

The Gospel Project for Adults, Spring 2017
Interactive Teaching Tips for Adults, Session 9

Introduction: Use a book to highlight a theme.

Ask, “What does it mean to be broken?” Engage learners in discussing a time in their lives when they were broken by circumstances, relationships, or heartache. Be prepared to go first.

Ask, “Can being broken be good?” Invite a volunteer who has read Ann Voskamp’s *The Broken Way* to summarize what the book teaches about being broken. If no one volunteers, read some of these quotes from the book aloud:

“God sees the broken as the best and He sees the best as the broken and He calls the wounded to be the world changers.”

“No one is ever wholly fed—unless someone becomes a holy broken.”

“Our brokenness can be a container for God’s glory.”

[Source: Ann Voskamp, *The Broken Way: A Daring Path Into the Abundant Life*, <https://annvoskamp.com/thebrokenway/>]

Discuss these quotes and present the idea that we are not only vulnerable to brokenness, but we are called to be broken in order to reveal God’s glory. Explain that today’s passage reveals the brokenness of John the Baptist and His willingness to be broken glorified God.

Point 1: Draft a mission statement.

Ask, “Does your business have a mission statement? Does your family? Do you have a personal mission statement?”

Guide a discussion on mission statements as it relates to the purpose of a business, household, or person. You may want to use some of the information from this article on forming a mission statement for athletic pursuits:

<http://www.active.com/fitness/articles/a-mission-statement-helps-you-focus-on-your-goals>

Ask, “What was John the Baptist’s mission statement?” Point learners to Luke 1:13-17 and Matthew 3:1-3. Ask, “How did John’s personal mission

statement help him to stay focused on his purpose for life and ministry? How do you see it in this passage?"

Challenge learners to develop their own mission statement grounded in God's Word and based on His calling for their lives. Encourage them to keep this as their focus in making decisions of every kind.

Point 2: *Discuss the difference between compulsory and joyful obedience.*

Share a time in your own life when you did not want to obey someone in authority but did so because you felt you must out of moral obligation. (Consider a story about a demanding teacher or a micromanaging boss.) Contrast that with a time you listened to someone in authority whom you joyfully obeyed. (Consider an encouraging coach or a mature friend.)

Say something like the following: "We are called to obey God not because we are forced to do so but because of who He is and all He has already done for us." Challenge learners to voice how this passage reveals that John the Baptist follows this teaching of obeying with a joyful attitude.

Invite a few volunteers to read aloud the following verses about the blessings of obedience: James 1:25; Luke 11:28; Revelation 14:12; and Exodus 19:5.

Conclusion: *Eat eggs to reinforce the theme.*

Bring a raw egg to class. Hold it up.

Say something like this: "This egg is full of amino acids and is delicious. It's a good source of protein and a regular meal for many people. But what must happen to this egg before it can be used?" (Of course, it must be broken.)

Encourage learners to eat one egg a day this week (unless they have dietary restrictions) as a reminder to live "broken." Ask God to bless the brokenness in our lives so that we can reveal His glory.

Teaching Tip of the Week

Remember that our brokenness can seem terrible at the time. Remind learners that we live in a broken world full of broken people because of sin, but that when we allow God to use our brokenness for His glory we are allowing Him to redeem even the worst situations.