SESSION 3
LEAD IT: COFFEE HOUSE

GOALS

As students experience Jude in Session 3, they will...

- explore the "certain men" who prompted Jude to write his letter.
- examine their own susceptibility to deceptive philosophies and thinking.
- be asked to take up Jude's challenge to contend for the faith.

MATERIALS: Group

- Colored pencils (enough for two colors per student)
- Napkins for writing on, one for each student (see Putting Into Practice)
- Dry-erase marker for writing on napkins (for easy clean up of stray marks on a table)

MATERIALS: Each Student

- Jude Scripture sheets
- the student journal pages for Session 3
- their student journal pages from Session 1 if handy
- a Bible and pen (Students should bring their own Bibles or Bible apps.)

INTRO

Prayer

After everyone has their coffee or coffee drink, spend some time in prayer. Give your students a minute or two to detach from the busyness of the day and focus their minds on God and His Word.

Review

To help your group keep track of key principles from Jude, ask a few review questions:

What were the three "anchor" descriptions of Jude's readers we saw last time?
They were called, loved, kept.

How would you describe Jude's relationship with his readers?
They were close; definitely friends.

How would you describe the faith of Jude's readers?
They were devout Christians, possibly with a Jewish heritage.

Bonus Question: We looked at the fact that Jude's readers were called, loved and kept. But who, specifically, loved and kept them?
They were loved by God and kept by Jesus (v. 1).

Open

See if your students can recall the following:

Who did Jude refer to most in his letter?
"Certain men."

What kind of guys were these men?
They were godless men who'd slipped in among Jude's readers.

Share with your group that you're going to hone in on these "certain men" for this session.

DIGGING IN

Ask your students to think up a symbol they could use to mark references to these men in Scripture.

Then ask them to do the following:

> **Read Jude 4–19 using your Scripture sheets and mark with a colored pencil every mention of these men, including words like "these" and "they." Jude used many illustrations from history to paint a picture of these men. If you find these, mark these too.**
>
> **As you mark the references, you may want to use one color to mark actions of these men and another color to mark descriptions of these men.**

When most have finished, share that they could have found more than 20 facts about these men.

Since Jude spent 16 out of 25 verses on these guys, we should figure out what God is trying to tell us about them!

STUDY TOOL: Make Lists

Explain that the best way to get a handle on a Bible passage that contains a lot of info on one subject is to list everything you learn about that subject.

Point out:

> **The act of listing the facts gives you a chance to use more of your five senses, which will help you remember what you've read.**
>
> **Sometimes Scripture even gives the facts in the form of a list (see Galatians 5:22–23 as a reference if you would like).**

Ask your students to record this truth on their journal page under Study Tool:

> **When there's a list, check it twice:**
> 1. **Read it.**
> 2. **Record it.**

Suggest that the facts about the "certain men" could be organized into two lists—actions and descriptions. Ask your students to look at the verses and to circle three descriptions and three actions that most stand out to them. For your reference, the descriptions and actions of these men are listed below. After they've circled their top actions and descriptions, have them list these in the space provided on their journal pages.

Ask students to narrow down their circled actions and descriptions to one action and one description that most stands out to them and ask them to share their selections. For your reference, here is a detailed list of both.

Actions	Descriptions
- They secretly slipped in among believers (v. 4). *- They change the grace of God into a license for immorality (v. 4).* *- They deny Jesus (v. 4).* *- They pollute their own bodies (v. 8).* *- They reject authority (v. 8).* *- They slander celestial beings (v. 8).* *- They speak abusively against whatever they don't understand (v. 10).* *- They eat with believers without qualms (v. 12).* *- They follow their own evil desires (v. 16).* *- They boast about themselves and flatter others for their own advantage (v. 16).* *- They follow their own ungodly desires (v. 18). -They divide believers (v. 19).* *- They follow mere natural instincts (v. 19).*	*- They're godless (v. 4).* *- They're dreamers (v. 8).* *- What things they understand by instinct destroy them (v. 10).* *- Their condemnation was written about long ago (v. 4).* *- They're godless (v. 4).* *- They're dreamers (v. 8).* *- What things they understand by instinct destroy them (v. 10).* *- They've taken the way of Cain (v. 11).* *- They rushed for profit into Balaam's error (v. 11).* *- They've been destroyed in Korah's rebellion (v. 11).* *- They're blemishes at love feasts (v. 12).* *- They're shepherds who only feed themselves (v. 12).* *- They're clouds without rain; wild waves of the sea; wandering stars (v. 12–13).* *- They're grumblers and faultfinders (v. 16).* *- They're scoffers (v. 18).* *- They don't have the Spirit (v. 19).*

After students have shared about the actions and descriptions of these "certain men," internalize the information by discussing these questions:

It seems like the behavior of these men would be easy to notice! But what tips you off that Jude's readers were unaware?
They'd secretly slipped in among the believers (v. 4).

What does this tell you about these men?
They must blend in with believers somehow.

What was the major issue with these guys? What were the bottom-line problems with them?
They had a problem with authority.
They had a problem believing in truth and holding to it.

What specific dangers did Jude spell out in verses 4 and 19?
The certain men:
-change the grace of God into a license for immorality (v. 4)
-deny Jesus (v. 4)
-cause divisions among believers (v. 19)

Have your students write the dangers in the spaces on their journal pages. Note to your group that Jude used some crazy illustrations to make his point about these men!

If you boiled everything Jude said about the "certain men" into three big points, what would they be? (Write these on your journal page.)
Have the students write these under "My 3 Big Points."

Discuss your students' three big points as a group. Below are some points you may want to add to the discussion.

Four possible points:

1. *If you rebel against truth and reject God's authority, you can expect judgment.*
2. *There are very real consequences when you rebel against God!*
3. *We need to take God's commandments seriously.*
4. *Truth matters to God—and it should to us!*

TAKING IT INWARD

The obvious question is, how do the "certain men" of Jude apply to us today? To answer that question, have your students discuss these questions:

Which of these actions or descriptions are weak spots in your life, where you could be open to the influence of people like the guys in Jude? What mindset could make you susceptible to the influence of these types of people? For example, do you tend to be more worried about fitting in than with avoiding people like these "certain men" Jude talks about?

Remind your group of the three dangers mentioned in Jude 4 and 19. (Point them to the list they made under "Digging In.")

Share with your group that you're going to read a list of teaching philosophies and beliefs about Christianity that are prominent today. You can use this list in various ways:

1. Rank on a scale from 1-10 whether a teaching is what Jude might have been talking about.
2. Rank them in order of most dangerous to least dangerous.
3. Ask volunteers to pick one or two and share personal experiences with that teaching.

Today's Philosophies:

- **The belief that Jesus was a good teacher or social reformer, but that He wasn't God.**
- **The idea that Jesus was a historical figure who lived and died, but who has no authority in our lives today.**
- **Moral relativism; the idea that truth is whatever you want it to be.**
- **The idea that you can be saved but live however you want.**
- **The belief that you can accept parts of the Bible but ignore other parts, or that you don't have to take God's Word literally.**

What needs to change—in our personal lives or in our group—to close the door on this kind of influence?

One of the actions of the "certain men" was to "change the grace of God into a license for immorality." What might this look like today?

How does Romans 6:1-4 shed light on "changing the grace of God into a license for immorality"?

Ask for a volunteer to read this passage out of a Bible or Bible app and then discuss the question.

PUTTING INTO PRACTICE

Wrap up by sharing these points in your own words:

The danger of the "certain men" was clear to Jude, but not to his readers! That's why his letter was so urgent. The same dangers exist today and have a way of slipping in unnoticed. "Contending for the faith" means being alert and aggressive in guarding against our weak spots.

At this point, distribute a napkin to each student. To help your group remember these dangers, ask students to think up a creative description that can help them remember the men Jude described. (We've listed a few to get you started.) Have them write these on their napkins using a dry-erase marker, being careful not to make any stray marks on restaurant furniture (thus, the dry-erase marker in case you do need erase).

- *The men of Jude were like Gomorrah, they took the way of Balaam and Korah.*
- *The men of Jude were rude, crude and lewd.*

After a few minutes, ask any volunteers to share their phrases and vote on the funniest or best. Before closing in prayer, have your students write two Jude Takeaways on their journal pages:

1. **A thought or phrase that will warn them of the influence of the "certain men." (This could be the phrase the group voted best.)**
2. **Something they can do to prevent this kind of influence in their lives.**