Introduction: Focus group members on the subject by using an experience.

Ask your students to think back to when they were children: “Did your parents ever saying something like the following: “If I told you once, I told you a thousand times, do such-and-such”? You will probably have several students admit to this. Then follow up with these questions:

- Did you know what your parents wanted you to do in these instances?
- If so, why didn’t you obey them?

The object of this exercise is for group members to realize that there is a distinct difference between knowing what someone asks you to do and actually doing it.

Point 1: Engage using “Think-Pair-Share” technique.

Write the following statement from Ravi Zacharias on the board: “Jesus does not offer to make bad people good but to make dead people alive.”

After your group members read the quote, ask them to think about its meaning using the Think-Pair-Share technique: “Think for thirty seconds on the quote’s meaning. What is the author saying about our mindset toward sin and salvation? Discuss this in pairs with a person on your left or right who is not your spouse.” Pause for sixty seconds, and then call on 3-4 pairs to share one idea.

[Source: Ravi Zacharias, The Grand Weaver (Grand Rapids, MI: Zondervan, 2007), 82.]


Enlist a volunteer to read John 17:3: “This is eternal life: that they may know you, the only true God, and the one you have sent—Jesus Christ.”
Then pose the following question to the group: “According to Jesus, what is eternal life?”

Allow time for 3-4 responses from your group members. They should get to the point where they see that the crux of eternal life is the knowledge of God that is only available through salvation in Jesus.

**Conclusion: Challenge through promoting introspection.**

Ask your group to take a few minutes to reflect on the session and to write out one truth they have gleaned. Then ask them to thank God for this truth and to plan a way to implement it into their lives. For example, if they grasp the completeness of God’s reconciliation with them, they can thank Him for that and then offer forgiveness to someone who has hurt them.

**Teaching Tip of the Week**

In his excellent book, *101 Ways to Make Training Active*, Mel Silberman discusses the concept of role reversal questions as a way to aid in learning. He suggests that the teacher compose questions they would raise about some of the learning material if he or she were a participant. Then, during a time when students or group members would normally be free to ask questions, the teacher is to announce that their roles will be reversed. The teacher then functions as a student and the students function as the collective teacher by attempting to answer questions about the material. This is an excellent way to stimulate discussion, especially with a group that might be a little hesitant to interact.

[Source: Mel Silberman, *101 Ways to Make Training Active*, 2nd ed. (San Francisco, CA: Pfeiffer, 2005), 158.]