

The Gospel Project for Adults, Fall 2018
Extended Instructional Approaches for Unit 3, Session 3

Introduction: *Help your group members engage.*

Break up members into teams of 3-4. Hand each of them a 3-by-5-inch card with the following names on them: Judas, Peter, Nero, Jezebel, David, Adolph, Christopher, Osama, Abraham, Athaliah, and Mary.

Instruct the group as follows: “Identify which of these names you would consider naming your own children. Why or why not?” Allow them to discuss their thoughts among themselves for 2-3 minutes and then ask a representative from each group to summarize what they discussed.

Point 1: *Help your group understand the major theme.*

All of us have a name. Sometimes it reflects our true character; sometimes it does not. Ask for 2-3 volunteers to give their name and its meaning. Follow up with these questions: “Does your name accurately describe your character? Why or why not?”

Point 2: *Check for application using the “Think-Pair-Share” technique.*

The main precept we focus on in this section is that God changes us by His grace. Write the following quote on the board: “It often takes an experience of crippling weakness for us to finally discover [God’s blessing]. That is why so many of the most God-blessed people limp as they dance for joy.”

Think-Pair-Share: Ask the following questions: “What is your reaction to this statement? Why?” Then state the following: “**Think** for 30 seconds about this. Now I want you to discuss this in **pairs** with a person on your left or right who is not your spouse.” (Pause for 60 seconds.). Call on 3-4 pairs to **share** one idea.

Point 3: *Help your group members engage with the main idea.*

Making famous the name of God revealed in Jesus Christ is the mission of the church. In our words and works, we are to witness to the One who hallowed God's name perfectly and who gave His salvation as a gift. Lead group members to explain how they can they live this mandate out in their words and works. Ask them to be as specific as possible. Then challenge them to take one of the thoughts they glean from this exercise and apply it this week.

Conclusion: *Challenge your students to live the lesson.*

Ask a volunteer to read the article "Back from the Dead":

Can a man be officially alive after being declared legally dead? That question became international news when a man from Ohio showed up in good health after being reported missing more than 25 years earlier. At the time of his disappearance he had been unemployed, addicted, and hopelessly behind in child support payments. So he decided to go into hiding. On his return, however, he discovered how hard it is to come back from the dead. When the man went to court to reverse the ruling that had declared him legally dead, the judge turned down his request, citing a 3-year time limit for changing a death ruling.

That unusual request of a human court turns out to be a common experience for God. Paul's letter to the Ephesians tells us that though we were spiritually dead, God "made us alive together with Christ" (Eph. 2:1,5). Yet declaring and making us spiritually alive was a deeply painful matter for God. Our sin and its consequent spiritual death required the suffering, death, and resurrection of God's Son (vv.4-7).

It's one thing to show evidence of physical life. Our challenge is to show evidence of spiritual life. Having been declared alive in Christ, we are called to live in gratitude for the immeasurable mercy and life given to us.

Allow the group to comment on the article, especially the last two sentences since they relate to us being new and therefore having a new mission.

[Source: Mart DeHaan, "Back From the Dead," Our Daily Bread, February 11, 2015, <http://odb.org/2015/02/11/back-from-the-dead/>]

Teaching Tip of the Week

Anytime you try something new, like active learning techniques, there is a danger in focusing so much on the activity for its own sake that your group members miss the main point of the session and fail to reflect on what they are learning. The main value in active learning comes from thinking about the activities after they are completed and openly discussing their meaning with others. Ensure that your sessions use active learning techniques that include suggestions that help students reflect on what they have just experienced. If the group cannot link the activity to a point of learning emphasis, then the activity did not accomplish its intended goal.