

The Gospel Project for Adults, Summer 2015
Extended Instructional Approaches for Session 4

Introduction: *Engage your group members with the subject.*

Bring in examples of various genres of literature (comics, magazines, textbooks, science fiction, fiction, biographies, etc.). Lay them out for the class to see. Ask, “*How does reading a comic book differ from reading a textbook?*” Have 3-4 group members share their thoughts.

Part 1: *Stimulate your group members’ thinking.*

Sociologists have noted that we have shifted from an age dominated by words to one dominated by visuals. The narratives in the Bible are written words meant to engage the whole person in the story. Unfortunately, many Christians do not read the Bible regularly. One of the reasons may be the influence of visual media. Read the following Warren Wiersbe quote to your class and ask them to comment: “*The imagination is fed primarily by words and concepts, not by visual images. When we watch images, the messages they convey tend to bypass our thinking and influence us subjectively in ways we may not comprehend. But when we hear words, we can create our own images in our imagination; and these images are more meaningful to us than the ones manufactured for us by media experts.*”

Ask, “*Does your time spent on computers and television diminish your desire to read?*”

[Warren Wiersbe, *Preaching and Teaching with Imagination* (Grand Rapids: Baker, 1994), 73.]

Part 2: *Focus your group members on the subject by using an illustration.*

Many laws have become obsolete because the conditions for the original intent of the law are no longer valid. Ask your group to think about the laws that must have existed in the 1800s in regards to the horse and buggy. Ask, “*With the advent of the automobile, how would these laws need to change or become obsolete? Would new laws need to be enacted?*” The intent of this exercise is for them to see that

laws are written in a historical context. When the context changes, the law may become obsolete.

Part 3: *Illustrate the uniqueness of wisdom literature by using a childhood fable.*

Many of us were exposed to Aesop's Fables when we were children. One famous one is *The Hare and the Tortoise*. The story tells of a hare and tortoise that have a road race. The hare is confident that he will win the race because of his obvious speed advantage so, after a few minutes of running, he decides to stop and take a break. Meanwhile, the tortoise keeps racing steadily on and wins. The moral of the story: *slow and steady wins the race*. This moral is similar to the proverbs found in the Bible. The wisdom literature in the Bible challenges us to think through to the moral or principle that is being taught. This is especially true in Proverbs and Ecclesiastes.

Ask your students, "*What is your favorite proverb? What principle does it teach?*"

Conclusion: *Challenge for application.*

Many people shy away from the Old Testament, thinking that it is not important. Jesus didn't think that way. He quotes from the Old Testament many times. When He faced Satan's attacks in the wilderness (Matt. 4:1-11), Jesus recites Old Testament passages to the devil to overcome his temptations. Ask your group to spend a few minutes examining one of these passages that Jesus cited (Deut. 8:3). Have them answer the following questions: "*What is the main lesson of the passage? Do I place more faith in things other than the Bible? If so, why?*" Ask them to spend time with God dealing with whatever He has shown them is applicable for their lives.

Teaching Tip of the Week

One of the ways to help participants understand new material or challenging concepts is to provide them with one or more analogies/word pictures that help them make the connection between something they are familiar with to something with which they are not familiar. Examine the following passages to get a glimpse

of how the Master Teacher did it: Matthew 4:19; 9:9-17; and John 10:1-10. In your teaching, look for comparisons and examples from daily life to really help your group members “get” the material.