

The Gospel Project for Adults, Summer 2014
Extended Instructional Approaches for Session 1

Introduction: *Engage their thinking by using “Think-Pair-Share” technique.*

Show your group members the video clip “What If There Were No Tomorrow?” from the movie *Groundhog Day*. This clip is available on WingClips at <http://www.wingclips.com/movie-clips/groundhog-day/what-if-there-were-no-tomorrow>.

In the clip, the driver states, “What if there were no tomorrow?” One of the passengers says, “That would mean there would be no consequences...we could do whatever we wanted.” **Think** for 30 seconds about these statements...Now I want you to discuss your ideas with a person on your left or right who is not your spouse... (Pause for 60 seconds.) Call on three or four pairs to **share** one idea.

Part 1: *Engage your group members by having them think more deeply about a definition.*

“Love” is a word that has a variety of meanings. Ask your group members to break into groups of 3-4 and identify five words or phrases that help to define what love means from a biblical perspective. (Pause for two minutes.) Call on one person from each group to share one idea with the group.” Then read 1 Corinthians 13:4-8 aloud to them. Have them compare God’s description of love with theirs. What are the similarities? What are the differences?

Part 2: *Check for understanding.*

Ask, “Did you ever receive a grade that was based on the concept of grading on a curve?” Wait for the group members’ response. Then ask, “How did those of you who did very well feel about others who didn’t take the class seriously getting a higher grade?” “What about those of you who would not have passed if it wasn’t for the curve? How did you feel?” “Why did you feel this way?” Allow discussion and then ask, “Does God grade on a curve?” “Why or why not?”

If your students think God will “grade on a curve,” have them read Romans 2:11 and then discuss it in light of Romans 2:1-11.

Part 3: *Engage their thinking by connecting with their prior experiences.*

Ask, “How many of you were happy with the rules your parents set for you when you were children?” “Why or why not?” Allow the group members to share. There should be some who weren’t happy because they thought their parents were too strict, etc. Then ask, “Did you obey these rules?” “Why or why not?” Some will admit to an outward obedience but not an inward submission. Others will confess that they disobeyed when they could get away with it. With maturity, a child should begin to learn that obedience includes both outward obedience and inward submission.

God is like a parent in that He gives laws and does it for the benefit of His children. Ask, “As children of God, what does our obedience and submission to God’s laws (or lack thereof) say about our understanding of God’s love for us?” Allow group members to answer. They should note a direct correlation between obedience and love (See John 14:15; 1 John 3:16,17,22,23).

Conclusion: *Challenge for application.*

It is easy to do the “right thing” while not having the right motive. Have your group members break into groups of 3-4 and read Mark 12:28-34 to them. Ask, “What does Jesus identify as the greatest commandment?” “What is the second greatest?” “What should our motive be for obeying God’s commands?” Encourage them to examine their lives in light of these truths, confess and forsake sin if the Holy Spirit exposes it, and to thank God for His love and His laws.

Teaching Tip of the Week

Learning is built on a foundation. Our job as teachers is to build effectively on that foundation so that learning can occur because real learning does not take place in a vacuum. Spend time thinking about your group members. What do they already

know? That is, what is their foundation? Now, what do you want to add to that foundation? Ensure that you can link the two together!