



WORLDVIEW RETHINK™



LEADER'S GUIDE

FOR

all that the
PROPHETS
have spoken

Published by GOODSEED International

Worldview Rethink
Leader's Guide
for
All that the Prophets have Spoken
3rd Edition

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This guide would not be possible without key individuals who went line by line through *All that the Prophets have Spoken*. Their role is deeply appreciated.

Special recognition needs to be given to David Cross who spent hours distilling input and creating a resource that reflects the experience of many. Thanks also to Rachel Bader who spent long hours formatting and reformatting the book until this robust tool began to communicate with simplicity.

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Step One:

GETTING PREPARED

We live in a world where, increasingly, opportunities exist for us to build:

- Bridges of friendship, thus allowing us to gain the trust and respect necessary to communicate the message of the Holy Scriptures.
- Bridges of understanding with those who know little or nothing of the central message proclaimed by all the prophets of old.

For those of us who not only have come to understand, but also believe, this vital, life-and-death message from God, the challenge is: how do we communicate the unchanging truth of God's Word in a changing world? How can we do that in a way that is clear and meaningful to the one who is searching for answers?

The *Worldview Rethink* Curriculum is a unique course of study designed for the needs of today's world. Emphasizing that the power of the gospel is directly related to having a clear understanding of its message, *Worldview Rethink*

begins by laying a solid foundation, directing the learner to the opening pages of Scripture. It then progressively introduces new truth based on previously understood truth.

This course is not meant to be a "been-there-done-that" experience which when completed, is soon set aside as one's focus shifts to another study. Rather, the thrust of this course is meant to be preparatory for a lifestyle of sharing with others—of being an ambassador for life. As such, it is going to require a significant investment on your part for a lifelong endeavour. However, it is well worth the time and effort. It is going to make a difference for eternity to those who respond in simple trust to a clear explanation of central message of God's Word.

The *Worldview Rethink* Curriculum is a comprehensive package made up of several resources that allows for considerable latitude as to how the course is taught.

WORLDVIEW RETHINK ROAD MAP

START HERE

GET READY

ATTEND

SEMINAR

Attend a TERM Seminar if possible. The modular format provides for a flexible learning schedule. See goodseed.com for seminar schedules.

UNDERSTAND



WHAT?

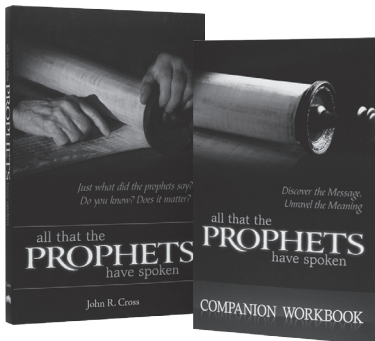
A promotional DVD trailer, giving a succinct overview of *Worldview Rethink*.



WHY?

A single-session DVD explaining the rationale and background to *Worldview Rethink*.

EXPERIENCE



SEE, HEAR & UNDERSTAND



Read *All that the Prophets have Spoken* (pp. 23 ff.); watch the accompanying videos, either online or on the DVD and answer the Workbook questions. Make sure your answers are correct, as you will be using this Workbook with your students.

This exercise takes you through the lessons as if you were a student, putting you in his shoes. It is important to know where the lessons are headed and to be able to say that you have “done it.”

LEARN



HOW?

This DVD includes common Q & A's leaders ask about *Worldview Rethink*. Do not short-cut this part of your education.

PRINT

RESOURCE CD



PROMOTIONAL RESOURCES: Though posters, flyers and advertisements are provided here as optional resources, it is important to keep the needs and interests of your target audience in mind. Depending upon their individual wishes, it will probably be most effective to meet one-on-one.

VISUAL AIDS & TEACHING RESOURCES: Print a **Time Log**. It will help you plan the number of sessions you need to complete the course. Several printable visual aids are also on the disc.

GET SET

REVIEW

INTRO TO LEADER'S GUIDE

Read pages 8-20.

These pages will help you make sense of each icon.

DECIDE



VENUE

- Free of distractions
- With a coffee table for visual aids
- With a TV or computer if using the online videos or DVD

PREPARE

BEFORE EACH GET-TOGETHER



Using the **Time Log** (see Resource CD), determine how many sections in *All the Prophets* you will cover in the allotted time. Ignore chapter divisions. It may mean you will only do a partial chapter.



Based on the content you plan on covering, assemble the corresponding **visual aids** as indicated at the beginning of each chapter (a full list of these resources is found on page 20). If needed, review the videos online or on the DVD to remind you how to use each visual.



3.1

Consult the **Leader's Notes** appropriate to the content you will be covering (see page 303). *Do not* teach this material to your student. It is only for your benefit, to give you confidence in what you are teaching.

GO

MAKING SENSE OF THE TOOLBOX

SAMPLE PAGE

CHAPTER FIVE

- 1 A PARADOX
- 2 ATONEMENT
- 3 THE PROPHET ENOCH
- 4 THE PROPHET NOAH
- 5 BABEL

Chapter 5 Visual Aids				
	1	2	3	4
SECTION	Basic	Intermediate	Advanced	Supplied by Leader
1	Coin		Weigh Scale (3D Alternative)	Cup of Water
	Sign: Perfectly Just			Certificate of Debt #1 (See Resource CD)
	Sign: Perfectly Loving			
	Weigh Scale			
2	Altar	Fig Leaf		Branch
	Heart & Covering	Sheep (3D Alternative)		Certificate of Debt #1 (See Resource CD)
	Ram			
	Garden Produce			
3	Ark			
4	Tower of Babel			

A

Every chapter in the guide begins with a list of visual aids used in teaching each section. There are four visual aid ToolBoxes, as described below. ToolBoxes 1, 2 and 3 are available from GoodSeed. If you do not have access to any or all of these visuals, you may use in their place the corresponding interactive video clip.

B

The **Basic ToolBox** includes easy-to-assemble visual aids.



The **Intermediate ToolBox** provides additional visual aids including 3D versions of some found in the Basic ToolBox kit.



The **Advanced ToolBox** includes 3D visual aids used in teaching larger groups or when the leader wishes to enhance the understanding of a student. These powerful visual aids bring a dimension to the story that is well worth the extra expense.



Supplied by the leader, these items are readily available in the home. Some are used with visual aids found in the Basic ToolBox. Other helps are provided in PDF format on the **Resource CD** or as a download.

C

Visual Aids assist with:

- **Comprehension:** They clarify the meaning of the text.
- **Retention:** They act as “velcro on the brain”—helping the student remember what is being taught.
- **Review:** After their initial use, visual aids assist in review, either at the beginning or completion of a lesson. As a means of review, a visual aid can be explained by the teacher. Alternatively, the teacher may choose to give a visual aid to a student or allow a student to select one out of several visual aids for explanation. Either way, a student’s explanation will give the teacher a window into his understanding.

MAKING
SENSE OF

THE VISUAL AIDS

A



The **ToolBox** icon draws the leader's attention to the use of a particular **Visual Aid**. As each visual is introduced, it is vital to have the students' attention—they need to be looking at you, rather than concentrating on the text before them. The significance of hand motions, that accompany use of many of the visual aids will be missed if students are not watching what is happening.

In order to get the attention of your student(s), use phrases such as:

- "Look up here..."
- "Do you remember...?"
- "Let's pause for a moment and think about this..."

B



Coupled with the use of the **ToolBox** icon is the **wrench**. This identifies at what point in the text the visual is to be used.

C



The **ToolBox**, in some instances, will have more than one number indicating that there are enhanced versions of the same visual aid available in other ToolBoxes (usually 3D alternatives).

SAMPLE PAGE

WORLDVIEW RETHINK LEADER'S GUIDE—ALL THE PROPHETS • 263

CHAPTER FOURTEEN ♦ 243

Death in its three aspects ruled man's life, and he could do nothing about it. Man had no choice as to whether he wanted to die or not. It was a bitter, potent reality that all faced; that all shared; that all who thought soberly, feared. With absolute, utter finality, the Scripture clearly states ...

... a person shall die for his own sin.  2 Chronicles 25:4 NKJV

These word pictures help us understand just how far removed from God mankind had become as a result of sin. Man was faced with that age-old question: **How can we get rid of our sin with all its consequences and gain a righteousness equal to God's righteousness so we can be accepted back into his presence?**

A DESPERATE ATTEMPT

Remember how Adam and Eve tried to cover up their sin by clothing themselves in fig leaves? We saw that, though the Lord rejected their efforts, he did not abandon them in their sin. Rather, he ...

... devises ways so that a banished person may not remain estranged from him. 2 Samuel 14:14 NIV

The Lord used these events to teach Adam and Eve, as well as us, universal principles that apply to all mankind.

ACCEPTANCE

Just as Adam and Eve could not make themselves acceptable to God by fixing up their outward appearance, neither can we be accepted based on our externals. We may impress others with what we are on the outside, but God knows what we are really like. We saw that God provided Adam and Eve with a way of acceptance, but on different terms. The Scripture says that ...

The LORD God made garments of skin for Adam and his wife, and clothed them. Genesis 3:21 NASB

The significance of this little verse would be overlooked if it weren't for other parts of the Scripture explaining it. So what does it mean? What would Jesus have told the disciples? Simply this: Just as an animal had to die to clothe Adam and Eve in acceptable clothing, so Jesus had to die to make us acceptable in the presence of God. This was and is God's idea. It's God's way to acceptability. As the disciples struggled to comprehend what Jesus was saying, there must have been a torrent of questions.

**Cup**

Remember the spilled water? Just as we were certain that one can't recover water that is spilled on the ground, so we can be certain that all will die.

**Heart/Fig Leaf**

This was man's first attempt to bridge the gulf that separated himself from God. It was his way of trying to restore the relationship he had once enjoyed with God.



SAMPLE PAGE

204 ♦ CHAPTER TWELVE

2 THE WAY

12-C
1:09

Sheepfold

Point out relevant aspects of this visual aid as you read this paragraph.

Jesus often used common day-to-day experiences to illustrate spiritual truth. In this story, Jesus began by reminding his listeners of the sort of pen in which sheep were kept. The enclosure was constructed using stones upon which thorny vines were encouraged to grow. The purpose of these brambles was to deter wild animals or thieves from crawling over the wall. The pen had only one entrance.



During the day the shepherd would lead his flock out to the pasture for grazing. At night the flock would be returned to the fold and the shepherd would sleep in the entrance. No one could enter nor could the sheep leave without disturbing the guardian. The shepherd's body literally became the door to the pen.

Therefore Jesus said again, "I tell you the truth, I am the gate for the sheep."
John 10:7 NIV

Jesus described those who trust him as being like sheep, safely secured in the sheep pen.



"Yes, I am the gate. Those who come in through me will be saved..." John 10:9 NLT

Jesus said he alone was the gate—there were no other doors. It was only through him that one could be saved from the terrible consequences of sin. It was only through him that one could have eternal life.

CH12
1.112-D
0:22

A

12-C
1:09

▶ A “play” icon in conjunction with bracketed text, signifies content taught in an alternative manner using video in place of the same text being read by the leader or student. These video clips can be accessed at the beginning of each chapter in three different ways: 1) using the accompanying **Interactive DVD**, 2) scanning the **QR code** on your mobile device, or 3) typing in the URL on your **computer**. (See example on p. 30.)

Each video clip shows a visual aid being taught or background footage filmed in Israel, Egypt, Jordan and elsewhere. You may want to preview the clips to ensure their suitability for your audience. The icon includes an identification number corresponding to the chapter as well as the length of the specified video segment (minutes:seconds).

B



The visual aids may be used either as a supplement to or in place of the Interactive videos.

NOTE: As a leader, it is *important* that you watch the video clips prior to your study, to assist you in learning the proper use of the visual aid. Even if you don't use the visual aids and use just the videos, it is good to know how to use the ToolBox in review.

C

12-D
0:22

▶ In many instances, the Interactive video clips provide supplementary material not included in the book.



Where the content of a video clip may not be readily apparent, a brief summary will be given in a **Leader's Note** (page 303 ff.).

Use of the videos offers some distinct advantages:

- It relieves some of the demands off the leader, allowing one to collect his thoughts in anticipation of the material that is about to be covered.
- It helps maintain a student's interest by utilizing another form of teaching.
- It aids in the use of some visual aids that otherwise are very difficult to communicate clearly and effectively.

MAKING
SENSE OF

THE COMMENTS & LEADER'S NOTES

A



Comments are provided as “teaching tips” for the purposes of clarification, emphasis or illustration. A corresponding small icon identifies in the text where the comment is to be made.

Comments can be read “as is” or ad libbed. Be careful to avoid too much elaboration.

B



These icons direct you to the **Leader's Notes** beginning on page 303. It is important that these notes be carefully reviewed prior to each new session.

They include:

- Tips for teaching
- Background information
- Additional Scripture references

These notes are grouped according to chapter, section and sequence.

NOTE: **Leader's Notes** are not part of the lesson taught to a student. Nevertheless, we would encourage you to familiarize yourself with their content before you begin each of your lessons. These notes are there to assist the leader so that the main content can be taught with confidence. Once again, *do not* make the Leader's Notes part of your regular lesson.

SAMPLE PAGE

WORLDVIEW RETHINK LEADER'S GUIDE—ALL THE PROPHETS • 255

CHAPTER THIRTEEN ♦ 233

be imprinted with a signet ring. Any tampering with the rock would be immediately apparent.

SUNDAY

The guard was set in place on Saturday, the Jewish Sabbath. On Sunday while it was still dark...

... there was a great earthquake, because an angel of the Lord came down from heaven and rolled aside the stone and sat on it.

His face shone like lightning, and his clothing was as white as snow. The guards shook with fear when they saw him, and they fell into a dead faint.

Matthew 28:2-4 NLT

It took only a glance for these rough and rugged soldiers to know they were no match for this one angel. The last phrase in the above passage is a first-century way of saying they passed out from fear! What a shock! Who would have dreamed that the tomb could be empty. All the evidence pointed to one fact: Jesus had obviously come back to life!

In the meantime...

... Mary Magdalene, and Mary the mother of James, and Salome, bought spices, so that they might come and anoint Him. Very early on the first day of the week, they came to the tomb when the sun had risen. They were saying to one another, "Who will roll away the stone for us from the entrance of the tomb?"

Looking up, they saw that the stone had been rolled away, although it was extremely large.

Mark 16:1-4 NASB

Mary Magdalene apparently turned away in shock and dismay at the initial sight of the open tomb. She probably assumed the obvious—Jesus' body had been vandalized. Sobbing, she turned and ran to tell the disciples. But Mary and Salome pushed forward and entered the tomb.

And entering the tomb, they saw a young man clothed in a long white robe sitting on the right side; and they were alarmed.

But he said to them, "Do not be alarmed. You seek Jesus of Nazareth, who was crucified. He is risen! He is not here. See the place where they laid Him. But go, tell His disciples—and Peter—that He is going before you into Galilee; there you will see Him, as He said to you."

Mark 16:5-7 NKJV

So they departed quickly from the tomb with fear and great joy, and ran to tell his disciples.

C

What made the seal so certain was that it represented all the power of imperial Rome enforcing its authority.

CH 13
3.5

75 ♦ CHAPTER FIVE

2 ATONEMENT

After eating the fruit, the first thing Adam and Eve did was to clothe themselves in fig leaves. In spite of having these clothes, Adam told God that he felt naked—exposed. There is a reason for this. Scripture tells us:

God does not view things the way men do. People look on the outward appearance, but the LORD looks at the heart. ^{1Samuel 16:7 NET}

God was looking right through their feeble attempts to clothe themselves. He could see their hearts.

Scripture tells us that God rejected Adam and Eve's attempts at self-improvement. The fig leaves covered their nakedness, but their hearts were full of sin. He wanted to teach them that man could do nothing, outwardly or inwardly, to remove the sin problem. So, he refused to accept their fig leaf clothes.

A COVERING

Only God could supply them with clothing that was acceptable to him. God took animals, killed them and...

... the LORD God made garments of skin for Adam and his wife, and clothed them. ^{Genesis 3:21 NASB}

This was a graphic illustration of the fact that *sin brings death*. Adam and Eve had never seen death before. If they watched, it must have been a jarring experience—to see the blood spilled on the ground, the gasping for life, the shine pass from the animal's eye—to witness death's awful finality. Whatever the case, God made the awful reality of death understandable to them immediately. Animals died so that they might be clothed.

BANISHED

Although man had sinned, he still lived in the garden and had access to the tree of life. Eating of this tree would mean that man would live forever. So God removed man from the garden.

And the LORD God said, "Now that the man has become like one of us, knowing good and evil, he must not be allowed to stretch out his hand and take also from the tree of life and eat, and live forever."*

*Notice the word *us*. Since the Bible clearly states that there is only one God, it is logical to ask ourselves who God is talking to when he says, "... man has become like one of us." That question will be answered as we progress through the Scriptures.

A**Option One: Solo Teaching**

A one-on-one format is preferred to teaching two-on-one.

Unless one is very familiar with the material, use of the online videos or DVD is highly recommended for an individual assuming sole responsibility for teaching.

B**Option Two: Team Teaching**

The possible use of alternate teaching roles is identified by greyed-out sections, indicating when a second person assisting in teaching would be responsible to read and lead.

The lead teacher:

- introduces lesson material.
- keeps the session on track.
- determines if supplementary comments are appropriate for the time available.
- introduces the majority of the visual aids.
- handles the "wrap-up."
- answers questions.
- views this as an opportunity to disciple.

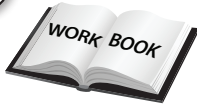
The assistant teacher:

- keeps a **Time Log**—recording the start and stop times for each section (available on the Resource CD). This helps budget time for future studies.
- ensures that the appropriate visual aids are available to both leaders.
- views this as an opportunity to learn.

MAKING
SENSE OF

THE WORKBOOK & UNDERLINING

A



Do not think of the **WorkBook** as a quiz or exam.

- Provides opportunity for discussion and clarification
- Assures each student of their own comprehension of each lesson
- Questions touch on common responses heard on the street
- Strongly recommended by those who have taught this material many times

B

Two Options for using the WorkBook:

Option One: After the first study, assign the **WorkBook** as homework. This forces the student to go home and process the information a second time. At the beginning of the next study, the answers are reviewed to ensure there is no confusion or questions.

- This is the preferred method in that it allows the student to process the material several times—reinforcing their understanding of the lesson.

Option Two: Each chapter is comprised of several sections. At the end of each section, take the time to complete the **WorkBook** questions. This only takes a few minutes and helps cement in the mind of the student what is the most important part of the lesson. This will add 3-5 hours to the overall study time.

This option would be recommended if the student:

- is unable to do the homework on his own time.
- seems to be having problems comprehending each lesson as you progress.
- speaks English as a second language. (It will help with English comprehension.)

C

Underlining signifies key statements to be highlighted by the student when directed to do so by the leader. Precede reading the sentence with these words, "Underline this," or "Underline the next two sentences."

These highlighted statements will be helpful as the student responds to questions in the **WorkBook**. This will be particularly true of international students.

If underlining seems to distract the student, then stop the highlighting.

SAMPLE PAGE

WORLDVIEW RETHINK LEADER'S GUIDE—ALL THE PROPHETS • 215

CHAPTER TEN ♦ 177

A GENTLE REMINDER

This wasn't a sassy retort. Jesus was simply saying that he was right where a child should be—at home in his Father's house. *But what did he mean by Father? Who was this Father he was referring to?* We will study this more in the next section. For now, it is enough to understand that Jesus used this phrase as a gentle reminder to his earthly parents of who he really was.

... his parents did not understand the remark he made to them. Then he went down with them and came to Nazareth, and was obedient to them. But his mother kept all these things in her heart. And Jesus increased in wisdom and in stature, and in favor with God and with people.

Luke 2:50-52 NET

**4 THE PROPHET JOHN**

Jesus did not officially begin his life's work until he was about thirty years of age. By then, John, the son of Zechariah, had started to prepare the way for him.

In those days John the Baptist came preaching in the wilderness of Judea, and saying, "Repent, for the kingdom of heaven is at hand!" For this is he who was spoken of by the prophet Isaiah, saying:



*"The voice of one crying in the wilderness: 'Prepare the way of the LORD; Make **His** paths straight.'"*

Then Jerusalem, all Judea, and all the region around the Jordan went out to him.

Matthew 3:1-3, 5 NIV

The Prophet John was fulfilling an ancient prophecy made 700 years earlier by the Prophet Isaiah. He was preparing the way for the Lord. In the same passage, Isaiah had said...



You who bring good tidings to Jerusalem, lift up your voice with a shout, lift it up, do not be afraid; say to the towns of Judah, "Here is your God!"

Isaiah 40:9 NIV


John was telling everyone that would listen that the Messiah—**THE PROMISED DELIVERER** had arrived. It created quite a stir.

BAPTISM

John was being referred to as the Baptist because he was baptizing people. The ritual of baptism was not uncommon to the Middle Eastern people of that day. It was full of meaning. Today, however, much confusion surrounds this word.

MAKING
SENSE OF

THE MASTER LIST OF VISUAL AIDS

1	2	3	4
Basic	Intermediate	Advanced	Supplied by Leader
001 Paddle	Three Puzzles: Pieces not Assembled Incorrectly Assembled Correctly Assembled	Sheep—Large size (3D Alternative)	"Live" Branch
002 Coin			Cup of Water
003 Sign—Perfectly Loving		Weigh Scale (3D Alternative)	Knotted String
003 Sign—Perfectly Just	Clothes Basket	Tabernacle Model	Scissors
004 Weigh Scale	Papyrus	Tabernacle Furniture	Black Marker
005 Altar	Scroll	Cloaks: White Green Dirty White Black Red	Mirror
005 Ram	Fig Leaf		Perfume
005 Garden Produce	Fruit/Veggies (3D Alternative)		White Paper Bag
005 Isaac	Rat, Black—Medium size		Gold Nuggets & Trash
006 Heart	Sheepskin (Synthetic)*		Water Bottle & Cleaning Fluid*
006 Heart Covering	Sheep—Medium size (3D Alternative)		Blank Sheet of Paper
007 Ark			Small Gift Box—Wrapped
008 Tower of Babel	Chain		
009 Firstborn	Luxury Toy Car*		
009 Lamb (Live)	Gavel		
009 Lamb (Dead)	Award		
009 Passover Door			RESOURCE CD** Certificate of Debt #1 Certificate of Debt #2 Certificate of Debt #3 Certificate of Debt #4 Corrupted & Uncorrupted Paragraphs Sheepskin Template* Manjui Illustration Tabernacle Poster*** Temple Poster*** The Book of the Dead*
010 Stone Tablets			
011 Man [with Knotted String]			
012 Weigh Scale (Gold/Trash)			
013 Priest			
014 Man [with 009 Lamb (Live) or Sheep—Medium size (3D Alternative)]			
015 Serpent on Pole			
016 Dagon*			
016 Dagon (Broken)*			
017 Sheepfold			
017 Sheep (12)			
017 Shepherd			
018 Cross & Tomb			

* Greyed out items are not used in teaching *All the Prophets*. They are included in the visual aids for teaching *By This Name* or *The Stranger*.

** NOTE: The Resource CD also includes promotional resources not considered as visual aids.

*** As alternatives to what is available in the Advanced ToolBox, these visual aids may be either utilized as PowerPoints® or printed off for use as posters.

STEP TWO: GETTING STARTED

Needed by the leader:

- ☐ Bible
- ☐ This *All the Prophets* Leader's Guide with the accompanying Interactive DVD
- ☐ *All the Prophets* Companion Workbook (completed)
- ☐ The appropriate visual aids for each session
- ☐ A pen or pencil

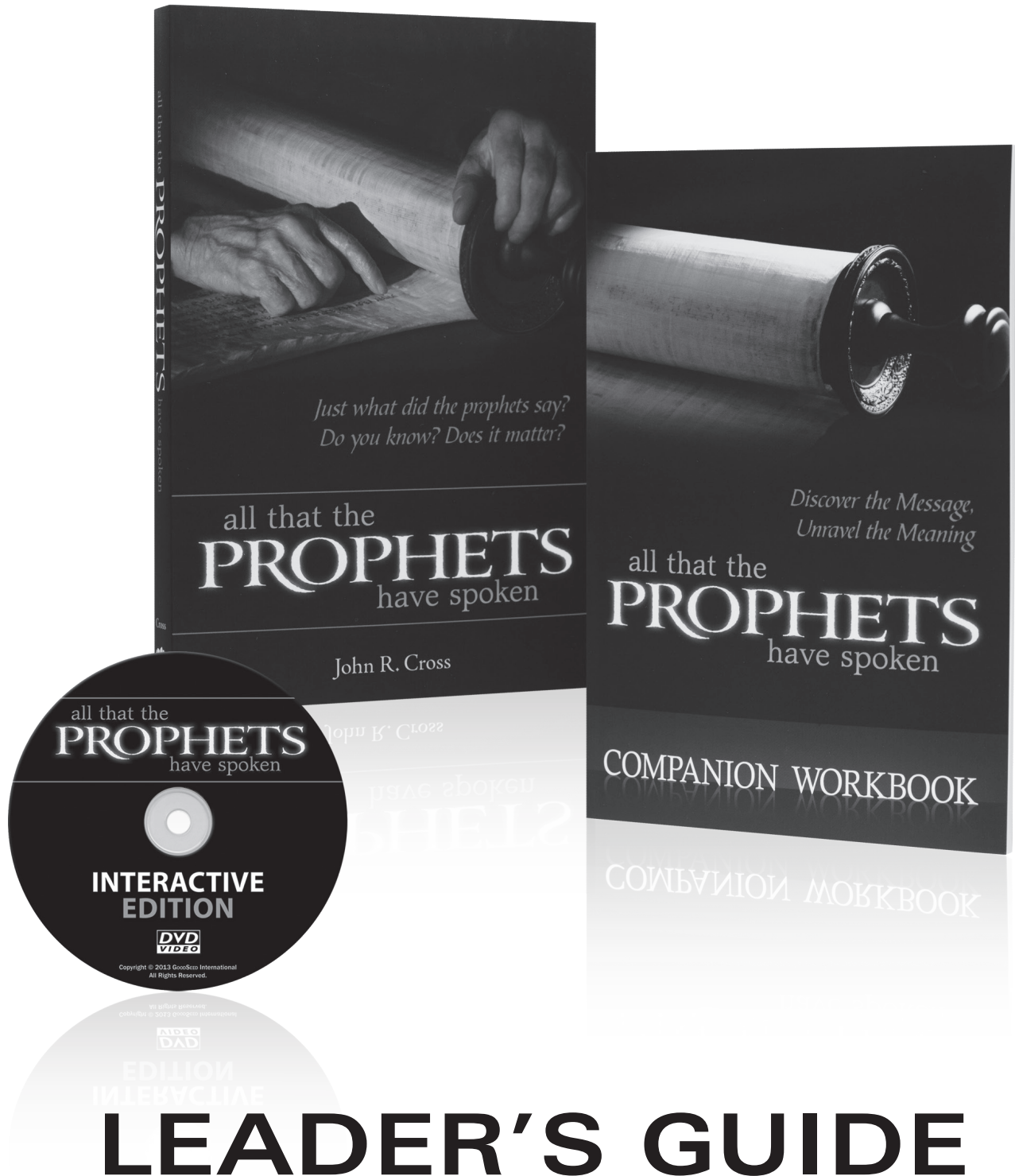
Needed to be given to each student:

- ☐ *All that the Prophets have Spoken* Interactive Edition
- ☐ *All the Prophets* Companion Workbook
- ☐ A pen or pencil for the Workbook
- ☐ A highlighter to underline in *All the Prophets*
- ☐ A Bible, if student does not have one

Because of misconceptions your students may have, we recommend you do not open your sessions with prayer. We want to avoid reinforcing a false understanding of the purpose and meaning of prayer. Remember, those who do not know the God of the Bible in a personal way do not have anyone to whom they may genuinely pray. Rather, we would encourage you to pray before your students come, and then begin the lesson not long after they arrive.

You can start with the words, “Well, we are here to find out what Scripture says about itself. So let’s begin. Each one of you will have a textbook and a workbook. These books will walk us through a very condensed overview of the Word of God.”

WORLDVIEW RETHINK™



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To maintain ease in reading and remain consistent with the Scripture text chosen, in most cases I have used small initial letters for pronouns and certain nouns that relate to God. In areas where there might be confusion about who is being referred to, I have used capital letters consistent with traditional grammar rules.

All the Prophets introduces the reader to nine different translations of the Bible. None of the translations differ on content communicated nor affect the accompanying commentary.

All Scripture portions are italicized and indented. Where Scripture text is boldfaced, an emphasis has been added. Square parentheses in the Scripture text indicate additions for explanatory purposes.

PREFACE

We live in a world of many different belief systems. Whether you call them religions, faiths or cults, what people believe cannot be ignored. History is strewn with wars and scrapping over religion. In the past, these battles were fought on a local level. Now, with the advent of the global village, people of very different beliefs are being pressed up against each other, and the potential for major conflict is enormous.

It behooves us to know what our neighbours believe and why they believe it. Though we may never agree with them, when we know what people believe, at the very least, we can intelligently disagree without being disagreeable and our neighbours, being understood, feel less threatened.

All that the Prophets have Spoken is about the most widely distributed and most vehemently disputed book in history—the Bible. If you are one of those who seriously wants to understand what the Old and New Testament Scriptures are all about, then this book is for you.

I've tried to keep this book as objective as possible. That is not easy. By their very nature, the writings of the prophets demand a response. Nonetheless, I've worked to explain Scripture clearly, allowing it to speak for itself—to say what it says—but letting you draw your own conclusions. What you believe about it all is up to you.

Some may accuse me of losing objectivity because I've communicated Scripture as fact. I've felt that it was a risk I must run, as the Word of God presents itself that way. To do otherwise would not be true to the text. In writing, I was determined to not water down the message of the prophets. Scripture is quite direct about what it has to say and I've endeavoured to reflect that reality by shunning any sort of vagueness.

So, if you are one of those who would like to understand the message of the prophets as it was written long ago, come along and read *All that the Prophets have Spoken*. Their message may surprise you.

❖ 7

NOTE: The page numbers of this leader's guide do not coincide with the page numbers of the *All the Prophets* book, as seen inset on each page before you. Keep this in mind as you direct your students in their copies of *All the Prophets*.

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CHAPTER ONE

- 1 PROLOGUE
- 2 GETTING THINGS STRAIGHT
- 3 A UNIQUE BOOK

Chapter 1 Visual Aids				
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1				
2		Puzzle (loose pieces)		Bible
		Incorrect Puzzle		
		Correct Puzzle		
		Clothes Basket		
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1 PROLOGUE

The year—circa AD 33. The sun burned midday hot. All was quiet. Even the birds refused to sing in the oppressive heat. Cleopas kicked a clod of dried mud from the dusty road, drew a large breath and blew out his cheeks in a weary sigh. Squinting into the haze, he could barely make out the next ridge. A few miles beyond lay Emmaus—home. Sunset would be on them before their arrival. Normally they would have left Jerusalem sooner—after all, seven miles is a decent walk—but the events of the morning had kept them hanging back, wishing for more concrete news.

Cleopas's heavy thoughts were jerked back to the present as his irritated companion asked a question for the second time. The two of them had been discussing the day's events—the last few years' events—until it seemed no detail could be dissected more. Cleopas was tired, but more than that, he was confused by all that had transpired in Jerusalem. These days, it seemed life held more questions than answers.

Trudging down the hill they rounded a bend. It was then they met the stranger.

Hours later, the same day, the same night, when the two of them stood hot and sweaty before their friends back in Jerusalem—for it was there they had rushed—they couldn't give a good answer as to how the stranger had joined their twosome. At first, Cleopas thought he had stepped out of the shadow of a big boulder, but that didn't jive with his friend's explanation. The bottom line was, they just weren't sure where he had come from. Lamely, Cleopas had said the stranger had “kinda, well, just sort of ... appeared.” That had been met with some derisive statements about the heat and too much sun.

But of one thing they were sure. The stranger had taken that ancient collection of books, the Bible ...

And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself.

Luke 24:27 NIV

The stranger's explanation of the Holy Scriptures had made incredible sense. It was also accompanied with a rebuke.

*He said to them, “How foolish you are, and how slow of heart to believe **all that the prophets have spoken!**”*

Luke 24:25 NIV



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Though Cleopas and his friend may have been slow to believe the prophets, once the stranger explained the prophets' message to them, all despondency and doubt had fled their minds. So thrilled were they by their new understanding that they had hurried all the way back to Jerusalem to tell their friends about the Stranger. Somehow, somewhere, they too needed to hear this message—the message they had heard on the road to Emmaus.

So just what did the Stranger say about the Bible—a book that has puzzled so many—that made so much sense? That is what this book is all about. And to understand it clearly, we will do what the Stranger did. We will go back to the beginning of the Scriptures for a careful look at all that the prophets have spoken.

NOTE: Below is your first ToolBox item. Be sure to get your students' attention for each visual aid.

(See p. 10 for suggestions.)

Bible

4

This study guide summarizes the central message of the Word of God. To help us keep that in mind, I'm going to place a copy of the Holy Scriptures in front of us.

(Open and place a **Bible** in front of your students. A Bible without study notes is preferred.)

1-A
6:45

A PUZZLE 🔧

In many ways, understanding the message of the Scriptures is like building a house or assembling a puzzle. To interpret the Word of God accurately, the many parts must be put together in the right way. To ensure this happening, we will apply four universal principles of learning that are used in school classrooms every day.

1. The Priority Principle

The first principle states that when you study a new subject, learn the most important information first. For example, if a builder wants to teach a person how to construct a house, he will stress the importance of laying a firm foundation, erecting solid walls and finishing with a tight roof. He will leave till later such things as choosing furnishings or paint colours.

In the same way, the Scriptures cover an incredible array of topics, but not all are of equal importance. In this book we will focus on the

CH1
2.1

Three Puzzles

2

(Scatter **loose puzzle pieces** on the table.)

Scripture covers many diverse topics. Each of these pieces represents a different subject. The big pieces represent those subjects that are discussed at great length. The little pieces represent topics mentioned only briefly.

Some people, in an attempt to understand God's Word, put it together as they see fit.

(Hold up **incorrect puzzle**.)

What they end up with appears feasible—it may even seem “right.” But this is the way it is supposed to look.

(Hold up **correct puzzle**.)

You don't want this (point to the **incorrect puzzle**) when this (hold up the **correct puzzle**) is what the designer of the puzzle intended. So it is with understanding the message of the Holy Scriptures.

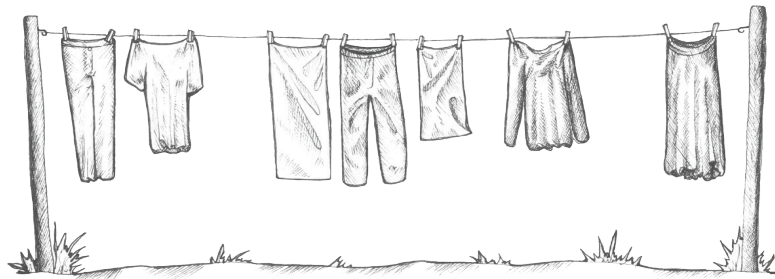
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most significant theme in the Word of God. Once you understand it, the Scriptures will make profound but simple sense.

2. The Storytelling Principle

This second principle is intuitive. When one reads a story, one doesn't start in chapter ten, jump to chapter six, read chapter two and conclude in chapter nine. No! We all know that to make sense of a story, one needs to start at the beginning and move step by step through to the end. That may seem obvious, but many people tend to read the Word of God in bits and pieces, resulting in confusion.

Since much of Scripture is a narrative, we will simply follow its natural chronological progression. At the same time, we will apply the Priority Principle, covering the most important stories first, stringing them together in a row, like hanging laundry on a clothesline. Since this overview is far from comprehensive, expect some gaps in the storyline. 🔧



The gaps can be filled in later after one has the overall picture. Although this clothesline cannot include every story in the Word of God, the events covered will tie together in one continuous narrative.

3. The Mathematical Principle

The third principle takes the above progression and adds another dimension to it. In learning, start with the simple and move to the complex. For example, children are not taught algebra in kindergarten. Rather, they learn basic arithmetic, equations such as: one apple + one apple = two apples. Over time they move to complicated mathematics, such as $E=MC^2$. Teaching algebra in kindergarten would result in confused children.

It's the same way with Scripture. If you skip the basics, your understanding will incorporate unusual ideas, resulting in a muddled message. To avoid that problem, we will progress through the story building on previously gained knowledge.



Clothes Basket

Each article of clothing represents one of the stories we will be looking at in the following pages. We can't cover every story so some will be left off the "clothesline." (Notice the gaps.) In a sense, those stories remain in the "clothes basket."

(Hold up **clothes basket**.)

Feel free to ask questions but if they concern stories off our "clothesline," we will write them down and save them in the "basket" until the end.

(Pretend to write a question on a note pad, then put it in the **basket**.)

Other questions will be answered as we proceed. After we finish the book, we can go back and fill in the gaps.

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CH1
2.3

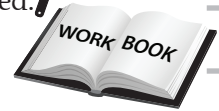
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4. The Clarity Principle

The fourth principle addresses two issues. The first area has to do with the *meaning* of certain words. Over centuries, word meanings can change, but Scripture has a system that locks the meaning of a word in place. To define a word, Scripture tells a story. Through the story we learn exactly what the word means. It cannot be changed. In this regard, the clarity principle advises us to *let the Word of God define its own words*.

The second area has to do with the study of topics. For example, normally we study sciences by subject—such as astronomy, chemistry or biology—without mixing them. For a beginner, listening to a lecture on the solar system and on the structure of the cell at the same time would be confusing. When content is new or unfamiliar, the clarity principle advises a teacher to stick to one subject at a time. We will be doing just that. 🔑

As we apply these four principles, we will clearly understand the Word of God; the puzzle will be correctly assembled. 🔑



Incorrect Puzzle

(Hold up *incorrect puzzle*.)

What they end up with is confusing.

2

Correct Puzzle

(Hold up *correct puzzle*.)

At the end you want to have this.

2

CH1
3.1

1-B
1:54

3 A UNIQUE BOOK

There is no doubt about it; the Bible is a unique book. Actually, it's a collection of books, 66 in all. One author wrote the following to encapsulate the uniqueness of Scripture: "Here is a book..."

1. written over a 1500 year span;
2. written over 40 generations;
3. written by more than 40 authors, from every walk of life...

Moses, a political leader, trained in the universities of Egypt

Peter, a fisherman

Amos, a herdsman

Joshua, a military general

Nehemiah, a cupbearer

Daniel, a prime minister

Luke, a doctor

Solomon, a king

Matthew, a tax collector

Paul, a rabbi

4. written in different places:

Moses in the wilderness

Jeremiah in a dungeon

Daniel on a hillside and in a palace

CH1
3.2

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- Paul inside a prison*
Luke while travelling
John on the isle of Patmos
others in the rigors of a military campaign
5. *written at different times:*
David in times of war
Solomon in times of peace
6. *written during different moods:*
some writing from the heights of joy and others from the depths of sorrow and despair
7. written on three continents:
Asia, Africa and Europe
8. written in three languages:
Hebrew . . . , Aramaic . . . and Greek . . .
9. *Finally, its subject matter includes hundreds of controversial topics. Yet, the biblical authors spoke with harmony and continuity from Genesis to Revelation. There is one unfolding story...¹*

This “one unfolding story” is what we want to look at—simply and without theological jargon. One unique thing about Scripture is that it claims to be God's own words.

GOD-BREATHED

We are told in its pages that...

All Scripture is God-breathed.²

2 Timothy 3:16 NIV

The whole concept of God *breathing out* Scripture is a study in itself. Just as when one exhales his breath, and that breath comes from his innermost being, so all Scripture is to be viewed as the very product of God himself. God and his words are inseparable, which is one reason Scripture is referred to as God's Word.

PROPHETS

Highly simplified, it can be looked at this way. God told men what he wanted recorded about himself and those men wrote it down. Most of these men were called *prophets*.

In the past God spoke to our forefathers through the prophets.

Hebrews 1:1 NIV

In ancient times, a prophet was a messenger who passed on God's words to the people. The message usually addressed aspects of daily living, but almost invariably, the prophets also included things yet to come. This foretelling of the future had a practical aspect to it. It was a potent test to determine whether a prophet was genuine.

CH1
3.3

CH1
3.4

C

Whenever you see the text indented and italicized, like this, these are direct quotes taken from the Word of God. Their location in Scripture is given with the small text at the end of each quotation.

CH1
3.5

CH1
3.6

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If what a prophet proclaims in the name of the LORD does not take place or come true, that is a message the LORD has not spoken.

Deuteronomy 18:22 NIV

A prophet's message was validated by the accurate fulfillment of his prophecies. He had to be 100% correct—there was no room for error.

But a prophet who presumes to speak in my name anything I have not commanded him to say, or a prophet who speaks in the name of other gods, must be put to death.

Deuteronomy 18:20 NIV

God guided the prophets in such a way that what they recorded was precisely what he wanted written. At the same time, God allowed the human writer to record His Word—God's Word—in the prophet's own unique style, but to do so without error. These men were not free to add their own private thoughts to the message; neither was it something they dreamed up on their own.

You must understand that no prophecy of Scripture came about by the prophet's own interpretation. For prophecy never had its origin in the will of man, but men spoke from God as they were carried along.

2 Peter 1:20-21 NIV

God was not putting his stamp of approval on some literary effort of man. The phrase *carried along*³ is used elsewhere in the Word of God in reference to the transporting of a paralyzed man. Just as the paralyzed man could not walk by his own power, so the prophets did not write Scripture at their own inclination.

Scroll & Papyrus

2

(Hold up the scroll.)

Here is a scroll. Scrolls were the forerunner of today's books.

(Hold up the papyrus.)

This is papyrus. Under the right conditions, papyrus is very durable. Papyrus sheets were glued together into a long page and then rolled up to create a scroll.

1-C
3:04

CH1
3.7

Corrupted & Uncorrupted Text

4

*(If in a group, pass out the **corrupted/uncorrupted texts**. Ask the students to determine the middle word in the copy they have received. If they're holding the "uncorrupted" one, the word will be letters. Because some will have a "corrupted" version, there will be some discussion as to which is correct.)*

Q "How can we know which copy is correct?"

A "We need to compare it to the original—here in *All the Prophets*."

(For effect, take one of the "corrupted" handouts, crumple and discard it.)

Any Scripture that was not copied correctly was destroyed. The early scribes not only verified the middle word but they also checked the middle letter in order to ensure accuracy in their transcription of the Scriptures.

EXTREME ACCURACY

The prophets wrote God's words on a scroll, usually an animal skin or paper made from plant fibre. The originals were called *autographs*. 🔑

Since the autographs had a limited lifespan, copies were made of the scrolls—copies made entirely by hand! The writers' awareness that what was being recorded was God's own Word resulted in the most remarkable duplication job ever done. In writing the Hebrew text: "*They used every imaginable safeguard, no matter how cumbersome or laborious, to ensure the accurate transmission of the text. The number of (letters) in a book was counted and its middle letter was given. Similarly with the words, and again the middle word was noted.*"⁴ This was done with both the copy and the original autograph to ensure that they were exactly the same. 🔑

The Dead Sea Scrolls, which were discovered in 1947, prove just how meticulous these scribes were. No significant variations were found between the Dead Sea scrolls (written in 100 BC) and

CHAPTER ONE ♦ 15

manuscripts resulting from centuries of copying and recopying to a period of time 1000 years later (AD 900).⁵

Josephus, a Jewish historian from the first century AD, summed it up for his people when he stated, *"How firmly we have given credit to those books of our own nation, is evident by what we do; for during so many ages as have already passed, no one has been so bold as either to add anything to them, to take anything from them, or to make any change in them; but it [is] natural to all Jews ... to esteem those books ... divine."*⁶

These men were absolutely convinced that to meddle with the text was to tamper with God himself. We have ample reason to be assured that what we have today is essentially the same as what the prophets wrote.

TRANSLATIONS

The autographs were originally written in Hebrew, Aramaic or Greek. Of course, the copies were made using the same speech. Since many of us do not know these tongues, Scripture has been translated into many other languages. These translations work from an original text that finds its roots in the ancient past.

For example, translations of the Old Testament (the Law, Writings and the Prophets) use manuscripts that we can still read today—manuscripts dating from 100 years before the birth of Christ. Jesus quoted from a Greek translation of the Hebrew Scriptures that was completed at least 150 years before he lived on the earth. That translation still exists and can be read today. The New Testament (which covers the life of the Messiah) uses over 2700 Greek manuscripts that date from the second century. Any one of these ancient sources can be used to check the accuracy of what we presently read. Once again, it can be safely said that what the ancient prophets wrote is essentially the same as what we read today.

The prophets themselves testified that God would preserve his written Word in such a way that it would never change.

The grass withers, the flower fades, But the Word of our God stands forever.

Isaiah 40:8 NASB

Jesus, the Messiah, also said:

"For truly I say to you, until heaven and earth pass away, not the smallest letter or stroke shall pass from the Law [or The Holy Scriptures] until all is accomplished."

Matthew 5:18 NASB

God is great and consistent with his character, has faithfully preserved his Word.



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GOD'S WORD

Whether you remember the details about translations is not critical. The important thing to keep in mind is that Scripture claims to be God's written Word—his message to mankind. We are told that through its pages we can become acquainted with God. Such a claim should cause even the most indifferent person to pause and consider what it has to say.

Your word, O LORD, is eternal; it stands firm.

Psalm 119:89 NIV

1-D
2:11

**NAVIGATION AIDS**

For those unfamiliar with navigating their way through the Word of God, it may be helpful to know that most editions of the Scriptures are divided into 66 books, which are further subdivided into chapters and verses.

The Scriptures written before the coming of the Messiah are called the *Old Testament*, with the remainder being called the *New Testament*.

Historically, the Old Testament portion was divided into three categories:

1. The Law of Moses: Depending on the person, this section is sometimes referred to as the Torah, the Books of Moses, the Law, the Taurat or the Pentateuch.
2. The Writings: sometimes called the Psalms, the Books of Poetry, the Psalms of David or the Zabur.
3. The Prophets

The phrase *the Law and the Prophets* is a way of referring to the entire Old Testament, a part that comprises approximately two-thirds of Scripture.

The remaining one-third is called the *New Testament*. It includes the accounts of the life of Jesus, best known as the *gospel* or the *Injil*, depending on your background.

In many parts of the world, Scripture is referred to as the *Bible*—a Latin word simply meaning “book.” The usage of the word *Bible* should not be identified with any particular belief group. In this book we will be using terms that are found in Scripture themselves, such as *Word of God*, the *Word*, and of course, *Scripture*.



CHAPTER ONE ♦ 17

VIDEOS





goodseed.com/atp/2.html



CHAPTER TWO

1 IN THE BEGINNING GOD

2 ANGELS, HOSTS AND STARS

Chapter 2 Visual Aids	 1	 2	 3	 4
	Basic	Intermediate	Advanced	Supplied by Leader
1				
2	Paddle			

CHAPTER TWO ♦ 19

1 IN THE BEGINNING GOD ...

God is great! Scripture declares it over and over again. God's greatness is embedded in the very first sentence of the Bible—in four very profound words. It says:

In the beginning God...

Genesis 1:1 NASB

There are no opening arguments for the existence of God—it is assumed he exists. God is just *there*.

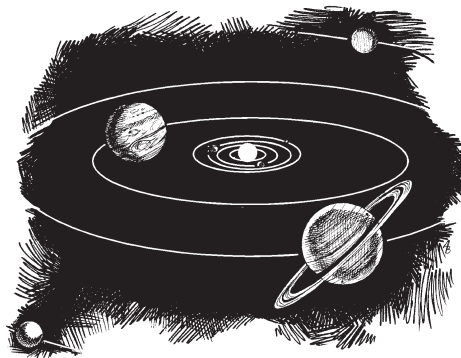
ETERNAL

God has been there all along. God existed before plants, animals and people, before the earth and the universe. He had no beginning and he will have no end. God has always been and will always be. Scripture says that God has existed from everlasting past to everlasting future. God is eternal. Moses, one of God's prophets, penned these words:

Before the mountains were born Or You gave birth to the earth... from everlasting to everlasting, You are God. Psalm 90:2 NASB

The concept of an eternal God is difficult for us to grasp. It's so troublesome to our intellect that many people simply declare it to be impossible. But there are illustrations to help our comprehension. For example, we can compare eternity with the cosmos.

Most of us can fathom our solar system—the sun surrounded by orbiting planets. We know it's vast, but space probes have made the farthest distances seem reachable. But go a step further and begin to measure the universe. If we were to climb into a spaceship and travel at the speed of light, we would circle the earth *seven times in one second*! How did you enjoy your tour? A little brisk, perhaps? Heading out into space at the same speed, we would pass the moon in two seconds, the planet Mars in four minutes, and Pluto in five hours. From there you are off into our galaxy—the Milky Way.



2-A
3:29

C

To measure something as immense as the universe, it doesn't make sense to use miles or kilometres. You need another way of determining distance—we use light.

To measure the universe, we have to think in terms of how far light travels during the course of one year—what is called a light year. There are a lot of seconds in a year and, in each one of those seconds, light travels 300,000 km (186,000 miles). So when we talk about one light year, it represents a vast distance.

CH2
1.1

CH2
1.2

NOTE: As you read through this graphic, follow the sequence as indicated.

- 1 At the speed of light you circle the earth seven times in one second ...



... pass the moon in two seconds ...

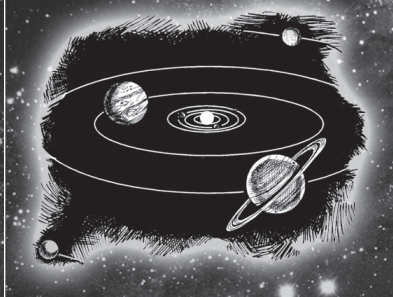
... and Pluto in five hours.

... Mars in four minutes ...

- 2 At the speed of light, you will reach the closest star in 4.3 years, which means each second of those years you travel 186,000 miles or 300,000 kilometres—a total distance equivalent to 25,284,000,000,000 miles or 40,682,300,000,000 kilometres.

NOTE: When reference is made in the text to distance or weights, use the standard of measurement that is most appropriate for your audience.

- 4 Our star, the sun, is near the edge of the Milky Way Galaxy. Our entire solar system with its orbiting planets could fit in this box.



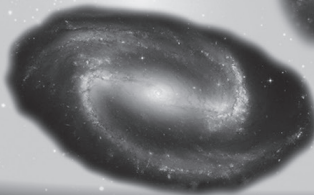
3 The Milky Way Galaxy

The band of stars you see in the night sky is part of a gigantic family of stars called the Milky Way Galaxy. Travelling at the speed of light, it would take 100,000 years to cross it from one side to the other. There are an estimated 100 billion galaxies in the universe, many comprising billions of stars. Galaxies come in clusters and superclusters. There are about twenty galaxies in our cluster, and thousands of galaxies in our supercluster.

8 Want a star named after you?

Based on the present population of the earth, you could have 16 *galaxies* named after you. That means *billions* of stars could carry your name!

5 At the speed of light, you will reach the next closest galaxy in 2,000,000 years ...



6 ... and the next closest cluster of galaxies in 20,000,000 years.



7 At this point you have only begun to travel the universe.

22 ♦ CHAPTER TWO

Yes, the thought of an eternal God is difficult to grasp, but so is the vastness of our universe. Both are mind-boggling, yet both are real. Scripture speaks emphatically on this point. God's eternal existence is such an inherent part of his greatness that the Word of God refers to it as his name.

The name of the LORD, the Eternal God.

Genesis 21:33 NIV

MANY NAMES

God has many names or titles, each declaring something about his character—his greatness. We will look at three:

1) I AM

God said to Moses, "I AM WHO I AM."

Exodus 3:14 NASB

The closest one can get to an explanation of this statement is: *I AM the One who is* or *I AM the self-existent one*. God exists by his own power. We need food, water, air, sleep, light—an endless supply of essential items—to live, but not God. He requires nothing—nothing at all! He is the *self-existent one*, the *I AM*.

2) LORD (YAHWEH)

The title *I AM* is not commonly used in Scripture because its meaning is embedded in the word *YAHWEH*. *YAHWEH* is God's personal name, just like people are named Ken, Samir, Amy or Fatima. Bible translations show reverence for this great name by translating it with the title *LORD*.

LORD [YAHWEH], there is no one like you! For you are great, and your name is full of power.

Jeremiah 10:6 NLT

The title *LORD* not only highlights God's eternal self-existent state, but also focuses our attention on his position—a position that is higher than all others. He is *LORD* of lords.

3) THE MOST HIGH

This name ties in with the name *LORD* by emphasizing God's role as a sovereign ruler.

That they may know that You alone, whose name is the LORD, are the Most High over all the earth.

Psalms 83:18 NASB

Just as ancient empires had absolute leaders or sovereigns who reigned over their domains, so God is King of the universe, the God Most High. Even the word *God* itself emphasizes his position as supreme ruler. The word *God* means "strong one, mighty leader, supreme Deity."

CH2
1.4

CH2
1.5

CH2
1.6

CHAPTER TWO ♦ 23

*The LORD is in his holy temple; the LORD is on his heavenly throne.
He observes the sons of men; his eyes examine them. Psalms 11:4 NIV*

God rules from Heaven. We don't know much about Heaven, but the little we do know is incredible. We will discuss this in more detail later on, but for now it is enough to know that this great God is the Supreme Ruler.

ONLY ONE GOD

The term *the Most High* means that God is unquestionably unique—another aspect of his greatness. There is no one else like him. He stands alone, the sovereign LORD of all.

I am the LORD, and there is no other; There is no God besides Me.
Isaiah 45:5 NKJV

Before me no god was formed, nor shall there be any after me.
Isaiah 43:10 ESV

There is no hierarchy of gods, with one big God ruling over the others. Whether self-existent or created, no other gods exist out there.

*This is what the LORD says... "I am the first and I am the last;
apart from me there is no God."*
Isaiah 44:6 NIV

Scripture is emphatic—there is only one God.

*There is only one Lawgiver and Judge, the One who is able to
save and to destroy.*
James 4:12 NASB

A SPIRIT

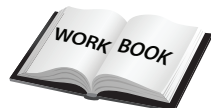
Before we leave this subject, we need to understand one last thing. Scripture tells us that God is invisible because ...

God is spirit.
John 4:24 NASB

Think of a funeral of a friend who has died. The body was there, but where was the person? He was gone; his spirit was no longer there. When we look at someone we only see their house, the human body; we don't actually see the real person, the spirit.

Scripture indicates in many different ways that man's spirit starts at a point in time and then lives on forever. But God is different; he never had a beginning and he will never end. He is the only eternal spirit living from everlasting past to everlasting future.

God: He is a *Spirit*.
He is *eternal*.
He is the *I AM*—the self-existent one.
He is the God *Most High*, the sovereign Ruler of all.
He is the *only* God.



▶ 2-B
1:01

24 ♦ CHAPTER TWO

Would you like to help us read?

If you read the Scripture verses, I will continue to read the rest of the text.

CH2
2.1

CH2
2.2

CH2
2.3

[Gabriel = Arabic: *Jibril*]
[Michael = Arabic: *Mikhail*]

2 ANGELS, HOSTS AND STARS^c

God's first creative act is revealed throughout the pages of the Bible. It has to do with the origin of spirit beings.

NAMES

Scripture calls spirits by many different names, some singular, some plural. We often call them angels, but the Word of God uses many terms to define them: cherubim, seraphim, angels, archangels, morning stars—the list goes on. Collectively they are referred to as multitudes, hosts or stars.*

*Not to be confused with stars in the night sky.

The host of heaven worships You.

Nehemiah 9:6 NKJV

They may all have personal names but Scripture only records a few, such as Gabriel and Michael.

INVISIBLE, INNUMERABLE

As with God, spirits are invisible. They do not have bodies of flesh and blood like you and me. Even though we can't see them, they must be everywhere. Scripture indicates that there are ...

...thousands upon thousands of angels.

Hebrews 12:22 NIV

The idiom used to number just those surrounding God's throne communicates an unfathomable sum.

Then I looked, and I heard the voice of many angels around the throne, the living creatures, and the elders; and the number of them was ten thousand times ten thousand, and thousands of thousands.

Revelation 5:11 NKJV

SERVANTS

The angelic beings were created to serve God and do his pleasure. They are called “ministering spirits.”

Praise the LORD, you angels of his, you mighty ones who carry out his plans, listening for each of his commands. Yes, praise the LORD, you armies of angels who serve him and do his will!

Psalms 103:20-21 NLT

Are not all angels ministering spirits sent to serve?

Hebrews 1:14 NIV

The word *angel* is derived from a Greek term meaning “messenger” or “servant.” Because God created them, they belonged to him and were to do whatever God asked them to do.

CHAPTER TWO ♦ 25

CREATOR-OWNER

The concept of the creator also being the owner has lost its meaning in our modern society. I remember walking through a tribal village in Papua New Guinea. Every item I asked about—“*Whose paddle is this? Whose canoe is that?*”—elicited a response that designated an owner. Upon inquiring how they knew who the owner was, they looked at me incredulously, “*Well, the owner is the one who made it!*” The creator-owner connection was very strong. When I questioned them if it would be all right for me to break a paddle, they were just as emphatic that it would not be a good idea, unless I wanted to have trouble with the creator-owner. Taking it a step further, I asked if it was acceptable for the owner to break it. They gave a tribal shrug and a nod: “*It's okay for the owner to break it—he made it.*”

God created the angels and so it was not out of place for them to be considered his possessions. And since they belonged to him, they were to do his bidding—as his servants, as his messengers. This was not some ancient form of servitude. There are no parallels here to forced bondage. The angels could have had no better Creator-Owner.

EXTRAORDINARY INTELLECT AND POWER

To carry out his directives, God created the angels with great intellect and power. Some of these angelic beings had more capability than others. The angels were created perfect, without any evil. But they weren't robots either; they each had a will which gave them the ability to choose.³

SIMILAR BUT DIFFERENT

Angels share some similarities with man, though they are greater than man in intelligence and power. Scripture says that God made man ...

... a little lower than the angels.

Psalms 8:5 NKJV

Though similar, angels are distinct from man. Angels never die.⁴ They neither marry nor reproduce.⁵ Though normally unseen, on certain assignments they make themselves visible. When they talk to man, the language they use is understandable to the hearer.

THE ANOINTED CHERUB

The most powerful, the most intelligent and the most beautiful spirit ever created was a cherub. His name is translated as *Lucifer*⁶ which means “shining one.”

▶ 2-C
1:34

**Paddle**

Here we have a small model of a canoe paddle typical to Papua New Guinea. Whenever we look at the **paddle**, we need to remember the Creator-Owner connection.



26 ♦ CHAPTER TWO

O Lucifer, son of the morning!

Isaiah 14:12 NKJV

Lucifer was referred to as an anointed cherub. The meaning of the word *anointed* has its origins in the ancient rite of pouring oil on someone or something to set it apart to God for a special task. This act was considered sacred and not to be taken lightly.

You were an anointed guardian cherub. I placed you; you were on the holy mountain of God... You were blameless in your ways from the day you were created.

Ezekiel 28:14-15 ESV

It seems that Lucifer's job kept him in the presence of God at all times. Perhaps, he somehow represented the rest of the angels and led them in their worship and praise of their Creator-Owner. We will learn more about this anointed cherub later.

WORSHIP

The word *worship* means to "declare a person's worth." Scripture says that all the angels worshipped God.

You preserve them all, and the angels of heaven worship you.

Nehemiah 9:6 NLT

Since God is the sovereign King, he rightly deserves to have his worth declared. By way of contrast, if I boast about a friend's deeds, someone could call into question whether my friend deserves as much praise as I have given him. But Scripture says that this great God is worthy of all praise. It is impossible to praise him too much.

You are worthy, O Lord, to receive glory and honor and power; For You created all things, And by Your will they exist and were created.

Revelation 4:11 NKJV

You are great and do wondrous things; you alone are God.

Psalms 86:10 ESV

ALL THE ANGELS WATCH CREATION

God's creative act had begun. Now, as the entire angelic host watched and rejoiced, God fashioned his next great work of art.

God's words to the prophet Job remind us of our Creator's incomparable greatness.

"Where were you when I laid the foundations of the earth? Tell me, if you know so much. Who determined its dimensions and stretched out the surveying line? What supports its foundations, and who laid its cornerstone as the morning stars [or spirit beings] sang together and all the angels shouted for joy?"

Job 38:4-7 NLT

[Job = Arabic: Ayyub]

C

Think of a national holiday where there are impressive displays of fireworks.

Just as a crowd exclaims "Ahhhh!" at the sight of an especially elaborate display of fireworks, so it seems the angels broke out into singing and shouting as they watched God in the process of creation.



CHAPTER TWO ♦ 27