



## TEACH IT COFFEEHOUSE SESSION 2

### 1. Materials

For this session each student will need—

- his or her own Bible
- optional: the student journal page for Session 2 (Using the student journal page is optional in the coffeehouse setting since table space will be limited.)

You'll also need—

- a pack of pencils with erasers
- optional: a few spare Bibles for students who've forgotten theirs

### 2. Session Intro

#### GOALS OF SESSION 2

As students experience this session, they will—

- be strengthened in their belief in Jesus, based on truths in John 1.
- learn how to break through the “spiritual crust” that forms when we have an underused, out-of-date picture of Jesus.
- be challenged to personalize the historic, worldwide impact of Jesus' existence.

#### PRAYER

After your students have gathered, open the session in prayer. Pray that your group members will be open to the truth about Jesus, as John lays it out in John 1. God has a lot to say to us about his Son, but it's not worth much if we don't let it change our lives.

#### OPEN

*Every Picture Tells a Story*

Begin by discussing the different mental pictures of Jesus that people might carry around.

**If people were to carry a physical picture of Jesus in their wallets or purses that depicted their mental image of Jesus, what type of pictures do you think these people would carry?**


1. An older grandma who's been a believer all her life?
2. A rebellious teenager?
3. A teenager or young adult who is seeking spiritual things?
4. A mom/housewife?
5. A career-minded executive?
6. A teenager who's into partying and sex?

Everybody has a picture of Jesus in mind. Some pictures are good, some bad. Even believers tend to carry around pictures of Jesus that are outdated or even completely wrong! We tend to lock in a picture of Jesus at some point in our lives and never update it. Today's session will give us a chance to do some updating.

### 3. Digging In

*The Word on the Word*

Explain that though the four Gospels cover the same subject (the life of Jesus), each begins a little differently from the others. Matthew starts off with a long genealogy showing Jesus' Jewish "family history." Mark starts with a prophecy from Isaiah and jumps right into Jesus' adult ministry. Luke begins with Jesus' birth. And John does something totally creative by "waxing eloquent" with poetry and theology.

1. Read John 1:1-18 from your Bibles.
2. As you read, in pencil, put a cross  over every mention of Jesus.
3. Look for words such as *he, him, light, Word, and life*.
4. If you are hesitant about marking in your Bibles, write lightly so you can erase the markings later. If you're still not comfortable with it, that's okay. Just eyeball the passage and remember any info you see about Jesus.

When most have finished, ask them to look at what they've marked and tell you everything they learned about Jesus. Record their responses in two columns on the whiteboard ("Jesus as Word" and "Jesus as Light"). After you've discussed the passage, the whiteboard will look something like this (although it's okay if it's not as detailed):

Jesus as Word	Jesus as Light
<ul style="list-style-type: none"><li>-He was in the beginning (v. 1).</li><li>-He was with God (v. 1).</li><li>-He was God (v. 1).</li><li>-All things were made through him (v. 3).</li><li>-He became flesh and made his dwelling among us (v. 14).</li><li>-His glory was of the Father, full of grace and truth (v. 14).</li></ul>	<ul style="list-style-type: none"><li>-Life was in him; and that life was the light of men (v. 4).</li><li>-He, the light, shines in the darkness (v. 5).</li><li>-He was in the world; the world was made through him, but the world did not recognize him (v. 10).</li><li>-He came to his own, who didn't receive him (v. 11).</li><li>-He gave those who believe the right to become children of God (v. 12).</li></ul>

Explain that when John wrote his Gospel, many theories existed—not many of them accurate—about who Jesus was. In light of this background, discuss—

**What does John emphasize about Jesus?**

**If you were to choose something on the whiteboard to share about Jesus with your friends, what would you choose? Why?**

### 4. Digging Deeper

*Sharper Image*

Explain that this is all good info about Jesus, but it may make you to want to ask, "So what?" Ask students to read silently the following passages from their Bibles and to hone in on information that describes life before Christ and life after Christ.



**Colossians 1:13-18**  
**1 Peter 1:17-25**

After the students read the passages, ask—

**Based on these verses, how would you compare life *before* and *after* Jesus became part of it?**

Then share—

**In a moment I'm going to read to you five different life scenarios. I'd like you to choose one to comment on to the rest of the group, noting how the info we just uncovered about Jesus could be a source of encouragement in each scenario.**

- 1. dealing with temptation**
- 2. navigating family problems**
- 3. relating to people who are hostile to the Christian faith**
- 4. overcoming difficult circumstances such as disease or tragedy**
- 5. letting your life be a witness to the light (like John the Baptist in John 1)**

You may need to read the list a couple times before students settle on a scenario. After each student has picked a scenario, ask volunteers to share with the rest of the group how the Scripture passages they just read can be an encouragement to their particular scenario.

## **5. Wrapping It Up**

*Truth in Action*

Give the group some time to reflect on how the truth of John 1 can affect their daily lives. Go around your group and ask each person to share one fact or thought that helps update their picture of Jesus—something God is emphasizing to them about his Son.

Go around one more time and ask individuals how this one fact or thought can motivate them to change their behavior or outlook on life.

Before closing with prayer, challenge students to be accountable to one another this week concerning any changes they want to make. Offer some practical suggestions for accountability, such as setting a date and time for students to send you an e-mail or IM on their progress in implementing the change; creating a text-message phrase that you can send at a set date and time to serve as a reminder; or having students write on a sheet of paper how they implemented any changes this week and bring the paper to your next session.