SESSION 3
LEAD IT: HIGH SCHOOL

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

- Whiteboard and markers
- Colored pencils (enough for two colors per student)
- 3"x5" blank cards, one for each student (see Putting Into Practice)
- Collect images of movie villains into slide show; you'll need to prep this beforehand (see Digging In below)

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 your group has gathered, 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

Have your students recall, or glance at their Session 1 journal pages if they're handy, and then ask:

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. Explain that, to get their minds thinking about the influence of these certain men, you're going to do a villain face off.

Share in your own words:

> **Disney often shows villains as convincing others they aren't really "bad." Sometimes this was through magic, sometimes villains just put themselves into a place of making others think they weren't "that bad." This can be true of some of the most iconic movie villains from fantasy and superhero movies.**
>
> **We will be "pitting" a Disney villain against an iconic movie villain. I will flash two villains on the screen. Choose which villain you think would win a match between the two and move to the same side of the room as that villain is on the screen. We will then have a brief friendly debate between the two sides of the room about which villain would "win" if matched up against the other. Feel free to use these match ups or any other popular (and not over the top) movie villains:**

- Jafar from *Aladdin* vs. Darth Vader from *Star Wars*
- Captain Hook from several Disney stories/films vs. Scar from *The Lion King*
- The Evil Queen From *Snow White and the Seven Dwarfs* vs. The Wicked Witch of the West from *The Wizard of Oz*
- Magneto from *X-Men* vs. Lord Voldemort from *Harry Potter*
- The Shark from *Jaws* vs. The Joker from *Dark Knight Rises*
- Malificent from *Sleeping Beauty* vs. Severus Snape from *Harry Potter*

DIGGING IN

Explain that the focus of this session is to learn who the "certain men" were and what they were up to. Ask your students to think up a new 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.**

When most have finished, share that they could have found more than twenty 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 Tools:

> **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 three actions and three descriptions, have them list these in the space provided on their journal pages.

Ask students to choose one action and one description that most stands out to them. Make two columns on your whiteboard, one labelled "actions" and the other "descriptions." Then ask each student to share their action and description. List these in the proper column on the board as they are shared. While you won't have a full list of actions and descriptions of these men, you'll have the entries that stand out to your students. 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 you have several actions and descriptions of these "certain men" on the board, 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!

CROSS CHECKING

Share that you're going to do some digging in the Old Testament to see how these events Jude used as illustrations reinforce his message.

Share these instructions in your own words:

1. **Read on your own the passages in the center column of the chart on your journal pages.**

2. **In the right column, jot the main point of each Old Testament event as it relates to Jude's letter.**

Jude's Illustrations	Background Info	What's The Point?
...Sodom and Gomorrah and the surrounding towns gave themselves up to sexual immorality and perversion. They serve as an example of those who suffer the punishment of eternal fire (v. 7)	**Genesis 18:16–21** **Genesis 19:24–29**	
...they have been destroyed in Korah's rebellion (v. 11)	**Numbers 16:1–40**	

After a few minutes, ask your students:

What happened in these passages?

What do these events have in common?

How do these events relate to the point Jude was making?
God has a standard of obedience He expects from us. If we violate that standard, we can expect consequences!

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 find a place where they can be alone with God. Ask them to take their Scripture sheets and pens to a place of solitude and do the "Taking It Inward" exercise on their journal pages.

After a few minutes, call your students back together. Ask them:

Are there any weak spots in your life, where you're susceptible to the influence of people like the ones in Jude?

Are there any weak spots in our student ministry, where we could be vulnerable to this influence slipping in among us?

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

What beliefs or teachings today are similar to these dangers in Jude?
Possible answers include:
-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?

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 one 3" x 5" index card 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 cards.

- *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.**