



**CORNERSTONE CONNECTIONS**  
**JANUARY 26 2019**

**a very long walk  
 with God**

**Scripture Story:** Genesis 4:25–6:2.

**Commentary:** *Patriarchs and Prophets* (or *Beginning of the End*), chapter 6.

**PREPARING TO TEACH**

**I. SYNOPSIS**

It’s hard to imagine what it was like for Adam to live for almost 1,000 years with the memory of life before sin. And yet it was because of that memory of sweet communion with God and the promise that atonement would be made that Adam and Eve were able to pass on the lessons of their experience of God’s redeeming love and the awful consequences of sin.

The descendants of Cain, however, although intelligent and strong, continued to follow Cain’s self-centered approach to life. And the values of the deceiver’s kingdom continued through the line of Cain. As sin made its mark on the world, God made it clear that His judgment was coming. The faithful descendants of Adam and Eve lived long on the earth and witnessed the corruption of sin and the effects it had on the earth, except for Enoch.

In comparison to the other members of Adam and Eve’s family, Enoch lived a relatively short time on earth. Enoch was a man who walked so closely with God that God eventually translated him to heaven without dying. Not much is mentioned about Enoch in Scripture. The birth of Methuselah becomes a pivotal point in Enoch’s life. The Scriptures indicate that Enoch’s walk with God occurs after the birth of Methuselah. Other than he “walked with God” very little is known about Enoch. Three aspects of Enoch’s life do emerge in the limited information given in Scripture: (1) Enoch walked with God (Genesis 5:21-24); (2) Enoch pleased God (Hebrews 11:5); (3) Enoch witnessed for God (Jude 14, 15).

**II. TARGET**

The students will:

- Discover the attributes of Enoch’s relationship with God. (*Know*)
- Experience a desire to walk with God today. (*Feel*)
- Have a choice to live faithfully in the world but not be of the world. (*Respond*)

**III. EXPLORE**

- Growth and transformation in Christ\*
- Knowing God
- Prayer

**TEACHING**

**I. GETTING STARTED**

**Activity**

Refer the students to the *What Do You Think?* section of their lesson. After they have completed it, discuss their responses.

**Illustration**

Share this illustration in your own words:

Henry Dempsey was piloting a commuter plane on a short trip from Portland, Maine, to Boston when he heard a conspicuous sound coming from the back of the airplane. He handed over the control of the aircraft to the copilot and made his way to the rear of the plane to check out the source of the noise. That turned out to be a pivotal moment for him.

The small plane encountered jarring turbulence so

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that Dempsey bounded hard against the back door of the plane. He soon discovered what the conspicuous noise was. The back door had not been latched properly, and when Dempsey fell against the door it flew open and sucked him out of the plane—a life-changing experience.

The copilot made contact with the closest airport to see if he could make an emergency landing and reported the loss of the pilot. A helicopter was immediately sent to search for the missing pilot in the area over the ocean where the accident had occurred. Dempsey's body was not found in the ocean.

When the plane landed, they did find Henry Dempsey. He was found still clinging to the ladder on the outside door of the airplane. He evidently caught the ladder when he fell out and managed to hang on until the plane landed about 10 minutes later. It was all he could do to hang on to the ladder as the plane flew 190 miles per hour at an altitude of about 4,000 feet.

It was reported that when the rescue personnel arrived on the scene, it took a while for them to get Dempsey to let go of the ladder.

Isn't it amazing how one event, one decision, one moment in time, can sometimes alter your whole life?

## II. TEACHING THE STORY

### **Bridge to the Story**

*Share the following in your own words:*

One event seemed to have a life-changing effect on Enoch. The Bible says that “after he became the father of Methuselah, Enoch walked faithfully with God 300 years” (Genesis 5:22, NIV). It was after Enoch had a child named Methuselah that he became what some would call a “hero of faith.” This week's lesson is not just about a very pious man named Enoch, but also about the times in which he lived. When you read this passage of Scripture, try to look behind what might otherwise be perceived as a meaningless genealogy of some really old people. Try to imagine their stories and what life was like in their time.

### **Out of the Story for Teachers**

*After you read the Into the Story section together, use the following in your own words to process it with them.*

- What are some initial insights you picked up as you read the passage?
- Which names are you most familiar with?

Which names are new to you?

- On a piece of paper, make a time line that shows how long each person lived and how long their lives overlapped. How many descendants listed in this passage were born while Adam was still living?
- What do you think were the lessons that were passed on from generation to generation? If you could pass on godly advice to the next generation, what would you say (in 20 words or less)?
- According to the passage, when was it actually mentioned that Enoch walked with God? Why do you think the birth of Methuselah could have been that significant in his life?
- What do you think the Scriptures mean when they state that Enoch “walked with God”? What do you think that would look like today?
- Why do you think God “took” Enoch when He had not “taken” others who were faithfully devoted to Him?

*Use the following as more teachable passages that relate to today's story: Leviticus 26:12; 1 Kings 3:14; Psalm 56:13; 89:15; Revelation 3:4.*

### **Sharing Context and Background**

*Use the following information to shed more light on the story for your students. Share in your own words.*

1. **Hero of Faith.** Enoch's long walk with God has many facets to study with young people. The most popular angle is the nature of Enoch's relationship with God. There are three clear qualities of Enoch's character that make him a hero of faith: His walk (Genesis 5:21-24); his testimony (Jude 14, 15); and his desire to please God (Hebrews 11:5). Have students look up these passages and discuss each quality in light of what they might have looked like back then, and what they might look like if Enoch were here today—as a teenager, as a church leader, as a parent.

There is also the question of what prompted Enoch's urgency. The birth of Methuselah brought about a pivotal change in Enoch's life, and while it is not explicit in the limited writings of Scripture, *Patriarchs and Prophets* describes how the event made a profound impact on Enoch's relationship with God. You might ask

the students to look at the relationship from both angles—from the point of view of a parent, and from the point of view of a child. What are some things we can learn about a relationship with God by looking at the way parents and children relate to one another?

2. **Antediluvian Period.** The word “antediluvian” refers to the time before the biblical flood. However, your young people may be more familiar with it as a term used for something extremely old-fashioned.

Methuselah (Enoch’s son) somehow lived to the ripe old age of 969. When Methuselah was 187, his son Lamech was born, and he lived another 182 years until Noah was born (187 + 182 = 369). So Noah was born when Methuselah was 369. The Flood came when Noah was 600 (600 + 369 = 969), which is how old Methuselah was when he died, so Scripture confirms that Methuselah died around the time that the Flood came. “Noah was six hundred years old when the floodwaters came on the earth” (Genesis 7:6, NIV). So Methuselah died at age 969, the same year the Flood came.

3. **The Daily Walk.** Ellen White says, “Enoch’s walk with God was not in a trance or a vision, but in all the duties of his daily life. He did not become a hermit, shutting himself entirely from the world; for he had a work to do for God in the world. In the family and in his intercourse with men, as a husband and father, a friend,



### Tips for Top-notch Teaching

#### Inductive Bible Study

“How do I do a whole lesson on someone as unknown in the Bible as Enoch?” Inductive study is one approach. Using an exhaustive concordance, you can look up the name “Enoch” and find all the references to him in Scripture. With only 12 verses that mention Enoch, you can assign a verse or two to each member of the class and ask, “Be ready to tell us everything you can about Enoch that is revealed in the passage.” The details of Enoch’s life that are available can be related, and students can make inferences about the kind of person he was. Students can be led to do detective work from what little information there is.

a citizen, he was the steadfast, unwavering servant of the Lord” (*Patriarchs and Prophets*, p. 85).

Discuss with the students the principle of being “in the world, but not of the world.” Some of the most revered people in the Bible did not hide from the world but mingled proactively with it for the purpose of winning people to God.

This attribute of Enoch can be compared with John the Baptist’s. Ellen White, in *The Desire of Ages*, claims that “the life of John was not spent in idleness,

## Teaching From . . .

Refer your students to the other sections of their lesson. Invite students to share the key text with the class if they have committed it to memory.

- **Key Text**

Invite the students to share the Key Text with the class if they have committed it to memory.

- **Flashlight**

Read the Flashlight statement, pointing out that most of the time it is from the commentary on this week’s story found in the book *Patriarchs and Prophets*. Ask what relationship they see between the statement and what they have just discussed from Out of the Story.

- **Punch Lines**

Point out to your students the verses listed in their lesson that relate to this week’s story. Have them share the verse that spoke most directly to them and allow them to explain why they chose it.

Or you might assign the passages to pairs of students to read aloud and then discuss, in order to choose the most relevant one to them.

in ascetic gloom, or in selfish isolation. From time to time he went forth to mingle with men; and he was ever an interested observer of what was passing in the world” (p. 102).

### III. CLOSING

#### Activity

Close with an activity and debrief it in your own words.

Ask the students to think of someone they can identify, without a doubt, solely by the way they walk. It could be a family member, a friend, or a neighbor. Ask the students to describe the style of their walk (respectfully of course) and what makes the walk so distinctive. You might even have them mimic the walk of children at ages 1, 2, 3, and 4.

Ask: How would you describe the style of Enoch’s walk with God? What makes his walk with God so distinctive?

#### Summary

Share the following thoughts in your own words:

You don’t need to fall out of an airplane to designate a specific moment as the start of a new walk. What’s so compelling about Enoch’s walk is that it became an even more childlike faith when he was 65 years old. When you lean fully on the truth that you are God’s child, it is the beginning of a walk with God. Could a walk like Enoch’s start today? Could you begin by resting in the truth that you are a child of the King of the universe?

As you walk in that truth you’ll have opportunities to stand against sin and make plain the matchless grace of God. What if, like Enoch, you were to ask yourself, “What would make my Father in heaven smile today?” What if you asked that question in your work, your study, and your play? It might be that the walk that Enoch had with God is just as available to us today as it was back then. Instead of taking you to heaven, God may leave you around to spread the Word.

\*Fundamental Belief No. 11.



Remind the students about the reading plan that will take them through the inspired commentary of the Bible, the Conflict of the Ages series. The reading that goes with this lesson is *Patriarchs and Prophets* (or *Beginning of the End*), chapter 6. A special adaptation of *Patriarchs and Prophets* has been created by the Ellen G. White Estate and the Pacific Press Publishing Association. Get more info about it at [www.cornerstoneconnections.net](http://www.cornerstoneconnections.net).



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## STUDENT LESSON

**Scripture Story:** Genesis 4:25–6:2.

**Commentary:** *Patriarchs and Prophets* (or *Beginning of the End*), chapter 6.

### a very long walk with God



Photo by Luis Guerra, Jr.

### flashlight

“But after the birth of his first son, Enoch reached a higher experience; he was drawn into a closer relationship with God. He realized more fully his own obligations and responsibility as a son of God. And as he saw the child’s love for its father, its simple trust in his protection; as he felt the deep, yearning tenderness of his own heart for that firstborn son, he learned a precious lesson of the wonderful love of God to men in the gift of His Son, and the confidence which the children of God may repose in their heavenly Father” (*Patriarchs and Prophets*, p. 84).

### keytext

“When Enoch had lived 65 years, he became the father of Methuselah. After he became the father of Methuselah, Enoch walked faithfully with God 300 years and had other sons and daughters. Altogether, Enoch lived a total of 365 years. Enoch walked faithfully with God; then he was no more, because God took him away.”

(Genesis 5:21-24, NIV)



# OUT OF THE STORY

Read through the entire passage about the lineage of Enoch. *Underline* initial insights you have as you read this passage.

Which names are you most familiar with? Which names are new?

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On a piece of paper, make a time line that shows how long each person lived and how long each generation overlapped the others. How many descendants listed in this passage were born while Adam was still living?

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What do you think were the lessons that were passed on from generation to generation? If you could pass on godly advice to the next generation, what would you say (in 20 words or less)?

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When did Enoch actually begin walking with God? Why do you think the birth of Methuselah would have been that significant?

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What do you think is meant by the statement that Enoch “walked with God”? What would that look like in the life of someone today?

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Why do you think God “took” Enoch when He had not “taken” others who were faithfully devoted to Him?

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## punch lines

“Blessed are the pure in heart, for they will see God” (Matthew 5:8, NIV).

“By faith Enoch was taken from this life, so that he did not experience death: ‘He could not be found, because God had taken him away.’ For before he was taken, he was commended as one who pleased God. And without faith it is impossible to please God, because anyone who comes to him must believe that he exists and that he rewards those who earnestly seek him” (Hebrews 11:5, 6, NIV).

“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing” (John 15:5, NIV).

“Whoever claims to live in him must live as Jesus did” (1 John 2:6, NIV).

“Enoch, the seventh from Adam, prophesied about them: ‘See, the Lord is coming with thousands upon thousands of his holy ones to judge everyone, and to convict all of them of all the ungodly acts they have committed in their ungodliness, and of all the defiant words ungodly sinners have spoken against him’” (Jude 14, 15, NIV).

## further insight

“The loveliness of the character of Christ will be seen in His followers.”—Ellen G. White,

*Steps to Christ*, p. 59.

# connectingtolife

## Sabbath

Read Romans 12:2.

Complete the exercise in the *What Do You Think?* section. How do you think the character qualities you described are passed on from one generation to the next? Is it simply genetics? Is it only something you learn as you go through life? What is one quality that you received from your parents or family members that you want to hold on to and perhaps pass on to your children one day?

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Consider Paul's challenge in Romans 12:2: "Do not conform to the pattern of this world, but be transformed by the renewing of your mind" (NIV). What are some patterns you see in your life that you want to change?

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Start your change today with prayer, and follow Paul's counsel to let the transformation begin with your mind.

## Sunday

Read Genesis 5:1.

Read the selection from Genesis 5 in the *Into the Story* section. Try not to get bogged down because you are reading a genealogy. Genealogies can be loaded with insight, but you have to look carefully. Follow the questions in *Out of the Story* and give this historical survey a chance to speak. The Bible says that "when God created mankind, he made them in the likeness of God" (Genesis 5:1, NIV). What does this statement mean to you? How much like God are we and in what ways? As you read the details of this passage, what do you think is the message God is trying to give you today?

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## Monday

Read Genesis 5:21-24.

Read the *Key Text* for this week and think about the events in your life that have been turning points for you. According to this verse, the birth of Enoch's son was a huge turning point when Enoch started to walk with God in a whole new way. Are you at a turning point in your life? Write a prayer to God. Talk to Him about making this day the first day of a new direction in your life.

## Tuesday

Read Hebrews 11:5, 6.

Read the quote in the *Flashlight* section about Enoch's defining moment at the birth of Methuselah. What do you think people learn about a relationship with God when they become parents? What do you learn about a relationship with God from the viewpoint of a child? Clearly, becoming a parent has a way of transforming someone. Ask someone who has a real walk with God what keeps them closest to God in their journey. Invite them to share with you the Bible character that most inspires their walk with God.

## Wednesday

Read the *Punch Lines* for this week and identify the verse that most urgently speaks to you. Why do you think it does? *Highlight* or *underline* in the other verses the key phrases that speak to you and identify someone with whom you might be able to share your insights. Pray that God will give you the opportunity and the courage to say the words that might be a blessing to someone else in the coming week.

## Thursday

Read Jude 14, 15.

Read chapter 6 in *Patriarchs and Prophets* and note the rich insight that Ellen White offers on the life of Enoch and the world in which he lived. In many ways, Enoch's world is much like our world today in thought and in practice. Choose the lesson that emerges in this chapter that you think is the most important

for you right now, and write that lesson in a sentence or two. Share with someone why you think it is so important.

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## Friday

Read 1 John 2:6.

Reflect on the moments of your life when you have felt very close to God as well as the moments when God seemed very distant. What elements of your life contribute to the closeness you feel to God?

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What things in your life create distance between you and God?

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The Bible says, "Whoever claims to live in him must live as Jesus did" (1 John 2:6, NIV). Where will you walk today? Think about the places and the people and the things you will have to walk to today. How would Jesus walk in those places if He were here? When you walk today, invite Jesus to show you His style of walking, and practice the walk of Christ.

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## this week's reading\*

*Patriarchs and Prophets* (or *Beginning of the End*), chapter 6.

\**Beginning of the End* is a special adaptation of *Patriarchs and Prophets*, created for you by the Ellen G. White Estate and Pacific Press. Get more information about it at [www.cornerstoneconnections.net/article/191/about-us/conflict-of-the-ages-companion-books#.URlhF1rB09s](http://www.cornerstoneconnections.net/article/191/about-us/conflict-of-the-ages-companion-books#.URlhF1rB09s). By following the weekly reading plan, you will read at least one book of the Conflict of the Ages series each year.