

Series Title: Agent I²

Session Title: Exceptional Living

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ Large sheets of paper
- ☐ Markers
- ☐ Prize (bag of candy)
- ☐ Cheat sheet for Lead In
- ☐ Board or overhead with markers
- ☐ Envelope with strips of paper in it according to task one
- ☐ Pens
- ☐ Bibles
- ☐ Copies of page A63
- ☐ Copies of dramatic scenarios on pages A60-62 according to task four

Lesson Objectives:

As a result of this lesson, students will:

- Review 1 Timothy 4:12
- Identify honesty as an example of exceptional conduct that matters in their lives.
- Create scenarios that allow for opportunities for spiritual conversations rather than judgmental responses that begin “holy wars”

Pastoral Objectives:

Lead In—1 Timothy 4:12:

Before the lesson starts, put the large sheets of paper at the perimeter of the room (taped to the wall, on tables, or however you want) and put a marker or two at each station. At the start of the lesson, divide students into groups of five to eight people and send one group to each sheet of paper. Challenge the groups to write 1 Timothy 4:12 out on the paper from their memories. The first group to correctly write out the passage (from whatever version of scripture you are using – this template is based on the NIV), wins a bag of candy.

At the front of the room have a cheat sheet. The cheat sheet has the entire verse written on it. If a team gets stuck they can send one representative of their team to the cheat sheet to look at the complete verse. This representative can then help the group to correctly finish their verse. The group can send their representative up a total of three times and it must be the same representative each time.

Consider transitioning from this intro into the session by saying something like:

Tonight we are continuing our series entitled Agent I², which is based on 1 Timothy 4:12. Last week we considered the impact that our speech can have on both our lives and the lives of others. Today we want to look at our behaviour. The Apostle Paul said that we can set an example in our speech, life, love, faith and purity. A better translation of the word “life” is actually conduct. How we conduct ourselves obviously matters.

To become an Agent of Irresistible Influence the way we conduct our life needs to be markedly different than the lives of those around us. When our lives reflect the challenge that the Apostle Paul gave to his young student Timothy, others will begin to notice that we live remarkably different as a result. This will lead to natural conversations about our lifestyle, our beliefs, and our relationship with Jesus Christ.

Task One:

Mix up the groups but keep them the same size. Tell the students that you are going to distribute an envelope which contains ten actions in it. Tell them that they must sort the actions in order from “most negative” to “least negative.” Do an example together, such as: “For example, if one slip said poking your sister in the ribs and another slip said stealing loads of money from your work, which would be most negative?” Probably everyone will agree that grand theft is more negative than a little poke in the ribs. Now handout the envelopes with the slips of paper in them as follows:

1. Lying to your girl/boyfriend
2. Burning CDs and DVDs
3. Cheating on a test
4. Disobeying the speed limit
5. Editing your actual weekend activities when talking to your parents
6. Taking small things from work
7. Cheating on your taxes

8. Splicing your neighbour's satellite signal
9. "Enhancing" your resume
10. Making a false ID or fibbing about your age

For feedback, ask one group to write their answers up on a board or overhead and ask the other groups to agree or disagree with the list. Allow for discussion and amendments. Be careful to not too quickly move the discussion to your perspective or "right" answers. Allow the students to dialogue and discuss. We will get to where you want to go!

Task Two:

Now give every group a copy of page A63 and ask them to follow the instructions given there. The students will use the handout to read Genesis 12:10-20 and to analyze the actions, consequences, and feelings of Abram, Sarai, and Pharaoh are in the story.

For feedback, have volunteers answer these three questions:

1. What was the consequence of Abram's actions?
2. How do you think that Sarai felt?
3. How did Pharaoh react?

Ask the rest of the groups/students to listen and decide whether the answers are good. When they agree move on to the next task.

Task Three:

On a board, overhead or PowerPoint slide project the following verses (just the references, not the text). In the same small groups, have the students read the passages and then determine which two verses best represents a Scriptural teaching on honesty:

Song of Solomon 6:6	Ephesians 4:25	Proverbs 26:14,15
Romans 13:8-10	Proverbs 11:1	Ephesians 4:28

For feedback, solicit answers from the students and allow the other students to object until they agree on reasonable answers.

On another overhead or PowerPoint slide project the following verses. Provide scrap pieces of paper and ask the small groups to read the following verses and finish this sentence:

"According to the Bible, God asks us to live lives of good conduct because..."

Jeremiah 17:10	Philippians 1:27	Psalms 112:5
1 Peter 2:12		

Repeat the feedback now. Be prepared to follow this task up with some teaching of your understanding of why scripture requests us to live exceptional lives.

Task Four—Dramatic Scenarios:

Note to the leader: one of the problems facing many Christians is that they not only want to live exceptional lives but they feel the need to push their conduct onto others, or exhibit an attitude of superiority as a result of their conduct. In this way, they do not in fact represent light and life as much as appear superior or judgmental. Sometimes, the students will go so far as to start a “holy war” with their friends, peers or family, when their same actions with the right attitudes could lead to spiritual conversations.

In these three dramatic scenarios we will help the students to collectively create healthy responses out of very negative original scenarios. We have provided three bad scenarios. You must decide based on time and your group’s makeup how many of these you will do. The goal is to allow the group to self-correct, rather than for you to give them correct answers. Allow the students to give each other feedback and provide feedback only insofar as they require your guidance to clarify and correct their work. The end goal is to create a healthy and positive dramatic scenario out of a negative one.

Assemble the students together as one big group. Ask for two volunteers for each of the three skits. Give the volunteers copies of the scenarios (pages A60-62) and give them a few seconds to practice while you give the other students these instructions:

You are going to see three scenarios that involve young people and their conduct choices. I am going to give you, the audience, an imaginary remote control with which you can pause, rewind, fast forward, and altogether change the scenarios that the volunteers play out. First, allow the volunteers to perform the scenario all the way through and then use your remote control to help them improve their conduct and their conversations.

Proceed with dramas and guide the students towards recognizing the difference between “holy war” conversations and conversations that shine! At the end, have the volunteers perform the newly improved drama once through from start to finish. Applaud and conclude!