

The Gospel Project for Adults, Winter 2015-16
Extended Instructional Approaches for Session 10

Introduction: *Engage the group by connecting with prior experiences.*

Ask, “Have you ever had to sacrifice something? What was it? Why did you do this?” The goal of this question is to get your group thinking about what a sacrifice is.

Part 1: *Check for understanding using “Think-Pair-Share” technique.*

The main precept we focus on in this section is removal of guilt.

Think-Pair-Share: Say to the group: “Give some examples of how people across the world deal with guilt. **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.

Part 2: *Engage the reader with the theme using current events.*

Have one of your group members read this article. When he or she is finished, ask the class for insights regarding the role of sacrifice in restoration. Have them share with the group.

If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness. —1 John 1:9

Chad Pennington is a former American football player who has suffered multiple career-threatening injuries. Twice, his injuries forced him to endure surgery, months of physical therapy, and weeks of training to get back onto the field. Yet, both times he not only returned to playing but he also excelled at such a high level that he was named Comeback Player of the Year in the National Football League. For Pennington, his efforts were an expression of his determination to return to football.

Spiritually, when sin and failure break our relationship with God and sideline our service, determination alone is not what restores us to rightness with God and usefulness in His kingdom. When we are sidelined because of sin, the path to a comeback is confession as well. “If we confess our sins, He is faithful and just to forgive us our sins and to cleanse us from all unrighteousness” (1 John 1:9).

For us to be able to recover from our spiritual failings, we are absolutely dependent on the One who gave Himself for us. And that gives us hope. Christ, who died for us, loves us with an everlasting love and will respond with grace as we confess our faults to Him. Through confession, we can find His gracious restoration—the greatest of all comebacks.

*Just as I am, without one plea,
But that Thy blood was shed for me,
And that Thou bidd'st me come to Thee,
O Lamb of God, I come, I come. —Elliott
Confession is the path that leads to restoration.*

[Source: Bill Crowder, “The Big Comeback,” Our Daily Bread [online], 30 June 2014 [cited 29 January 2016]. Available from the Internet: [http://odb.org/2014/06/30/the-big-comeback/.](http://odb.org/2014/06/30/the-big-comeback/)]

Part 3: Engage the group by thinking more deeply about the subject of reconciliation.

Reconciliation is such an important aspect in relationships. Mankind is estranged from God, and without the Lord’s sacrifice on the cross, we have no hope. Have your group members watch the clip “Why Are You Doing This?” from the movie *Fireproof* (3 minutes, 22 seconds). It is available on WingClips at <http://www.wingclips.com/movie-clips/fireproof/why-are-you-doing-this>.

After viewing the clip, have them share insights on what is necessary for proper reconciliation. Concepts such as love, sorrow for sin, genuine repentance, and prayer will probably be mentioned.

Conclusion: Challenge your group members to live the lesson.

The lesson emphasizes three important aspects of salvation: removal of guilt, restoration for service, and reconciliation to God. Have your group members spend time with God this week thanking Him specifically for these three truths. Then ask them if they are honestly accepting these facts as true in their own lives.

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 that he would raise about some of the learning material if he were a participant. Then, at the beginning of the question period, the teacher is to announce to the students that their roles will be reversed. The teacher

will be the student and the students will be the teacher. This is an excellent way to stimulate discussion, especially with a class that is a little hesitant to interact.

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