

Series: Real.Loud

Session Title: Proclamation

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ A prepared video or a skit for this exercise. See page A19-20 for the screenplay. If you are using a video, have it cued and ready to play. If you are doing a skit, have your players ready to perform.
- ☐ Three large pieces of newsprint taped up at the front of the room
- ☐ Pens
- ☐ Double-sided copies of pages A17-18 (one per group)
- ☐ One large and attractive prize
- ☐ One dramatic visitor for each expected group (see pages A21-23 for role scenarios and expectations)
- ☐ Wallet sized prayer cards (see pages A24-25)

Lesson Objectives:

As a result of this lesson, students will be able to...

- Identify five approaches that are likely to be unsuccessful in sharing the gospel.
- Identify five approaches that might work in terms of sharing the gospel.
- Develop a game plan for carrying out gospel conversations.
- Practise using their game plan in a safe environment.
- Pray for opportunities to share the gospel with others.

Pastoral Objectives:

Lead In:

Stage a heated debate between two members of the youth group. Offer large prizes and incentives to encourage a spirited debate. Fill a hat with several debating topics and pull one from the hat. Then ask for volunteers to argue each side of the debate. Give a total of two minutes for each debater to argue their case. Lay a few guidelines: no swearing, name calling or stabbing. At the end of the debate have the audience choose a winner. This whole exercise, including judging, should take five minutes. Have fun with it.

Potential debate topics:

1. Hip hop music is better than old school rock.
2. Girls are smarter than boys.
3. Women should be allowed to compete in professional league sports such as the NHL and the NBA.
4. Canada should join the United States.

Note to the leader: you want the topic to be controversial so that the students can get heated about it, but you want to avoid moralistic issues like abortion and same sex marriage as they might get 'Christianity' on you.

Consider transitioning into the tasks by saying something like this:

Tonight we are going to be talking about 'witnessing' or sharing our faith. Christian witnessing has absolutely nothing in common with debating or arguing. The exercise we just did should look absolutely nothing like your attempts to tell people about God and his love for them, but too often there is a disturbing similarity in our approaches. We try to argue with people about what we think the critical issues are and we falsely believe that we will convince people that we are right and that they should think like us. The problem is, even when you win an argument, you rarely win a convert. Debates and arguments like that usually end up with people feeling hurt, attacked and misunderstood.

So how should witnessing go? What should our game plan be? Tonight we are going to develop a game plan and we are going practice it here in a safe place so that we can use it with confidence out there where it matters. Let's go!

Task One Instructions:

To complete this task you will need to have a video or a skit prepared. The basic dramatic concept is the same, only the preparation is different. Students will observe two very different witnessing episodes. One from Acts 8:26-39 and the other reflected in the skit or video. See page A19-20 for the skit or video screenplay.

Show the skit or video first and then without explanation or preamble have someone read Acts 8:26-39. Have three large pieces of newsprint taped up at the front of the room. After the two

episodes have been previewed explain that what we have just seen is one negative example of witnessing and one where the results were positive. Tell the students that it would be difficult if not impossible to develop a complete and comprehensive game plan for witnessing from just these two episodes but that they can probably identify ‘Five Things Not To Do’ and ‘Five Things That Are Good To Do’ and work from there. Have the students suggest five things not to do (and capture them on the first large piece of newsprint) and five things to do (captured on sheet two) by referencing one of the two episodes. Label the third sheet: ‘Other Important Strategies’. After you have made your first two lists explain that there are probably some other things we have learned that work or don’t work from our own experiences. Let’s make a list of five on this third paper. They can be ‘Do Nots’ or ‘Do For Sures’. This whole task should take about twenty minutes.

Task Two Instructions:

Have the students form discussion groups of no less than six and no more than ten students. Have the groups elect a secretary. Provide each secretary with a pen and a double-sided copy of pages A17-18. Instruct the groups to follow the instructions for task two, both parts.

As they begin, have the dramatic plants ready to join each group. These could be adults from the congregation, former students, friends, anyone. Give them their character profile from pages A21-23 before they perform so that they are ready to engage the students in conversation.

Note to leader: If there are more than three discussion groups, repeat one of the plant profiles. It isn’t necessary for every group to have a totally different plant as every conversation will be unique.

Pause here for whole class feedback. Ask the groups if they discovered anything in this task that changed their answers for task one. You could also say goodbye to your dramatic plants if they have to leave and/or thank them for their work now.

Task Three Instructions:

Now give each group secretary enough wallet-sized prayer cards (copied from pages A24-25) for his or her small group. Tell the secretary to hand out the cards and to follow the instructions for Task Three on the handout.

Conclusion:

Consider wrapping up the evening by saying something like this:

1 Peter 3:15 reminds us to always be ready to give a reason for the hope that we have. Being ready means having a plan. When we are prepared we can make ourselves available to God and God will use us. He wants to speak through us but we need to be ready and available. Present yourselves as ready and willing to speak when the time comes for words.