

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:** Living The Exchanged Life
- **Session Purpose:** To highlight what the Bible says about what an “exchanged life” looks like and how this impacts their day-to-day lives.
- **Scripture Passages:** 2 Timothy 1:8-10, John 13:1-17, 1 John 3:16-18, Luke 14:25-27, 2 Corinthians 4:16-18
- **Session Snapshot:** This session is a very practical, very straightforward challenge to help your students embrace this idea of living the exchanged life. They'll look at a few of the essential qualities of living out this life. And they'll see how the life we're promised by God is full of opportunities to embrace this way of living.

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 3, students will be covering the exchange of hate for love, and learning that this is one of the true defining characteristics of Christ-followers.
- Small Group Session 3 Passages are as follows:
 - **Main Scripture:** Romans 1:18-32
 - **Supplemental Scripture:** 1 John 4:9-12, John 13:34-35, Luke 6:27-31
- You can allude to these passages if you choose. 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 3: Living The Exchanged Life

*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 what it looks like to live out the exchanged life.
- Explain to students that you'll be looking at how the Bible describes the exchanged life, and how this looks in their everyday lives.
 - **Consider saying something like:** The Bible paints a pretty clear picture of what it looks like to live the exchanged life. We'll read a few passages then help bridge the gap between the cultural context of biblical times and the world you live in today.

Intro Option 2: Thematic Intro

- Do a Google image search of three separate objects. Feel free to search for objects of your choosing. But if you're looking for suggestions, consider searching for an automobile, a fruit or a vegetable, and something clever, like a celebrity, musician, cartoon character, or other public figure.
- Arrange to display each of the images as you facilitate this introduction.
- Explain that for any person, place, or thing, it's possible to make certain observations about the defining characteristics of those things. In other words, we can look at something and define what it is that makes it, well, what it is!
- Explain that you're going to demonstrate your point. **Then, display the first of your images.**
 - **At this point you have two options.**
 - **Option 1:** If your group size allows, you can have students respond to the image by calling out what they consider to be the defining characteristics of whatever image you are displaying. (For example, for a car the defining characteristics might be "wheels," or "doors," or an "engine," etc.)
 - **Option 2:** If your group is too large for interaction, you'll need to be prepared to list off the defining characteristics of the object yourself.
 - Make sure you have chosen at least one image that allows you to have a little good-natured fun, especially if it's a celebrity or cartoon character.
- Work through each of the images you have selected in this fashion. Then, transition into your time of teaching.
 - **Consider saying something like:** As followers of Christ, we're actually called to look differently from the world around us. For our purposes, we're calling this living the "exchanged life." The point of living out the exchanges Jesus has made possible in our lives is similar to the exercise we just did. The goal would be that people would look at us and recognize "Christ in us" as the dominant characteristic of our identity. But this doesn't happen by accident. Let's jump in and see what the Bible says about living this life.

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: An exchanged life is a life of Christ-likeness.

- Explain to students that the one of the main ways of looking at the exchanged life is to see it as living a life that imitates Christ's.

- **Consider saying something like:** Living out the new life Jesus made possible to us by His death and resurrection is first-and-foremost about living as Christ would live. It's about handling people and situations in a manner similar to how Jesus would. One way to look at this is to call it the pursuit of holiness.
- Instruct students to turn to 2 Timothy 1:8-10.
 - Before reading the passage aloud, explain that 2 Timothy is a letter written to Timothy, a young leader in the early church, by Paul.
 - The letter is full of advice from Paul, the old, wise veteran, to Timothy, the young, fresh leader.
- **Then, read 2 Timothy 1:8-10 aloud.**
 - Explain to students that Paul was writing from jail in Rome. That's why in verse 8 he urged Timothy not to be ashamed of him, and also why he mentioned the idea of suffering. Explain to students that verse 9 is really where you want them to focus their attention.
 - **Say something like:** Verse 9 speaks to why Jesus made the exchanged life possible for us. He saved us so we could live holy lives on this earth, lives without sin, and lives focused on Christ. And again, Paul clears up any misconceptions that we might have somehow earned this on our own. Out of His love, God saved us. But, in doing so, He called us to embrace a life of holiness.
- Help students think about how this relates to their lives today.
 - **Say something like:** Holiness takes on many forms in your world today. You can choose holiness by not watching specific movies, or listening to specific songs. You know the ones. You can choose holiness in your attitude toward sex and sexuality. You can choose holiness in your relationship with your parents. You can choose holiness in how you treat others. In other words, you have an almost limitless amount of chances to demonstrate to the world this particular aspect of living the exchanged life.

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: Halloween Mask

- Explain that celebrity look-alike masks are becoming more and more popular as Halloween options. Particularly interesting are the Halloween masks that look like current or former US Presidents.
 - Explain that these humorous Presidential masks take the features of the Presidents and blow them slightly out of proportion to make a realistic but comical representation of the respective individual.
- But, explain that it's when the Presidential election and Halloween converge every four years that these masks really get interesting.
 - **Consider saying something like:** According to the sites that track these sorts of things, the sales of the mass featuring the likeness of the two men running for President, offer a surprisingly accurate predictor of who will be elected. Since the 1996 election, when the sales of candidate-look alike masks were first tracked, the candidate with the highest amount of masks purchased went on to win the presidency. (Source: http://money.cnn.com/2012/10/23/news/economy/halloween-masks-presidential-election/?source=cnn_bin)
 - (This lesson was written a month or so before the 2012 election. As of its writing in early October, President Obama Masks were outselling Governor Romney masks 60-40. Will this make the fifth straight election in which mask sales were an accurate predictor of the winner?)
- Make the connection between this example and a call to Christ-likeness.
 - **Consider saying something like:** We can put on a mask that looks surprisingly like, say, the President of the US. But no one would mistake us for the real thing. Why not? Simple. Nothing about our identity would lead anyone to believe that we were actually the President. The same can be said of our identity as Christ-followers. We can claim to be followers of Christ. But unless our lives match our claims, we won't be recognizable as Jesus-imitators. But when we live our lives according to Jesus, we show the world that we are identified with Christ.

Transition Statement:

Explain that living a life of holiness goes hand-in-hand with the next quality of the exchanged life.

Teaching Point 2: An exchanged life is a life of service.

- Explain to students that living the exchanged life is also about living a life of service to others.
 - **Consider saying something like:** As you may have already looked at in your Small Group session, living the exchanged life is all about giving of yourself. It's about living for others. And nowhere do we see this reflected more clearly than we do in a simple act of service facilitated by Jesus.
- Instruct students to turn to John 13:1-17.
- **Then, read John 13:1-17 aloud.**
 - Explain to students that this narrative depicts events that happened on the last night Jesus had with His disciples before His arrest. By washing their feet, Jesus demonstrated an amazing act of service, one usually reserved for lowly servants.
 - Explain to students that Jesus wasn't urging the disciples to make the literal washing of other people's feet a part of their daily activities. He was trying to help them adopt a lifestyle of serving others. His washing of their feet was simply to give them a visual picture of what He was calling them to do and be.
 - **Say something like:** In Jesus' day, people's feet were pretty disgusting. Most people wore simple leather sandals. They walked around all day long in a dusty, hot environment. Their feet would have been dirty and sweaty. And in many cases, their feet would come into close contact with animal waste and other disgusting stuff. To wash someone's feet was doing an incredible act of service. But Jesus did this to make a point: If the Son of God could stoop to wash your feet, then you best make serving others pretty high on your list.

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Option 1: Deeper Study: "service"

- Explain that the idea of serving others is reflected throughout the New Testament, reflecting its place as a primary distinctive of living out the exchanged life.
 - As a way of providing some examples, read the following passages.
- **Read 1 Peter 5:5 aloud.**
 - **Then, consider saying something like:** Peter is addressing an attitude he'd like to see the young take when addressing those more mature than them, both in years and in the faith. Look at the reason Peter gave for this type of service: humility is a value God honors. Service and humility go hand-in-hand.
- **Then, read Matthew 20:26-28.**
 - **Consider saying something like:** Here we see this call to service and humility expressed in Jesus' own words. Jesus equates our service with the manner in which He served us, humbling Himself on the cross.
- **Finally, read 1 Peter 4:10-11.**
 - **Then, consider saying something like:** Peter gives us such a powerful picture of the purpose of our humility and service. Ultimately, God will receive the glory for our humble service of others. Through our actions, God receives praise.
- Explain that this should make the case pretty clear: humility and serving others is essential to living the exchanged life.

Transition Statement

Explain that left to our own choices, the vast majority of people would not choose holiness or service to others. But, that's just what we're called to embrace. And there's more . . .

Teaching Point 3: An exchanged life is a life of sacrifice.

- Explain to students that living the exchanged life means making sacrifices. Explain that you'll look at these sacrifices in a couple of different ways: sacrifices students will make for others, and sacrifices they'll make for Christ.
- Then, instruct students to turn to 1 John 3:16-18.
 - Before reading the passage aloud, explain that it depicts the idea of sacrificing for others.

- **Then, read 1 John 3:16-18 aloud.**
 - **Say something like:** When John says, “lay down our life” for our friends, he’s not only talking about dying for them. He’s talking about sacrificing for them. He’s talking about doing for others before we do for us. He backs this up when he mentions a love that is born out of actions, not words. When we love enough to put others first, and to sacrifice our own needs to meet theirs, that’s the kind of sacrifice that defines the exchanged life Jesus calls us to.
- Instruct students to turn to Luke 14:25-27.
 - Before reading the passage aloud, explain that it depicts the idea of sacrificing for Christ.
- **Then, read Luke 14:25-27 aloud.**
 - **Say something like:** Whoa! Is Jesus telling us to hate our moms and dads? It may sound like it, but that wouldn’t make much sense. If Jesus were actually telling us to hate our parents, this would contradict other aspects of His character and of God’s Word. This would be inconsistent with the qualities of God. So what is Jesus saying? He’s using what’s called “hyperbole,” a statement that is intentionally over the top to make a point. Jesus is saying that nothing should come between us and our love and service to Him. To make His point, Jesus says, in essence, that our love for God should be so strong that our love for anything else, including our parents, simply can’t come first. It’s a bold commandment. But the exchanged life is all about this type of sacrifice.
- Instruct students to turn to 2 Corinthians 4:16-18.
 - Before reading the passage aloud, explain that even though we’re called to make sacrifices, it’s totally worth it to follow Christ.
- **Then, read 2 Corinthians 4:16-18 aloud.**
 - **Say something like:** When we follow Christ, we will make sacrifices. It may be friendships, it may be popularity, it might even mean saying “no” to opportunities that might not be the best thing for you (even if you want to say “yes” very badly!). These sacrifices are part of living for God, and living the exchanged life. But the rewards are a home in heaven, with God, for eternity. This is the eternal home that Paul says he fixes his eyes on. This is the unseen and permanent hope promised to all of us. No matter what we must sacrifice to follow Christ, we’ve been given life and the promise of a bright future. What amazing gifts!

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: Powerful Story Of Sacrifice

- Inform students that you’re going to retell them a story of amazing sacrifice, the true story of a mother who gave her life for her child’s.
 - The story comes from the March 12, 2012 edition of Sports Illustrated. If you want more details on the story, go here: <http://sportsillustrated.cnn.com/vault/article/magazine/MAG1195703/7/index.htm>
- Explain that by all accounts, Rhiannon Hull was an amazing woman. She was an exceptionally gifted athlete whose strong mental determination compelled her to constantly push herself. She was a product of the University of Oregon’s renowned distance running program, and a certified yoga instructor. Explain that she was a remarkable person.
 - Explain that she was also a mom. And on October 28, 2011 Rhiannon was playing in the ocean with her six-year-old son, Julian. Rhiannon would frequently play with Julian in the waves off her family’s Costa Rican home. She was not, however, a gifted swimmer. A veteran of countless marathons, Rhiannon never entered triathlons because of her weakness in the water.
- Explain that Rhiannon would have had no warning of the unusually strong current that awaited her that day as she took Julian farther away from the shore to play in the calmer waves. They never found the calm water.
 - Explain that a riptide swept the mother and child more than 100 yards out to sea. Sometime around 20 minutes later, two surfers spotted Rhiannon and Caleb. They quickly paddled out to reach them.
- Explain that by the time the surfers reached them, Rhiannon had been treading water in the choppy surf for nearly 30 minutes. Rhiannon the poor swimmer. Rhiannon who stood 5’ 2”, and weighed 100 lbs. For 30, eternally agonizing minutes, she fought against death by holding her 45 pound son Julian above the water.
 - **Then, say this:** As the surfers tell it, the moment they reached for Rhiannon, she handed them Julian, then slipped under the water, exhausted, never to re-surface. She had done it. She had won her life’s final and most important competition. She paid the ultimate price, accomplishing a seemingly supernatural feat of strength to save the life of her son. Rhiannon Hull is the ultimate picture of what sacrificing for others looks like. Hopefully, none of us will

ever be asked to make this kind of sacrifice for someone else. But we can be empowered by these types of stories to sacrifice ourselves for others in a million small ways, every day of our lives.

Option 2: Sacrifice For Christ

- Explain to students that teenagers just like them are being persecuted for their faith all over the world.
- Explain that in early October, 2012, a Christian family in India was attacked by a mob while they led a worship service in their home.
 - The mob burst into the home, began beating the father, who was the pastor, and destroying all manner of things in the house.
 - When the 12-year-old daughter, whose name was not released because she is a minor, pleaded with the mob to stop beating her father, they turned on her.
- The mob beat the father and daughter, and then dragged them to a Hindu temple nearby. They further humiliated them, making them bow down to Hindu idols and smearing them with a paint-type substance used in Hindu worship.
- (Details of the story can be found here: <http://www.persecution.org/2012/10/07/pastor-and-12-year-old-daughter-beaten-by-radicals-in-india/>)
 - **Wrap up the illustration by saying something like:** It's easy to forget how precious our freedom of religion is in the US. We don't have to fear being persecuted like this father and daughter were in India. But the closer your life imitates Christ, the more you'll find yourself left out because of it. Your faith will cost you. Now, it won't cost you near as much as it costs some people around the world. But standing up and identifying with Christ will set you at odds with the world.

CLOSING

Option 1: *Exchange* Closing Video

- Some of you will be wrapping up your DNow or Retreat Weekend with this large group time.
- If so, arrange to show the *Exchange* closing video to your group.
 - The video does an excellent job of wrapping up the weekend.
 - It ends on an encouraging, uplifting note, but not without a bit of a challenge.
- You can let the video speak for itself, or you can choose to focus on one aspect of it and flesh it out a bit more.

Option 2: Personal Challenge

- At this point your students should have a really good idea of the exchange Christ made on their behalf, the exchanges they are called to make, and what it truly means to live the exchanged life.
 - Maybe the best thing you can do for them is to come up with your own personal challenge based on what the Spirit is leading you to say.
- **Encourage students.** Challenge them. And remind them that the Holy Spirit is their power source for living the exchanged life.