

Study Series: Difference Makers

Author: Gregg Matte

 Lesson Title: “Asleep in the Storm” (pp. 156-168)

Session 13

February 27, 2022

**The main point of this lesson is:** Difference makers have confidence and rest in Jesus through the storms of life.

**Focus on this goal:** To help adults find rest in Jesus during the storms of their lives

**Key Bible Passage:** Matthew 8:23-27

Before the Session

**Create** a display with sleep aids such as: sleep mask, ear plugs, white noise machine, melatonin, and so forth. (Step 1)

During the Session

Step 1. Create Interest / Jumpstart Discussion

**Ask** what the displayed items have in common. **Inquire:** *Why are there so many sleep aids on the market? How might insomnia affect a person’s ability to accomplish anything?*

**State:** The final session of this study might not cure insomnia, but it can help us rest in Jesus so we can gain the strength and confidence to be the difference makers God created us to be.

Step 2. Devastating Storms

**Ask** adults if they sleep better or worse during storms and why. **Invite** responses to Day One, activity 1 (p. 156).

**Ask** what advanced technology can and cannot do when it comes to natural disasters. **Invite** a volunteer to read the pull quote from Day One (p. 157). **Assert** since Jesus knew He had that power, He could sleep peacefully during a storm.

**Discuss** Day One, activity 2 (p. 157).

Step 3. Asleep on the Boat

**Invite** a volunteer to read Matthew 8:23-25. **Ask** participants how they might have felt if they were one of the disciples. **Discuss** Day Two, activity 1 (p. 158).

**Ask** a volunteer to read Matthew 8:26-27. **Determine** what all Jesus rebuked (winds, sea, *and* disciples). **Consider** why Jesus “didn’t seem to have much patience” (p. 159) for the disciples’ terrified state.

**Read** Mark 4:41. **Ask** why the disciples were more afraid once the storm was over. **Invite** a volunteer to read the Day Two paragraph (p. 160) beginning “Jesus’ calming of the wind and the waves ….”

**Analyze** how fear of God molds common people into difference makers. **Identify** the three lessons this biblical account teaches about the life of a difference maker (p. 160).

Step 4. He Leads Us into the Storm

**Request** participants state from Matthew 8:23 and Mark 4:35 why the disciples entered the boat to begin with. **Ask:** *Do you think Jesus knew the storm was coming? Then why lead the disciples into the boat?*

**Discuss** Day Three, activity 1 (p. 161) in a general sense.

Use remarks in Day Three to **describe** the great lie of nominal, cultural Christianity (pp. 161-162). **Guide** the group to discuss the three things people who buy into that lie will do when they face a storm (p. 162). **Encourage** adults they are not alone in feeling like God is absent or not listening when they’re in a storm.

**Ask:** *What must we remember when we feel like Jesus is sleeping while we’re being tossed in a storm?* **Read** the Day Three pull quote (p. 162). **Explore** how believing that can mold participants into difference makers.

Step 5. He Leads Us Through the Storm

**State:** *We also must remember that “Just as surely as Jesus leads us into the storm, he will lead us through the storm”* (p. 163). **Request** a volunteer read Psalm 23:3-4. **Evaluate** how these verses enforce the truth that Jesus leads us into a storm.

**Ask** adults if they recall the children’s rhyme “Going on a Bear Hunt” where the hunters encounter various obstacles and conclude they can’t go over, under, or around it. **Ask** what the rhyme concludes is the only option (Gotta go through it). **Determine** how that is true about life’s storms and valleys as well.

**Ask** what can give us the courage and strength to keep going through storms and valleys. **Discuss** Day Four, activity 1 (p. 163).

Step 6. He Leads Us Out of the Storm

**Draw attention** to the three ways to regard life’s storms identified in Day Five, activity 1 (p. 165). **Analyze** what those three ways look like in a person’s life. **Evaluate** which is the only way to regard storms if we want to be difference makers.

**Invite** volunteers to share how they know the pull quote in Day Five (p. 165) is true.

**Ask:** *How can we believe that Jesus leads us out of all storms when some storms last a lifetime?* **Urge** adults to underline the sentence (p. 165) beginning “Difference makers know and trust that Jesus leads us into ….”

**Discuss** Day Five, activity 2 (p. 166). **Explore** why believers who are at peace during turbulent times make a difference in the world.

**Inquire:** *In the last session we saw that difference makers run to trouble; today we see that difference makers rest. How can we reconcile these two?* **Assert** it is only because we rest in Jesus that we can run to stormy troubles, confident He will see us through to the other side. **Read** the last paragraph of Day Five (p. 166).

Step 7. Practical Application – Live Out the Lesson

**Ask:** *What have you gained from this entire study that encourages you to rest in Jesus through the storms of life? What has motivated you to get off the sidelines and go into the world to make a difference?* **Close** by inviting participants to read the Difference Maker Declaration (p. 66) in unison as a closing prayer of commitment.

