

The Gospel Project for Adults, Spring 2018
Interactive Teaching Tips for Adults, Session 1

Introduction: *Help your group members connect with the lesson.*

Present this statement to the group: “Someone has said that our view of ourselves is based on what we think the most important person in our lives thinks of us.”

Unfortunately, many Christians do not seem to understand that the most important ‘person’ in our lives is God. In fact, God is three persons, and each person expresses God’s love to us in a particular fashion. Before creation, God the Father loved us in choosing to save us (Eph. 1:4). God the Son loved us in dying for us even while we were sinners (Rom. 5:8)—and He continues to intercede for us as our Great High Priest (Heb. 7:25). God the Holy Spirit poured out the love of God into our hearts by coming to indwell us (Rom. 5:5).

Ask 2-3 group members for their comments on the first sentence above. Follow with these questions: “Where do you get your self-concept from? Why is this important?”

Part 1: *Engage your group members by having them personalize a subject.*

The principle in this section is the unity of the church and being genuine in our walk with the Lord.

Say something like the following to instruct your group members: “Tell of a time when someone had the courage to confront you lovingly about something you were doing that was wrong.” Allow a couple of people answer and then ask what they each thought about the person who confronted them.

Part 2: *Check for understanding using “Think-Pair-Share” technique.*

The main precept we focus on in this section is justification by faith alone. Direct a group member read the following Warren Wiersbe quote aloud: “The marks of justification in the believer’s life are revealed in *relationships*. If you are truly justified by faith, then you are going to have a right relationship with *God*, a right relationship to *circumstances*, and a right relationship to *people*.”

Think-Pair-Share: As your group members listen, ask them to think about how the evidence of salvation is seen in our relationships. Say something like this: “**Think** for 30 seconds about the statement we just read. What are your impressions? How should this relate to a church? 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.) Then call on 3-4 pairs to **share** one idea.

[Source: Warren Wiersbe, *Key Words of the Christian Life: Understanding and Applying Their Meanings* (Grand Rapids, MI: Baker, 2002), 21.]

Part 3: Stimulate their thinking for conviction.

Write the following quote on the board: “The best argument for Christianity and the best argument against Christianity is the life of a Christian. Not only are we to be His witnesses, we also ought to be part of the evidence.”

Then invite 2-3 students to share their insights on this sentence.

[Source: Adrian Rogers, *Adrianisms: The Wit and Wisdom of Adrian Rogers*, vol. 2 (Memphis: Love Worth Finding Ministries, 2007), 63.]

Conclusion: Challenge for understanding.

Divide your class into two groups. Instruct the first group to discuss the similarities and differences between *unity* and *uniformity*. Instruct the second group to discuss the question “Does *unity* necessarily mean *uniformity*?” After three minutes, ask groups to share their conclusions.

Teaching Tip of the Week

Learning is built on a foundation. Our job as teachers is to effectively build 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 as you teach.