestions for how you, the teacher, can approach each one:

Step 1—Motivate: Link the learners’ experiences to the central concept of the lesson to show why the lesson is relevant to their lives. Help them answer the question, Why is this week’s lesson important to me?

Step 2—Explore: Present learners with the biblical information they need to understand the central concept of the lesson. (Such information could include facts about the people; the setting; cultural, historical, and/or geographical details; the plot or what’s happening; and conflicts or tension of the texts you are studying.) Help learners answer the question, What do I need to know from God’s Word?

Step 3—Practice: Provide learners with opportunities to practice the information given in Step 2. This is a crucial step; information alone is not enough to help a person grow in Christ. Assist the learners in answering the question, How can I apply to my life what I’ve learned?

Step 4—Apply: Finally, encourage learners to be “doers of the word, and not hearers only” (*James 1:22*). Invite them to make a life response to the lesson. This step provides individuals and groups with opportunities for creative self-expression and exploration. All such activities should help learners answer the question: With God’s help, what can I do with what I’ve learned from this week’s lesson?

When teachers use material from each of these four steps, they will appeal to most every student in their class: those who enjoy talking about what’s happening in their lives, those who want more information about the texts being studied, those who want to know how it all fits in with real life, and those who want to get out and apply what they’ve learned.