

Leader's Prep Guide

The Leader's Prep Guide is a one-page glimpse of the stuff you need to know to begin preparing to teach the Large Group Session.

Session Overview

The Session Overview is a glance at some of the big picture details of each session.

- **Session Title:** God's Rescue Plan
- **Session Purpose:** To drive home the point that this concept of exchange is all about God's desire to see His children rescued from the results of sin, both in the lives of individuals, and in the world.
- **Scripture Passages:** Romans 5:12-14, Ephesians 2:4-10, John 20:1-18, Matthew 5:13-16, Romans 3:21-24
- **Session Snapshot:** This session takes your students through a good look at the Gospel and what is made possible to us through Jesus' death on the cross and subsequent resurrection. You'll help them see what Jesus saved them from (death) and what He made possible (a purpose-filled life). And you'll remind them (and maybe some will hear for the first time) that this life is only accessible through faith. It's a strong challenge and a good reminder, and sets up Large Group Session 3 nicely.

Session Specifics

Session Specifics are just that: important aspects of the session outline that you need to keep in mind as you prepare.

Details on Large Group Session Outlines

- Here's the overall flow of each Large Group Session. (This way you'll know where you're headed as you think about tailoring this outline to fit your needs.)
 - **Session 1:** Theme pitch: Introducing Christ's Great Exchange
 - **Session 2:** The powerful truth about the new life this exchange purchased for us
 - **Session 3:** A look at what living the "exchanged life" looks like, practically speaking
 - **Session 4:** A hopeful look to the future when God exchanges this broken world for a perfected one

A note about Small Groups

- In Small Group Session 2, students will be covering the exchange of self for Christ, and what it means to live for Christ instead of living for self.
- Small Group Session 2 Passages are as follows:
 - **Main Scripture:** Matthew 16:24-25
 - **Supplemental Scripture:** Galatians 2:20, Philippians 1:21, Philippians 3:7
- You can allude to these passages if you have need. But mostly, just keep them in mind, so if you "freelance" a bit you won't steal any of the Small Group Leader's thunder.

DETAILED Large Group Speaker Outline: Session 2: God's Rescue Plan

This DETAILED outline is specifically designed to give lots of tools to craft a great Large Group talk. For every talking point, we've provided some optional content for you to use, if you choose. (If you'd like a more streamlined outline, please see the **SIMPLE Large Group Speaker Outline**.)

Session Intro

In this section you'll see some **suggestions** to help you intro the session. Use as is, add to them, or come up with your own!

Intro Option 1: Content Intro

- Explain to students that this lesson will focus on taking an in depth look at the "Great Exchange" Jesus made on the cross, with a specific look at what this exchange made accessible for those who choose to believe and accept it.
- Remind students that we're looking at the Gospel through this lens of *Exchange*. It's a creative way of looking at the timeless truth of Scripture with fresh eyes. But we need to make sure we're coming into it with eyes wide open.
 - **Consider saying something like:** Sometimes when we hear the Gospel message, or other familiar accounts from the Bible, we can sometimes "check out." I challenge you to do the opposite. I challenge you to get yourself ready to dial in to these powerful truths from Scripture. The Gospel is God's rescue plan to save people from death. There is a reason you've heard it a lot as you've grown in your faith: It's vitally important to our lives as Christ-followers.

Intro Option 2: Thematic Intro: *Argo*

- Explain to your students that the Ben Affleck movie *Argo* is the true story of an amazing rescue.
 - If you choose, find the *Argo* theatrical trailer Online and arrange to show it to your students. (<http://trailers.apple.com/trailers/> is a great place to find movie trailers, though YouTube works just as well.)
- Explain that in 1979, the political situation in Iran had gone from bad to worse. Almost overnight, the country was in the midst of what amounted to complete political upheaval.
- Explain that the American Embassy was at the center of the uprising. Iranian radicals stormed the embassy and took hostage many of the US government officials. But six US workers evaded capture and hid in the home of the Canadian Ambassador. Explain that the situation was touch and go; at any moment the Americans could be captured and/or killed. Explain that there seemed to be no way to get them out, when a CIA Agent named Tony Mendez came up with a daring and rather absurd plan.
 - **Say something like:** Mendez' rescue plan was to pretend to be a Canadian film crew making a sci-fi film, *Argo*, that was kind of a cheap knock-off of *Star Wars*. Mendez went as far as creating a script, setting up a bogus Hollywood studio, and infiltrating Iran with agents disguised as camera crews and production teams. The plan was to smuggle the Americans out as cast-members of the movie. Though it was almost foiled at the last minute, after months of planning and many daring near-misses, the rescue plan worked.
- Explain to your students that the theme of this Large Group Session is God's amazing rescue plan. Explain that Jesus' great exchange, His death and resurrection, is at the heart of this rescue plan.
 - **Say something like:** We're going to take an in-depth look at what God was rescuing us from and how Jesus' exchange was the perfect plan.

Bible Study

In this section you'll find the heart of your Large Group Session content, the Bible Study. This section gives three Teaching Points with supporting, optional content suggestions. All of the optional content is designed to help you **customize** how you will teach the session. Teach it as is or tailor it to allow for your personality and experience.

Teaching Point 1: Jesus rescued us from a debt we couldn't pay.

- Explain to students that the exchange Jesus made on the cross literally purchased life for us.

- **Consider saying something like:** You've probably heard something like this said before: "Without Jesus' death on the cross and resurrection three days later, we'd be dead in our sins." Let's look at what the Bible says about this as a way of explaining this statement.
- Instruct students to turn to Romans 5:12-14.
 - Before reading the passage aloud, explain that Paul wrote Romans as a letter to Christ-followers throughout Rome.
 - He more-or-less wrote this letter as a way to help both the Jewish and Gentile Christ-followers grasp how to live this new life of faith out in a melting pot like Rome.
- **Then, read Romans 5:12-14 aloud.**
 - Explain to students that this passage can seem a little unclear, but it's actually pretty straightforward. Explain that the "one man" that verse 12 is talking about is Adam. Remind students that death wasn't part of God's original design. God made Adam and Eve to be in relationship with Him. Death wasn't a part of the equation. Until Adam and Eve sinned. Death was the punishment for their sin, both spiritual and physical.
 - **Say something like:** Every person ever born from Adam and Eve until now, inherited Adam and Eve's sin nature. Paul says here in verse 12 that we not only inherited their sin, but the punishment for sin, as well. Our sin earns us death. And left to our own solutions, we can't do anything about it.
- Explain to students that God knew all along of our "sin problem." It wasn't a surprise to Him. Explain that His plan all along was to send His Son, Jesus, as a once-and-for-all solution for the debt our sin rightly earns for us.
 - **Consider saying something like:** Only Jesus could pay this debt. Why? Because He alone is uniquely qualified to accept death in our place. In the Old Testament, God required a perfect animal, one without any defects, to be put to death in order to cleanse a person from his or her sin. But this sacrifice had to be made over and over again, and was never fully able to take away a person's guilt and shame. God planned all along to send Jesus, the most perfect sacrifice ever, to be put to death in your place, and in the place of the sins of all humanity. This one time sacrifice is the only way your debt could be paid.
- Instruct students to turn to Ephesians 2:4-10.
 - Before reading the passage aloud, explain that we can do nothing on our own to take away the debt our sin earns.
- **Then, read Ephesians 2:4-10 aloud.**
 - Explain to students that we learn so much from this passage. First, God sent Jesus out of love for us. Second, God has so much more in store for us than we could ever imagine. And third, that God has been preparing this new life for us before we were ever even born. But the biggest takeaway for your purposes is how helpless we are to solve our sin problem.
 - **Say something like:** Verses 8 and 9 make it crystal clear. Jesus paid our debt because of God's amazing, far-reaching, and intimately personal grace. And NOT by anything we did to earn it, or could ever do to justify it. We were saved by God's grace. The Great Exchange gave us freedom when we deserve only punishment. That's what makes it so powerful.

We've provided an option for you to use to supplement this **Teaching Point**, if you choose. Use the one we've provided, or provide your own!

Option: The Parable Of The Unmerciful Servant

- There's an account in Scripture of Peter asking Jesus how many times he had to forgive someone. Peter wanted a hard-and-fast answer to make sure he was practicing a God-approved sense of forgiveness.
 - Explain that Jesus answered Peter, and blew his expectations out of the water, by telling a parable.
- Instruct students to turn to Matthew 18:21-35. Then, read the passage aloud.
 - **When you've finished, consider saying something like:** This passage is a picture of someone who accepts tremendous grace, and yet fails to extend grace to others. The debt the man owed was un-payable. It was the equivalent of 20 years of salary at \$600,000 per year. The modern day equivalent is something like 6 Billion dollars! And yet the debt was forgiven! How did he react? He turned around and treated harshly the man who owed him a small amount of money, roughly \$12,000 in modern terms.
- Then, explain that this parable illustrates two things.
 - **Say something like:** Jesus was helping Peter understand that our sin-debt is like the un-payable debt owed by the man. And God, in His love and mercy, wipes away this debt. He clears our account. The right response is for us to be thankful for God's grace, but to also extend the same forgiveness to others.

Transition Statement:

Explain that Jesus' Great Exchange gives us new life free from the debt of sin. But it also gives us something else.

Teaching Point 2: Jesus made possible a purpose we couldn't provide on our own.

- Explain to students that when we come to faith in Jesus, accepting His sacrifice on our behalf, and submitting our lives to His leadership, the new life we gain has a new purpose.
 - **Consider saying something like:** Jesus' Great Exchange didn't just make possible our freedom from death. It also made possible for us a powerful new life of purpose and meaning. This, again, is not something we could have done, or can ever do, on our own.
- Instruct students to turn to John 20:1-18.
 - Before reading the passage aloud explain to students that this idea of a life of purpose starts with Jesus conquering death. Explain that when Jesus exchanged His death for life, He purchased life for everyone who would ever profess faith in Him. He literally defeated Satan's power over life and death.
- **Then, read John 20:1-18 aloud.**
 - **Then, say something like:** These are familiar verses to us. But if we ever lose the power of them, we're in a pretty bad spot! Through His death and resurrection, Jesus beat sin and death. And in beating death, laid the foundation for all who would believe in Him to live a powerful life of purpose.
 - (If you choose, explain that Paul sums this up nicely in 1 Corinthians 15:55-57. **If you read 1 Corinthians 15:55-57 aloud**, make sure to focus on verse 57.)
- Then, instruct students to turn to Matthew 5:13-16.
 - Before reading the passage aloud, remind students that this passage comes from Jesus' Sermon on the Mount, that occurred in the very early part of Jesus' public ministry.
- **Then, read Matthew 5:13-16 aloud.**
 - Explain that this is a really succinct look at how Jesus voiced our purpose as Christ-followers. While Scripture points to our purpose in other places, and defines it in slightly different terms, this is a great place to see how Jesus Himself sums it up.
 - **Then, say something like:** Jesus' original audience would have known what Jesus was asking them to be, and their reflections might be a little more in depth than ours. In Jesus' time, salt was used to flavor food as it is today. Jesus was telling people to add a Christ-like "flavor" to the world with their lives. Salt was also used to preserve food. Jesus was urging them to have a preserving, or sustaining impact on the world around them in His name. Light was of course no different than today. But Jesus' audience lived before electricity. In the absolute darkness of the Galilean countryside, a single flame could be seen from an extremely far way away. In a word, Jesus was commanding His listeners to make an impact for Christ. And verse 16 says why: so that people would be drawn to God as a result.
- Explain that, apart from Christ, our purpose will always be self-serving and self-preserving. But Jesus gave us a purpose that is all about bringing glory to God.

We've provided some options for you to use to supplement this **Teaching Point**, if you choose. Use the ones we've provided, or provide your own!

Option 1: Reclaimed Story #1: Art From Junk

- Go to Google and search for "art from junk." Filter by "News" over on the left hand column, and you'll find quite a few stories of artists who use reclaimed junk to create works of art.
- One such story can be found at:
 - <http://brandon.patch.com/articles/recycled-art-turns-junk-into-masterpieces-photos-from-2012-hillsborough-county-fair-with-extension-service-in-seffner#photo-11846912>
 - It's a simple story of a small county fair where artists were challenged to make art out of junk.
 - For whatever account you find and choose to talk about, try and provide a way to show pictures of the art.
- Explain that any picture that shows artwork made from junk tells a great story: somewhere, an artist possessed the vision necessary to look at worthless objects and see past what they are to what they could become.

- **Consider saying something like:** God looked at us and saw our sin, the sin that separates us from Him. But He also saw beyond our sin. He saw the potential in our lives. And God’s plan to redeem this potential involved Jesus going to the cross for us. Jesus’ exchange erased our sin debt. And like junk that has been reborn into works of art, our lives gain new purpose when we come to faith in Christ, accepting His sacrifice on our behalf.

Option 2: Reclaimed Story #2: WVO-Power

- Ask if students have heard of the phenomena of running diesel cars on used vegetable oil. (If you want, consider doing separate Google image searches for automobiles and vegetable oil. Arrange to display the pictures as you present the following info to students.)
- Explain that it’s indeed a legitimate means of running a diesel engine. (There are conversion kits that can be purchased online.) And explain that there are a lot of environmental and monetary advantages to doing so. But the coolest thing is how these people get their fuel.
 - **Consider saying something like:** People who convert their engines to run on used vegetable oil, also called waste vegetable oil, or WVO, need a source of used oil. The best place to find it? Fast food restaurants. Stories abound of individuals asking the local burger joint if they can have the used French fry grease at the end of the day. And most of these restaurants are happy to oblige, as it saves them time and money on disposal.
- Explain that this is a quirky way of demonstrating the point you just made.
 - **Say something like:** The WVO had run its course. It was useless. Until it got a second act as fuel for some creative person’s car. In a funny kind of way, you could say we’re all a little like French fry grease! Jesus saves us from the trash pile and gives us a new purpose. (Remember this next time your mom or dad tells you French fries are bad for you!)

Transition Statement

Explain that this powerful purpose is available to them. But there is only one way to experience it.

Teaching Point 3: Our rescue from sin is only possible through faith.

- Explain to students that earlier you read Ephesians 2:4-10 that alluded to this idea that salvation is only accessible through faith. You’re going to build on that concept and wrap everything up by looking at one final passage.
 - **Consider saying something like:** Jesus’ Great Exchange made freedom and purpose available to all people. But, to accept it, to gain access to it, we must come to a belief in Jesus.
- Instruct students to turn to Romans 3:21-24.
- **Then, read Romans 3:21-24 aloud.**
 - Explain to students that when Paul talks about the righteousness that comes from God through Jesus, He is talking about the concept of our sin debt being forgiven, just as you mentioned earlier.
 - **Say something like:** How does Paul say this righteousness is earned? Through faith. Faith that Jesus was who He said He was and that He did what the Bible said He did. This freedom, this righteousness, can’t be earned or bought. Paul said it’s given freely by God and purchased by Jesus’ willing sacrifice on the cross. The new life in Jesus made possible by the Great Exchange is yours. But only if you truly believe.

We’ve provided an option for you to use to supplement this **Teaching Point**, if you choose. Use the one we’ve provided, or provide your own!

Option: Train Tracks

- Explain that an amazing rescue happened in October of 2012, one that was caught on camera.
 - For the news report of the story, go here: <http://www.boston.com/metrodesk/2012/10/14/mbta-bystanders-rescue-woman-from-kendall-square-tracks/b9RnNGa9nBnDQjq37w47RP/story.html>
- Explain that a woman carrying a small child was walking on a crowded subway platform in Boston. She thought she was about to walk to a train boarding on the far platform. Explain that she did not realize there were tracks directly in front of her.
- Explain that the woman was knocked unconscious and was not responding to bystanders’ shouts that the train was approaching.
 - What happened next was amazing.
- Arrange to show the following YouTube video: <http://www.youtube.com/watch?v=j8c1IXig6rg>
- After viewing the video, explain that the woman’s predicament is a powerful parallel for the teaching point you just made.

- **Consider saying something like:** This woman and her child were in a dire situation. Death was imminent. And because she was unconscious, her salvation was completely out of her control. She had to rely totally on the kindness and courage of others to save her. This is us when it comes to our spiritual salvation. Try as we may, we can't earn freedom from sin through our own means. Only by faith in Christ can we earn our salvation.

CLOSING

Option 1: Public Time Of Response

- Different churches and faith traditions will have different ways of handling a time of responding to the message.
- If you want to facilitate a time for students to respond to your message, make sure you plan ahead of time to have other leaders present to meet with any students who want to talk.
- As appropriate, and according to how your church normally facilitates this time, allow a chance for students to ask any questions about coming to faith in Christ, or about their state of their current relationship with God.

Option 2: Private Time Of Response

- Encourage students to take the time to reflect on their spiritual lives.
- Encourage them to ask questions of any adult if they need to, whether that's about coming to faith in God or about where they are in their faith.
- Challenge students to spend time reflecting on the purpose Jesus made possible for them and how their lives reflect this purpose.
- Challenge them, if they've not considered or acted on coming to faith in Jesus, to really reflect and take serious the message. Challenge them to search Scripture and to give God a chance to prove to Him that He is indeed all He claims to be.