



Session 2: Broken

HOW TO USE THIS RESOURCE

GOAL: The goal of this lesson is twofold:

1. *This small group lesson is designed to help you and your students go deeper into the difficult topic of sin. In the Large Group Talk, they learned that sin is leading a mutiny against God, replacing him as the authority in their lives. They also discovered the terrible effects of sin: broken relationships with God and with others, and a heavy burden of shame and guilt. In this Small Group lesson, they will see more examples of how our individual sins stem from idolatry, and they will identify specific idols in their own lives.*
2. *It is also designed to make it easy for you to facilitate and teach students about how God responds to the sin in our lives. That is why the Small Group Leader Guide is packed with easy-to-use instructions, timeframes, and questions that promote thinking and draw out real responses.*

WHAT YOU WILL NEED:

- A copy of the Facilitator's Guide for you and any other facilitators.
- A Student Book for each participant.
- Be sure to check out the Live It Out section ahead of time to prepare: *No supplies needed.*

TEACHER PREP VIDEO:

Don't forget to take a minute and watch the teacher prep video found in your DNow Studies account. It's a short video that will take you through some of the need-to-knows before you dive into this lesson with students.



The Small Group Leader Guide This table outlines the parts of each lesson and provides an approximate timeframe that you can adapt to meet the needs of your group.

Lesson Outline	<i>Included in Facilitator's Guide</i>	<i>Included in Student Book</i>	<i>Approximate Timeframe</i>
Large Talk Review with Opening Questions		Yes	3-5 minutes
A Second Look Another example of idolatry in our culture—followed by discussion questions.	Yes	Yes	10–15 minutes
A Little Deeper Dig into Bible passages that were not in the Large Group Talk. See what else Scripture says about this topic.	Yes	Yes + Discussion Questions	15-20 minutes
Live it out An experiential activity to help students reinforce and internalize the lesson—followed by discussion questions.	Yes		10–15 minutes
Apply it A practical application for students to do this week.	Yes	Yes	2–3 minutes
Student Devotional A short devotional for students to do on their own.		Yes	



LARGE GROUP TALK REVIEW

Take a minute to review what students just learned in the Large Group Talk. Have them pull out their notes, and ask them to share what their answers were for the two questions found on **page 12** of the Student Book. Consider having students share their answers with a partner, and then ask for two or three volunteers who might want to share with the whole group.



A SECOND LOOK

Read this story together as a group and answer the following questions, found on **page 13** of the Student Book.

He was a pop star of epic fame. Girls would literally pin pictures of him to their shirts and kiss the picture. Fans would wait in line for hours, skipping meals and bathroom breaks to see him sing. Once he appeared on stage, the screams from the crowd were deafening. A chorus of swooning greeted him wherever he went. After concerts, many refused to leave, wanting to see him again. When he arrived in a town, mobs would greet him. One Columbus Day at a concert hall in New York City, the police had to come in to control the crowds that were blocking traffic in Time Square. This became known as The Columbus Day Riot.

Who was the object of such intense fandom? It wasn't a member of a boy band like One Direction. It wasn't Justin Bieber. It wasn't even Michael Jackson, Elvis, or The Beatles, although all of those musicians had similar followings. This riot occurred in 1944 for a singer named Frank Sinatra.

How did a bunch of fans at a concert turn so quickly into a violent mob? In short, sin. Sin broke us, and it broke the rest of the world. It's constantly trying to cause a mutiny and take over our lives, kicking God out of the lead and replacing him with something else. In the Garden of Eden, Adam and Eve put knowledge in the lead over God. In the Columbus Day Riot, fans put love for a celebrity in the lead. Another way to say this is that Frank Sinatra's fans worshiped him. And while it's probably safe to say you don't worship Frank Sinatra, you probably worship other idols: a band, a team, a phone, or even a girlfriend or boyfriend. There's only one thing worthy of worship status, and that's God.

Discuss

- How can you tell if someone is a huge fan of a celebrity, movie, brand, or something else?
- Think of your favorite thing to do in your spare time. How much of your week do you devote to that thing?
- What would you do if it were taken away from you?
- What's the problem with putting something in the lead of your life over God?

Leader's Note: Be sure to say a positive or encouraging comment after students share: "Thanks for saying that," "Good insight," "I think we've all felt that way," or "I've never thought of it like that." If you let silence take over after a student shares, it can change the tempo of the discussion and prevent students from sharing any more. Stay upbeat, nod at them, and smile. It can change the whole atmosphere of each small group time.



A LITTLE DEEPER

We shouldn't be surprised when we see these expressions of devotion. But even when we mutiny against God and choose not to worship him, we don't stop worshiping altogether. We just replace the object of our worship with something else. We replace the Creator with something he created.

In this section, you'll take a look at several Bible passages, and students will answer questions. The Background Notes below will give you a little more insight into the confusing parts of these passages. As students share, remember to listen deeply. Don't be afraid to ask second-level questions.

Read each Bible passage and answer the questions found in the Student Book on pages 15 and 16:

Exodus 20:3–4: You shall have no other gods besides me. You shall not make for yourself an image in the form of anything in heaven above or on the earth beneath or in the waters below.

Background Note: You might recognize these as the first two of the Ten Commandments. The rest of the commandments actually stem from these first two. The other commands may not refer to carved statues or golden sculptures, but they do describe ways in which we put created things in the place of God. We replace God with possessions ("You shall not steal," and "You shall not covet your neighbor's house"). We replace God with human relationships ("You shall not commit adultery"). We replace God with self-preservation ("You shall not murder," "You shall not give false testimony against your neighbor). Whenever we take God off his throne and replace him with something less worthy, we live in sin.

Discussion questions found on page 15 of the Student Book.

Exodus 20:5–6: You shall not bow down to [idols] or worship them; for I, the Lord your God, am a jealous God, punishing the children for the sin of the parents to the third and fourth generation of those who hate me, but showing love to a thousand generations of those who love me and keep my commandments.

Background Note: It's worth noting that, while this passage may make God seem envious and unfair (Why would a good God be jealous?), it's actually a picture of his amazing love and mercy. In this passage, jealous isn't meant in the way we think of it: suspicious and distrustful. It simply means that God is the only one in the entire universe worthy of our absolute devotion, and it grieves him when we direct that devotion toward lesser things.

Discussion questions found on page 15 of the Student Book.



Isaiah 53:3–6: He was despised and rejected by mankind, a man of suffering, and familiar with pain. Like one from whom people hide their faces he was despised, and we held him in low esteem. Surely he took up our pain and bore our suffering, yet we considered him punished by God, stricken by him, and afflicted. But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was on him, and by his wounds we are healed. We all, like sheep, have gone astray, each of us has turned to our own way; and the Lord has laid on him the iniquity of us all.

Background Note: God takes sin very seriously. Like aimless sheep, we take control of our lives away from our Shepherd and wander away, finding ourselves in terrible and dark places. This terrible injustice cannot go unpunished. Our actions have consequences, and this passage describes the difficult price of our sins. But that doesn't mean God has abandoned us. This prophesy from the Old Testament explained that God would send someone to take the brunt of our punishment on himself. He would receive the tragic consequences of sin that should have been placed upon us. This person would be rejected by the people he came to protect and save—a terrible irony. But thankfully, he would come anyways. Students will discover in the next lesson that this person has already come.

Discussion questions found on page 16 of the Student Book.



LIVE IT OUT

Idol Show and Tell

What You'll Need: No supplies needed.

Introduce the activity by saying something like: *We've talked a lot about idolatry and making something besides God the most important thing in our lives. Now it's time to be honest with each other. I want you to take some time to find an object that represents an idol in your life. It could be something in your pocket or your purse, something in this room (ask permission before grabbing), or something outside (stay on this property). It could even be something you find on your phone.*

You have 10 minutes to find the object and bring it back to the group. During that time, pray that God would reveal to you what's sitting on the throne of your life. Once everybody's back together, we'll share our objects and the meaning behind them to each other. I'll go first so you understand what I mean.

You may wish to use a different object for a different idol, but here is one option for your example:

I've already chosen my object. It's this dollar bill. For me, money is an idol. I don't want to get rich or drive a fancy sports car, but I want to have enough money to feel secure, to have a safety net in case something happens. Saving money isn't a bad thing by itself, but sometimes I trust money more than I trust God with my future.

Send the students out to collect their own objects. Ask for volunteers to share first.

**Debrief:**

- What was the most difficult part of this activity?
- Do you feel any guilt or shame attached to this object and idol? Why?
- When you look at all of the objects we chose, what do you notice about how those things compare to God?
- Did you resonate with any objects other people chose? Which ones?
- How many of those objects will potentially fail you in the long run?

**APPLY IT**

What is one thing you can do this week to take something down from a pedestal in your life and put God back in the lead?

Be specific:

What are you going to do?

When are you going to do it?

Is there someone who can keep you accountable?

Leader's Note: Whenever students make applications, challenge them to be specific. It's one thing to say, "I'm going to trust God more." The truth is, our students won't really know if they did this, or if they grew in trust over the week. It's another thing to say, "Every morning this week before I eat breakfast, I'm going to tell God that today is his and that I trust him, and I'm going to ask him to give me the strength to replace worries with trust." Challenge your students to answer the questions under the "Be Specific" section. You can even have them pair up, share their applications, and ask for accountability from their partner.

WHAT'S NEXT

Schedule: Be sure to let students know what's happening next in the schedule and what they need to do or bring with them.

Student Devotional: The Student Book contains a short devotional for students to do on their own. Make sure to point this out to students and let them know if and when this fits into the schedule of the weekend. The devotional that corresponds with this lesson is found on **page 37**.