

## The Gospel Project for Adults, Fall 2016 Extended Instructional Approaches for Session 6

### **Introduction: Gain your students' attention.**

Divide your group into teams of 3-4 members. 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.

Ask them to identify which of these names they would consider for their own children. Why or why not? Instruct them to discuss it among themselves for five minutes and then ask a representative from each group to share their thoughts.

### **Part 1: Engage using “Think-Pair-Share” technique.**

The world has always opposed God's people. Show your class the video clip “Naboth's Vineyard” (5 minutes, 18 seconds) available at <https://www.youtube.com/watch?v=zPekrS06ySM>.

As they listen, ask them to notice how the ungodly (Ahab, Jezebel) opposed the godly in this story (Naboth).

#### **Think-Pair-Share:**

“**Think** for 30 seconds on the meaning. Why did Jezebel act the way she did toward Naboth? 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: Check for understanding of the main theme through personal example.**

Ask your class to give examples of when they prayed to God for help because of opposition and He answered. The purpose of this exercise is for them to see that God still answers prayer.

### **Part 3: Check for understanding using an illustration**

Show your group members the video “Pray for Rain” (3 minutes, 31 seconds). This video is available at WingClips: <http://www.wingclips.com/movie-clips/faith-like-potatoes/pray-for-rain>

After your group members watch the video, ask them to contrast Angus' behavior with Simeon's, specifically their desire to pray for rain. How was their behavior

affected by their respective belief (or unbelief)? What were indicators of how each man thought?

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

Ask your group members the following: “If everything in the universe praised God before creation, and God commands all of His creation to praise Him now, how should this reality affect us?”

After they have expressed their opinions, challenge them to implement their suggestions this week. Next week, ask them how it has changed their perception of God.

**Teaching Tip of the Week**

The imagination is crucial when communicating with students. Too many times our lessons are packed with Bible facts that students can regurgitate but never seem to be able to apply in their lives: “While the responsibility for their disobedience is totally their own, the responsibility for making the proclamation of God’s truth exciting and personal rests with those of us who preach. The ‘hearers of the Word’ can’t easily become ‘doers’ if their ‘hearing’ doesn’t become ‘seeing.’ ”

Seek to engage your students’ ‘seeing’ through the use of stories and metaphors that stimulate their heads and hearts.

[Source: Warren W. Wiersbe, *Preaching and Teaching with Imagination: The Quest for Biblical Ministry* (Grand Rapids: Baker, 1994), 61.]