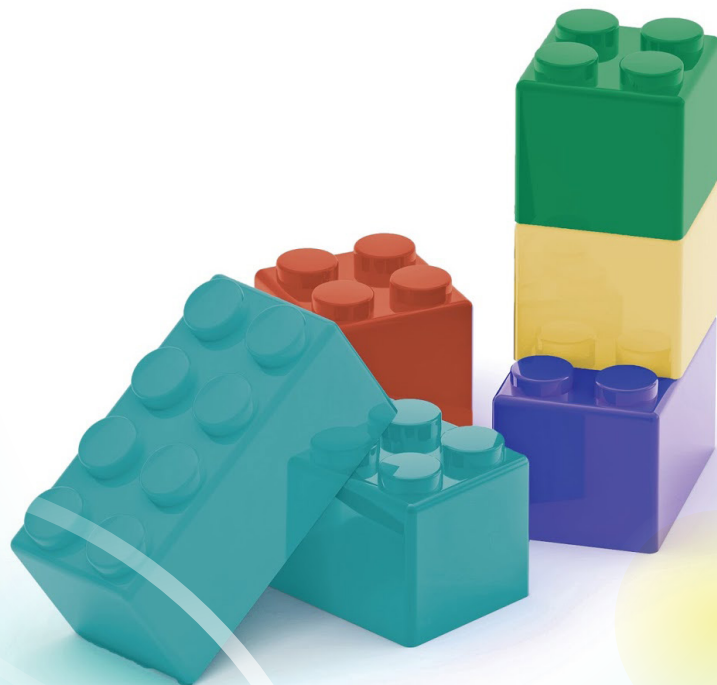


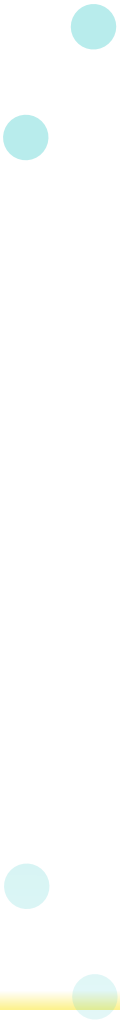
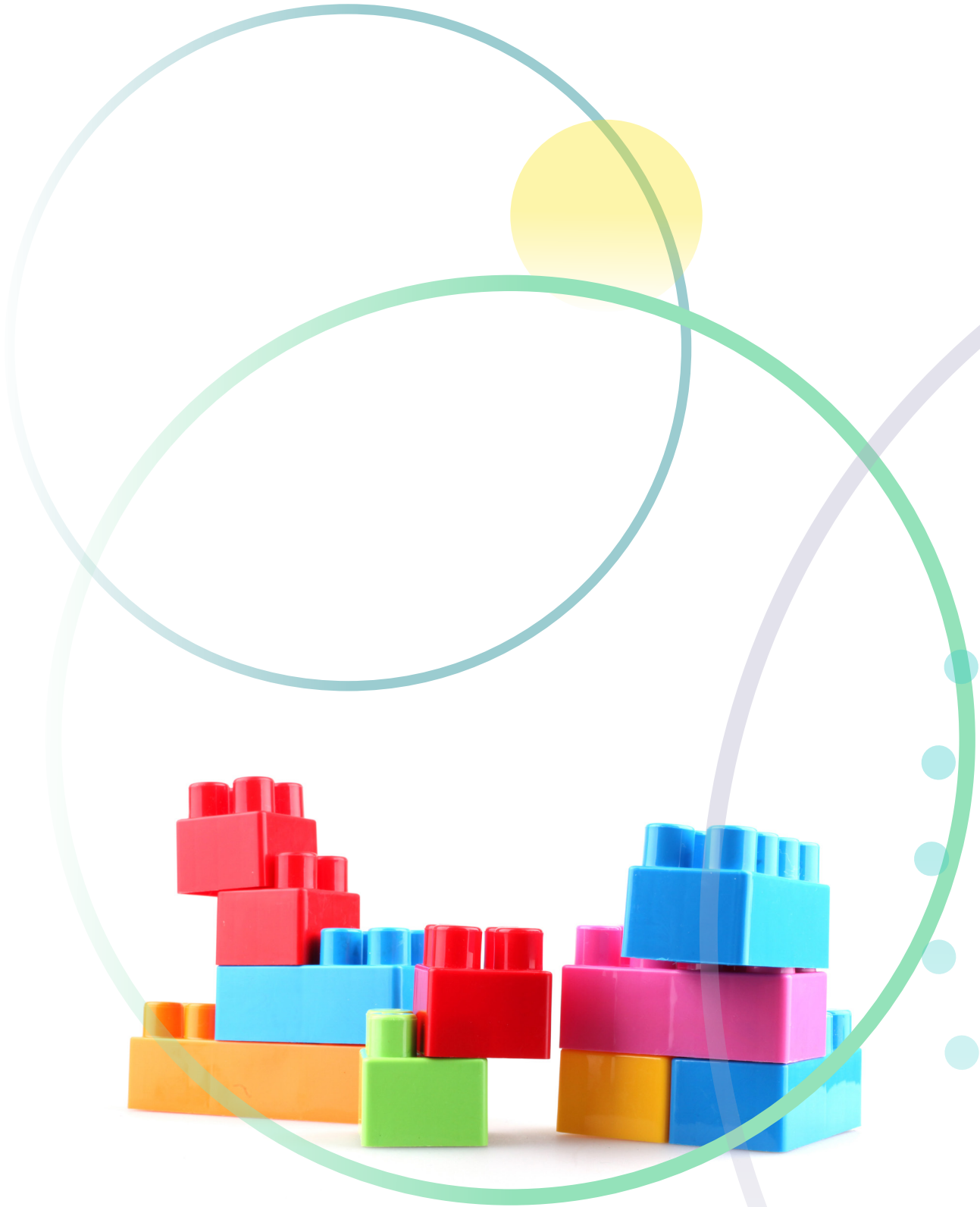
# CONNECTED

Created to Belong



Jr. High Curriculum





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## INTRODUCTION

Human beings were created for relationship. In Genesis, God looked at man and said that it was not good for him to be alone...and nothing has changed. We want to be known, understood and loved. Even those of us who are the most fiercely independent still look for interaction with others and do not want to go through life alone. We long to be connected.

This curriculum is designed to explore the most significant relationship that is available to us: a relationship with God. He created us. He knows us deeply. He loves us passionately. And through him, we are invited to belong to a family that transcends borders, cultures and communities. As a part of the family of God, we are connected to something that literally has the power to change the course of human history, and we want to help your students understand that in a new way!

Using Acts 2:42-47 as a foundation, we will look at the reality that all of us are invited to belong to, how God sees and feels about us, how we are connected to one another through him, and how his invitation can be accepted and lived out.

## WHAT'S BEHIND THE CURRICULUM?

In this curriculum, we have tried to focus on conveying important biblical and spiritual truths through well-structured and thought-provoking lessons. We have also taken great efforts to write our lessons in such a way as to improve your teaching practice. Lesson flow, wording of instructions, transitions and other details have been explicitly expressed. We have also included teaching tips. These brief lessons on instructional practice and teaching strategies help to model the pedagogical practice behind the lessons so that you can improvise, adapt and create your own lessons using research-based practice. The lessons are laid out so that you know everything you need before you start.

The curriculum was produced using a constructivist/student-centred approach to learning. The premise is that people learn through different multiple intelligences. Through this approach, we attempt to utilize these intelligences in different fashions.

There are five modules, each with four lessons. Each module is not dependent on the others. While we have ordered them in a preferable sequence, you can choose to use whichever modules fit your ministry



context best.

We understand that you might not use the curriculum in the order the lessons were written. Just be aware if you use lessons out of sequence you might need to make adjustments so the lessons will flow properly. Of course, if you need to change, amend or improve these lessons in any way, we encourage you to do so. We only ask that you do not redistribute either this original curriculum or any altered version as your own property.

## STRUCTURE

### Spiritual Aims

These are the life transformations we hope will happen with the Holy Spirit's initiative. While it's hard to quantify transformations, these are qualities we hope will be instilled in our students.

### Lesson Objectives

These are the key end goals we trust each student can attain by the end of a lesson.

### Materials Needed

This is a comprehensive list of all the items you'll need to facilitate the lesson. There are some terms for you to familiarize yourself with.

- Video equipment: To show a video, ensure you have a projector or TV screen, the appropriate cables (e.g., HDMI cable or VGA cable), a computer or applicable device (e.g., DVD player) and speakers. If possible, ensure this is set up at least 20 minutes before start time and play at least part of the clip to ensure all the video and sound are working properly.
- Recording paper: For large-group brainstorming or idea compilation, you can choose to use chart paper with permanent markers, a white board with dry erase markers or an electronic word processor (like MS Word) displayed on a LCD projector.
- We will give you the URLs of the videos so you can screen them. You may choose to download those clips, because other content like YouTube sidebars cannot be controlled or to remove the dependency for an online connection at the time of the lesson. However, due to copyright laws, we're not able to include the clips with the curriculum itself.



### Pre-Lesson Preparation

There may be some specific set-ups required before the lesson begins. These details are outlined for your preparation.

### Minds On

A brief section to create the mental set for the lesson and provide an effective “hook” for the ideas that will be presented.

### Action


This is the main part of the lesson. Students will engage with big ideas from scripture or from theological thinking around the Christian faith.

### Consolidate/Debrief

This gives an opportunity to bring all the ideas of the lesson together and to apply them to our own lives.

## HOW TO USE THE CURRICULUM

- Read the lesson thoroughly and well in advanced. There are some preparations that will take time to set up depending on the lesson. This includes any technical requirements, such as equipment to view a video.
- Review the teaching tips so you can become familiar with some best practices when facilitating a lesson.
- Leader’s notes vs. teaching tips: Leader’s notes are details specific to that part of the lesson. Teaching tips are general, helpful practices or reminders. Each teaching tip corresponds to an index at the back of the curriculum.
- Your role is to facilitate the lesson. Within a constructivist approach, your objective is to create the space for students to find the truths God is aiming to show them. Keep the group moving at a good pace through the lesson. Observe the feedback they are giving you through their energy levels and body language. Also, ask good questions (not just giving good answers).
- Some common terms used include:
  - o Prompt: These are words you can speak verbatim or in your own words
  - o Ask: These are the questions you’re asking the large group to gather responses
- The numbered instructions are meant to give clear directions to students. In some cases, you can use them verbatim. Providing clear details for what students will be doing is vital in smooth transitions



and accepted expectations. The title gives you the aim of the set-up.

Some common set-ups will include:

- o Placemat
- o Think/Pair/Share (see teaching tip 3)
- o Jigsaw
- o Post-it Brainstorm
- If there are instructions that are repeated often through the module, only the title will be shown with the topic/question.

## MEDIA USE

Please note that presenting a video in public (e.g., a church) does require a licence (similar to a CCLI licence for music). You can obtain a licence that will cover most distributors, such as Universal, Disney and 20th Century Fox, Audio Ciné Film ([www.acf-film.com](http://www.acf-film.com)) or Criterion Pictures ([www.criterionpic.com](http://www.criterionpic.com)).

We suggest that you preview the movie clips suggested in each specific case. This will help you determine whether the clips are suitable for your group. Occasionally, YouTube or similar online resources may be referenced. Most of those resources are public domain; however, we encourage you to preview them to ensure the links are still active and appropriate.

Last, we pray that the Holy Spirit will inspire you: to fill you and your students with the presence and nature of God; to change and transform you in such a way that your lives would connect well to God and to his community; and to recognize that you and your students were Created to Belong.






# Teaching Tips


1. Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested that you preload the video to avoid showing the commercials at the beginning. As with any media, we suggest that you watch this video ahead of time to ensure it is appropriate for your group. If necessary, skip the video and continue the lesson.
2. A mind map is an organic structure with the central idea in the middle of the page and supporting ideas and illustrations branching out from the central idea. This Wikipedia article is helpful if you need assistance: [en.wikipedia.org/wiki/Mind\\_map](http://en.wikipedia.org/wiki/Mind_map).
3. Think/Pair/Share is a common tool to help students process a question together. The instruction to repeat their partners' answers allows for them to participate without the anxiety of giving their own opinions to a larger group. The following format is standard:
  - a. When I say "go", you are going to think about your answer to this question: [insert question].
  - b. You are going to find a partner and share with him or her what you have been thinking.
  - c. After [insert number] minutes, I will draw us all back together. Be prepared to share your partner's answer.
  - d. Any questions? [Allow students to make clarifications, if needed.]
  - e. OK, go!
4. Typically, a small group between 3 to 5 people is ideal. If you need to, divide students into smaller groups but have the same task for multiple groups. For instance, if the lesson asks you to create 4 small groups but you have 40 people (i.e. it would be 10 per group), make 8 groups and have pairs of groups do the same task separately. If groups are too large, some students will melt into the background and not really participate. If groups are too small, students could become overwhelmed with the task. A good balance





will allow everyone to participate and work together to complete the task.

5. When asking a large group a question and looking for responses, use the following instructions:
  - a. Think about your answer to this question: [insert question].
  - b. After a minute, I'll ask for volunteers to give their answers. If you're ready to volunteer your answer, raise your hand [or you can give another signal like touch your nose].
6. Whenever you serve food, ensure you are aware of any food allergies. As a general rule, ensure your food is nut-free.
7. Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.
8. There are multiple ways to check for understanding. Two common ways are: 1. Ask whether they have any questions; and 2. Have them repeat the instructions back.
9. During group work, it is helpful to check how much time they still need (i.e., allow the duration time to be adaptable). When the time allotted is nearing an end, ask who needs more time. If the majority do, then give 2 to 3 more minutes and check back. If only a few do, give 1 minute for them to wrap up.
10. "Does anyone have a question?" is worded in such a way as to isolate the few who didn't understand one of your instructions. Often people will ask, "Does everyone understand?" No one can actually answer that without reading the minds of the whole group. Phrase the



question to allow the few individuals who do have questions to ask them.

11. Side coaching: While students are talking, move from group to group. Listen briefly, and if appropriate, add a small bit of information to help clarify an idea, or answer questions the students might have. Rather than directly answering questions, try to lead students to answer their own questions, often by asking simpler or clearer versions of their questions. Use this time to get a feel for the mood of the group, the degree to which they understand the material and how engaged they are.
12. If your students are not familiar with finding passages in the Bible, bookmark them ahead of time.
13. The activity will go more smoothly if students know what to expect from the start. Explain the activity so students can pay attention instead of wondering what will happen next.
14. If you have a very large group and/or if you have other leaders helping you, it is a good idea to brief your leaders before the activity so they can also circulate and help students really connect with the activities by thinking about them in detail.
15. Rather than numbering to divide, you can create groups by name, grade, clothing or anything else you can imagine. For example, “names that start with a vowel follow Anna, everyone else follow Dylan” or “everybody wearing a sweater follow Jason, everybody else follow Kelly”.
16. You may want to physically demonstrate the logistics of an activity as you’re giving instructions.
17. As the groups are working, circulate to make sure students are staying on task and be available to answer any questions. Always give a warning of how much time is left (e.g., 5 minutes, 2 minutes, etc.) be



fore you end an activity, so groups can do their best to finish.

18. You and your leaders should also be familiar with your church's child protection policy and what the law requires in terms of reporting allegations of abuse.
19. It's great to have students ask questions. At times, those questions may sidetrack the conversation. Use your discretion to prayerfully decide whether to continue that discussion. At times, it may be the Holy Spirit leading the conversation to something specific he wants them to see. At other times, it may be a distraction to where God was leading in the first place, in which case you could discreetly postpone the discussion for another time. For example, say, "That's a great question that we should take a look at later on [tonight, next week, etc]."
20. Jigsaw involves splitting the large group into home groups, which then regroup into expert groups. A home group will have a representative in each expert group. The easiest method for dividing a group for Jigsaw is to use a deck of playing cards. If your group has fewer than 6 students, your whole group will act as the home group and you only then need to divide your group into 3. If you have more than 24 people, you may want to split your expert groups in half to make the room more manageable (e.g., all hearts with odd numbers form one group).
21. If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (either a specific action they were going to take or a key verse they studied) is a great way to help them remember the lesson.



# *Module 1: Case Study of the Early Church*

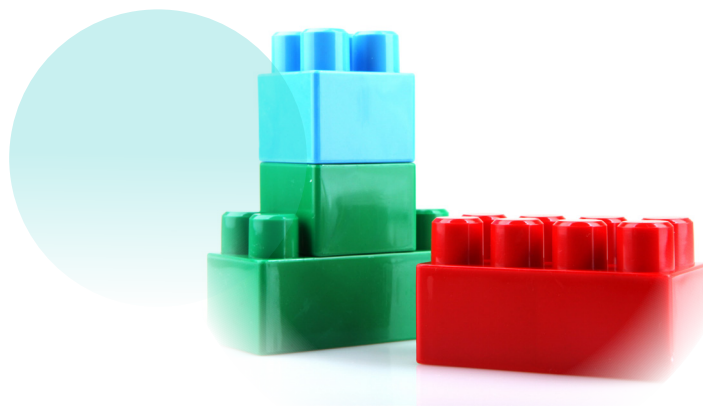
Sometimes the best way to learn is to look at a case study. Acts 2:42–47 provides a unique glimpse into how the first-century church operated shortly after the ascension of Jesus.

In lesson 1, **Importance of Teaching**, we look at what kind of teaching was done, and how it continues to shape the church today.

In lesson 2, **Importance of Fellowship**, we investigate what held the first-century church together through this concept called “fellowship” and compare it to what fellowship could look like today.

In lesson 3, **Importance of Eating Together**, we identify how sharing a meal deepens the fellowship of the church. Communion becomes a central part of that shared meal.

In lesson 4, **Importance of Prayer**, we explore what prayer is and how it binds the church together.





## ***Module 1: Case Study of the Early Church***

### ***Lesson 1: Importance of Teaching***

#### **Spiritual Aims**

Students will hopefully:

- have teaching and study be part of their Christian walks
- absorb from the teaching they receive

#### **Lesson Objectives**

Students will:

- identify the ways teaching was done in the early church and is done in the contemporary church
- experience a pastor's teaching

#### **Materials Needed**

- Paper and pen for each student for sermon notes (see Pre-Lesson Preparation below)
- Recording paper and pen
- 1 Bible per student
- Resource A (one copy, cut up so that each translation is on its own small paper)
- A quarter-sheet of paper for each student and pens
- 1 Bible per student
- Resource A (one copy, cut up so that each translation is on its own small paper)
- A quarter-sheet of paper for each student and pens

#### **Pre-Lesson Preparation**


Part of this lesson includes watching a sermon (live or on video). Students should be encouraged to take notes as they listen. Below are 3 options for you to consider.



# 3

## Think/Pair/Share

1. When I say, "go", you are going to think your answer to this question: Why sermons are such an important part of Sunday services?
2. You are going to find a partner and share with them what you have been thinking.
3. After 3 minutes, I will draw us all back together. Be prepared to share some of the things we heard our partners say.
4. Any questions?
5. OK, go



**Option 1:** If your group meets during the regular Sunday morning worship service, make arrangements for the youth to sit in on the service. They may sit with their parents or together as a group. Talk with your pastor so they know the youth will be in the service and can take them into consideration for their sermon. If your pastor provides sermon note pages, encourage the students to use them, or provide them with paper and pens so they can take their own notes. They should bring their notes to the next youth meeting.

**Option 2:** If your group meets at a time other than the Sunday morning worship service, strongly encourage the youth to attend the service and to take notes on the sermon, which they should bring to the next youth meeting.

**Option 3:** If most of your group does not regularly attend services, you can watch a video of a short sermon together. Some possibilities are:

- Tony Campolo  
([www.youtube.com/watch?v=UcbKWT10z34](http://www.youtube.com/watch?v=UcbKWT10z34))
- Duffy Robbins  
([www.youtube.com/watch?v=heY5yF4rf78](http://www.youtube.com/watch?v=heY5yF4rf78)) (starting around 20:55)



- Tim Keller  
([www.youtube.com/watch?v=pZ7cgVQGN7s](http://www.youtube.com/watch?v=pZ7cgVQGN7s))
- Danielle Strickland  
([www.youtube.com/watch?v=vpf4gM70c5Q&list=PLsfpb4WVGr4tEdmG9O9naMKISptK57Xxz](http://www.youtube.com/watch?v=vpf4gM70c5Q&list=PLsfpb4WVGr4tEdmG9O9naMKISptK57Xxz))
- Louie Giglio  
([www.youtube.com/watch?v=aVsqCLyoU3o](http://www.youtube.com/watch?v=aVsqCLyoU3o))

**Minds On** (approx. 20 min.)

Relying on students' memories and notes if they have them, try to reconstruct the chosen message. Use the recording paper to keep track of scriptures uses, main points, illustrations and stories. This can be done as a straight forward outline or a mind map [teaching tip 2].

**Action** (approx. 25 min.)

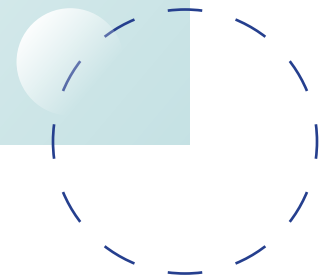
Have 4 students volunteer to read Acts 2:42. Hand them the different translations from Resource A.

**Prompt:** For the next 4 weeks we are going to be looking at the 4 elements listed in this verse, to which the early church devoted their lives. The church had just started. The 12 disciples just received the Holy Spirit and, coming out of the room they were hiding in,

2

After the 3 minutes, get everyone's attention and have 2-3 students share things they heard their partner say.

A mind map is an organic structure with the central idea in the middle of the page and supporting ideas and illustrations branching out from the central idea. This Wikipedia article is helpful if you need assistance:  
[en.wikipedia.org/wiki/Mind\\_map](http://en.wikipedia.org/wiki/Mind_map).







# 5

Ask: Who do you think are the apostles of today?

Ask: How do we learn about Jesus today? [possible suggestions: reading Bible, youth group, sermon in church, podcasts, reading books]

Go over the list one item at a time and ask students to vote by raising their hand whether they engage with that one item.

Identify the top 3 ways.

started preaching in the streets. By the end of the day, 3,000 people believed in Jesus and were baptized. They were now the church! So, what did they do? They devoted themselves to the apostles' teaching, to fellowship, to the breaking of bread and to prayer. If these were the basics for the church on the day it started, then it makes sense that they should be the basics for us too. The way we do these things now might look a little different from how they looked back then, but the importance should be the same. The first thing they devoted themselves to was the apostles' teaching. So, what is an apostle [teaching tip 5]?

### **Possible Answer:**

1. Take a quarter-sheet of paper and pen.
2. Write your definition of "apostle" on the paper
3. Put it in your pocket.

### **Group Definition:**

1. I will give you a number between 1 and 4 [teaching tip 4].
2. When I say "go", you will find the others with the same number. [Assign each group a meeting spot.]
3. Each group will be given a copy of Resource A.

4. Based on your passage, come up with a definition for “apostle”.
5. Afterwards, you will pull your answers out of your pockets to see who was closest.
6. One spokesperson will share with the large group what your small group discussed.

**Suggested answer:** The earliest definition of apostle was the original 12 disciples. When they came to replace Judas Iscariot, the criteria was someone who had been following Jesus throughout his whole ministry. Paul is later included as an apostle because he saw the Risen Jesus with his own eyes on the road to Damascus.

Ask the following question but allow students to think about their answers for 1 minute before asking for answers: Why would it be so important to devote oneself to the teaching of the apostles rather than anyone else?

**Optional:** Write responses on the recording paper.

**Suggested answer:** The New Testament was not written down yet. The only way to know you were getting the truth about who Jesus was and what Jesus said, was to make sure you got that info directly from those who saw and heard

4

Typically, a small group between 3 to 5 people is ideal. If you need to, divide students into smaller groups but have the same task for multiple groups. For instance, if the lesson asks you to create 4 small groups but you have 40 people (i.e. it would be 10 per group), make 8 groups and have pairs of groups do the same task separately. If groups are too large, some students will melt into the background and not really participate. If groups are too small, students could become overwhelmed with the task. A good balance will allow everyone to participate and work together to complete the task.



it firsthand.

**Prompt:** The definition began to expand as the church expanded. Paul mentions apostleship as a spiritual calling or gifting.

Choose a student (or leader) to write answers on the recording paper.

**Possible answers:** Reading Bible; youth group; sermons in church; podcasts; reading books.

Go over the list 1 item at a time and ask students to vote by raising their hands if they engage with that item. Identify the top 3 ways your group could learn about Jesus today.

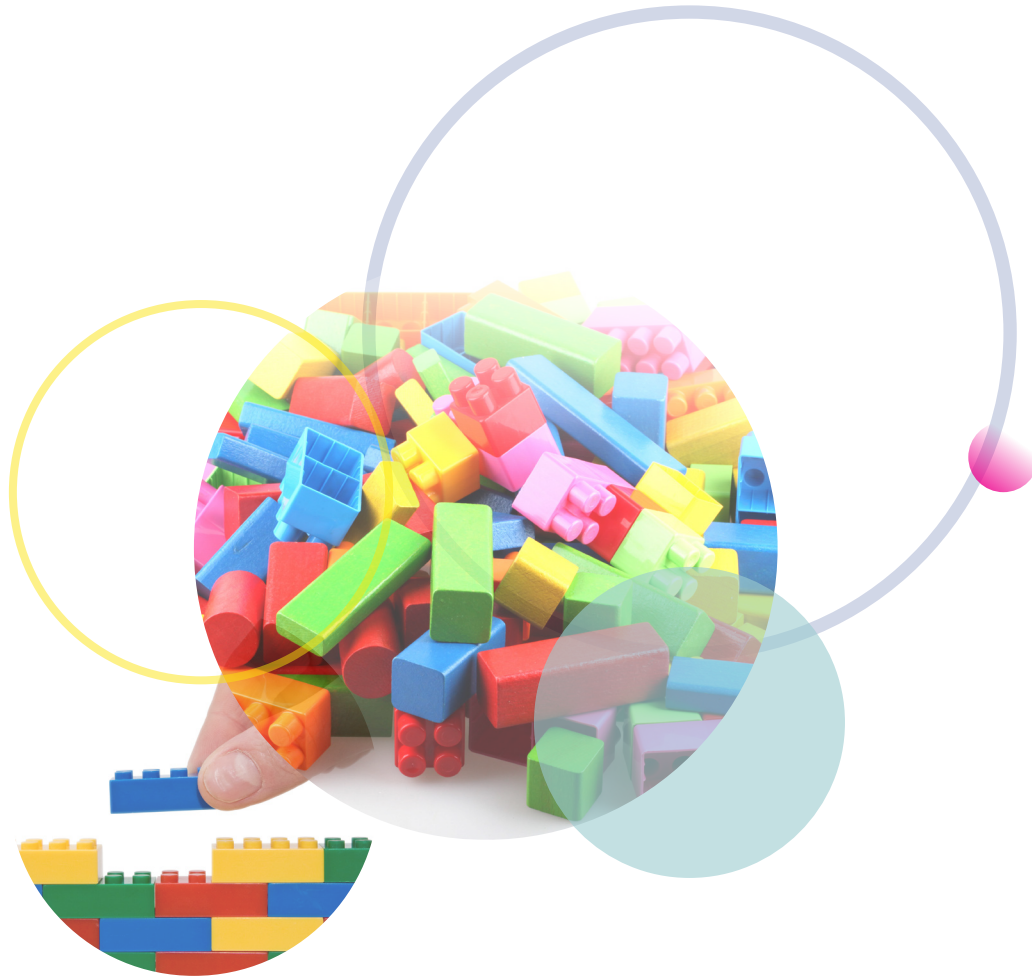
**Consolidate/Debrief** (approx. 15 min.)

**Prompt:** Being devoted to the apostles' teaching as in Acts 2 involves 2 things. The first is who to trust. Just like it was important at the beginning of the church to learn about Jesus from those who actually spent time with him, we need to make sure we are learning from reliable sources. So, if there are books you want to read or podcasts you want to listen to, it might be wise to research who the person is that you will be learning from. The second aspect of being devoted to teaching is to really take what is being said into your lives, to be challenged and even changed by what you have learned. Too often, sermons and youth lessons are forgotten before you get home.

**Ask:** When we tried to reconstruct the sermon at the beginning of this lesson, what helped you remember what the sermon was about? What other techniques could you use in the future to help you remember?

**Possible answers:** Taking notes; underlining/highlighting in Bibles; talking about the lesson with family and friends; writing in a journal at home afterwards.

Encourage students to use choose a method to use for the next sermon they listen to.



## **Resource A: Acts 2:42**

### **Acts 2:42** (The Voice)

The community continually committed themselves to learning what the apostles taught them, gathering for fellowship, breaking bread, and praying.

### **Acts 2:42** (NLT)

All the believers devoted themselves to the apostles' teaching, and to fellowship, and to sharing in meals (including the Lord's Supper), and to prayer.

### **Acts 2:42** (CEV)

They spent their time learning from the apostles, and they were like family to each other. They also broke bread and prayed together.

### **Acts 2:42** (NIV)

They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer.

# *Module 1: Case Study of the Early Church*

## *Lesson 2: Importance of Fellowship*

### **Spiritual Aims**

Students will hopefully:

- be part of something bigger than themselves
- be part of the fellowship of youth group and the church

### **Lesson Objectives**

Students will:

- identify the ways the early church and the contemporary church fellowship together
- evaluate their own fellowship experience by the example of the early church
- experience an environment for fellowship

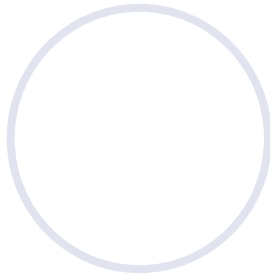
### **Materials Needed**

- 1 Romanesco broccoli aka Romanes co cauliflower (substitute photo in Resource B if necessary)
- Bible
- 4 chairs (set up 1 by itself and the other 3 in a line with 1 behind the other, as if in a canoe)
- Bag of marbles (1 per student with half in 1 colour, half in another colour)
- 1 copy of Resource C “Group Activity Sheets” per group (2 groups), printed on the same colours of paper as the 2 colours of marbles if possible
- Healthy snack, such as veggies and dip (especially if you include



Think/Pair/Share  
 (5 minutes): What do you remember from the last lesson? (For students who were not present last time, they can join a pair to hear the discussion.)  
 After the five minutes, have 3-4 volunteers share what their partners remembered from last week.

3



broccoli and/or cauliflower as some of the veggies) [teaching tip 6]

- Optional: A large piece of cardboard (e.g., box for a refrigerator) and a variety of coloured markers

**Minds On** (approx. 7 min.)

Show the students either the real Romanesco broccoli or the photo — there might be some giggling because it is a very strange looking vegetable. Ask for students’ observations about the broccoli (e.g., It is a spiral shape made of spiky blobs. Each

smaller spiky blob is a spiral of smaller spiky blobs. Each smaller spiky blob is itself a spiral of spiky blobs. This pattern keeps going until it is too small to distinguish.)

**Prompt:** You may have noticed a pattern on the vegetable. This type of pattern is called “self-similar” and in self-similar shapes, each subdivision of the whole resembles the whole. We are going to return to the broccoli later as a picture for the church.

**Action** (approx. 25 min.)

Ask for a student volunteer to read Acts 2:42 [teaching tip 7].



**Prompt:** Acts 2:42 says that the early church devoted themselves to the fellowship. To help understand what fellowship means, we need 4 volunteers.

**Canoe Demonstration:**

1. 1 volunteer will sit on the chair by himself or herself (like a kayak), and the other 3 will sit on the chairs that were set up like a canoe. Row or paddle as if you're in a boat.
2. For the rest of the group, stand beside the boat that you think best answers the following questions:
  - Which boat is going to travel the fastest?
  - Which boat is going to the furthest?
  - Which boat might be more fun to be in?

**Leader's note:** Hopefully students will be able to identify that the boat with more people is more likely to go faster, go further and be more fun — because there are more people and they can work together. Together we are stronger. However, don't provide this answer just yet.

**Prompt:** The solo boat can be appealing because you get to be in control and you don't


7

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.



# 4

Typically, a small group between 3 to 5 people is ideal. If you need to, divide students into smaller groups but have the same task for multiple groups. For instance, if the lesson asks you to create 4 small groups but you have 40 people (i.e. it would be 10 per group), make 8 groups and have pairs of groups do the same task separately. If groups are too large, some students will melt into the background and not really participate. If groups are too small, students could become overwhelmed with the task. A good balance will allow everyone to participate and work together to complete the task.

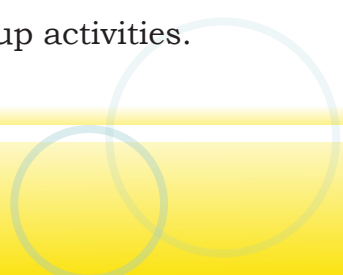


have to interact with others. But in the long run you will tire out. The other boat we are going to call the Fellow Ship. Fellows are companions. Fellowship is being in the same boat with people. You work together and accomplish more together than someone can alone. Life can be more enjoyable in the Fellow Ship than in the Solo Boat.

### **Resource C Group Work (modified Jigsaw):**

1. When I say “go”, you are going to pull a marble out of the bag[teaching tip 4].
2. Colour 1 will meet in one location and will do the Group 1 Activity (Resource C) on their sheet. Colour 2 will meet in an other location and will do the Group 2 Activity (Resource C) on their sheet.
3. Each person should be prepared to share their group’s answers.
4. Ask students to repeat the instructions back to you to check for understanding [teaching tip 8].
5. Go! [teaching tip 9]

After 5 to 7 minutes, have each person pair up with someone with a different colour (there may be 1 group with 3 people). Have them share their coloured groups’ answers and see what common elements came from the 2 group activities. Have 4 to 5 pairs share



their answers with the large group.

**Prompt:** The Bible gives us word pictures to show us that we need one another. We have looked at boats and broccoli to help us wrap our minds around how important fellowship is in scripture. I am going to conclude with one more. Ecclesiastes 4:12 (NIV) says, “Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.” We are better together than we are on our own. So let’s enjoy being together and eat.

### **Consolidate/Debrief**

(approx. 20 min.)

Bring out the veggies and dip. Encourage the students to hang out — fellowship!

**Optional:** Use the large piece of cardboard and markers to create a “boat” called the Fellow Ship to put on the wall as a reminder of being in the same boat.

8

There are multiple ways to check for understanding. Two common ways are: 1. Ask whether they have any questions; and 2. Have them repeat the instructions back.

During group work, it is helpful to check how much time they still need (i.e., allow the duration time to be adaptable). When the time allotted is nearing an end, ask who needs more time. If the majority do, then give 2 to 3 more minutes and check back. If only a few do, give 1 minute for them to wrap up.

9

**Resource B: Romanesco Broccoli**



## **Resource C: Group Activity Sheets**

### **Group 1 Activity**

Read Acts 2: 42-47

- What activities did the early church do together?
- How would doing these things together strengthen their bonds with one another?
- Which of these activities does the church today participate in together?
- Why do you think some things worked then but we don't do them so much now?

### **Group 2 Activity**

Read I Corinthians 12:12-26 and 2 Corinthians 3:18

- How do these passages relate to the shape of Romanesco broccoli?
- How does the picture of the body help you understand fellowship?
- How does the shape of the broccoli help you understand fellowship?



## *Module 1: Case Study of the Early Church*

### *Lesson 3: Importance of Eating Together*

#### **Spiritual Aims**

Students will hopefully:

- experience the social and spiritual bond of eating together
- recognize the “body of Christ” — the church — in the shared meal

#### **Lesson Objectives**

Students will:

- identify the practices of the early church and the contemporary church for communion
- evaluate their own experiences of communion by the example of the early church
- experience a meal together
- experience communion (or an adaptation of it)

#### **Materials Needed**

- Table and chairs, sufficient for the group to eat together
- Plates, cutlery, cups, napkins, etc. for the meal
- Bible
- Mp3 of song “The Invitation” and equipment to play it
- Lyrics of song “The Invitation” either on paper or PowerPoint (Resource D)
- Bread and juice (or variation) for communion

## Pre-Lesson Preparation

**Option 1:** If your group meets on a Sunday morning, make arrangements for the group to eat breakfast together [teaching tip 6]. Consider having another ministry at your church prepare the meal, having students bring food items or purchasing breakfast ahead of time.

**Option 2:** If your group meets on an evening, make arrangements for the group to eat supper together [teaching tip 6]. Don't just order pizza, make it a real meal. Potluck is ideal (an arranged potluck ensures a balanced meal).

**Leader's note:** Check with your pastor about doing communion with your group. Different churches have different understandings and practices about who may participate and who may lead. Together, decide if you will do it and how it will be done. If communion is considered inappropriate in this situation an agape meal (aka love feast) might be a better option, since it removes the wine/drink part of communion. Get instructions on this from your pastor as well.

6

Whenever you serve food, ensure you are aware of any food allergies. As a general rule, ensure your food is nut-free.





**Minds On** (approx. 30 min.)

Eat a meal together. Ask a student to volunteer to say grace before eating. Allow conversation to flow naturally around the table. If they get really silly or start having what you deem to be inappropriate conversations, redirect them to something else. If you have dessert, save it for later. Tidy up the table area to remove the food, but don't take the time for dishes and full clean up at this point.



Think/Pair/Share:  
What stood out to you most about  
the song you just heard?

**Action** (approx. 25 min.)

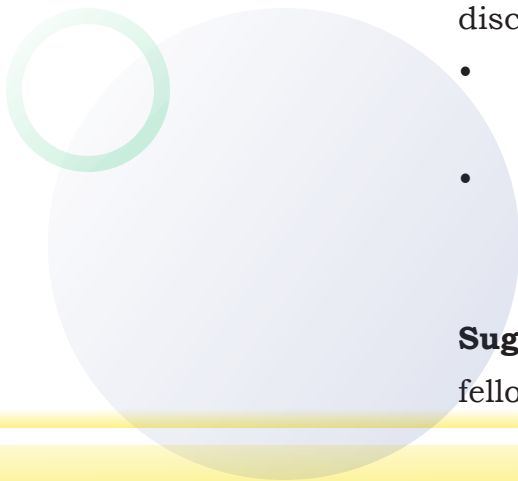
Ask a student volunteer to read Acts 2:42 or if anyone has it memorized by now to recite the verse. Have 2 to 3 students volunteer to recap the last couple of lessons.


**Prompt:** “Breaking bread” refers to both communion and just eating a normal meal together.

Have students gather in groups of 2 or 3 to discuss the following questions:

- Why do you think eating together was important?
- What happens to a group of people that eat together?

**Suggested answer:** This ties back to fellowship — eating is a very social thing to do,





you get to know people, you laugh and you open up around food in ways that you don't when there isn't food around. Cite specific things you noticed about your own group as you ate together just now.

**Prompt:** The early church did their communion services as part of community meals, not in worship services like many contemporary churches do nowadays.

**Ask:** What advantages do you think there are to having communion as part of a meal?


**Suggested answer:** When Jesus did it in the first place it was part of the Passover meal. When we are around a table we are more aware of the community aspect of it. There is a tendency in contemporary services for the focus of communion to be more individualistic, just me and Jesus.

Play the song “The Invitation” and have lyric sheets or PowerPoint with lyrics for students to follow along.

Read 1 Corinthians 11:20–29.

**Ask:** What “body of the Lord” is Paul referring to in verse 29? Is it the piece of bread or something else? Have 2 or 3 students share their thoughts.

**Leader's note:** Different traditions have different interpretations of what the bread represents (i.e., whether it actually becomes the body of Christ or is a symbol of it). Consult your pastor if you're not sure about this theological concept.



Read 1 Corinthians 12:12. The church is the body of Christ and we need to see that we are all welcome. Jesus invites everyone to come to him.

**Optional:** Lead communion or agape meal as discussed with your pastor beforehand.

**Consolidate/Debrief** (approx. 5 min.)

Eat dessert together. Before everyone starts tidying up or leaving, have everyone stand in a circle so they can look at one another and pray a blessing over them. Ask for help cleaning up.

**Prompt:** Working together to tidy up the room is fellowship — like we talked about last time. It is also functioning like a body.



## **Resource D: “The Invitation”**

Words and music by Greg Kay, ©Gregory Kay, 2010

### **Verse 1**

Invited to the feast, welcomed at the table  
We come because of grace, not because we're able  
Users and the used, discounted and the fabled,  
Broken and the strong, together at the table

### **Chorus**

Overwhelmed by this love awakening  
Your grace is leading us eyes wide open  
At the table we find our home again  
Thank you for Your invitation

### **Verse 2**

Forgiveness in Your blood, healing in Your body  
Revealing through the cross humility embodied  
Your grace for those we love, those who walk beside us  
And those we cannot stand, who've wounded and who try us

### **Chorus**

Overwhelmed by this love awakening  
Your grace is leading us eyes wide open  
At the table we find our home again  
Thank you for Your invitation

### **Bridge**

You've searched me, and You know me  
Still You love me as I am  
You choose us, You appoint us  
In Your love to live as friends

### **Chorus**

Overwhelmed by this love awakening  
Your grace is leading us eyes wide open  
At the table we find our home again  
Thank you for Your invitation



## ***Module 1: Case Study of the Early Church***

### ***Lesson 4: Importance of Prayer***

#### **Spiritual Aims**

Students will hopefully:

- value praying in a group setting

#### **Lesson Objectives**

Students will:

- have the opportunity to pray in a group setting
- try different forms of corporate prayer
- create a wall of prayer requests

#### **Materials Needed**

- Bible
- Recording paper and pen
- Small multi-coloured Post-it Notes in pads of at least 3 different colours
- 1 pen per person
- Bristol board (any colour, though black or white might be best)
- Newspaper (see pre-lesson prep below)
- Prayer calendar (see pre-lesson prep below)

#### **Pre-Lesson Preparation**

##### **Collect prayer requests:**

- from your church family (e.g., a prayer line or a prayer calendar)
- by asking your pastor for things the youth can pray about
- from any specific missionaries your church sponsors
- from news items (e.g., newspapers or digital news sites of local, national and international stories)

**Minds On** (approx. 15 min.)

Begin with prayer in your usual way, making sure you conclude it with “amen”.

**Prompt:** “Amen” is a Hebrew word that signifies agreement with what has been said/prayed. So when we say “amen” to something that someone else has prayed, we are saying “yes, that is my prayer too”. This is why some people like to say “amen” out loud in the middle of someone else’s prayer; they are adding their voices to those specific prayers. It is like signing your name on a petition; you are saying that it is true or you are in agreement with what the paper says. It is an important thing signing your name to something. We shouldn’t sign something without paying attention to what we are signing. We should pay attention to what is being prayed and only say “amen” to what we actually agree with.

**Action** (approx. 35 min.)

Have 3 students volunteer to recap the last 3 lessons.

Ask a student volunteer to read Acts 2:42 [teaching tip 7] or if anyone has it memorized to recite the verse.

7

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you’re asking a student who’s not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.



3

Think/Pair/Share:

What do you think the word "amen" means? Collect answers from the group.

**Prompt:** Because the first 3 actions on the list in Acts 2 are done in a corporate setting, it is most likely that the prayer mentioned here is corporate prayer rather than the personal/private prayer described by Jesus in Matthew 6:6.

Ask a student volunteer to read Matthew 6:6.

On the recording paper, create a T-chart that says "Private Prayer" on one side and "Corporate Prayer" on the other side.

Ask the following questions and record students' answers for each type of prayer:

- Is this prayer usually done in your head or out loud?
- When is this prayer usually done? (e.g., any time or specific gatherings)
- Which is more vulnerable?
- What topics usually get prayed about?
- Where is the accountability?
- What are the advantages of each type of prayer? (these could be things already said in answer to other questions)
- What are the disadvantages of each type?
- Which is better? (trick question — we need both!)



See Resource E for how this chart might look.

**Prompt:** So often when we have a study on prayer, we spend all our time talking about prayer and very little time actually praying. We are going to spend some time praying together and then talk about some ideas for how to pray on your own during the week.

**Prayer Request Compilation:**

1. Don't move until I say "go".
2. When I say "go" you are going to take either a section of newspaper or one of the printed lists, some colourful Post-it Notes and a pen.
3. Read through the paper or list and write 1 prayer request on each Post-it. Try to find at least 5.
4. If you know of a personal prayer request you would like to share, you may put it on a Post-it too.
5. When you are done, put away the newspaper and come sit in a circle around the bristol board.
6. Does anyone have a question? (If there are questions, clarify your instructions [teaching tip 10].)
7. Go!

10

"Does anyone have a question?"

is worded in such a way as to isolate the few who didn't understand one of your instructions. Often people will ask, "Does everyone understand?" No one can actually answer that without reading the minds of the whole group. Phrase the question to allow the few individuals who do have questions to ask them.



As students begin to gather around the circle, inform the rest that they should be wrapping up.

Once you are all gathered around the bristol board, give the next set of instructions:

1. We are going to go around the circle and each person is going to place his or her Post-its on the bristol board however they wish.
2. Say one of your requests out loud.

After the board is covered with colourful prayer Post-its, you will be praying for these requests.

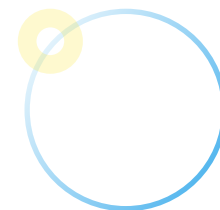
**Option 1:** Go around the circle and each student prays for one or two requests that they connect to. Prayers don't have to be long or fancy. If students do not want to pray out loud they can simply say, "Please God be in this situation" or just tap the next person in the circle to go after a silent prayer.

**Option 2:** Pray in the "one voice" style where everyone prays out loud at the same time. No one is listening to each other praying, they are all just praying their own prayer. The sound of this is quite beautiful even though you can't make out specific words. Point out that even though we can't hear the individual prayers, God can!

**Leader's note:** The following are other ways to pray as a group that can be done in subsequent weeks or instead of the Post-it idea in this study.

**Indoor Prayer Walk:**

1. Create a list of prayer requests for each of a number of rooms around the church and tape the list to the door or somewhere



visible inside each room. Some ideas are:

pastor's office (pray for leadership of the church and leadership of city/country); kitchen (pray for people who need food banks, famines in other parts of the world); library (pray for teachers, etc.).

2. Have prayer items for within your church community and the larger world.
3. You can walk together as a group from place to place or send students in smaller groups with a map.
4. In each location, read through the list of prayer requests and then either have 1 person pray or leave time for a few to pray in each location.

#### **Liturgical Corporate Prayer:**

1. Come up with a list of broad topics: our missionaries; our church family; our city; the world; the poor; the sick, etc.
2. A leader will start to pray and say, "Lord, we pray for our missionaries", and then leave some time that will be for the group to pray out loud something specific or to just pray silently.
3. After a moment the leader says, "Lord in Your mercy", and that is the cue for the whole group to say together, "Hear our prayer."
4. The leader follows this pattern for all the topics you have chosen.

#### **Consolidate/Debrief** (approx. 10 min.)

Invite students to write requests on Post-its to take home and put in their rooms or on their bathroom mirrors so they can pray for these things on their own time. Also invite them to bring new requests with them next week to add to the board.



**Prompt:** We'll hang the bristol board on the wall. Each week, we'll continue to pray for different items on the board. When requests have been answered, you can take them down. You can add new requests each week as you hear of them. Let's make prayer part of our regular gathering time and follow the example of the early church by devoting ourselves to prayer!



## Resource E: Example Chart

### Questions

(don't put them on chart)

Private Prayer

Corporate Prayer

Is this pray usually done in your head or out loud?	In your head	Out loud
When is this prayer usually done?	Any time	Church services Prayer meetings Bible study groups
Which is more vulnerable?		Can be embarrassing to pray in front of others
What topics usually get prayed about?	Self Personal issues	Group concerns World issues Intercession
Where is the accountability?	Journal Prayer partner	The whole group
What are the advantages of each type of prayer?	Safe Can pray anytime, anywhere	Wider range of topics Lots of people praying about something
What are the disadvantages of each type?	Easy to get lazy	People can judge how others pray
Which is better?	We need both	We need both



## *Module 2: Invitation to Here and Beyond*

In this module we will explore Jesus' invitation to become part of the community of God.

In lesson 1, **You Want Me to Do What?**, we will define the community of God. We will also work to understand why people get together each week for church. Students will walk away from this lesson with an understanding that it does not cost anything to join the church and what they need to do to sign up.

Lesson 2, **The Following**, will be a look at the difference between following someone on Twitter and following Jesus. There is a radical difference that, when properly understood, will change how students live their lives. The lesson will conclude with students being given an opportunity to make a decision to follow Jesus.

In lesson 3 we will look at **People Problems**. It can be difficult to live in a family, especially the church family. Students will explore the difference being community and individualism. They will also explore areas of their own lives that prevent them from being part of the community of God.

Lesson 4, **What Can I Do?**, examines how it can be difficult for students to fit into the church because of their age. This lesson will help students understand that, regardless of what others think, they can make an impact in the church. They will walk away from this lesson with some concrete ways in which they can be involved in their local church.

## *Module 2: Invitation to Here and Beyond*

### *Lesson 1: You Want Me to Do What?*

#### **Spiritual Aim**

Students will hopefully:

- accept the invitation of Christ to open the door to him

#### **Learning Objectives**

Students will:

- define the community of God as an open group of people who have opened the door to Jesus
- understand that people get together each week in a church to care for one another
- be able to articulate that it doesn't cost anything to join the community of God
- understand that they sign up by opening the door to Jesus

#### **Materials Needed**

- Video equipment to play clip:  
[www.youtube.com/watch?v=IF2wcLtD7k0](http://www.youtube.com/watch?v=IF2wcLtD7k0)
- Recording paper and pen
- Post-it Notes (min. 5 per student) and pens
- Paper that is cut into squares, numbered in order (enough for each student in attendance) and placed in a bowl
- 1 copy of Resource A for each group of 3 as necessary to accommodate the size of your group. There are 2 copies on the sheet.
- 1 blank paper and 1 pen/pencil per student

#### **Minds On** (approx. 15 min.)

Show the “Disney Vacation Club” video clip [teaching tip 1].





# 1

Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested that you preload the video to avoid showing the commercials at the beginning. As with any media, we suggest that you watch this video ahead of time to ensure it is appropriate for your group. If necessary, skip the video and continue the lesson.

**Prompt:** Have you ever tried to join a club? Name some of the clubs you have joined. They can be sports, school, vacation, etc.

Have students spend 3 minutes listing some of the clubs they are a part of. Write their answers on your preferred recording paper.

**Action** (approx. 25 min.)

Post-it Brainstorm:

1. Each of you will be given a stack of Post-it Notes and a pen.
2. Thinking of the clubs you are or have been a part of, take 3 minutes to write the requirements for joining them, 1 requirement per Post-it. If you knew about this requirement before you signed up, write a “D” with a circle around it in the bottom right corner of the Post-it.
3. When I say the time is up, stick your Post- its to the list of clubs we came up with.



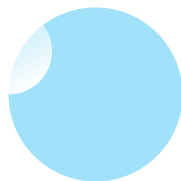
**Prompt:** Today we are going to spend some time talking about the church. We will work together to find answers to 3 questions:

1. Why is it that people get together each week in a church?
2. What does it cost to join?



3. How do I sign up?

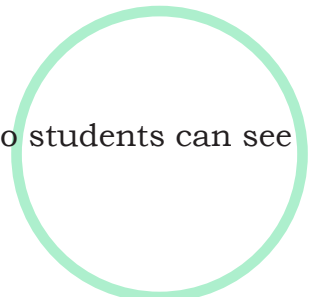
**Discussion Groups:**

1. You will draw a number from the bowl.
  2. Once drawn, find your cluster of 3 in order (i.e., 1 to 3 together, 4 to 6, 7 to 9, etc.).
  3. Each group will answer the questions on Appendix A in the next 5 minutes.
  4. After I signal that time is up, send 1 person to post your group's answers on the wall.
- 

**Reviewing Group Answers:**

1. As a group, move to each posting and read the responses of the other groups.
2. With your pen, circle answers on the other groups' sheets that resonate with you individually.
3. After you've seen each group's responses, return to your own sheet.
4. As a group, pick 1 common theme from each question to share with the larger group.

Write these common themes on the recording paper so students can see them throughout the rest of the session.



Next, have each group read Acts 2:42–47.

Providing the groups with paper and pens to write their answers, instruct them to identify key ways the early church functioned. What did they do? What was the result of what they did? A spokesperson from each group will share their answers with the large group after 10 minutes.



**Leader's note:** If your group has already gone through the first module (Case Study of the Early Church), this is a good opportunity to review your previous discussion on this passage.

Take a few minutes to have the groups share their findings. To facilitate this, have each group share 1 item from their list. Continue until everything has been shared. Record answers on paper and hang them beside the first sheet describing clubs.

Have the groups compare the lists: What is the same? What is different?

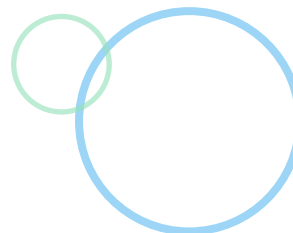
**Prompt:** It is important to recognize that to be part of the early church you did not have to follow a set of rules. The requirements for membership were that you came together on a regular basis and ate together. Being in the group meant making sure everyone had what they needed. It was about worshipping God. It was about doing life together. So, what does it take to get into this club?

Read Revelation 3:20.

**Ask:** What does this verse mean?

Suggested answer: Jesus is already trying to get your attention — he wants to come in and be part of your life.

**Prompt:** The truth is that Jesus wants you in the club. He wants you in so bad that he's standing in front of you knocking! He wants you to open the door. Some of you may have already done this and some of you may not have any idea what I'm talking about. But know that God wants you to be part of this awesome thing called the church. He doesn't give you a list of things to do. He only wants to walk through life with you.



**Consolidate/Debrief** (approx. 5 min.)

**Self-Assessment:** It will be important to give the youth time to consider what this means to them. Have the students spend 5 minutes considering whether or not they have opened the door to Jesus. Provide them with paper and pens, and then read each of the following steps, allowing students time to respond before moving on to the next step:

1. Draw a line across your page.
2. Divide the line into 10 parts as if you were making a chart.
3. Label each part from 1 to 10.
5. Draw a picture to illustrate Jesus at the 10.
6. On a scale of 1 to 10, where do you see yourself in relation to Jesus? Are you close to him, somewhere around 8 to 10? Are you far away, 1 or 2? Somewhere in the middle? Answer the question by drawing a picture of yourself on the graph.
7. Next, think about what it would take for you to move closer to Jesus. If you are at a 1, what would it take for you to move to a 2? What is standing in the way of you moving closer? Draw an arrow on your graph from you to the next number on the chart. Over top of that arrow draw some of the things that are keeping you from moving forward.
8. Finally, what is something you can do this week to move you closer to Jesus?

At the end of this exercise, give students an opportunity to share their charts if they are comfortable doing so. Otherwise, offer to have them share with a leader.

Close your time in prayer for the students.

**Resource A**

Why is it that people get together each week in a church?	What does it cost to join?	How do I sign up?

Why is it that people get together each week in a church?	What does it cost to join?	How do I sign up?
-		

## *Module 2: Invitation to Here and Beyond*

### *Lesson 2: The Following*

#### **Spiritual Aims**

Students will hopefully:

- Commit to following Jesus

#### **Learning Objectives**

Students will:

- Understand the difference between following Jesus and following people on Twitter
- Articulate what it means to follow Jesus
- Have an opportunity to make a decision to follow Jesus


#### **Materials Needed**

- Recording paper and marker
- 1 copy of Resource B and 1 pen per student (each page has 3 copies on it)
- Post-it Notes
- 1 copy of Resource C per student (each page has 4 copies on it)

#### **Minds On** (approx. 15 min.)

Open this session by playing a game of Simon Says. This is to start the conversation of what it means to follow someone. Play long enough that several people get a chance to be Simon.

**Leader's note:** For a refresher on how to play check out the instructions at [www.ehow.com/how\\_18205\\_play-simon-says.html](http://www.ehow.com/how_18205_play-simon-says.html).



**Prompt:** It can be hard to follow someone at times, even in a simple game like this. During this lesson we will consider what it means to follow Jesus. Is it simply about following his every move or is there more to it?

**Ask:** What is the first thing that comes to mind when you hear the word “follow” [teaching tip 5]?

**Prompt:** Today the word “follow” has become synonymous with Twitter. We are going to play a mini Jeopardy-style game to see if you can guess the answers to these Twitter facts. I will read the answer. The first person to stand up and be acknowledged by me will then respond in the form of a question. Does that make sense?

**Leader’s note:** If you want to spice up this game, download a free Jeopardy PowerPoint presentation at [www.classroom20.com/forum/attachment/download?id=649749%3AUploadedFi273%3A256838](http://www.classroom20.com/forum/attachment/download?id=649749%3AUploadedFi273%3A256838). If you do this, you may want to find some more facts about Twitter to fill in the game (such as from [expandedramblings.com/index.php/march-2013-by-the-numbers-a-few-amazing-twitter-stats/#.U7RLzPldWS0](http://expandedramblings.com/index.php/march-2013-by-the-numbers-a-few-amazing-twitter-stats/#.U7RLzPldWS0)).

**Twitter answers:**

- Before switching to per minute statistics, Twitter hit a high of 32,097 of these per second in 2012. (source: [blog.tweetsmarter.com/twitter-stats/infochart-tweets-2011-tweets-per-second-records/](http://blog.tweetsmarter.com/twitter-stats/infochart-tweets-2011-tweets-per-second-records/))
  - o Correct question: What are tweets?
- In fall 2013, he held the record for the most retweeted tweet at over 1 million. (source: [www.news.com.au/technology/online/twitter-world-records-could-be-smashed/story-fwhzf-1226808231167](http://www.news.com.au/technology/online/twitter-world-records-could-be-smashed/story-fwhzf-1226808231167))





- o Correct question: Who is President Obama?
- o Bonus points if you know what he tweeted (“4 More Years”)
- o Bonus points if you know who now holds the record (Ellen DeGeneres’s picture taken at the Oscars in 2014 set a new record)
- As of February 2014 this singer boasted the highest number of followers at over 50 million. (source: [www.twittercounter.com/pages/100](http://www.twittercounter.com/pages/100))
  - o Who is Katy Perry?

**Ask:** What does it mean to follow someone on Twitter?

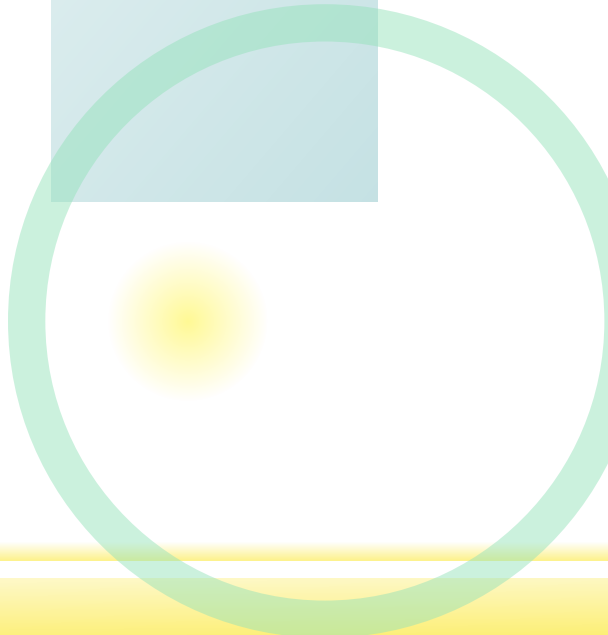
**Leader’s note:** You can use some of the following questions to assist in the discussion.

- What do you learn about people who you follow?
- What do they learn about you?
- How much would you know about their daily lives?
- How often do you talk to them?
- If you showed up at their doors, would they know who you are?
- How long would you stay friends with someone that you never talk to?



When asking a large group a question and looking for responses, use the following instructions:

- a. Think about your answer to this question:  
[insert question].
- b. After a minute, I’ll ask for volunteers to give their answers. If you’re ready to volunteer your answer, raise your hand [or you can give another signal like touch your nose].





# 7

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.

You can guide the discussion by encouraging students to talk about what they get from following people. Record their answers on the recording paper so they can be referred to later.

**Action** (approx. 20 min.)

**Prompt:** We've taken a look at what it means to follow someone on Twitter. We are going to spend some time now looking at what it means to follow God. The greatest problem with Twitter is that you can know everything there is to know about a person without truly becoming close to them. The problem is, too many people in the church do the same thing. They know all about God but they've never met him. So, to start exploring how we truly follow God, let's read a story from the Bible where Jesus asks some guys to follow him.

Have students read Matthew 4:18–22. You can either ask for a student to read the passage or break it up by verse to encourage more students to participate [teaching tip 7].

Create groups of 3 or 4 students by numbering them off. Give the students 10 minutes to work through Resource B to

break down this passage. Have them appoint a point person for the group to oversee the discussion [teaching tip 11].

Once students have completed Resource B, have each point person share their group's answers. Use the recording paper to consolidate their answers. When all groups have shared, spend a few minutes reviewing their answers.

**Leader's note:** To help guide the discussion here are some important details to consider:


- Jesus called them and they responded (not the other way around).
- They left everything they had, including work and family.
- They did not hesitate to respond.
- They were fishermen, which means that they did not have any special training for ministry.

Using all of the feedback from the groups, have the students generate a concluding sentence that summarizes what this passage is all about.

Once this is done, hand out the quotation from author David Csinos (Resource C).

11

Side coaching: While students are talking, move from group to group. Listen briefly, and if appropriate, add a small bit of information to help clarify an idea, or answer questions the students might have. Rather than directly answering questions, try to lead students to answer their own questions, often by asking simpler or clearer versions of their questions. Use this time to get a feel for the mood of the group, the degree to which they understand the material and how engaged they are.



**Ask:** This quotation talks about disciples memorizing Jesus' teachings and participating in his life. What are some of Jesus' teachings? What are things that he did that we can learn to do?

Have students return to their groups (or stay in a large group) to work through their list. Instruct them to use the back of the handout to record their thoughts. Remember the Side Coaching tip noted above. Float among the group(s) observing and guiding the discussion(s). It may be necessary for you to prompt them with a few key thoughts (e.g., love one another, take care of the poor, sick and widows, etc.).

Once the groups are done, have them write each idea on a separate Post-its. Then, have groups choose 3 notes to post on the wall. Take a few moments to group them by common themes.

**Consolidate/Debrief** (approx. 10 min.)

Using the Post-it Note list, spend 5 minutes getting the students, as a group, to compare and contrast what it means to follow someone on Twitter with what it means to follow Jesus.

**Ask:**

1. In what ways is following someone on Twitter the same as following Jesus?
2. How are they different?

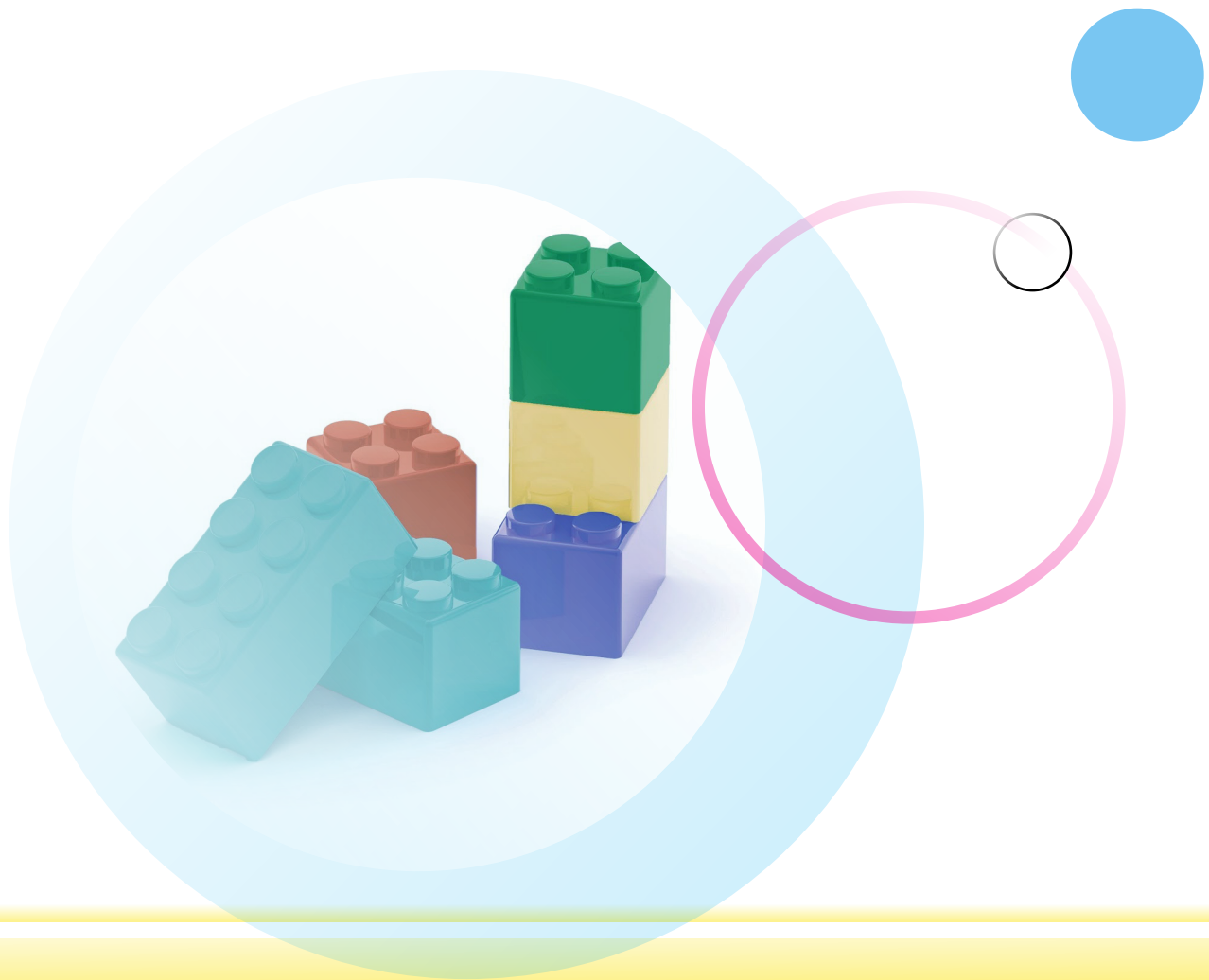
Afterwards, have them spend 2 minutes on their own to consider whether or not they are prepared to commit to following Jesus. It will be important for you to highlight that, if they are not yet ready for that level of commitment, they can still be part of the group. Ensure they understand that it is not

necessary for them to make a commitment at this moment to remain in the group.

Once this is done, have them pair up and talk to their partners about a couple of ideas that stick out to them from the list of what it means to follow Jesus.

Have the pairs then discuss whether they are ready to live that out in the coming week. If they are, have them identify one way they will live it out. (These answers will not be collected.)

Close your time together by praying for the students. Take prayer requests and consider having students pray out loud.



**Resource B**

What is the topic?	What are 3 important details?	What is this mostly about?
	1.  2.  3.	

source: Summing It Up  
[www.saisd.net/admin/curric/sstudies/gopdf/howto\\_sumitup.pdf](http://www.saisd.net/admin/curric/sstudies/gopdf/howto_sumitup.pdf)

What is the topic?	What are 3 important details?	What is this mostly about?
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## Resource C

“Disciples not only watched their rabbi in action, they also sat at his feet, memorized his teachings, and ‘diligently absorbed everything he imparted’. Through the transmission of factual knowledge coupled with observing and participating in the life of their rabbi, disciples were to learn how to become full members of their master’s way of life.”

David Csinos

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## *Module 2: Invitation to Here and Beyond*

### *Lesson 3: People Problems*

#### **Spiritual Aims**

Students will hopefully:

- recognize their place or significance in the body of Christ

#### **Learning Objectives**

Students will:

- recognize the challenges of togetherness
- understand the difference between being in community and individualism
- explore areas in their own lives that are preventing them from joining a community

#### **Materials Needed**

- Video equipment to show 3 clips
  - o Flip Your Lid: [www.youtube.com/watch?v=jyxZ9KwkgdM](http://www.youtube.com/watch?v=jyxZ9KwkgdM)
  - o Minute to Win It timer: [www.youtube.com/watch?v=97gfrmMZRp4](http://www.youtube.com/watch?v=97gfrmMZRp4)
  - o Mustangs are Winners: [www.wingclips.com/movie-clips/griiron-gang/mustangs-are-winners](http://www.wingclips.com/movie-clips/griiron-gang/mustangs-are-winners)
- 1 plastic cup and 1 full water bottle per 2 students
- Large sheet of paper and markers for tracing a student's outline (1 sheet per 8 students)
- Bibles
- Tape
- Optional: Recording paper and marker
- 1 sheet of paper and pen per 8 students



**Minds On** (approx. 10 min.)

Have the students play a Minute to Win It game of Flip Your Lid (see Materials Needed for a YouTube video of this game). For an added challenge, use the 60-second timer video (see Materials Needed).

**Leader's note:** The purpose of this game is to have students work together to accomplish a task. It also serves as a way to burn off some steam and get kids focusing on the lesson material.

Show the “Mustangs Are Winners” video clip (see Materials Needed).

When the clip is done give the students 5 minutes to discuss the video by asking the following questions to the large group:

- What was the point of the coach's speech?
- What is the significance of his statement that it's about what he wants from them?
- How does this apply to your experience in the church?

**Prompt:** Similar to what the coach said in this video clip, when you join the church, you are no longer separated by what you can and cannot do or who you are. It is about you being part of a team that is focused on doing what God wants of us.

**Action** (approx. 30 min.)

Divide students into groups of 8 to 10 by numbering them into evenly-divided groups. This will be a key part of the metaphor that we will be discussing.

**Visualizing the Body:**

1. Each group will take 1 large sheet of paper.
2. 1 student will volunteer to be outlined on the paper.

3. As a group, read 1 Corinthians 12:12–27.
4. Label each part on the paper that was mentioned in the passage.
5. When complete, hang the paper on the designated wall.

**Optional:** Because these instructions are lengthy, you can choose to provide each group with a set of instructions or post them where everyone can see them.

**Prompt:** This passage is what we call a metaphor. It's a picture of what it is like to be part of the community that we call church. To help us understand this passage we will go through 6 questions as a group. When I ask the question, take 30 seconds to think of your answer and then raise your hand if you'd like to share. I'll ask for volunteers to answer before we move on to the next question.

Questions:

1. What do you think when you first hear this metaphor?
2. What is happening in the story?
3. If you had to write a news caption for this story, what would it be?
4. What are the different parts of the body that are listed? How would those parts function in church (in other words, who are the hands of the church, who are the feet, etc.)?
5. How is the church described in this story?
6. How would you describe the body of Christ to your friend at school?

**Leader's note:** It is important at question 3 to help them craft a short statement that reflects the heart of the passage, which is that, regardless of what we might think, each person is equally important in the body of Christ. You can choose to use the recording paper to write it out and edit as a large group.





**Prompt:** If there is one idea that I want you to take home tonight it is that no one is any more important in the church than anyone else. Some people might get more attention, but the truth is that the church would not function without everyone being involved. However, being part of a community is a hard thing to do.

Have students return to their small groups and compile a list of reasons why it is hard to be in a community.

**Suggested answers:** They may feel that they do not have anything to contribute. Perhaps they feel that it's boring, or it's something they do not enjoy doing.

Sometimes we want to get rid of other people because we don't like them or don't want to hang out with them. Sometimes we want to be something that we are not (e.g., we may be a foot but we want to be an ear).

Give about 4 minutes to compile their list. Afterwards, have each group give 1 reason and see if the others had it on their list (if so, check it off). Go to the next group and continue until all the reasons have been given.

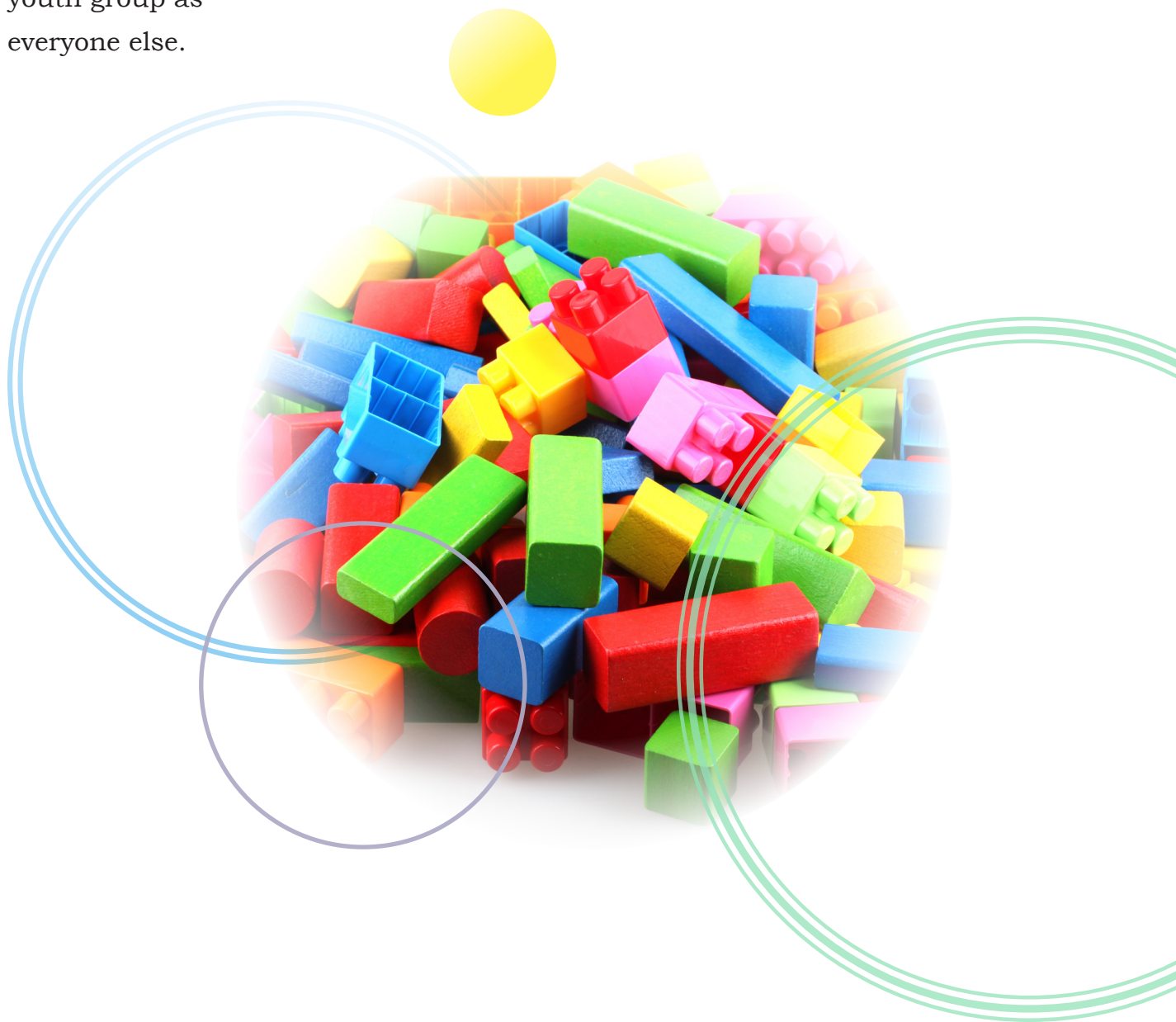
**Consolidate/Debrief** (approx. 10 min.)

**Prompt:** Is there anything you are doing, saying or believe about yourself that is preventing you from being part of the community? What would it look like if you started believing that you were a valuable part of the church?

Give students 2 minutes to think about this and consider what it means to them. At the end of the 2 minutes have students spend some time in prayer

on their own. Invite them to talk to you or any other available leaders following the discussion if they would like to some help exploring what is preventing them from getting involved, or what steps they need to take to get involved in the church.

Close the session in prayer, asking for requests from the students. Pray that each student will understand that they are as important in your youth group as everyone else.





## ***Module 2: Invitation to Here and Beyond***

### ***Lesson 4: What Can I Do?***

#### **Spiritual Aims**

Students will:

- get involved in the work God is doing in their local church

#### **Learning Objectives**

Students will:

- understand that they can serve in the church regardless of their ages
- identify ways they can get involved in their local church now

#### **Materials Needed**

- Video equipment to show “Mr. Bean Asleep in Church” clip:  
[www.youtube.com/watch?v=bh\\_\\_g-ZZ6WA](http://www.youtube.com/watch?v=bh__g-ZZ6WA)
- 1 copy of Resource D per student
- 1 pen/pencil per student
- 1 Bible per student

#### **Minds On** (approx. 10 min.)

Show the video clip and then spend 5 minutes asking the following questions:

1. Do you feel like Mr. Bean when you go to church or do you feel like you understand what is happening and you can pay attention?
2. Like Mr. Bean, do you feel as if you just don't fit in with the rest of the congregation on a Sunday?
3. Why do we even go to church on Sundays?
4. What is the difference between what we do Sundays and what we do the rest of the week?

**Action** (approx. 30 min.)

Have the students read through 1 Timothy 4:12 together 3 times.

**Jigsaw Expert Groups:** If possible split the large group into 5 smaller groups. If you only have 5 students then each student will form a group. For groups with less than 5 people, consider working together through the passages.

1. Each group will be assigned 1 of the 5 ways the verse mentions that youth can set an example (i.e., faith, speech, life, love and purity).
2. You will work together on the provided chart. Each person should be ready to share their group's answers.
3. I will review each of the sections on the chart with you first [teaching tip 13]:
  - a. Give a definition of your theme (i.e., What does faith mean? What does speech mean?)
  - b. Think of all the ways you could live out your theme in the church. For example, you could set an example in speech by

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The activity will go more smoothly if students know what to expect from the start. Explain the activity so students can pay attention instead of wondering what will happen next.





speaking at an event.

- c. Dream up a list of examples that are the exact opposite of your theme. For example, if your theme is speech, then you could list swearing. The idea is to get you thinking about your theme from a positive and negative view.
- d. Pick at least 1 example from “B” that you can realistically do in your church on a Sunday morning.
- e. Come up with 3 ways you can do that example at church. For example, if you chose speaking at an event, list 3 events that you could do this (e.g., Sunday School, dinner, Sunday service, etc).

**Leader’s note:** This handout utilizes a teaching strategy called concept development. The chief aim of this handout is to have each group identify 1 key way they can live out their topic in their local church.

**Jigsaw Home Groups:** When the students have finished working through Resource D, have them form new groups in which there is one member of each expert group represented in the new groups. As experts, the youth will present their findings from their original groups to the new groups.

**Optional:** Depending on how abstractly your students can think, consider having them create a Venn diagram (an explanation can be found at [www.purplemath.com/modules/venndiag.htm](http://www.purplemath.com/modules/venndiag.htm)) to show how these 5 themes intersect (or overlap) with each other.

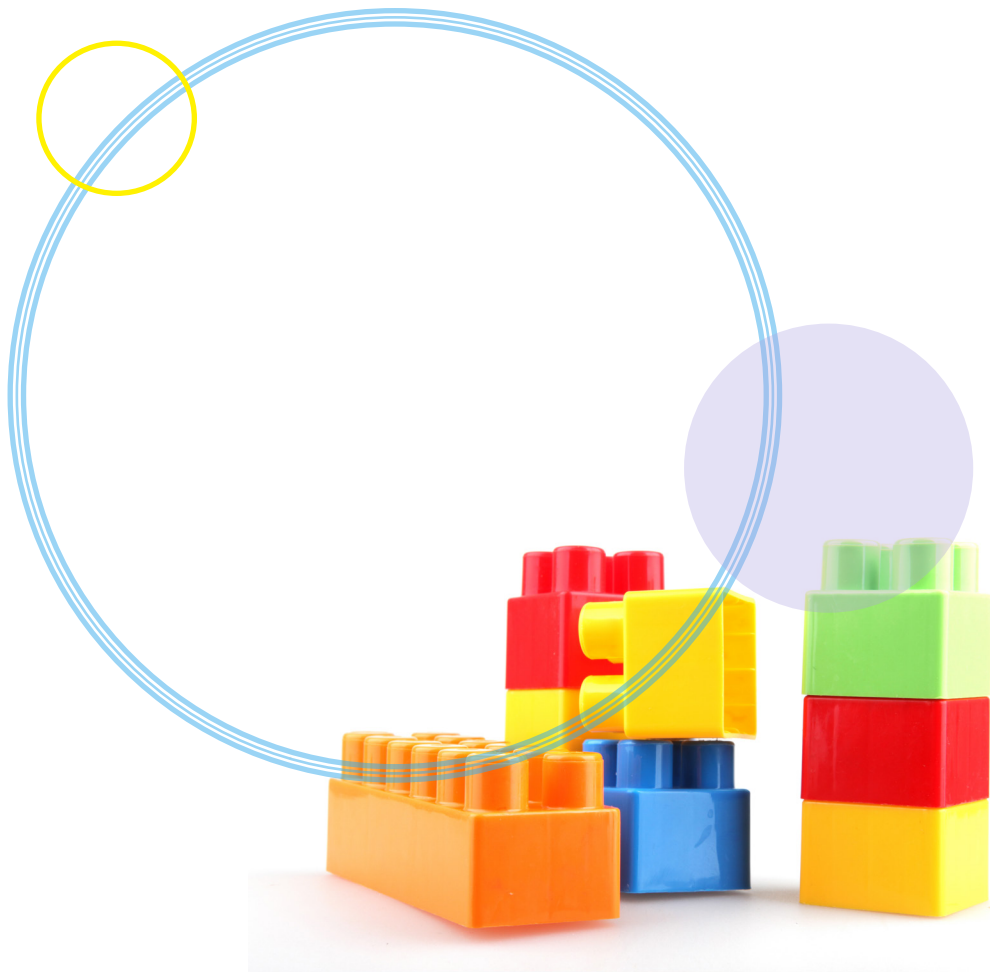
**Consolidate/Debrief** (approx. 10 min.)

Have each student pick 1 of the themes that resonates the most with them. (If it’s not their own, suggest they copy the notes from the person in their home group who had that theme.) If they want, they can choose to find 1 or 2 other people (no more than a group of 3) with the same theme.

Spend 5 minutes thinking about 2 next steps they will individually do to live out that theme.

**Leader's note:** The purpose of this is to move the youth from concept attainment to putting it into practice.

Once students have finalized their plans, end the lesson in prayer.



## Resources D

Theme:

As a group work through the following questions related to your theme.

A. Define your theme.	
B. Identify/brainstorm a set of examples of how your theme is put into practice.	
C. Identify/brainstorm a set of non-examples of the concept	
D. Identify and include at least 1 example that is a “best” example. By best, ask yourself which example from “B” you would realistically be able to do when you get to church on Sunday.	
E. Develop a list of 3 ways you could live this out in your church.	

## *Module 3: Markers of God's Family*

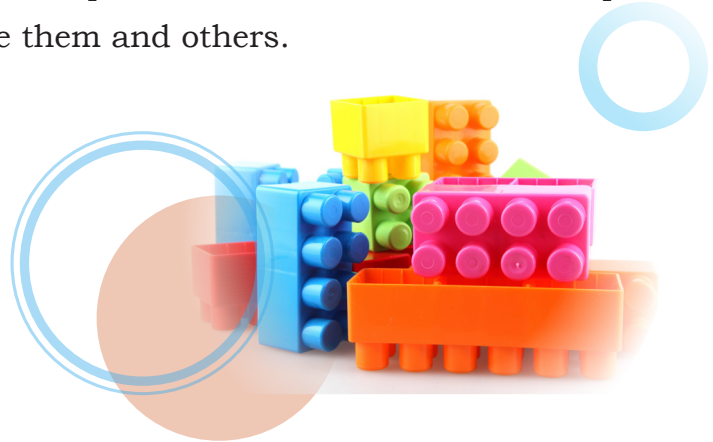
This module presents four studies on the markers of God's family. In line with our theme of being connected, this module focuses on what we have in common and what shows that we belong. The purpose of this module is not to create an exclusive atmosphere, but rather to emphasize the inclusive nature of God's family: everybody belongs who wants to, as they move closer to Jesus.

Lesson 1, **Saved by Grace**, looks at the parable of the prodigal son and helps students recognize their own need for grace from God.

Lesson 2, **Loved by God**, emphasizes God's love with a creative activity and reflection on scripture.

Lesson 3, **Loving Others**, explores the importance of showing love to others as a way to imitate and please God.

Lesson 4, **Gracious to Others**, delves into the story of Jacob and Esau reconciling after years of having a broken relationship. Students will have the opportunity to reflect on relationships in their own lives that need repair and learn to rely on God to restore them and others.





## ***Module 3: Markers of God's Family***

### ***Lesson 1: Saved by Grace***

#### **Spiritual Aims**

Students will hopefully:

- identify with one of the sons in the parable
- recognize how grace affects their own lives
- articulate what it means to freely belong to God

#### **Lesson Objectives**

Students will:

- reconstruct the plot of the prodigal son parable
- explain the role of grace in the parable of the prodigal son

#### **Materials Needed**

- Recording paper and marker
- At least 3 Bibles [teaching tip 12]
- 1 copy of Appendix A per 8 students
- Construction paper or bristol board that matches the colour coding you used to mark Resource A (see Pre-Lesson Preparation)
- Tape
- 1 copy of Resource B per 2 students
- Optional: Prizes for winning team

#### **Pre-Lesson Preparation** (if applicable)

- When printing Appendix A, colour code each copy by printing on coloured paper or marking with bright colours. These colours will create teams that will race to summarize the plot of the parable. The number of colours is based on the total number of students divided by 8 (e.g., if you have 32 students, you'll need 4

colours). If you don't have a multiple of 8, round down.

- In the room where you will be doing the Bible study, tape up construction paper or bristol board that matches the colours you used for Resource A. These will mark where each team should meet and provide a surface to put the plot points in order.


12

If your students are not familiar with finding passages in the Bible, bookmark them ahead of time.

**Minds On** (approx. 10 min.)

**Brainstorm:**

1. Number off your students to form groups of 4.
2. Tell half of the groups to choose a spokesperson and then brainstorm what it means to be a "good child". This could include characteristics a good child demonstrates, actions they do or don't do and even personality traits.
3. Tell the other half of the groups to choose a spokesperson and then brainstorm what it means to be a "bad child".
4. They do not need to record their answers, but the spokespeople will share their



groups' answers.

5. After 3 minutes, ask each spokesperson to share his or her group's answers. Write their answers on your preferred recording paper so everyone can see.

**Leader's note:** If your group is smaller than 8 you may decide to brainstorm as a large group, first for "good child" and then for "bad child." Record or ask a volunteer to record the answers on your recording paper.

**Prompt:** Today we are going to read a story that Jesus told to teach about God's family. There are two sons who each had a very different relationship with their father.

**Action** (approx. 45 min.)


Put the Story in Order!:

1. Begin by reading a story from the Bible, the parable of the prodigal son in Luke 15:11-32 [teaching tip 13].
  - **Leader's note:** If students have their own Bibles, you can ask them to turn to this passage, or distribute the 3 Bibles to



13

The activity will go more smoothly if students know what to expect from the start. Explain the activity so students can pay attention instead of wondering what will happen next.





volunteers. Ask 1 to read verses 11–16, 1 to read verses 17–24 and 1 to read verses 25–32 of Luke 15 [teaching tip 7].

2. After the passage has been read, each student will be handed 1 or more plot points (from Resource A) on a colour-coded piece of paper. The colour of their paper indicates what team they will be on. If you are giving multiple plot points, make sure they are of the same colour.
3. After the plot points have been distributed and you say “go”, students will run with their papers to the meeting place for their colours, indicated by the bristol board or construction paper pieces taped around the room.
4. Once the teams are assembled they must put their plot points in chronological order.
5. When a team finishes, all team members put up their hands. You yell “FREEZE!”

## 7

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.





# 8

There are multiple ways to check for understanding. Two common ways are: 1. Ask whether they have any questions; and 2. Have them repeat the instructions back.

- and all the other teams freeze while you read the plot points out loud.
6. The other teams can disagree if something is out of order, in which case you say “go” again and the race resumes [teaching tip 8].
7. Allow students to refer to a Bible if they cannot remember what happened in the parable.
8. After the activity is complete, if you are using prizes, award them to the first team to correctly put their plot points in the order they happened in the parable.

**Optional:** For an extra challenge, you can turn this activity into a version of the game Headbanz, where each student has a plot point stuck to his or her forehead, and the team has to get themselves in order.

**Leader’s note:** Moving takes time and may lead to disruptions.

However, students might struggle to hear or pay attention if they are too spread out. Use your discretion whether it is more important to have everyone in close proximity or to keep them in their current location to complete the next activity.

**Discussion:** After the activity, assign each team a brother to discuss (i.e., older or younger). Ask each group:

- How was the father’s relationship with that brother broken?
- What did the father do to restore it?

Have each group to choose 1 person to share the group’s answer with everyone.

After all the groups have shared, ask your students to vote by show of hands who they think is the good son in the story. If there is not widespread agreement, ask some students from each side why they voted that way.

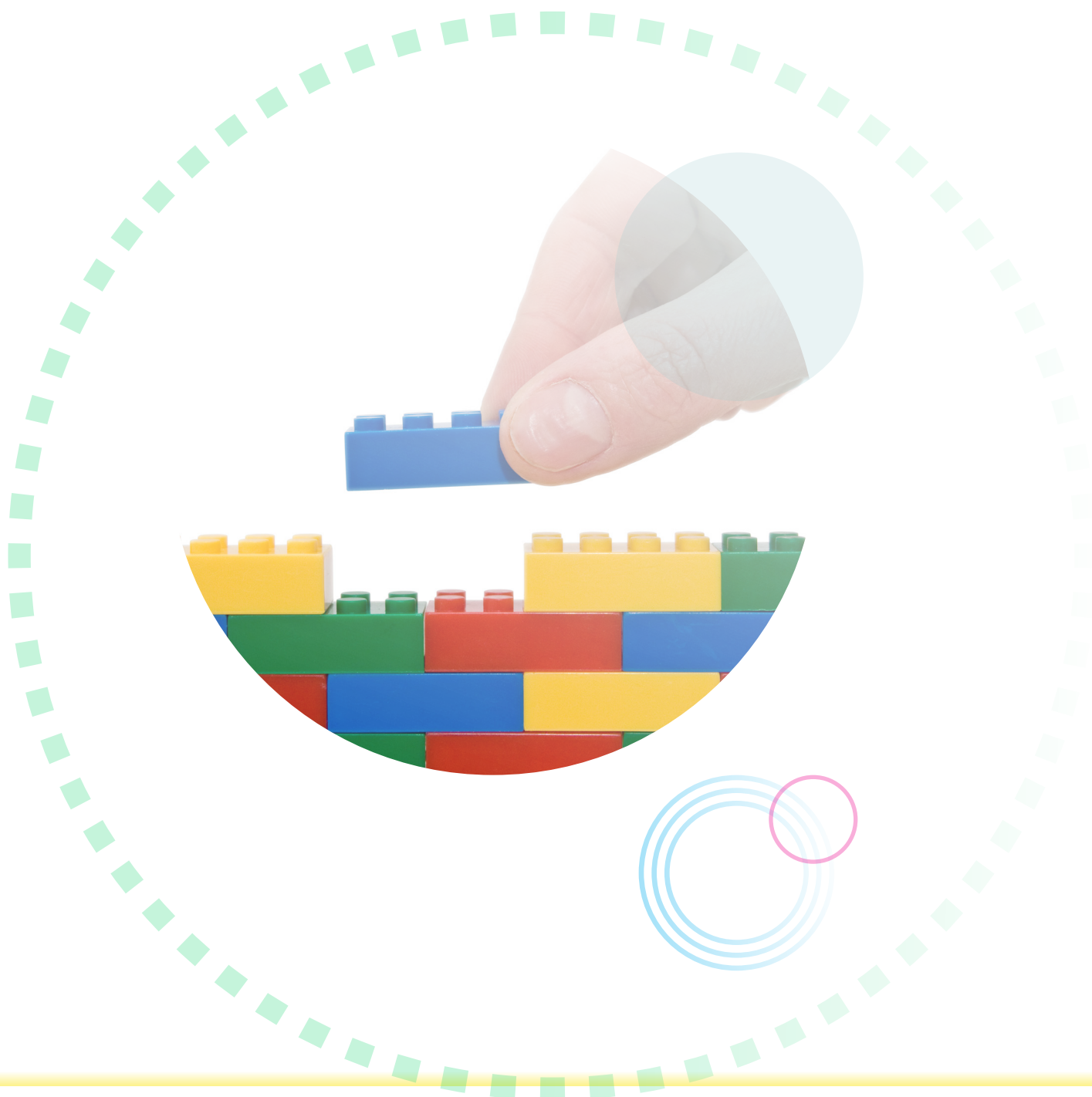
**Prompt:** Often the older son is labelled “good” and the younger son is labelled “bad,” but we can see that neither son had a perfect relationship with the father and that their labels were not as important as their responses to how the father treated them. Grace is a word that describes why we can belong to God’s family — it’s because he loves us and accepts us, not because we deserve it! Grace means that God wants us in his family no matter what obstacles are in the way.

**Consolidate/Debrief** (approx. 5 min.)

**Leader’s note:** These questions might be very personal and sometimes confusing for some students. Be available to discuss further with students who are not sure which child they are more like and if they want to move in a better direction.

Ask your students to pair up. If they are resistant to sharing, offer the option to write their answers instead or simply reflect in their minds. When they have, distribute the questions from Resource B for them to discuss with their partner.

Close in prayer, thanking God for his grace and asking him to help each student truly believe they can be accepted in God's family.



**Resource A: Put the Story in Order!**

The younger son asks for his inheritance.

---

The father divides his property between his sons.

---

The younger son leaves home and wastes all his  
money.

---

The younger son gets a job feeding pigs, and he's  
starving!

---

The younger son decides to ask his father to hire him  
as a servant.

---

The father gives his younger son fine clothes to wear.

---

The father throws a party for his younger son.

---

The older son is furious at the celebration.



## ***Module 3: Markers of God's Family***

### ***Lesson 2: Loved by God***

#### **Spiritual Aims**

Students will hopefully:

- know they are loved by God because he created them
- translate their connections with their creation to a concept of God's love for them

#### **Lesson Objectives**

Students will:

- be able to describe God's love in at least three ways based on group brainstorming and the given Bible passages

#### **Materials Needed**

- Playdough, plasticine or modelling clay
- Follow these instructions to make your own playdough:  
[www.playdoughrecipe.com/no-cook-playdough-recipe](http://www.playdoughrecipe.com/no-cook-playdough-recipe)
- Sculpting tools (e.g., plastic knives, forks, spoons, pencils) with at least 1 option per student, since they can share different tools
- Plastic sheeting to protect work surfaces
- 1 paper towel per student and markers to label them
- Recording paper and markers
- 1 copy of Resource C per 4 students (1 verse per group)
- At least 1 marker per group of 4 students

#### **Pre-Lesson Preparation** (if applicable)

- Protect work surfaces with plastic sheeting for easier cleanup after play dough activity.
- Depending on the size of your group, it might be wise to create a number of different work stations that all feature a protected surface and different colours of playdough (or whatever sculpting medium you

# 14

If you have a very large group and/or if you have other leaders helping you, it is a good idea to brief your leaders before the activity so they can also circulate and help students really connect with the activities by thinking about them in detail.

choose) to work with as well as sculpting tools as described in the materials list.

**Minds On** (approx. 20 min.)

**Playdough Creations:** [teaching tip 14]

1. Assign students to their work stations.
2. Instruct them to create a model of a person. It could represent themselves, a friend or someone imaginary.
3. As they are working, circulate around the room and ask students about the people they are creating (e.g., Do they have a name? A personality? What are their hobbies or careers?) Encourage them to express as many details about their model as possible.

When the sculptures are done, lay them on paper towels labelled with the creators' names so they can be collected at the end of the study.

**Action** (approx. 35 min.)

Discussion and Think/Pair/Share: 8 min.

Brainstorming: 8 min.

Instructions: 3 min.

Group Work: 15 min.

Gather students together to ask what they thought of the opening activity.



Think/Pair/Share:

1. When I say "go", you are going to think about your answer to this question: Why do you have any attachment to your model?

2. You are going to find a partner and share with him or her what you have been thinking.

3. After a few minutes, I will draw us all back together. Be prepared to share your partner's answer.

4. Any questions? [Allow students to make clarifications, if needed.]

5. OK, go!

3

Have them raise their hands to vote:

- Was it fun to create little people?
- Did they focus a lot of the details?
- Was your model someone you know in real life or someone you imagined?

**Prompt:** Before I ask you this next question, I'd like you to be ready to hold onto the first thought that comes to your mind. Ready?

**Ask:** How would you feel if I went over and smashed the person you created?

Encourage students to hold that reaction/ thought in their minds for 20 seconds.

After 3 or 4 people have shared their partners' answers, ask: How do some of the answers connect with the word "love"?

Some possible answers could include:

- They spent time/care making their people. God did the same for us! (Psalm 139:13)
- They imagined the lives their people could have. God has plans for our lives! (Jeremiah 29:11)
- They cared about their creations. This is actually the best connection, since the purpose of this lesson is to help



students connect with the idea that God loves them.

**Prompt:** Today we are going to see what the Bible says about God’s love for us. Let’s brainstorm some ways that we as humans can show our love for others.

Ask your students to raise their hands and call out ways that people show love. Record the answers on your preferred recording paper. Some ideas (based on love languages) are: quality time together; loving words; physical touch (including hugging/kissing); gifts; and acts of service.

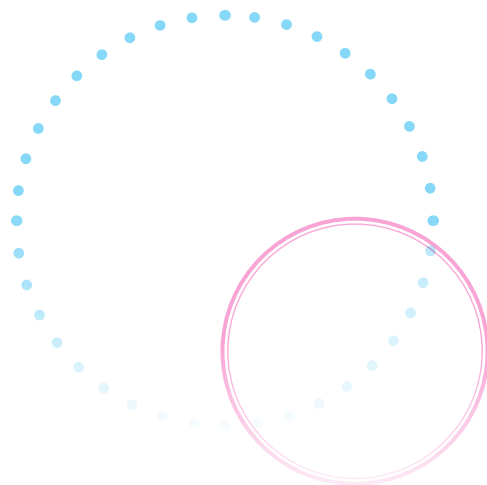
Resource C Group Work: [teaching tip 8]

1. Students will form groups of 4 (3 to 5 is fine if required for all students to find a group).
2. Each group will receive a verse to read together (1 page from Resource C) and a marker.
3. Each group will discuss the verse and create a symbol to represent what it says about God’s love.
4. When all the groups are ready, each group will take turns showing their symbols while the other groups try to figure out the

8

There are multiple ways to check for understanding. Two common ways are:

1. Ask whether they have any questions; and
2. Have them repeat the instructions back







4

Typically, a small group between 3 to 5 people is ideal. If you need to, divide students into smaller groups but have the same task for multiple groups. For instance, if the lesson asks you to create 4 small groups but you have 40 people (i.e. it would be 10 per group), make 8 groups and have pairs of groups do the same task separately. If groups are too large, some students will melt into the background and not really participate. If groups are too small, students could become overwhelmed with the task. A good balance will allow everyone to participate and work together to complete the task.

main idea it represents. They can discuss it briefly in their groups and then a spokesperson can raise his or her hand to guess on behalf of their group. If they are able to figure it out, then great! If not, the presenting group will explain the meaning behind their symbol.

**Option for smaller groups:** If you do not have enough groups to study each verse, you may give more than 1 verse to a group. For a group of 5 or less, you may opt to do this activity without dividing into small groups.

**Option for larger groups:** If you have more than 30 students, assign the same verse to more than 1 group [teaching tip 4].

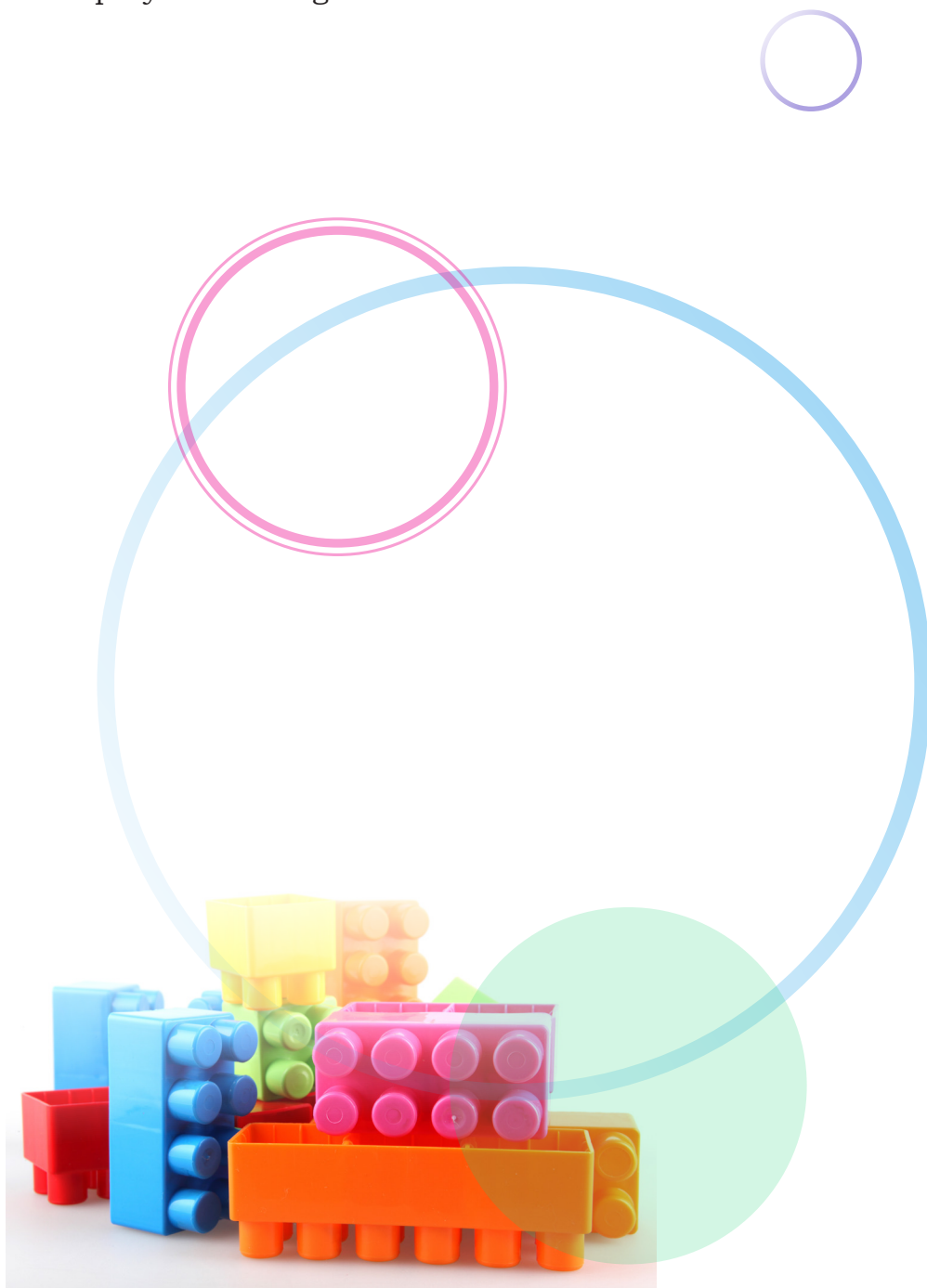
**Consolidate/Debrief** (approx. 10 min.)

**Prompt:** Remember how creating something makes you feel connected to it? God loves us so much because he created not only our bodies but also our personalities. He placed us in communities of other people he created and he has a plan for you!

Have students reflect which word/verse about God's love stands out to them and why, and

then share their answers with partners of their choice. Challenge them to remind each other of that word or verse in 3 days (with a text or phone call if they don't see each other between events).

Close in prayer thanking God for his love.



**Resource C**

God's love is...

**INTIMATE**

Psalm 139:13 (NIV): You created my inmost being; you knit me together in  
my mother's womb.

God's love is...

# INTENTIONAL

Jeremiah 29:11 (NIV): "For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."

God's love is...

**UNCONDITIONAL/  
SACRIFICIAL**

Romans 5:8 (NIV): But God demonstrates his own love for us in this: While we were still sinners, Christ died for us.

God's love is...

**ABUNDANT**

1 John 3:1a (NIV): See what great love the Father has lavished on us, that we should be called children of God! And that is what we are!

God's love is...

**EVERLASTING**

Jeremiah 31:3 (NIV): The LORD appeared to us in the past, saying: "I have loved you with an everlasting love; I have drawn you with unfailing kindness."



## ***Module 3: Markers of God's Family***

### ***Lesson 3: Loving Others***

#### **Spiritual Aims**

Students will hopefully:

- belong to God by loving others
- love others in light of God's love

#### **Lesson Objectives**

Students will:

- describe God's love as unconditional and sacrificial
- explain why imitating God shows we belong to him
- articulate and perform a practical example of showing love

#### **Materials Needed**

- 1 Bible, bookmarked at Ephesians 5:1-2
- Video equipment to show "Ducklings Walk" clip:  
[www.youtube.com/watch?v=rnkr77zWJRM](http://www.youtube.com/watch?v=rnkr77zWJRM)
- Placemat templates (Resource D), 1 per group of 4 students
- 1 pen/pencil per student
- 2 to 3 fragrant items in airtight, but openable, containers per scent station. Remember to consider students with allergies or sensitivities to food or scents. Suggestions:
  - o oranges or orange peels
  - o sliced, ripe bananas
  - o spices
  - o rose petals
  - o scented lotion
  - o piece of deodorant or scented soap
  - o air freshener
  - o a rag with engine oil or other grease on it
- Table cloth, blanket or similar item



- 
- 
- Blindfold

**Pre-Lesson Preparation** (if applicable)


- Ensure the area where you will do the Bible study has tables for students to work at in groups of 4. Distribute placemat templates and pens so students can get to work once they are placed in their groups.
- If you have space, set up your scent station(s) in a separate room or area. Cover it with a table cloth or blanket cloth if necessary so it doesn't become a distraction during the lesson.

**Minds On** (approx. 15 min.)

**Prompt:** Fragrances can create strong memories and associations in our minds. Sometimes that's a good thing, but sometimes smells remind us of negative things too. Let's see what these smells remind you of.

**Fragrance Activity:**

1. Blindfold a volunteer or ask that person to close his or her eyes and choose 1 of the containers to smell.
2. They can guess what it is or describe it to the group for them to guess.
3. Ask another volunteer to choose another container to smell and guess.
4. Have your students gather at a scent station where you have laid out fragrant items in airtight containers that students can open to smell the contents.

- 
5. Instruct your students to take turns smelling the different items and discuss whether the scents spark any memories or ideas. Keep that 1 scent with the memory/idea in mind.

**Leader's note:** Ensure each scent station is supervised by a leader who can ensure all the students get a turn and to facilitate discussion about the smells.

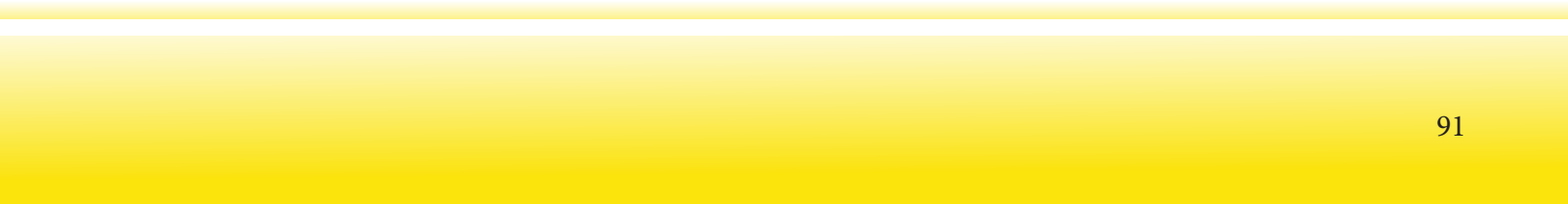
**Action** (approx. 25 min.)

**Prompt:** Last week we learned about what it means to be loved by God, and this week we are going to figure out what comes next: If God loves us so much, what do we do about it?

Ask if anybody remembers the story from the last lesson (the parable of the prodigal son), and then recap the main plot points:

- A man has two sons.
- The younger son asks for his inheritance, leaves home and wastes it.
- When he runs out of money he returns home to be a servant.
- But the father accepts him as a son and throws a party to celebrate his return.
- The older brother is angry.

**Leader's note:** These plot points are here for your reference, but give students the opportunity to supply their own version of events. This will help them remember better, and you'll get some insight about how they perceived the lesson!






### 3

Think/Pair/Share is a common tool to help students process a question together.

The instruction to repeat their partners' answers allows for them to participate without the anxiety of giving their own opinions to a larger group. The following format is standard:

- a. When I say "go", you are going to think about your answer to this question:  
[insert question].
- b. You are going to find a partner and share with him or her what you have been thinking.
- c. After [insert number] minutes, I will draw us all back together. Be prepared to share your partner's answer.
- d. Any questions? [Allow students to make clarifications, if needed.]
- e. OK, go!



**Prompt:** God shows us unconditional love, just like the father showed both his sons in the parable. Can you think of other words to describe God's love?

Allow students to raise their hands and share how they'd describe God's love.

Ask a volunteer to read Ephesians 5:1–2 from the Bible twice, with a 10 second pause in between readings. Remind your students to remain quiet after the passage is read.

Ask your students if the passage says anything new about God's love. If they don't pick up on it themselves, suggest that the verse shows us God's love is sacrificial.

**Think/Pair/Share:** [teaching tip 3]  
This passage tells us that because God loves us as his children, we should act like him. What is 1 way that you can imitate God?

Invite 4 or 5 students to share their partners' answers. A wide range of

answers is acceptable, but hopefully at least some students will say that love is a way we can imitate God.

**Prompt:** Walking in love as Christ has loved us means we let his example be our guide. In nature we can see an example of something like this when baby ducklings all walk in a row behind their mother.

Show “Ducklings Walk” video [teaching tip 1].

**Prompt:** God’s love is unconditional, but it makes him happy when we share that love with others. This activity will help us think of ways we can show love to others, imitating Jesus by walking in love that is unconditional and sacrificial.

**Placemat:** (approx. 10 minutes) [teaching tip 16]


1. Students will be divided into groups of 4. Each group will have an assigned table with a placemat and pens. If your group does not divide

1

Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested that you preload the video to avoid showing the commercials at the beginning. As with any media, we suggest that you watch this video ahead of time to ensure it is appropriate for your group. If necessary, skip the video and continue the lesson.

16

You may want to physically demonstrate the logistics of an activity as you’re giving instructions.

- 
- evenly into 4, groups of 3 are acceptable. Instruct your students to X-out 1 section of the placemat and skip over it when they rotate.
2. Each student will write in their own section ideas of how to show love to others.
  3. After 1 minute, on your signal, the group should rotate their “placemat” a quarter-turn clockwise so each student can see what the person next to them wrote.
  4. When they read the idea of how to show love, the next student should write beneath it who it applies to (e.g., “help with chores” could be a parent or sibling; “write a note” could be almost anyone).
  5. After 1 minute, on your signal, the group will rotate their placemat once more, read what is written, and add 1 more person who it could apply to.
  6. After 1 minute, rotate a final time so everyone can see the last idea on their group’s placemat.
  7. Each group should discuss their options and choose 1 activity to put into place this week.
  8. The chosen activity will be written in the center space of the placemat and shared with the wider group.
  9. Ask students to repeat the instructions.

**Leader’s note:** Keep track of time and signal the groups to rotate their placemats every 60 seconds.

When students have completed the placemats, invite a spokesperson from each group to share what they wrote in their center space.

**Prompt:** You came up with some great ideas of how to show love. Your next challenge is to choose 1 and put it into practice! It can be what your group chose to write in the middle of your placemat, or something another group

thought of. Before we move on, choose a partner from your group and tell each other how you will show love this week. Next week you can ask each other how it went.

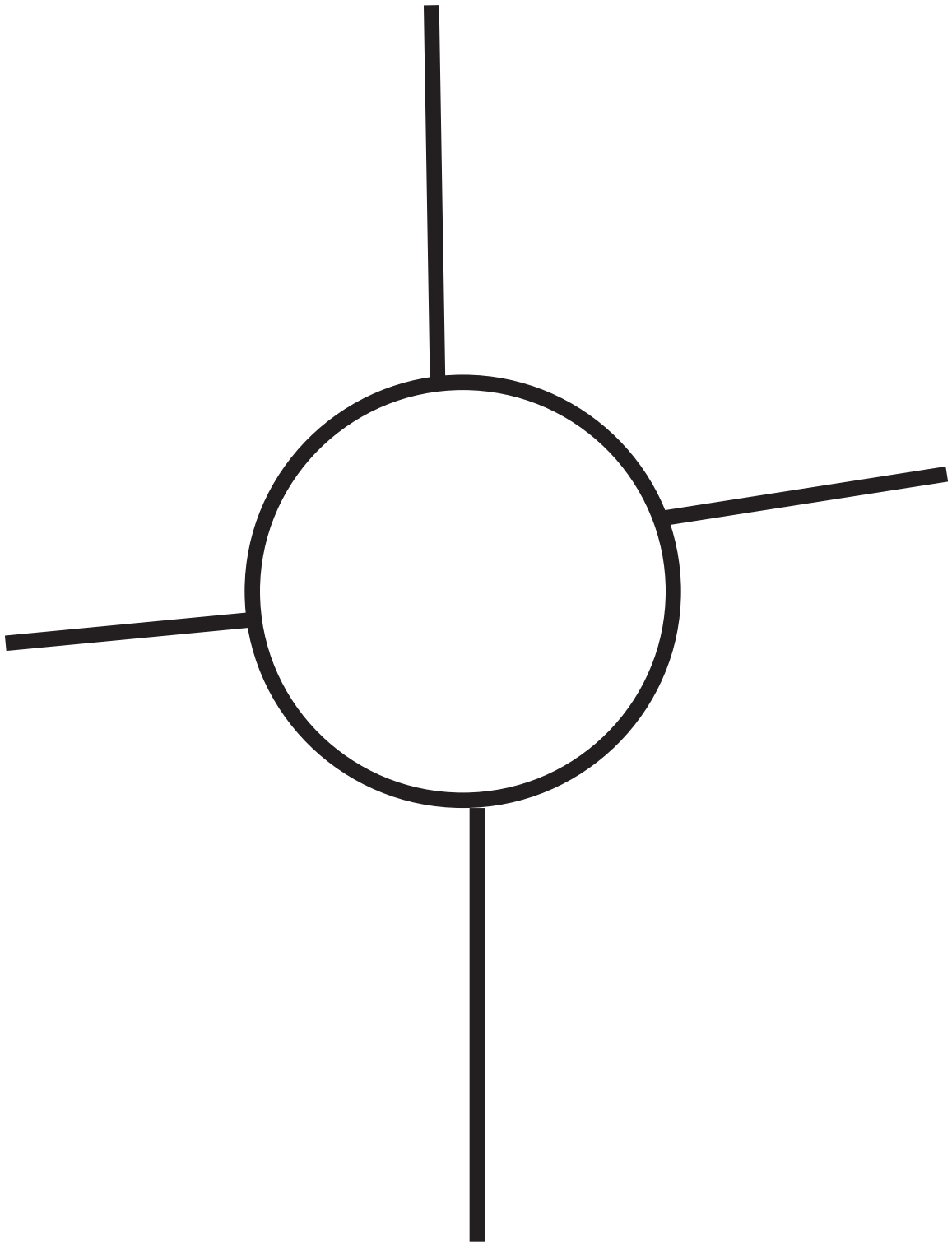
**Consolidate/Debrief** (approx. 15 min.)

**Prompt:** Think back to the first activity with the fragrances. Remember that scent you associated with a memory or idea? Fragrances can create strong memories and associations in our minds. Our passage says Christ's sacrifice was a fragrant offering to God, and we want our love to be the same — to leave a good impression and create a positive memory for others. Take a moment and think of that good impression or positive memory you want to create for someone this week. If you need to, write it down or remind yourself.

Close in prayer by thanking Jesus for the sacrifice of his life and for his unconditional love, and by asking God to help your students imitate him by showing love to others.



**Resource D: Placement**





***Module 3: Markers of God's Family***  
***Lesson 4: Gracious to Others [Reconciliation]***

**Spiritual Aims**

Students will hopefully:

- identify God's grace as the key to reconciliation
- reconcile with others by:
- receiving grace from God
- extending grace to others

**Lesson Objectives**

Students will:

- illustrate the Bible story as a storyboard
- reconstruct how Jacob and Esau reconciled

**Materials Needed**

- 1 copy of discussion questions in Resource E per student (there are 2 copies per page)
- 1 pen or pencil per student
- 3 copies of script in Resource F
- Bibles
- 4 copies of the Jigsaw questions in Resource G (1 per Jigsaw group)
- Blank chart paper (1 piece per group of 4 people)
- Blank legal-size paper (at least 1 piece per group of 4 people)
- Coloured markers for each group
- Additional blank paper for students doing the final activity individually instead of in pairs





**Minds On** (approx. 5 min.)

**Prompt:** Today we will be looking at twin brothers who had a very rocky history together. Their names were Jacob and Esau. They were always fighting with each other — they even wrestled in their mom’s womb! Esau was born first, so he had the right to inherit his father’s property and receive his blessing. But he gave up his rights to Jacob over a bowl of stew! Jacob tricked his father into giving him the blessing and when Esau found out he was so angry he wanted to kill his brother. Jacob ran away and built a life far from Esau.

**Leader’s note:** The chain of events that led to Jacob stealing Esau’s blessing can be confusing, so it would be best to familiarize yourself with the story in Genesis 25:19–34 and 27:1–45 in case your students have questions.

Ask your students to raise their hands to answer the following questions.

- Has anybody ever betrayed you?
- How did you react? (If students want to share their stories, they can leave their hands in the air, while students who don’t want to share can drop their hands. Choose 2 or 3 students to answer, or if no student wants to volunteer have a leader do so.)
- What happened to your relationship with that person? (This is a follow up question for students who want to share.)

**Prompt:** When a relationship is broken, the word reconciliation means repairing the relationship. It might take years, or it could happen in a short period of time, but it means both people enter back in the relationship and start rebuilding their trust.

**Action** (approx. 45 min.)

**Understanding the Story:** (approx. 15 min)

**Leader's note:** This section is important because it lays the foundation for your students to successfully complete the storyboard activity.

**Prompt:** It might be hard to believe that Jacob and Esau could ever reconcile, but the Bible tells us they did.

Distribute or have a volunteer hand out to each student 1 copy of Resource E and a pen. Once everyone has a copy read the questions out loud so students know what details to listen for as you read the story.

Ask 3 volunteers to present the Bible passage (Genesis 32:1–21 and 33:1–11) as a dramatic reading [teaching tip 7]. The script is Resource F. If students have Bibles, invite them to follow along with the story.

7

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.



**Jigsaw:**

1. Divide students into groups of 4 people. These are the home groups. If the group does not divide evenly, some groups of 5 are acceptable, and the extra person will go with the 4s for Jigsaw.
2. Give each person in each group a number between 1 and 4. They will then go find others with the same number (all the 5s will join the 4s). These are the expert groups.
3. The expert groups will discuss their assigned questions from Resource G. Each person will report this group's answer back to their home groups after 5 minutes of discussion.

**Create a Storyboard:** (approx. 20 min)

1. Give each home group a Bible, a blank piece of chart paper as well as blank legal-size paper to brainstorm and collect ideas on. Each group should have pens or markers.
2. Let your students know that each home group is going to create a storyboard of Genesis 33:1–11. A storyboard visually tells a story panel by panel, similar to a comic strip.
3. Each group should choose a reader to read the story from the Bible and then the group can start brainstorming their storyboard.
4. Students will need to decide as a group what the main events of the plot are and create images to represent them. Let your students know they can use stick figures if they want, they can use speech bubbles if they want, and/or just pictures is fine too.
5. Ask the groups to indicate the emotions of the characters in the storyboard.

**Share Your Storyboard:** (approx. 10 min) Once the storyboards have been created, allow each group to present their interpretation of the Bible story.

**Option for large groups:** If you have 6 or more groups of students, it will take too long for every group to present their storyboards. Instead, have 3 or 4 groups present to one another in different rooms or different areas of the room. These medium-size groups can compile a list of what they agreed upon in the story and share that with the larger group.

When the lesson is done, if possible, post the storyboards on the wall as a reminder of the lesson for future weeks.

**Prompt:** Jacob and Esau help us learn what it means to belong in God's family. When they were reunited after so many years of separation, they could have been bitter or violent, but instead both of them were humble and put the other person first. Jacob could have hoarded his wealth, but he was willing to give it up to protect his family and have the chance to restore his relationship with his brother. He recognized that his wealth had come from God, so he could share it. Esau could have held a grudge about Jacob's betrayal, but instead he showed him respect by accepting his gift and moving forward in the relationship.

**Consolidate/Debrief** (approx. 10 min)

**Prompt:** In God's family, we are called to reconcile with one another whenever possible. This does not mean putting ourselves in harm's way, but letting go of our grudges and being open to rebuilding a relationship. For Jacob and Esau, years had to pass before their relationship could be restored, but when the time came they did it with God's help.

[Teaching Tip 3]



**Option for individuals:** If students prefer not to share, or if numbers are not even, provide paper with pens and markers for students to write their response or draw a picture. Have leaders available to talk through it as needed.

Close by praying for any broken relationships that students have (especially if they have specifically shared them with the group) and ask God to help make a way for even the most difficult relationships to improve.

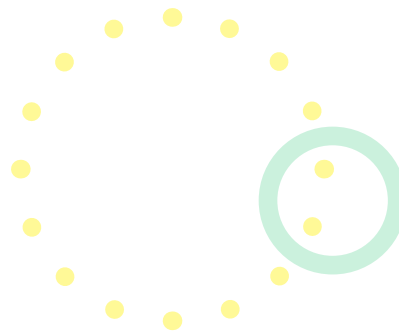
**Leader's note:** This debrief could be a powerful time for students to consider reconciliation with someone specific in their life, and it may be helpful to let your students know what resources are available in terms of counselling or other support to help repair relationships [teaching tip 18].

Think/Pair/Share: What would it take for you to reconcile with someone who had betrayed you?

3

You and your leaders should also be familiar with your church's child protection policy and what the law requires in terms of reporting allegations of abuse.

18



## **Resource E**

How did Jacob feel before he met Esau?

What did Jacob do in case Esau was coming to attack him?

If you are upset with someone, does a gift make it easier to forgive them?

Why or why not?

Do you think Esau forgave Jacob?

Each brother says something like, "I have all I need" (Esau in verse 9 Jacob in verse 11). What changed in their relationship since Jacob stole Esau's blessing?

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Each brother says something like, "I have all I need" (Esau in verse 9 Jacob in verse 11). What changed in their relationship since Jacob stole Esau's blessing?

**Resource F:** Script of Genesis 32:1–21 and 33:1–11 (NIV)

For 3 readers: narrator, Jacob and Esau

N: Jacob also went on his way, and the angels of God met him. When Jacob saw them, he said,

J: “This is the camp of God!”

N: So he named that place Mahanaim. Jacob sent messengers ahead of him to his brother Esau in the land of Seir, the country of Edom. He instructed them:

J: “This is what you are to say to my lord Esau: ‘Your servant Jacob says, I have been staying with Laban and have remained there till now. I have cattle and donkeys, sheep and goats, male and female servants. Now I am sending this message to my lord that I may find favor in your eyes.’”

N: When the messengers returned to Jacob, they said, “We went to your brother Esau, and now he is coming to meet you, and four hundred men are with him.” In great fear and distress Jacob divided the people who were with him into two groups, and the flocks and herds and camels as well. He thought,

J: “If Esau comes and attacks one group, the group that is left may escape.”

N: Then Jacob prayed,

J: “O God of my father Abraham, God of my father Isaac, LORD, you who said to me, ‘Go back to your country and your relatives, and I will make you prosper,’ I am unworthy of all the kindness and faithfulness you have shown



your servant. I had only my staff when I crossed this Jordan, but now I have become two camps. Save me, I pray, from the hand of my brother Esau, for I am afraid he will come and attack me, and also the mothers with their children. But you have said, 'I will surely make you prosper and will make your descendants like the sand of the sea, which cannot be counted.'"

N: He spent the night there, and from what he had with him he selected a gift for his brother Esau: two hundred female goats and twenty male goats, two hundred ewes and twenty rams, thirty female camels with their young, forty cows and ten bulls, and twenty female donkeys and ten male donkeys. He put them in the care of his servants, each herd by itself, and said to his servants,

J: "Go ahead of me, and keep some space between the herds. When my brother Esau meets you and asks, 'Who do you belong to, and where are you going, and who owns all these animals in front of you?' then you are to say, 'They belong to your servant Jacob. They are a gift sent to my lord Esau, and he is coming behind us.'"

N: For he thought, "I will pacify him with these gifts I am sending on ahead; later, when I see him, perhaps he will receive me. So Jacob's gifts went on ahead of him, but he himself spent the night in the camp..."

Jacob looked up and there was Esau, coming with his four hundred men; so he divided the children among Leah, Rachel and the two female servants. He put the female servants and their children in front, Leah and her children next, and Rachel and Joseph in the rear. He himself went on ahead and bowed down to the ground seven times as he approached his brother. But Esau ran to meet Jacob and embraced him; he threw his arms around his neck and kissed him. And they wept. Then Esau looked up and saw the women and children.

E: "Who are these with you?"

J: "They are the children God has graciously given your servant."

N: Then the female servants and their children approached and bowed down. Next, Leah and her children came and bowed down. Last of all came Joseph and Rachel, and they too bowed down.

E: "What's the meaning of all these flocks and herds I met?"

J: "To find favor in your eyes, my lord,"

E: "I already have plenty, my brother. Keep what you have for yourself."

J: "No, please! If I have found favor in your eyes, accept this gift from me. For to see your face is like seeing the face of God, now that you have received me favorably. Please accept the present that was brought to you, for God has been gracious to me and I have all I need."

N: And because Jacob insisted, Esau accepted it.

## Resource G

Discuss the question that matches your group number.

1.
  - a. How did Jacob feel before he met Esau?
  - b. What did Jacob do in case Esau was coming to attack him?
  
2. If you are upset with someone does a gift make it easier to forgive them? Why or why not?
  
  
  
  
  
  
  
  
  
  
3. Do you think Esau forgave Jacob?
  
  
  
  
  
  
  
  
  
  
4. Each brother says something like “I have all I need” (Esau in verse 9 Jacob in verse 11). What changed in their relationship since Jacob stole Esau’s blessing?



## *Module 4: Belonging to What?*

This module explores 4 different levels of belonging and identity. Being connected comes with a sense of belonging, but all too often students only think they belong if they “fit in” with a certain crowd. Through the lessons in this module, Christian students will learn to ground their identities in something deeper and broader than just a social circle. Non-Christian students will be exposed to a fresh perspective of what it means to be Christian — not just attending a certain group or acting a certain way, but truly belonging to God, a local community, the global church and an ancestry of faith. This module has a consistent focus on the Holy Spirit as the uniting factor among all Christians, personally indwelling and also uniting believers despite our different practices and expressions of faith.

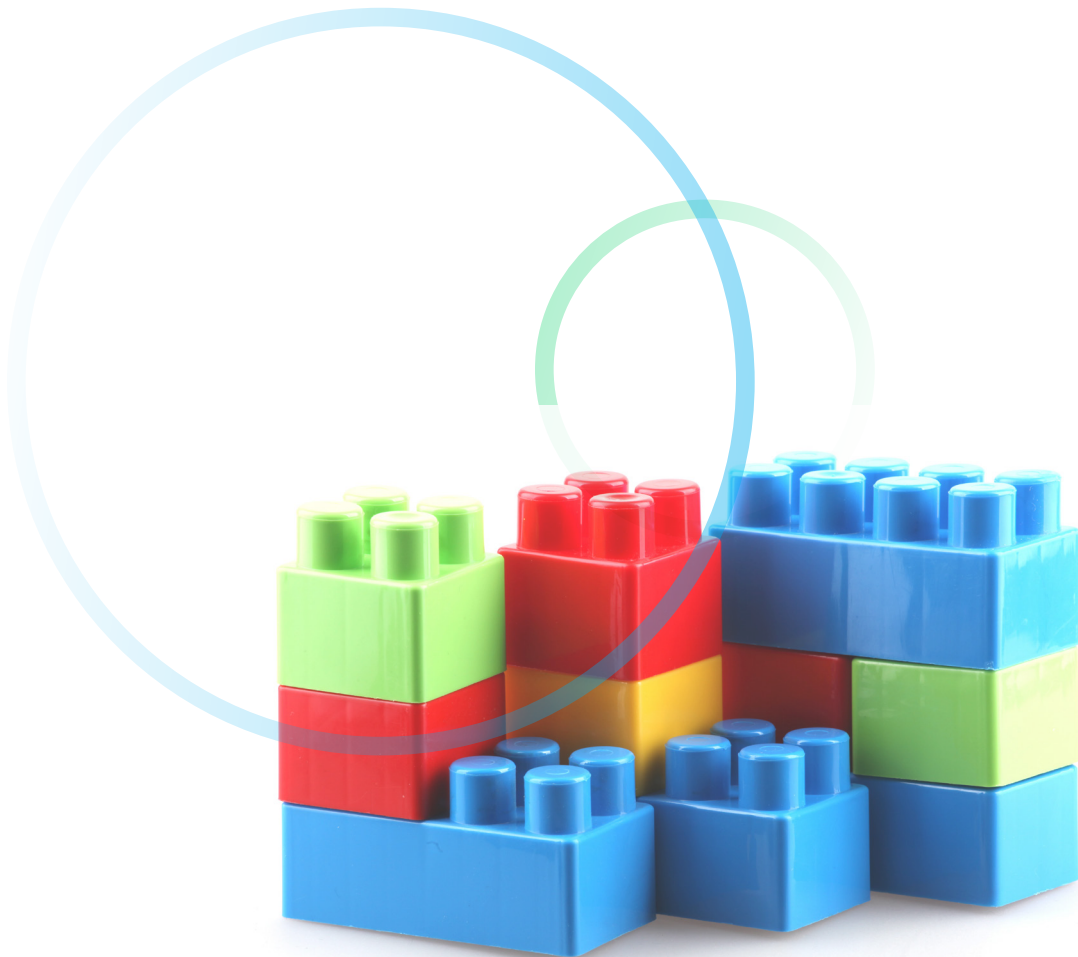
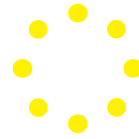
Lesson 1, **Belonging to God**, emphasizes the value that God has placed on us by offering Jesus’ life for our freedom from sin. Students will discuss what it means for the Holy Spirit to live in us.

Lesson 2, **Belonging to a Local Body**, leads students to examine the building blocks of community and reflect how the Holy Spirit puts Christians together.

Lesson 3, **Belonging to the Global Church**, exposes students to some of the cultural differences that exist across the global church, while emphasizing the foundation that we have in common. Students will get to explore some scriptural markers of Christianity that stay true throughout the world.



Lesson 4, **Belonging to a Cloud of Witnesses**, provides students with the opportunity to learn about a historical hero of the faith. Learning some history about a Christian who persevered through difficult times will give perspective to their own challenges and provide an encouraging example of staying strong through adversity.



## *Module 4: Belonging to What?*

### *Lesson 1: Belonging to God*

#### **Spiritual Aims**

Students will hopefully:

- embrace the great value God places on us through the giving of Jesus' life
- make choices that glorify God

#### **Lesson Objectives**

Students will:

- learn through scripture that the Holy Spirit lives in all Christians, because Jesus bought us with his life
- identify the opportunity to accept God's invitation to belong to him

#### **Materials Needed**

- Blank drawing paper and 3 coloured markers or pencil crayons per student (they can share)
- Chart paper or white board with the following discussion questions written on it:
  - What is your favourite feature about your bedroom?
  - Which would you rather have: A palace where you couldn't change anything or a small house that you could completely design?
  - What is the most important thing you need for a space to feel like it is yours?
- 3 Post-it Notes per student
- 1 pen or pencil per student
- 4 Bibles bookmarked at 1 Corinthians 6:19–20
- Optional: 4 copies of Resource A, divided into individual questions
- 1 copy of Resource B for each student
- Optional: Small prizes for the winning team



### **Pre-Lesson Preparation**

- Ensure that discussion questions are written so students will be able to see them when they split up into pairs.

### **Minds On** (approx. 15 min.)

Distribute blank paper and markers to your students. Ask them to imagine the coolest bedroom possible and draw a picture to show what it would be like. Encourage them to be creative! They can pick any decor and fill the room with any items they wish.


Give students 5 to 10 minutes to work on their pictures and then invite a few to share what they drew with the group.

**Leader's note:** As your students present, pay attention to the details they choose to highlight since this shows what means the most to them. If you can reference specific examples later in the lesson, that will help students stay engaged.

Ask students to pair up and discuss the questions that you wrote earlier on chart paper or a white board:

- What is your favourite feature about your actual bedroom?
- Which would you rather have: A palace where you couldn't change anything or a small house that you could completely design?
- What is the most important thing you need for a space to feel like it is yours?

Have each student write their partners' answers on Post-it Notes and stick them under the respective questions.



After reviewing some of the posted answers, comment on either how similar or contrasting some reasons are.

**Action** (approx. 25 min.)

**Prompt:** Today we're going to talk about what it means to belong to God and have the Holy Spirit live in us.

Divide your students into 4 groups by numbering off. Each group will form a team that will co-operate to answer questions for points.

Ask each group 1 of the following questions and allow 15 seconds for them to discuss it as a team and come up with an answer. If they are correct, give them a point. If they are on the right track, you may opt to give a half point and ask the next group to expand on that answer. If they are incorrect, ask the next group. You may repeat questions that have more than 1 good answer.

Keep score on the white board or the chart paper you used in the opening discussion.

Before beginning the questions, ask a volunteer to read 1 Corinthians 6:19–20. Give each group a bookmarked Bible for reference. Along with asking the question, you may choose to give the corresponding question to them to read as well.

**Leader's note:** Answers in square brackets are provided as guidelines, but they are not the only right answers. Students may surprise you with a fresh perspective, and those insights are just as valuable!

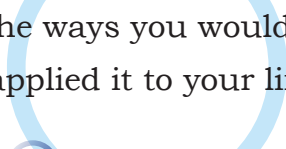





**Questions:**

- What is a temple for? [A temple is a place to worship a god, and it is often treated as the house of that god.]
- Christians do not worship at temples; we call the building we meet in a church. Why don't we go to a temple to worship God? [If we are Christians, the Holy Spirit lives in us, so we don't have to go to a temple to worship God; God is already anywhere we are; we ourselves are the temple.]
- The passage says Christians have received the Holy Spirit from God, because we were bought with a price. Do you know what that price was? [It was Jesus' life.]
- When we buy something in the store, we pay for it, but when God bought us he gave us the choice to belong to him. He paid the price, but it is up to us whether he actually gets to have our lives. How can we let him know our choice? [We can pray to tell him; we can obey his commandments.]

**Prompt:** Think back to your dream room and all the ways you would make it special. What if you took all that creativity and applied it to your life — how could you show that you belong to God?



Give each student a copy of Resource B. Using the markers from the Minds On activity, tell your students to draw a house that represents their lives. Each room can be a different area of their lives (e.g., school, home, friends, church, sports club, arts class, etc.). If something takes up a lot of time or energy it should have a bigger room, while less important things can be smaller rooms. The house itself doesn't have to be completely symmetrical, it may even look warped, but the goal is for students to create a visual image of the priorities in their lives. In each room ask your students to write 1 way that they can glorify God in that area.



Give students 5 to 10 minutes to complete this activity independently. Next have them form groups of 2 or 3 people to share their ideas. As a group, have them decide on 1 item to share with the whole group as a way they can glorify God in their lives.

**Consolidate/Debrief** (approx. 5 min.)

Ask each group to share their ideas. As the leader, affirm their desire to glorify God.

**Prompt:** When we talked about our dream rooms, cost was no object. You could have anything you could imagine and you did not have to pay for it. In real life though, Jesus gave up his life so that we could belong to God — that means we are so valuable to him! In fact, he loves us so much that he gives us the choice of belonging to him or not. He doesn't want us to be slaves who HAVE to do what he says; he wants us to be his children, who choose to love and respect and trust him. If we choose to accept him, the Holy Spirit shows that we belong to him, and he helps us obey God and know him better. If you're ever having a bad day, remember that Jesus gave up his life so that you could belong to God. That means you are really valuable! When you look at the house that represents your life, are you satisfied with the size and shape of the rooms? Does anything need to change? If so what? Let's take 30 seconds to look at our pictures and think about them, and then choose a partner in your group to share your answer or reflect on it silently by yourself.

Allow for about a minute of silence for students to reflect before closing in prayer.



**Leader's note:** You may choose to post students' pictures on your walls or let them take the pictures home as a reminder of the lesson. It would also be good to invite students who want to make a change to speak with you or another leader so you can follow up and support them in articulating those changes and finding some steps they can take.



**Resource A:** 1 Corinthians 6:19–20 Discussion

- What is a temple for?
- Christians do not worship at temples; we call the building we meet in a church. Why don't we go to a temple to worship God?
- The passage says Christians have received the Holy Spirit from God, because we were bought with a price. Do you know what that price was?
- When we buy something in the store, we pay for it, but when God bought us he gave us the choice to belong to him. He paid the price, but it is up to us whether he actually gets to have our lives. How can we let him know our choice?

## **Resource B**

1 Corinthians 6:19–20 (NIV): Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies.

## ***Module 4: Belonging to What?***

### ***Lesson 2: Belonging to a Local Body***

#### **Spiritual Aims**

Students will hopefully:

- be more connected with other Christians in a local body

#### **Lesson Objectives**

Students will:

- reconstruct what components are needed to build a community

#### **Materials Needed**

- 1 package of dry spaghetti noodles for approximately 10 students
- Toothpicks (a large assortment)
- At least 20 mini marshmallows per student
- At least 2 Bibles:
  - 1 bookmarked to Ephesians 2:19–22
  - 1 bookmarked to Acts 2:42–47
- Chart paper and markers for 2 groups
- Paper and pen per 4 students
- Optional: Wooden boards or hardcover books would be helpful for moving towers together
- Optional: Camera if you want to take a photo of your group's finished project

#### **Pre-Lesson Preparation** (if applicable)

If your room does not normally have tables set up, you will need a workspace where students can construct their “temples”. Multiple tables are fine. This lesson begins with a construction activity, then students will leave their projects to discuss some Bible passages. They will return to their projects at the close of the lesson. Depending on your facilities and the size of your group, you may wish to organize the workspace in a



separate room.

**Minds On** (approx. 10 min.)

**Leader's note:** This activity will prepare students to think about what is needed to build a structure. This idea will be connected to what is needed to build a community later in the lesson.

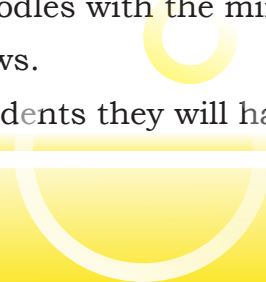
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As the groups are working, circulate to make sure students are staying on task and be available to answer any questions. Always give a warning of how much time is left (e.g., 5 minutes, 2 minutes, etc.) before you end an activity, so groups can do their best to finish

**Prompt:** (If you used lesson 1 of module 4 at your last meeting) Last week we talked about being temples for the Holy Spirit. Does anybody remember what that means? (Allow students to answer.) This week we are going to begin the lesson by building some temples.

**Structure Building:**

1. Give each student the same amount of dry spaghetti, toothpicks and mini marshmallows.
2. Show them the flat surfaces where they will be building — depending on the size of your group you may need multiple “building stations”.
3. Instruct your students to build a structure, connecting the spaghetti noodles with the mini marshmallows.
4. Tell your students they will have 10





minutes to construct [teaching tip 17].

When the 10 minutes are up, ask your students to leave their structures and gather to discuss a Bible passage. Let them know they will be returning to the building stations later in the lesson.

**Action** (approx. 25 min.)

**Prompt:** Last week when we talked about belonging to God, we focused on the value that God gives us because Jesus died for us. This week we are going to think about the next step. If we all belong to God, then we all have something in common! Today we are going to talk about how to belong to God together.

Ask a volunteer to read Ephesians 2:19–22.

Divide students into 2 groups and give each group a piece of chart paper and marker. Ask 1 group to brainstorm what makes a building strong, and ask the other group to brainstorm what makes a community strong. After 5 minutes bring the groups back together, post their chart paper side by side and compare their ideas.

Option for groups that are smaller than 8 people: You may choose to brainstorm as 1 group. Draw a T-chart on a blank piece of chart paper, with one side labelled “building” and one labelled “community”. Ask your students to raise their hands and share ideas of what elements are needed for each category to be strong.

Ask a volunteer to read Acts 2:42–47. Ask your students if they would add anything to the “community” side after reading this passage. Again, have





them raise their hands to give answers.

**Small-Group Brainstorming:**


1. Divide students into groups of 4 or 5.
2. Each group will choose a secretary and a spokesperson.
3. The secretary will collect a piece of paper and pen from you.
4. Each group will brainstorm different ways that your youth group is “built together” — what forms strong bonds between them. They can brainstorm 2 categories: things that happen already and new things that could be done.
5. The secretary will record the group’s answers on the piece of paper
6. After 10 minutes, gather all the groups back together and each spokesperson will take turns presenting their group’s answers to the other groups.

**Optional:** Is your group connected to a local church? If so, this brainstorming activity could be adapted specifically for how your students/group are connected to the church and how they could be more integrated with the local congregation.

**Ask:** These are great ideas that you came up with for building a stronger community together. The Ephesians passage we read earlier talked about being built together on the foundation of apostles and prophets. Do you know what the foundation of a building does?

**Suggested answer:** A foundation provides support and stability to the whole structure.

**Prompt:** If we are going to be a strong community, we need to have a strong foundation.



Still in their groups, direct your students' attention back to the chart paper brainstorming and ask them to think about what aspects of community they would consider to be foundational. Have a designated group member place a check mark next to the ones they believe are foundational. Allow 3 to 5 minutes for discussion. Afterwards, review which ones had the most check marks.

Next, ask each group to think about what your foundation is as a church/youth group. Another way to ask this question is: What is the basic thing that unites us? After 3 to 5 minutes, the spokespeople can share their groups' conclusions.

**Consolidate/Debrief** (approx. 15 min.)

Instruct students to combine their structures together into one huge "temple". Depending on how sturdy the towers are, students might need help to move them and complete some repairs.

Discuss as a group what was required to combine the different towers (e.g., communication, co-operation, flexibility to accommodate different building styles and sizes).

**Prompt:** I hope you can remember this image as a symbol of this diverse and unique group God has brought together.

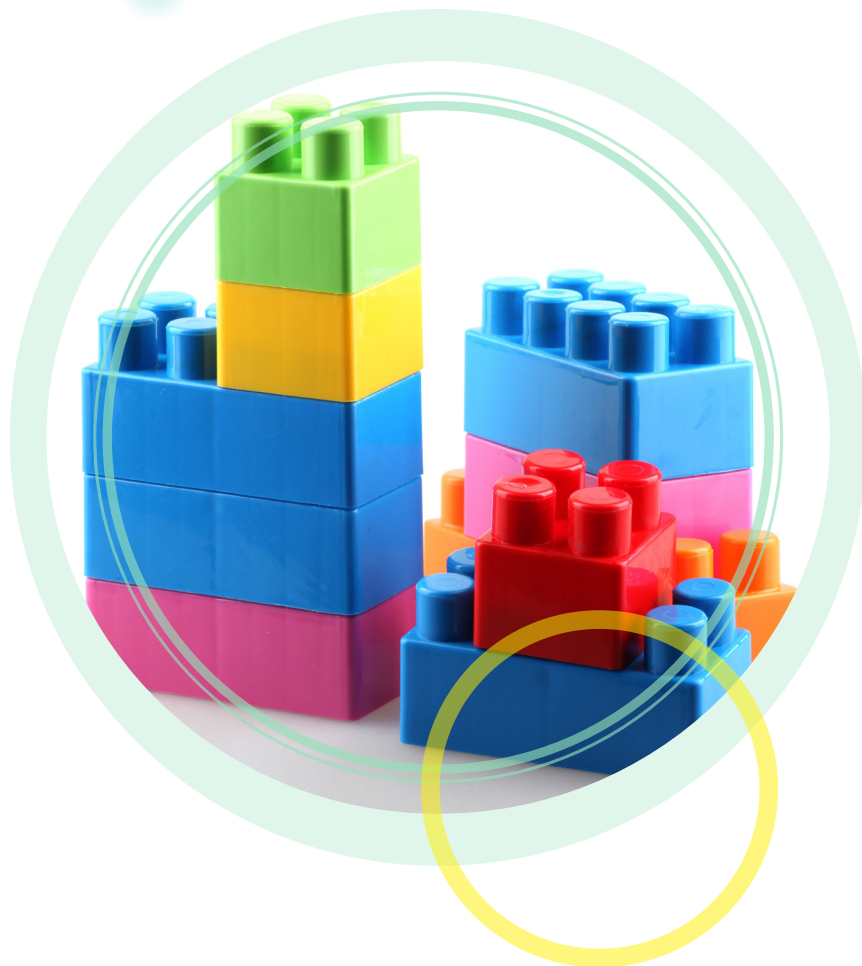
Ask your students to individually choose a particular aspect they want to carry out to help your group be strong.

**Optional:** You may take a photo of the combined structure and print copies as a take-home for students on a subsequent week. If you are connected with your students through social media, you could share a picture with a



personalized comment during the week to check-in and encourage them.

Close in prayer, thanking God for each person and the role they have to play in your group. Ask God to help each student carry out the role they chose and to build your group stronger than ever.



## *Module 4: Belonging to What?*

### *Lesson 3: Belonging to the Global Church*

#### **Spiritual Aims**

Students will hopefully:

- ground their identities in Jesus (not their youth group or church)
- solidify their understanding of the basic foundation of Christian belief
- be equipped when they encounter distorted presentations of the gospel not to be taken in or turned off Christianity

#### **Lesson Objectives**

Students will:

- detect at least 3 foundational markers of the global church
- identify 3 differences that exist across the global church
- perceive that local churches are expressions of a global faith

#### **Materials Needed**

- Foreign currency or printed pictures of foreign currency
- New Canadian bills in any denomination (enough to pass around for students to see)
- 1 copy of Resource C
- 1 copy of 1 section (there are 3) of Resource D per student
- Half a sheet of blank chart paper per group
- 1 pen per student
- Placemat template sample in Resource E (print the sample included with this module or draw your own)
- Video equipment to show the following clips:
  - [www.youtube.com/watch?v=L1mfbjfOWIM](http://www.youtube.com/watch?v=L1mfbjfOWIM) (Kenya) 1:28
  - [www.youtube.com/watch?v=M3o0PN55zgE](http://www.youtube.com/watch?v=M3o0PN55zgE) (Brazil) 1:04
  - [www.youtube.com/watch?v=brlvV8hHWVQ](http://www.youtube.com/watch?v=brlvV8hHWVQ) (Korea) 1:53
  - [www.youtube.com/watch?v=1kuScFcPU38](http://www.youtube.com/watch?v=1kuScFcPU38) (Montreal, Canada) 3:21



- Recording paper and pen
- 1 piece of play money (e.g., Monopoly money) per student
- Optional: Tape to mount placemats on wall

**Minds On** (approx. 10 min.)

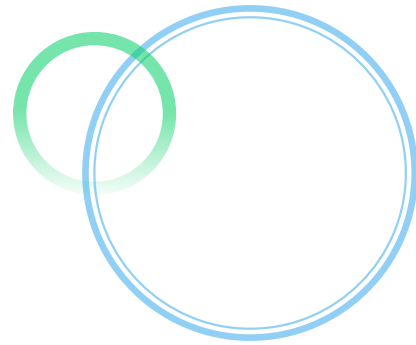
### **International Currency:**


**Prompt:** Around the world different currencies are used and money is identified in different ways. Forgery is also an international issue with people trying to pass off their own creations as real money.

Show your students some examples of foreign currency or pictures of money from around the world. Then ask for a volunteer to choose 1 type, and point out all the ways to tell whether it is a fake.

Ask your students if they know how to identify genuine Canadian currency. Ask for a volunteer to point out the security features that exist in a Canadian bill. (Resource C outlines these new security features.) If he or she is not able to identify them all, ask students to raise their hands and guess until the group has figured it out or is stumped — then show them the remaining security features.

**Prompt:** When people are trained on how to identify forged currency, they do not waste their time learning about all the ways fake money can be passed off. Instead they focus on the true markers of genuine currency. We can do the same when it comes to Christianity. Instead of focusing on all the differences that Christians have, we can focus on the true markers. Last week we learned that our foundation is the prophets and apostles —





basically the Old and New Testaments tell us what we need to know. Jesus is the cornerstone, and the Holy Spirit lives in us, so our beliefs about Jesus and evidence of the Holy Spirit are the keys to identifying sincere faith.

**Action** (approx. 40 min.)

**Placemats:** (approx. 25 min.)

1. Students will form groups of 3 people.
2. Each group will look at 1 page of verses from Resource D (each student should have their own copy).
3. Each group will also receive pens and a blank half-piece of chart paper to create a placemat— or a copy of the template on Resource E printed on large paper.
4. To create the placemat, draw a large circle in the middle of the blank paper and draw 3 lines coming off it to divide the paper into 3 large outer sections. Show students the example in Resource E.
5. Each student will choose a different verse to start with and will write the scripture reference at the top of their sections in the placemat (1 of the 3 outer sections).
6. Each student will read his or her verse individually and write an explanation of what it says on the placemat.
7. After 5 minutes (you will track the time), the students will rotate their placemats and read the notes written by the person before them.
8. Then they will read the passage for themselves and add any comments they wish on the placemat.
9. After 5 minutes this process will be repeated once more.
10. Finally, each group should discuss amongst themselves which passage stood out to them and what it means.
11. Each group will agree on one central idea of what the Bible says on



1

Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested that you preload the video to avoid showing the commercials at the beginning. As with any media, we suggest that you watch this video ahead of time to ensure it is appropriate for your group. If necessary, skip the video and continue the lesson.

their topic (i.e., Jesus, the Holy Spirit or living as a believer), and this idea will be written in the middle section of the placemat.

12. At the end of the activity, each group will share their topic and what they wrote in the center of the placemat with everyone.
13. **Optional:** You may tape the placemats up on the wall after they have been presented.

**Prompt:** We have just examined some of the things that Christians all have in common. Now we are going to see some different examples of ways that Christians worship around the world. Even though we believe the same things, look for the differences in these different churches.

Show the 4 video clips of churches services in Kenya, Brazil, Korea and Montreal [teaching tip 1].

**Brainstorm:** (5 min.)

Ask students to brainstorm, by raising their hands, differences that exist between Christians around the world, from things they saw in the

video clips or from their own experiences. Some ideas are:

- languages
- clothing
- styles of music
- written or spontaneous prayers
- small and large congregations
- short and long sermons
- different kinds of good deeds (e.g., food bank/food baskets, pregnancy care centre, emergency shelter, visiting sick people, visiting people in jail)

**Consolidate/Debrief** (approx. 5 min.)

**Prompt:** Remember the opening activity and all the different kinds of currency that exist in the world? Christianity is kind of like money because it takes different forms around the world. That doesn't mean there aren't fakes out there, but if we know what to look for in a genuine bill hopefully we won't be fooled. This money obviously isn't real, but it can help us remember our lesson today.

1. Distribute play money to your students and ask them to write something that stood out from the lesson as a defining marker of Christianity. They can keep these in their wallets or at home as reminders of the lesson.
2. Ask them to choose a partner to share what they wrote and to check in with that partner 4 days later to ask how they're doing.

**Leader's note:** Within the Christian church, there are disagreements about what the genuine markers may be, depending on which church tradition you're a part of. While a worthwhile topic, this may not be the best time to





# 19

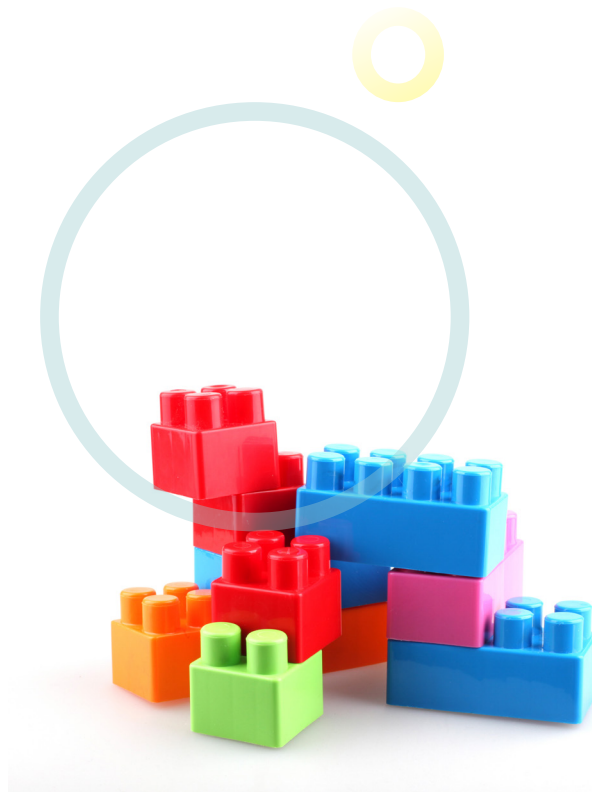
It's great to have students ask questions. At times, those questions may sidetrack the conversation.

Use your discretion to prayerfully decide whether to continue that discussion.

At times, it may be the Holy Spirit leading the conversation to something specific he wants them to see. At other times, it may be a distraction to where God was leading in the first place, in which case you could discreetly postpone the discussion for another time. For example, say, "That's a great question that we should take a look at later on [tonight, next week, etc.]"

have that discussion [teaching tip 19].

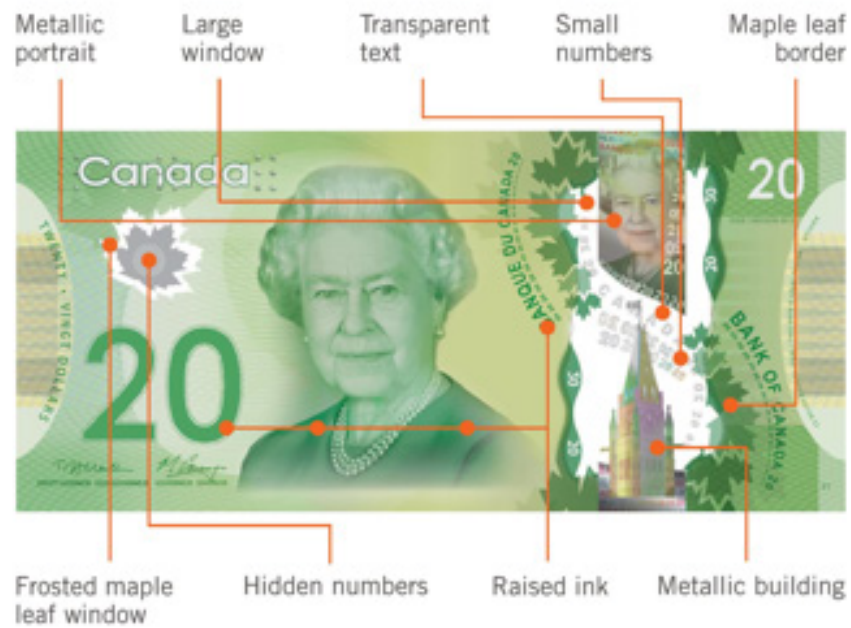
Close in prayer, asking God to help your students remember what is true and not to be distracted by any counterfeit lies about their identity, their value or God's love.



## Resource C

# About Security

The transparent windows and metallic images are innovative security features that can be seen on both sides of the note.



All five denominations have the same security features.

Learn more about these security features at [bankofcanada.ca/banknotes](http://bankofcanada.ca/banknotes).

## **Resource D:** Bible Verses

1. These verses tell us about Jesus:

Mark 1:1, 9–11 (NIV)

The beginning of the good news about Jesus the Messiah, the Son of God... Jesus came from Nazareth in Galilee and was baptized by John in the Jordan. Just as Jesus was coming up out of the water, he saw heaven being torn open and the Spirit descending on him like a dove. And a voice came from heaven: “You are my Son, whom I love; with you I am well pleased.”

Luke 24:1–7 (NIV)

On the first day of the week, very early in the morning, the women took the spices they had prepared and went to the tomb. They found the stone rolled away from the tomb, but when they entered, they did not find the body of the Lord Jesus. While they were wondering about this, suddenly two men in clothes that gleamed like lightning stood beside them. In their fright the women bowed down with their faces to the ground, but the men said to them, “Why do you look for the living among the dead? He is not here; he has risen! Remember how he told you, while he was still with you in Galilee: ‘The Son of Man must be delivered over to the hands of sinners, be crucified and on the third day be raised again.’”

Luke 24:44, 46–52 (NIV)

Jesus said to them, “This is what I told you while I was still with you: Everything must be fulfilled that is written about me in the Law of Moses, the Prophets and the Psalms.”... He told them, “This is what is written: The Messiah will suffer and rise from the dead on the third day, and repentance for the forgiveness of sins will be preached in his name to all nations, beginning at Jerusalem. You are witnesses of these things. I am going to send you what my Father has promised; but stay in the city until you have been clothed with power from on high.” When he had led them out to the vicinity of Bethany, he lifted up his hands and blessed them. While he was blessing them, he left them and was taken up into heaven. Then they worshiped him and returned to Jerusalem with great joy.

2. These verses tell us about the Holy Spirit:

Galatians 5:22–26 (NIV)

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law. Those who belong to Christ Jesus have crucified the flesh with its passions and desires. Since we live by the Spirit, let us keep in step with the Spirit. Let us not become conceited, provoking and envying each other.

Romans 8:11 (NIV)

And if the Spirit of him who raised Jesus from the dead is living in you, he who raised Christ from the dead will also give life to your mortal bodies because of his Spirit who lives in you.

1 Corinthians 12:4–11 (NIV)

There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work. Now to each one the manifestation of the Spirit is given for the common good. To one there is given through the Spirit a message of wisdom, to another a message of knowledge by means of the same Spirit, to another faith by the same Spirit, to another gifts of healing by that one Spirit, to another miraculous powers, to another prophecy, to another distinguishing between spirits, to another speaking in different kinds of tongues, and to still another the interpretation of tongues. All these are the work of one and the same Spirit, and he distributes them to each one, just as he determines.

3. These verses tell us about living as believers:

Matthew 22:35–40 (NIV)

One of them, an expert in the law, tested him with this question: “Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’ All the Law and the Prophets hang on these two commandments.”

Romans 12:4–18 (NIV)

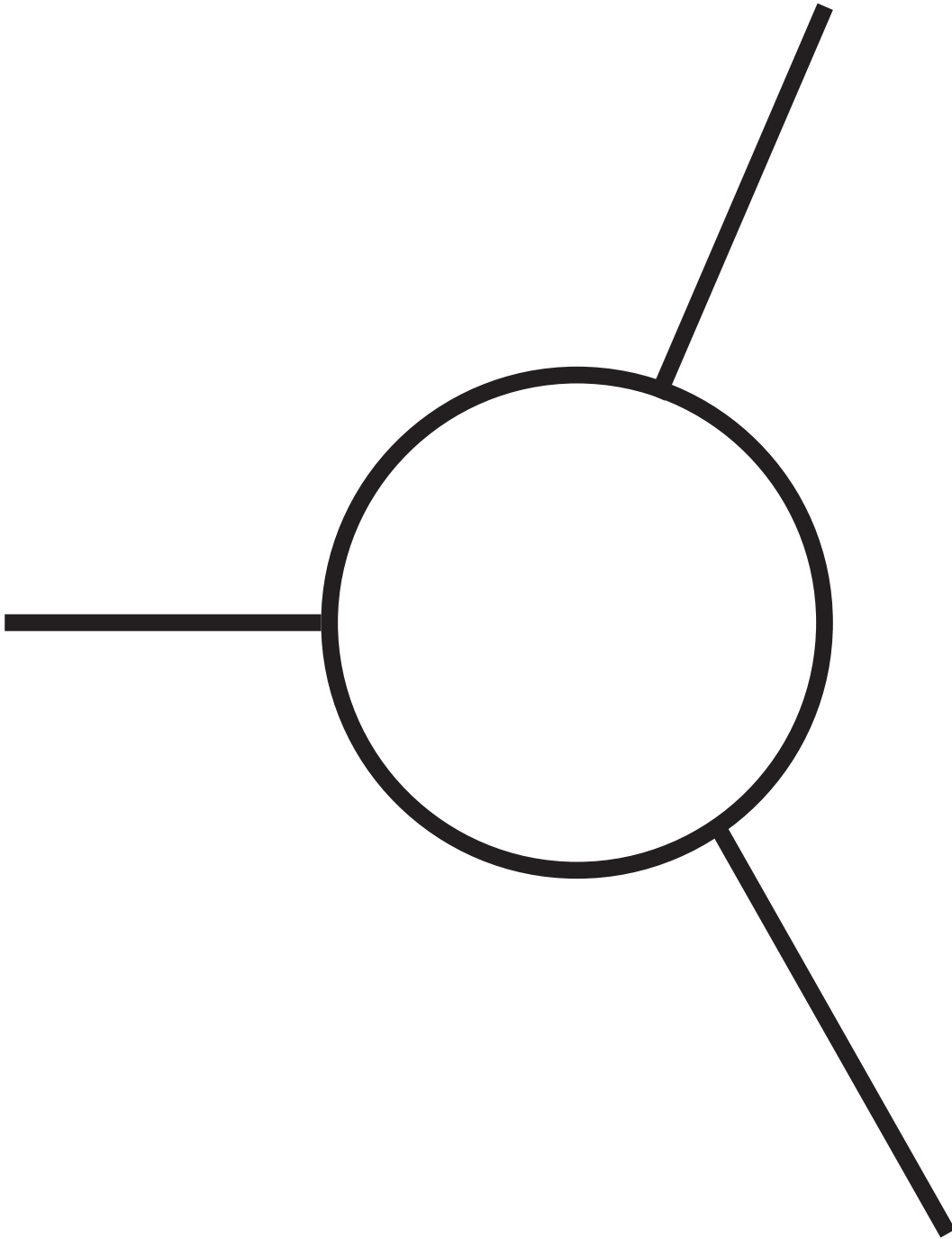
For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; if it is serving, then serve; if it is teaching, then teach; if it is to encourage, then give encouragement; if it is giving, then give generously; if it is to lead, do it diligently; if it is to show mercy, do it cheerfully. Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in love. Honor one another above yourselves. Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. Share with the Lord’s people who are in need. Practice hospitality. Bless those who persecute you; bless and do not curse. Rejoice with those who rejoice; mourn with those who mourn. Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited.

Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everyone. If it is possible, as far as it depends on you, live at peace with everyone.

Romans 14:17–19 (NIV)

For the kingdom of God is not a matter of eating and drinking, but of righteousness, peace and joy in the Holy Spirit, because anyone who serves Christ in this way is pleasing to God and receives human approval. Let us therefore make every effort to do what leads to peace and to mutual edification.

**Resource E**





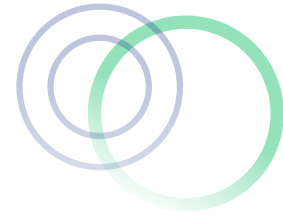
## *Module 4: Belonging to What?*

### *Lesson 4: Belonging to a Cloud of Witnesses*

#### **Spiritual Aims**

Students will hopefully:

- be encouraged in their faith by the example of a particular historical believer
- strengthen their faith



#### **Lesson Objectives**

Students will:

- study a historical Christian who persevered in their faith to identify:
- what challenged their faith
- how they met this challenge
- what helped them persevere
- specify 3 common traits of historical figures who persevered in their faith

#### **Materials Needed**

- 1 copy of Resource F (or multiple copies if you will have more than 1 group looking at a historical figure)
- Minimum of 1 lined sheet of paper per student
- 1 pen/pencil per student
- At least 1 Bible (bookmarked with Hebrews 12:1)
- **Optional:** Bristol board and markers (if students are to make posters) or costumes (if performing skits)

**Minds On** (approx. 5 min.)

3

Think/Pair/Share: Who are some people your students look up to and why?

**Optional follow-up question:** What is the value in having a hero or role model to look up to?

**Leader's note:** This discussion will prepare students to think about having a spiritual hero or role model, and the lesson will offer some examples from history.

**Action** (approx. 40 min.)

Ask a volunteer to read Hebrews 12:1.

**Prompt:** In the chapter before this verse, the author gave a long list of believers throughout history who showed strong faith. Some got to see miracles, while others kept their faith even though there was no miraculous rescue. This verse tells us that spiritual heroes of the past can help us be encouraged in our own faith.

**Ask:** Do you have any spiritual heroes? If so, who are they? If not, what would you look for in a spiritual hero?

**Prompt:** Today we are going to study some heroes of the faith and see what helped them stay strong through really hard times.





### **Jigsaw Expert Groups:**

1. Divide students into groups of 5 or 6 by numbering them off.
2. Give each group a biography on a hero of faith from Appendix F. If you have a large group, more than 1 group may research the same hero.
3. The group will take 15 minutes to study the information and answer the questions at the top of each biography.
4. Each person should be prepared to share their group's answers.

### **Jigsaw Home Groups:**

1. Students will form a group of 3 (where each hero is represented). Some groups may have 2 members from the same hero but all 3 need to be represented.
2. Each member will report a summary of their expert group's hero study.
3. The home groups will compile a list of common traits.
4. As a group they should choose 1 trait to focus on and prepare a 2 to 5 minute presentation (could be a poster, a skit or other creative approach) to share with the other groups.
5. Allow the groups to present to one another. If you have more than 6 home groups, it would be more timely to create pods of 3 or 4 home groups that present to one another.

3

Think/Pair/Share: What is 1 step you could take that would help you become like these heroes of the faith?

## **Consolidate/Debrief**

(approx. 10 min.)

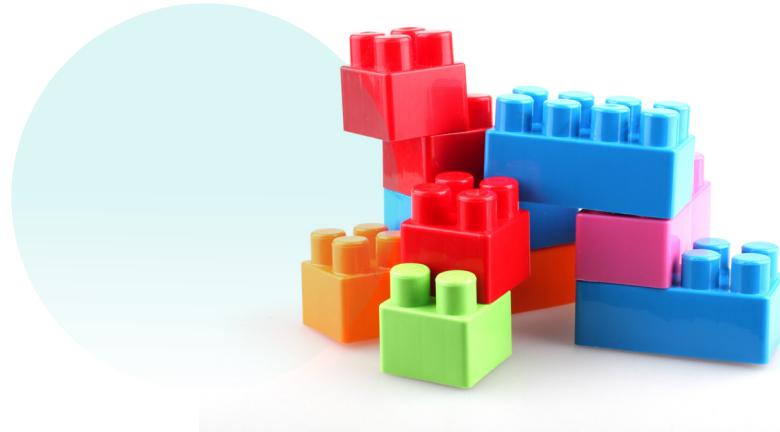
Distribute lined paper and pens to your students for this debrief activity.

**Prompt:** Remember what Hebrews 12:1 (NIV) says: “Since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us.”

**Ask:** What hinders you in your faith?

Invite students to use the lined paper to write a letter to any one of the people who were studied in this lesson. Students can write about the challenges they have faced in their lives and the obstacles they have in persevering in their faith, or they could ask for advice or support based on their “hero’s” experience. Students may choose to keep their letters private and simply write it as a reflective exercise.

Close in prayer thanking God for strong examples of faith and encouraging students to persevere.



## **Resource F:** Biographies

### **William Wilberforce**

Answer the following questions:

- What challenge(s) did this person face?
- What was his or her response?
- How did his or her relationship with God affect his or her actions?
- What does this person's story tell you about faith?
- What from this person's story inspires you?

From BBC History ([www.bbc.co.uk/history/historic\\_figures/wilberforce\\_william.shtml](http://www.bbc.co.uk/history/historic_figures/wilberforce_william.shtml)):

Wilberforce was a deeply religious English member of parliament and social reformer who was very influential in the abolition of the slave trade and eventually slavery itself in the British Empire.

William Wilberforce was born on 24 August 1759 in Hull, the son of a wealthy merchant. He studied at Cambridge University where he began a lasting friendship with the future prime minister, William Pitt the Younger. In 1780, Wilberforce became Member of Parliament for Hull, later representing Yorkshire. His dissolute lifestyle changed completely when he became an evangelical Christian, and in 1790 joined a leading group known as the Clapham Sect. His Christian faith prompted him to become interested in social reform, particularly the improvement of factory conditions in Britain.

The abolitionist Thomas Clarkson had an enormous influence on Wilberforce. He and others were campaigning for an end to the trade in which British ships were carrying black slaves from Africa, in terrible conditions, to the West Indies as goods to be bought and sold. Wilberforce was persuaded to lobby for the abolition of the slave trade and for 18 years he regularly introduced anti-slavery motions in parliament. The campaign was supported by many members of the Clapham Sect and other abolitionists who raised public awareness of their cause with pamphlets, books, rallies and petitions. In 1807, the slave trade was finally abolished, but this did not free those who were already slaves. It was not until 1833 that an act was passed giving freedom to all slaves in the British Empire.

Wilberforce's other efforts to 'renew society' included the organisation of the Society for the Suppression of Vice in 1802. He worked with the reformer, Hannah More, in the Association for the Better Observance of

Sunday. Its goal was to provide all children with regular education in reading, personal hygiene and religion. He was closely involved with the Royal Society for the Prevention of Cruelty to Animals. He was also instrumental in encouraging Christian missionaries to go to India.

Wilberforce retired from politics in 1825 and died on 29 July 1833, shortly after the act to free slaves in the British Empire passed through the House of Commons. He was buried near his friend Pitt in Westminster Abbey.

From Wikipedia ([en.wikipedia.org/wiki/William\\_Wilberforce](https://en.wikipedia.org/wiki/William_Wilberforce)):

Wilberforce's involvement in the abolition movement was motivated by a desire to put his Christian principles into action and to serve God in public life. He and other Evangelicals were horrified by what they perceived was a depraved and unchristian trade, and the greed of the owners and traders. Wilberforce sensed a call from God, writing in a journal entry in 1787 that "God Almighty has set before me two great objects, the suppression of the Slave Trade and the Reformation of Manners [moral values]".

He was supported in his work by fellow members of the so-called Clapham Sect, among whom was his best friend and cousin Henry Thornton. Holding evangelical Christian convictions, and consequently dubbed "the Saints", the group mainly lived in large houses surrounding the common in Clapham, then a village to the south-west of London. Wilberforce accepted an invitation to share a house with Henry Thornton in 1792, moving into his own home after Thornton's marriage in 1796. The "Saints" were an informal community, characterised by considerable intimacy as well as a commitment to practical Christianity and an opposition to slavery. They developed a relaxed family atmosphere, wandering freely in and out of each other's homes and gardens, and discussing the many religious, social and political topics that engaged them.

Pro-slavery advocates claimed that enslaved Africans were lesser human beings who benefited from their bondage. Wilberforce, the Clapham Sect and others were anxious to demonstrate that Africans, and particularly freed slaves, had human and economic abilities beyond the slave trade; that they were capable of sustaining a well-ordered society, trade and cultivation. Inspired in part by the utopian vision of Granville Sharp, they became involved in the establishment in 1792 of a free colony in Sierra Leone with black settlers from the United Kingdom, Nova Scotia and Jamaica, as well as native Africans and some whites. Wilberforce had shown little interest in women, but in his late thirties twen-

ty-year-old Barbara Ann Spooner (1777–1847) was recommended by his friend Thomas Babington as a potential bride. Wilberforce met her two days later on 15 April 1797, and was immediately smitten; following an eight-day whirlwind romance, he proposed. Despite the urgings of friends to slow down, the couple married in Bath, Somerset, on 30 May 1797. They were devoted to each other and Barbara was very attentive and supportive to Wilberforce in his increasing ill health, though she showed little interest in his political activities. They had six children in fewer than ten years: William (b. 1798), Barbara (b. 1799), Elizabeth (b. 1801), Robert Isaac Wilberforce (b. 1802), Samuel Wilberforce (b. 1805) and Henry William Wilberforce (b. 1807). Wilberforce was an indulgent and adoring father who revelled in his time at home and at play with his children.

The early years of the 19th century once again saw an increased public interest in abolition. In June 1804, Wilberforce's bill to abolish the slave trade successfully passed all its stages through the House of Commons. However, it was too late in the parliamentary session for it to complete its passage through the House of Lords. On its reintroduction during the 1805 session it was defeated.



Unfinished portrait by Sir Thomas Lawrence, 1828

Wilberforce was generous with his time and money, believing that those with wealth had a duty to give a significant portion of their income to the needy. Yearly, he gave away thousands of pounds, much of it to clergymen to distribute in their parishes. He paid off the debts of others, supported education and missions, and in a year of food shortages gave to charity more than his own yearly income. He was exceptionally hospitable, and could not bear to sack any of his servants. As a result, his home was full of old and incompetent servants kept on in charity. Although he was often months behind in his correspondence, Wilberforce responded to numerous requests for advice or for help in obtaining professorships, military promotions, and livings for clergymen, or for the reprieve of death sentences.

## **Corrie Ten Boom**

Answer the following questions:

- What challenge(s) did this person face?
- What was his or her response?
- How did his or her relationship with God affect his or her actions?
- What does this person's story tell you about faith?
- What from this person's story inspires you?

From Read the Spirit ([www.readthespirit.com/interfaith-peacemakers/corrie-ten-boom/](http://www.readthespirit.com/interfaith-peacemakers/corrie-ten-boom/)):

Corrie Ten Boom (1892–1983)



During World War II a 50-year old single woman had a brick wall built through her bedroom to create a “hiding place” for Jews and other fugitives from the Nazis who had occupied her country. Corrie ten Boom and her family suffered and some of them died in providing shelter during the genocidal storm that swept Europe.

The ten Booms lived in Haarlem, Holland, where Corrie came from a long line of watchmakers. She learned the trade and became the first woman licensed in Holland as a watchmaker. She also engaged in social work, organizing girls clubs and also groups for families with developmentally disabled children.

Then in 1940 the German army invaded and occupied Holland. The Nazis



banned Corrie's girls clubs, but the heaviest restrictions fell upon the Jews of Holland. As Jews started to be arrested and their property seized, the ten Boom family joined the Dutch underground in assisting Jews to escape. At first they kept small numbers of fugitives for a night or two before helping them make their way to other safe houses and eventually to neutral countries or to remote places where they could hide throughout the war.

Corrie helped secure a hundred precious food ration cards that were only supposed to be given to non-Jews. Corrie took the illegally gained ration cards and distributed them to help feed the Jews in hiding. When the ten Booms were sheltering a family with a baby, a friend who was a pastor of a church in a village outside Haarlem visited them. They asked if the pastor would take the family to their home for the next step of their journey, but the pastor replied, "Definitely not! We could lose our lives for that Jewish child!"

Corrie's father Casper ten Boom picked up the baby and held it tenderly in his arms: "You say we could lose our lives for this child. I would consider that the greatest honor that could come to my family."



Soon the ten Booms were faced with refugees who were difficult to place in other safe houses, people too old or too sick to travel or with such strongly Semitic features that they could not be disguised safely. They decided they needed to provide some permanent shelter within their own home, so they constructed the "hiding place" up in Corrie's third floor bedroom, the furthest point from the door where searching police might enter. An elderly cantor from a local synagogue, Meyer Mossel, was their first permanent hide-away guest. Mossel and Casper ten Boom would recite the Psalms together. Eventually a core group of seven fugitives joined their family household along with the on-going steady flow of visitors who would stay for just a few nights.

The ten Boom family not only hid the Jews but honored their culture and



faith. The entire household kept the Sabbath. They celebrated Hanukkah. They prepared kosher food as long as possible until the time when food shortages left them without meat for weeks. When Corrie's sister Betsie secured some sausage for the hungry household, Mossel said, "There's a provision for this in the Talmud ... and I'm going to start hunting for it, too, just as soon as dinner's over!"

The graciousness of these Jews and Christians living intimately together under grave threat brought much joy and even humor amid the fear and anxiety.

In February 1944 someone betrayed the family to the German Gestapo. The house was raided, and a trap set to seize anyone who came to the house throughout the day. Thirty people in all were arrested, but the hiding place was not found. The four Jews and two Dutch underground workers who had been hustled into the hiding place stayed in that cramped wall cavity for 47 hours until the underground finally rescued them. Three of the four Jews who had been hiding during the raid and one of the underground members survived the war.

Meanwhile, Corrie ten Boom and her family were taken to a series of prisons and concentration camps. Caspar ten Boom died within ten days. Corrie's nephew Christian ten Boom died in Bergen Belsen. Her brother Willem, an ordained Protestant minister, died shortly after the war from tuberculosis he contracted in prison. Corrie and Betsie were sent to the notorious Ravensbruck concentration camp. As she was dying from starvation and disease Betsie told Corrie, "There is no pit so deep that God's love is not deeper still."

On December 30, 1944, Corrie ten Boom was freed from Ravensbruck on what appeared to be an administrative mistake. She spent the rest of the war recovering from the deprivations she had suffered.

Following the war Corrie established rehabilitation centers for disabled people and for survivors of the Nazi concentration camps and prisons. She began to write down her stories, writing a number of books including "The Hiding Place," which was later made into a movie. Corrie ten Boom is honored as one of the "Righteous Among the Nations" by the Yad Vashem Holocaust Memorial.

It is estimated that Corrie ten Boom and her family helped rescue about 800 Jews during the Holocaust. She died on her 91st birthday. Jewish friends said that only very blessed people are allowed the special privilege of dying on their birthday. She may have been blessed, but she certainly had been a

blessing to many.

From Wikipedia ([en.wikipedia.org/wiki/Corrie\\_ten\\_Boom](http://en.wikipedia.org/wiki/Corrie_ten_Boom)):

#### Early life

Born in Amsterdam, the Netherlands, Corrie ten Boom grew up in the nearby city of Haarlem as the youngest of four children born to Cornelia and Casper. She had two sisters and a brother.

Casper ten Boom worked as a watchmaker, and in 1924 Corrie became the first licensed female watchmaker in the Netherlands. Corrie and Betsie never married, and until their arrest they lived their entire lives in their childhood home in Haarlem. Corrie also ran a church for mentally-disabled people, raised foster children in her home, and did other charitable works.

#### World War II

In 1940, the Nazis invaded the Netherlands. Among their restrictions was banning a club which ten Boom had run for young girls. In May 1942 a well-dressed woman came to the ten Booms' with a suitcase in hand and told them that she was a Jew, her husband had been arrested several months before, her son had gone into hiding, and Occupation authorities had recently visited her, so she was afraid to go back. She had heard that the ten Booms had helped their Jewish neighbors, the Weils, and asked if they might help her too.

Thus the ten Booms began "the hiding place." Corrie and Betsie opened their home to refugees--both Jews and others who were members of the resistance movement--being sought by the Gestapo. They had plenty of room, although wartime shortages meant that food was scarce. Every non-Jewish Dutch person had received a ration card, the requirement for obtaining weekly food coupons. Through her charitable work, ten Boom knew many people in Haarlem and remembered a couple who had a disabled daughter. The father was a civil servant who by then was in charge of the local ration-card office. She went to his house one evening, and when he asked how many ration cards she needed, "I opened my mouth to say, 'Five,'" ten Boom wrote in *The Hiding Place*. "But the number that unexpectedly and astonishingly came out instead was: 'One hundred.'" He gave them to her and she provided cards to every Jew she met.

## The Secret Room



The Hiding Place in Corrie ten Boom's closet.

With so many people using their house, the family built a secret room in case a raid took place. They built it in ten Boom's bedroom because it was on the house's top floor, hopefully giving people the most time to hide and avoid detection, as searches usually started on the ground/first floor. A member of the Dutch resistance designed the hidden room behind a false wall. Gradually, family and supporters brought building supplies into the house, hiding them in briefcases and rolled-up newspapers. When finished, the secret room was about 30 inches (76 cm) deep, the size of a medium wardrobe. A ventilation system allowed for breathing. To enter the secret room, a person had to open a sliding panel in the plastered brick wall under a bottom bookshelf and crawl in on hands and knees. In addition, the family installed an electric raid-warning buzzer. When the Nazis raided the ten Boom house in 1944, six people were using the hiding place.

### Arrest, detention, and release

On 28 February 1944, a Dutch informant told the Nazis about the ten

Booms' work; at around 12:30PM the Nazis arrested the entire ten Boom family. They were sent to Scheveningen prison; Nollie and Willem were released immediately along with Corrie's nephew Peter; Casper died 10 days later. Corrie and Betsie were sent from Scheveningen to Vught political concentration camp, and finally to the Ravensbrück concentration camp in Germany, where Betsie died on December 16, 1944. Before she died, she told Corrie, "There is no pit so deep that He [God] is not deeper still."

Corrie ten Boom was released on December 28, 1944. In the movie *The Hiding Place*, she narrates the section on her release from camp, saying that she later learned that her release had been a clerical error. She said, "God does not have problems--only plans." The Jews whom the ten Booms had been hiding at the time of their arrests remained undiscovered and all but one, an old woman named Mary, survived.

#### Life after the war

After the war, ten Boom returned to The Netherlands to set up a rehabilitation center. The refuge houses consisted of concentration-camp survivors and sheltered the jobless Dutch who previously collaborated with Germans during the occupation. She returned to Germany in 1946, and traveled the world as a public speaker, appearing in over 60 countries. She wrote many books during this time.

## **Eric Liddell**

Answer the following questions:

- What challenge(s) did this person face?
- What was his or her response?
- How did his or her relationship with God affect his or her actions?
- What does this person's story tell you about faith?
- What from this person's story inspires you?

**From The Eric Liddell** Centre [www.ericliddell.org/ericliddell/biography](http://www.ericliddell.org/ericliddell/biography):

A Short Biography of Eric H. Liddell (1902–1945)



The Liddell Family in 1920. Back Row: Eric, Rob. Front Row: Jenny, Ernest, Mrs Liddell

Eric Henry Liddell was born on 16th January 1902 in Tientsin (Tianjin) I North China, second son of the Rev. & Mrs. James Dunlop Liddell who were missionaries with the London Mission Society.

He was educated from 1908 to 1920 at Eltham College, Blackheath, a school for the sons of missionaries. Eric, with his older brother Rob, were left at their boarding school while their parents and sister, Jenny, returned to China.

During the boys' time at Eltham College, their parents, sister and new brother Ernest came home on furlough two or three times and were able to be together as a family – mainly living in Edinburgh.

In 1920, Eric joined his brother Rob at Edinburgh University to read for a BSc in Pure Science. He graduated after the Paris Olympiad in 1924.

Athletics and rugby played a large part in Eric's University life. He ran in the 100 yards and the 220 yards for Edinburgh University and later for Scotland. He played rugby for Edinburgh University and in 1922 played in seven Scottish Internationals with A.L. Gracie.

As a result of having insufficient time for both running and rugby, he chose the former, aiming for the 100 meters in the Paris Olympics. When he learned that the heats were to be run on a Sunday, he switched to the 400 metre competition as he was not prepared to run on a Sunday. He won a gold medal for the 400 metres and a bronze medal for the 200 metres at the Paris Olympics.

After the Olympics and his graduation he returned to North China where he served as a missionary from 1925 to 1943 – first in Tientsin (Tianjin) and later in Siaochang. During his first furlough in 1932 he was ordained as a minister. On his return to China, he married Florence Mackenzie (of Canadian missionary parentage) in Tientsin in 1934. They had three daughters; Patricia, Heather and Maureen, who now all live in Canada.

Living in China in the 1930s was potentially very dangerous and in 1937 Eric was sent to Siaochang where he joined his brother Rob. He was now crossing the Japanese army lines.

In 1941 life in China was becoming so dangerous that the British Government advised British nationals to leave. Florence and the children left for Canada.

During 1941 – 1943 Eric stayed in Tientsin, then in 1943 he was interned in Weishien camp until his death in 1945. Even in the Weishien Internment Camp, where he was in charge of all sports and athletics, he refused to be responsible for planning Sunday sports.'



From Wikipedia (en.wikipedia.org/wiki/Eric\_Liddell):

Liddell's first job as a missionary was as a teacher at an Anglo-Chinese College (grades 1–12) for wealthy Chinese students. While he is best known for athletics, his true passion was found in his missionary work. It was believed that by teaching the children of the wealthy, they would become influential figures in China and promote Christian values. Liddell used his athletic experience to train boys in a number of different sports. One of his many responsibilities was that of superintendent of the Sunday school at Union Church where his father was pastor. Liddell lived at 38 Chongqing Dao (formerly known as Cambridge Road) in Tianjin, where a plaque commemorates his former residence. He also helped build the Minyuan Stadium in Tianjin. He suggested that it be copied exactly from Chelsea's football ground, where he had competed and was said to be his favourite running venue.

During his first furlough from missionary work in 1932, he was ordained a minister of religion. On his return to China he married Florence Mackenzie of Canadian missionary parentage in Tianjin in 1934. Liddell courted his future wife by taking her for lunch to the famous Kiesling restaurant, which is still open in Tianjin. The couple had three daughters, Patricia, Heather and Maureen, the last of whom he would not live to see.

In 1941 life in China had become so dangerous because of Japanese aggressiveness that the British government advised British nationals to leave. Florence and the children left for Canada to stay with her family when Liddell accepted a position at a rural mission station in Xiaozhang, which served the poor. He joined his brother, Rob, who was a doctor there. The station was severely short of help and the missionaries there were exhausted. A constant stream of locals came at all hours for medical treatment. Liddell arrived at the station in time to relieve his brother, who was ill and needing to go on furlough. Liddell suffered many hardships himself at the mission.

As fighting between the Chinese Eighth Route Army and invading Japanese reached Xiaozhang, the Japanese took over the mission station and Liddell returned to Tianjin. In 1943, he was interned at the Weihsien Internment Camp (in the modern city of Weifang) with the members of the China Inland Mission, Chefoo School (in the city now known as Yantai), and many others. Liddell became a leader and organiser at the camp, but food, medicine and other supplies were scarce. There were many cliques in the camp and when some rich businessmen managed to smuggle in some eggs, Liddell shamed them into sharing them. While fellow missionaries formed cliques, moralised

and acted selfishly, Liddell busied himself by helping the elderly, teaching at the camp school Bible classes, arranging games and by teaching science to the children, who referred to him as Uncle Eric.

It was also claimed that one Sunday Liddell refereed a hockey match to stop fighting amongst the players, as he was trusted not to take sides. One of his fellow internees, Norman Cliff, later wrote a book about his experiences in the camp called “The Courtyard of the Happy Way” (Chinese, also translated as “The Campus of Loving Truth”), which detailed the remarkable characters in the camp. Cliff described Liddell as “the finest Christian gentleman it has been my pleasure to meet. In all the time in the camp, I never heard him say a bad word about anybody”. Langdon Gilkey, who also survived the camp and became a prominent theologian in his native America, said of Liddell: “Often in an evening I would see him bent over a chessboard or a model boat, or directing some sort of square dance – absorbed, weary and interested, pouring all of himself into this effort to capture the imagination of these penned-up youths. He was overflowing with good humour and love for life, and with enthusiasm and charm. It is rare indeed that a person has the good fortune to meet a saint, but he came as close to it as anyone I have ever known.”

In his last letter to his wife, written on the day he died, Liddell wrote of suffering a nervous breakdown due to overwork. He actually had an inoperable brain tumour; overwork and malnourishment may have hastened his death. Liddell died on 21 February 1945, five months before liberation. Langdon Gilkey later wrote, “The entire camp, especially its youth, was stunned for days, so great was the vacuum that Eric’s death had left.” According to a fellow missionary, Liddell’s last words were, “It’s complete surrender”, in reference to how he had given his life to his God.

In 2008, just before the Beijing Olympics, Chinese authorities revealed that Liddell had refused an opportunity to leave the camp, and instead gave his place to a pregnant woman. Apparently, the Japanese and British, with Churchill’s approval, had agreed upon a prisoner exchange. News of this final act of sacrifice surprised even his family members.





## *Module 5: The Benefits of Belonging to God*


Sometimes the best way to learn is to look at a case study. Acts 2:42-47 provides a unique glimpse into how the first century church operated shortly after the ascension of Jesus.

Lesson 1, **Adoption as a Child of God**, pinpoints what adoption into God's family looks like, and how it is available.

Lesson 2, **The Freedom of Being a Slave to God**, examines the concepts of slavery and freedom (and what they really mean). Students will also use the manuscript method of Bible study.

Lesson 3, **Protected and Loved**, brings an understanding of God's protection around his family through Psalm 23.

Lesson 4, **Part of the Big Picture**, broadens our horizons to recognize that God's plan goes beyond the scope we can see.



## ***Module 5: The Benefits of Belonging to God***

### ***Lesson 1: Adoption as a Child of God***

#### **Spiritual Aims**

Students will hopefully:

- see themselves as children of God
- see the benefits of being God's child

#### **Lesson Objectives**

Students will:

- explore Biblical imagery of adoption, being a child of God and a co-heir with Christ
- memorize a key verse

#### **Materials Needed**

- Deck of cards in order (i.e., 2s, 3s, etc. together) with only hearts, diamonds and clubs (no spades)
- Minimum of 3 Bibles, 1 per expert group (1 per student is preferable)
- Instruction sheet for each expert group (see Resource A)
- 1 recipe card or half sheet of paper per student
- Coloured pencils, pens and/or markers

**Minds On** (approx. 5 min.)


**Jigsaw Home Groups:** [teaching tip 20]

1. When I say "go", you are going to take a card
2. Find the others in the group with the same number on their cards — this will be your home group.
3. Sit together in a circle, making sure that you aren't sitting on top of another group.
4. Share some information about your family:
  - How many brothers and sisters do you have?
  - Do you have a blended family?



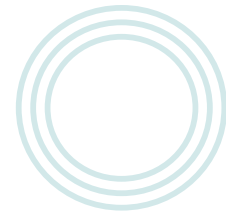
# 20

Jigsaw involves splitting the large group into home groups, which then re-group into expert groups. A home group will have a representative in each expert group. The easiest method for dividing a group for Jigsaw is to use a deck of playing cards. If your group has fewer than 6 students, your whole group will act as the home group and you only then need to divide your group into 3. If you have more than 24 people, you may want to split your expert groups in half to make the room more manageable (e.g., all hearts with odd numbers form one group).

- 
- Is anyone adopted?
5. Does anyone have any questions?
  6. Go!


Circulate around the room and when the students seem to have finished their family discussion and are starting to drift to other topics, gather their attention for the next step.

**Action** (approx. 40 min.)



### **Jigsaw Expert Groups:**

1. When I say “go”, you are going to leave your home groups and form new groups according to the suits on your cards. (Pointing to different corners of the room) Hearts in this corner, diamonds in this corner and clubs in this corner. This group is your expert group.
2. You will need to pay close attention to what goes on in your expert group, because you will be bringing the information back to your home group.
3. When you have settled as a group I will bring around a sheet with your specific instructions (from

- 
- Resource A).
4. Any questions?
  5. Go!

**Leader's note:** The 3 expert groups are looking at the following ideas: believers are children of God; believers are adopted into God's family, and believers are heirs of God.

**Jigsaw Home Groups:**

1. When I say "go", you are going to thank the members of your expert group.
2. You will find your home group (i.e., people with the same numbers) again.
3. Each member of the home group is now an expert on their topic and will share that expertise with the home group.
4. As a home group you are going to act out a simple skit displaying the relationship between God and those who believe in him.
5. Go!

Once they are done, bring the whole group back together and have each home group perform their skit.

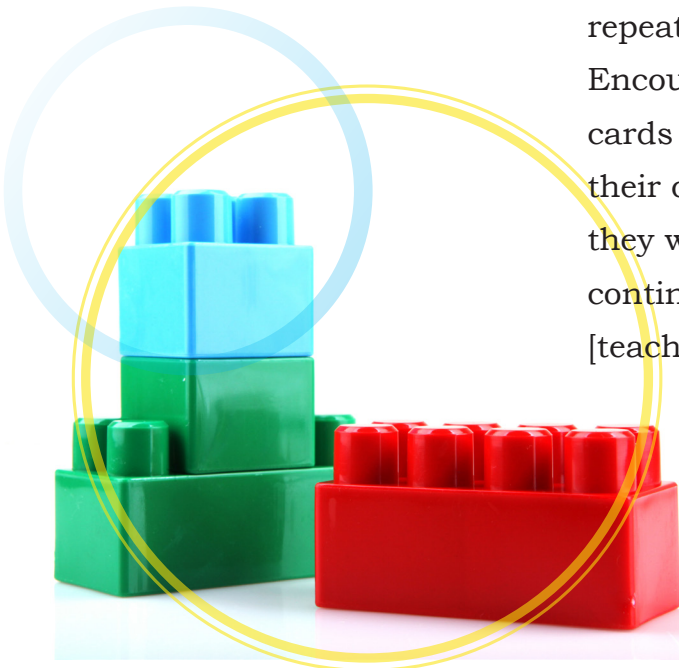
**Prompt:** We have now seen that God has adopted us into his family, which makes us his children — and not just any children, but heirs! This is a special honour. Some of us might feel like God's children, whereas some of us might find it hard to believe that God would want us as part of his family. We are going to take a moment to quietly think about our relationships with God.

Give students a moment to think and then pray. Thank God for adopting us and making us part of his family. Pray that those who don't believe this



## 21

If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (either a specific action they were going to take or a key verse they studied) is a great way to help them remember the lesson.



will experience God's love and come to believe.

**Consolidate/Debrief** (approx. 10 min.)

Hand out recipe cards or half sheets of paper. Have students write the following verse on their card/paper.

John 1:12 (NIV): Yet to all who did receive him, to those who believed in his name, he gave the right to become children of God.

Read the verse out loud together a few times. Then encourage students to not look at their paper and try to repeat it a few more times.

Encourage students to put their cards in their Bibles (if they brought their own) or put them somewhere they will see them frequently and to continue trying to memorize it [teaching tip 21].

## **Resource A: Jigsaw Expert Groups**

### **Expert Group 1**

Read the following passages:

- John 1:12–13
- Romans 8:15, 16
- Galatians 3:26
- Ephesians 5:1
- 1 John 3:1

Answer the following questions:

- What is the common idea?
- What does this idea mean for our relationships with God?
- What privileges and responsibilities might this relationship suggest?
- How does this relationship make you feel?

### **Expert Group 2**

Read the following passages:

- Romans 8:17
- Galatians 3:29; 4:7
- Ephesians 1:14, 18; 3:6
- Colossians 1:12; 3:24
- 1 Peter 1:4

Answer the following questions:

- What is the common idea?
- What does this idea mean for our relationships with God?
- What privileges and responsibilities might this relationship suggest?
- How does this relationship make you feel?

### **Expert Group 3**

Read the following passages:

- Romans 8:23; 9:4, 8
- Galatians 4:5
- Ephesians 1:5

Answer the following questions:

- What is the common idea?
- What does this idea mean for our relationships with God?
- What privileges and responsibilities might this relationship suggest?
- How does this relationship make you feel?



## ***Module 5: The Benefits of Belonging to God***

### ***Lesson 2: The Freedom of Being a Slave to God***

#### **Spiritual Aims**

Students will hopefully:

- to live free from sin and free to serve Christ

#### **Lesson Objectives**

Students will:

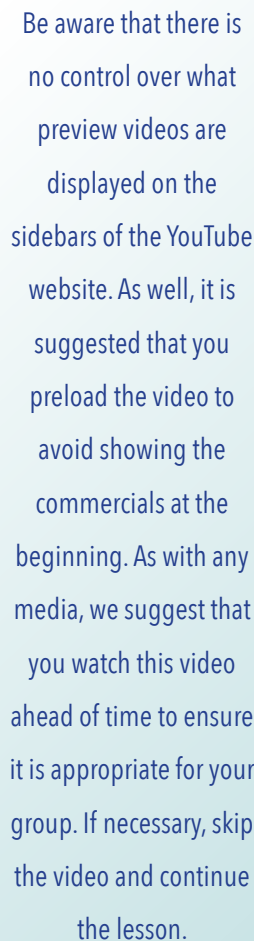
- experiment with the manuscript method of Bible study
- define terms “freedom” and “slavery”
- memorize a key verse

#### **Materials Needed**

- Video equipment to show “Aladdin” clip: [www.youtube.com/watch?v=sccU4xjPmtY](http://www.youtube.com/watch?v=sccU4xjPmtY)  
[teaching tip 1]
- Recording paper and pen
- 1 copy of Appendix B per student
- Coloured pens, pencils and/or markers (enough for each student to have a variety of colours)
- 1 recipe card or half sheet of paper per student
- 3 Bibles
- Optional: Small prizes for those who memorized the previous lesson’s verse



1



Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested that you preload the video to avoid showing the commercials at the beginning. As with any media, we suggest that you watch this video ahead of time to ensure it is appropriate for your group. If necessary, skip the video and continue the lesson.

### Pre-Lesson Preparation

Spend some time with the manuscript (Appendix B). It is a lot easier to explain what to do or to help students if you have done it yourself. Appendix C is a sample as to what your manuscript might look like.

Write the following rules for defining a word on your preferred recording paper:

- a definition is made up of simple words
- you cannot use the word itself or derivatives in the definition
- a definition should be short

### Minds On (approx. 10 min.)

Before you get started, see if anyone has the memory verse from the last lesson (John 1:12) memorized. You can choose to award a small prize for those who memorized it.

**Prompt:** This week we are looking at the concept of freedom in Christ.

## 3

Think/Pair/Share:

1. When I say "go", you are going to think of your own definition of the words "slavery" and "freedom".

Here are the rules of defining a word:

- a. a definition is made up of simple words
- b. you cannot use the word itself or derivatives in the definition
- c. a definition should be short

2. Then you are going to find a partner and share your definitions. Together, you may choose to revise your definitions.

3. Be prepared to share your partner's answer to the large group.

4. Any questions?

5. OK, go!





# 7

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.

Watch the “Aladdin” clip in which the genie talks about his wish to be free.

As students share their definitions, write them on the recording paper and leave them up to come back to later.

**Leader’s note:** Generally we understand freedom and slavery to be opposites.

**Action** (approx. 40 min.)

Have 3 volunteers read the following verses [teaching tip 7]:

- John 8:36
- 2 Corinthians 3:17
- Galatians 5:1

**Prompt:** Here’s a little wrinkle in the idea of freedom. Paul, Peter, James and Jude all refer to themselves at the beginning of their letters as slaves of God or Christ. Are they free or are they slaves? Or is it possible to be both at the same time? We are going to look at a passage in Romans to try to put these ideas together. To help us understand the passage better we are going to use what is

called the manuscript or inductive method of Bible study. I am going to give you a page with the passage on it, but there won't be any verse numbers, section titles or paragraph breaks, just the words of scripture. You will have coloured pens available to mark up the manuscript. Look for words that repeat themselves and either circle or underline them in the same colour. If you notice that one thing leads to another, then link them with arrows. If there is a list, then number the items. Doing this will help the passage make more sense. You may work on your own or with a partner.

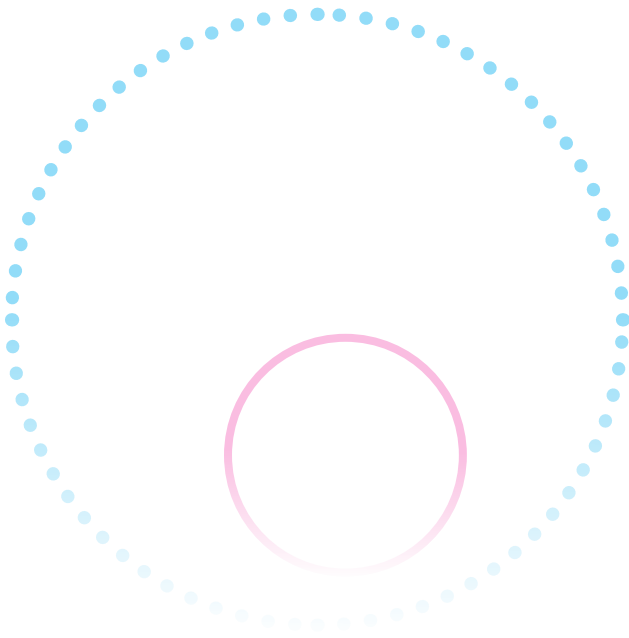
Hand out the manuscripts (Resource B) and pens.

Let the students work for 10 to 15 minutes, either in pairs or individually [teaching tip 11].

Give an opportunity for students to share things that they discovered in the passage. Allow students to chime in with comments like, "I found that too!" or "Wow, I didn't see that!"

Side coaching: While students are talking, move from group to group. Listen briefly, and if appropriate, add a small bit of information to help clarify an idea, or answer questions the students might have. Rather than directly answering questions, try to lead students to answer their own questions, often by asking simpler or clearer versions of their questions. Use this time to get a feel for the mood of the group, the degree to which they understand the material and how engaged they are.

11



21

If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (either a specific action they were going to take or a key verse they studied) is a great way to help them remember the lesson.

Create a T-chart on the recording paper with the heading “Freedom From” on the left column and “Freedom To” in the right column. Have students offer what the passage says we can be free from (e.g., sin, impurity, wickedness, death), and things we are free to do when we are free from that first list (e.g., obey God, live righteous and holy lives, eternal life).

**Ask:** According to this passage, are freedom and slavery total opposites like we first thought?

**Prompt:** We need to change the way we look at these words. If we are a slave to sin then we are not free to do the things on the chart. These are things that as Christians we will want to do.

**Consolidate/Debrief** (approx. 10 min.)

Hand out recipe cards or half sheets of paper. Have students write down something they would like to be free from and something they would like to be free to do. It could be something from the chart or something else they personally desire.

Have students write the following verse on the other side of the paper.

John 8:36 (NIV): So if the Son sets you free, you will be free indeed.

Read it out loud together a few times. Then encourage students to not look at their paper and try to repeat it a few more times. Encourage students to put their cards in their Bibles (if they brought their own), or put them somewhere they will see them frequently and to continue trying to memorize it [teaching tip 21].



## **Resource B: Romans 6:16–23 (NIV) Manuscript Format**

Don't you know that when you offer yourselves to someone as obedient slaves, you are slaves of the one you obey—whether you are slaves to sin, which leads to death, or to obedience, which leads to righteousness? But thanks be to God that, though you used to be slaves to sin, you have come to obey from your heart the pattern of teaching that has now claimed your allegiance. You have been set free from sin and have become slaves to righteousness. I am using an example from everyday life because of your human limitations. Just as you used to offer yourselves as slaves to impurity and to ever-increasing wickedness, so now offer yourselves as slaves to righteousness leading to holiness. When you were slaves to sin, you were free from the control of righteousness. What benefit did you reap at that time from the things you are now ashamed of? Those things result in death! But now that you have been set free from sin and have become slaves of God, the benefit you reap leads to holiness, and the result is eternal life. For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord.

## Resource C: Sample

### Romans 6:16-23 Manuscript Format (NIV)

Don't you know that when you offer yourself to someone as obedient as slaves you are slaves of the one you obey – whether you are slaves to sin which leads to death, or to obedience, which leads to righteousness? But thanks to God that, though you used to be slaves to sin, you have come to obey from your heart the pattern of teaching that has now claimed your allegiance. You have been set free from sin and have become slaves to righteousness. I am using an example from everyday life because of your human limitations. Just as you used to offer yourself as slaves to impurity and to ever-increasing wickedness so now offer yourselves as slaves to righteousness leading to holiness. When you were slaves to sin you were free from the control of righteousness. What benefits did you reap at that time from the things you are now ashamed of? Those things result in death! But now that you have been set free from sin and have become slaves of God, the benefit you reap leads to holiness, and the result is eternal life. For wages of sin is death, but gift of God is eternal life in Christ Jesus our Lord.

Slave to Sin  
↓  
Impurity  
↓  
Wickedness  
↓  
Death

Slave to God  
↓  
Righteousness  
↓  
Holiness  
↓  
Eternal Life



## ***Module 5: The Benefits of Belonging to God***

### ***Lesson 3: Protected and Loved***

#### **Spiritual Aims**

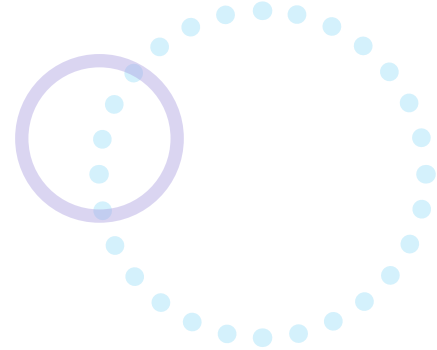
Students will hopefully:

- realize how loved and cared for they are by God

#### **Lesson Objectives**

Students will:

- analyze Psalm 23
- memorize a key verse



#### **Materials Needed**

- 1 Bible per student
- Small slips of paper with scripture references on them (Resource D)
- Recording paper and pen
- Mp3 file for song “Isaiah 43”: [songsofthegathering.ca/the-god-who-wont-give-up](http://songsofthegathering.ca/the-god-who-wont-give-up)
- Audio equipment to play mp3
- 1 lyrics handout per student (Resource E) or PowerPoint and equipment to show it
- At least 1 sheet of paper per student
- 1 pen or pencil per student
- 1 recipe card or half sheet of paper per student
- Coloured pens, pencils and/or markers in a variety of colours
- 4 different colours of Post-it Notes
- Optional: Small prizes for memory verse reciters

#### **Pre-Lesson Preparation**

Hand 4 Bible reference slips of paper to 4 students as they arrive and ask them to read those passages later on in the lesson when you ask [teaching tip 7].

Set up 4 areas (either in the corners of your main meeting space or in breakout rooms) for the response time. Prepare a sign for each area (i.e., Think, Talk, Write, Draw) to be posted on the wall or door. Set up the materials needed in each area as follows:

- **Think:** No materials required, but place it the furthest from the Talk area so students aren't distracted
- **Talk:** Have a space where students can talk with one another, ideally a circle of chairs or couches
- **Write:** Have paper and pens or pencils available
- **Draw:** Have paper and coloured pens or pencils available

**Minds On** (approx. 10 min.)

Before you get started, see if anyone has the memory verses from last 2 weeks memorized (John 1:12 and 8:36). If desired, hand out small prizes to those who memorized both verses.

**Action** (approx. 30 min.)

Ask students if they can think of any famous shepherds from the Bible (e.g., Moses, David, Abraham, Jacob, etc.). They can just shout out their answers.

3

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.





**Prompt:** Shepherds were very common during the time of the Bible and they are often used as a teaching illustration.

Have a leader (or a student who reads well) read Psalm 23.

On the recording paper, write the title: “Ways God Cares for Us Like a Shepherd”.


Start compiling list from Psalm 23. Have a student volunteer to write responses on the chart paper. Instruct students to put up their hands and offer ways God cares for us like a shepherd.

Post-it Brainstorm:

1. In a moment I am going to give you a number from 1 to 4.
2. When I say “go”, you are going to form a group with people who have the same number and sit down together.
3. Send a group member to me to collect some Post-it Notes, pens, a Bible and a passage (Resource D).
4. You will read the passage and write down the ways the passage says God cares about you, with 1 idea on each Post-it.
5. Any questions?
6. Go!

Gather students back together and ask a member from each of the groups to take turns reading their passages and then to place their Post-its on the chart paper. If their way of God caring is similar to something already on the board, they can overlap the Post-its.

Prompt: Scripture is full of passages detailing how much God cares for us. A particularly beautiful one is in Isaiah 43.



Play the song “Isaiah 43” and either hand out the lyrics (Resource E) or show them on PowerPoint.

After the song allow students to respond in 1 of 4 ways:

- **Think:** Let students sit alone quietly processing
- **Talk:** Have a space where students can talk with one another about how the song made them feel or what they thought of it
- **Write:** Have paper and pens or pencils available so students can write their thoughts, responses or even write their own poems
- **Draw:** Have paper and coloured pens or pencils available so students can draw how they feel without the need for words

Afterwards, ask if anyone would like to share with the whole group. Don't pressure them; if no one wants to, that is okay.



21

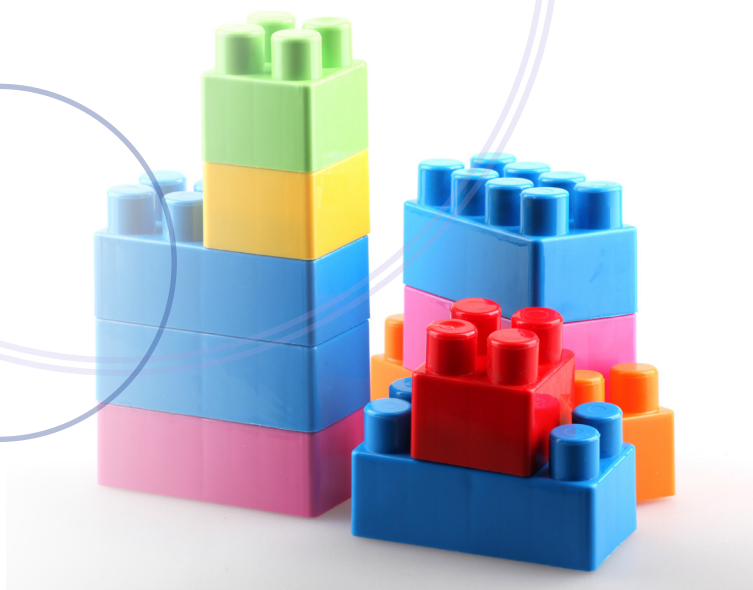
If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (either a specific action they were going to take or a key verse they studied) is a great way to help them remember the lesson.

**Consolidate/Debrief** (approx. 10 min.)

Hand out recipe cards or half sheets of paper. Have students write the following verse on their card/paper.

Isaiah 43:1b (NIV): Do not fear, for I have redeemed you; I have called you by name; you are mine.

Read it out loud together a few times. Then encourage students to not look at their papers and try to repeat it a few more times. Encourage students to put their cards in their Bibles (if they brought their own), or put them somewhere they will see them frequently and to continue trying to memorize it [teaching tip 21].



## **Resource D**

(Print these references on little slips of paper)

Isaiah 40:11

Ezekiel 34:12

John 10:11, 14

Revelation 7:17

## Resource E: "Isaiah 43"

Words and music by Greg Kay. ©Gregory Kay, 2005.

### Verse 1

Do not fear, I've redeemed you  
I have called you by name  
And child, child you are mine  
When you go through deep waters,  
When you go through great trouble  
I, I am with you  
Yes I, I am with you

### Verse 2

When you pass through the rivers  
When you pass through affliction  
You, you will not drown  
When you walk through the fire,  
Through the flames of oppression  
You, you will not burn  
For I, I am with you

### Chorus 1

I am the Lord Your God and I, I am calling  
You by name, child, for you are mine. Do not be afraid

### Chorus 1 Repeat

I am the Lord God and I, I am calling  
You by name, child, for you are mine. Do not be afraid

### Bridge

You have called me precious, You have called me Your child  
You have called me by name, Lord  
I will call You Saviour, I will call You Holy,  
I will call You by name, Lord

### Chorus 2

You are the Lord our God and I, I am calling  
You by name as Your child, and I, I won't be afraid  
You are the Lord God and I, I am calling  
You by name as Your child, and I, I won't be afraid

Lyrics and recording of "Isaiah 43" ©Gregory Kay, 2009 Used by permission  
[songsofthegathering.ca/the-god-who-wont-give-up](http://songsofthegathering.ca/the-god-who-wont-give-up)

## *Module 5: The Benefits of Belonging to God*

### *Lesson 4: Part of the Big Picture*

#### **Spiritual Aims**

Students will hopefully:

- trust that God does have a plan that is good and that they have a part to play in that plan

#### **Lesson Objectives**

Students will:

- analyze the story of Joseph
- reflect on their lives as part of God's big picture
- reflect on their lives as a roller coaster and where they are on it
- memorize a key verse

#### **Materials Needed**

- 1 100–200-piece puzzles (Leader's note: Aim for a puzzle that is approx. 5-10 pieces per student.)
- 1 recipe card or half-sheet of paper per student
- Coloured pencils, pens and/or markers
- 6 roller-coaster cart outlines printed on large paper (Resource F)
- Long sheet of paper on wall (could be several chart pages stuck together)
- Tape

#### **Pre-Lesson Preparation**

- Remove a few pieces from each puzzle (1 piece per student), and keep them hidden somewhere away from where they are working on the puzzles.
- Read through the whole story of Joseph (Genesis 37, 39–50), so that you are familiar with the whole story and can summarize it.



**Minds On** (approx. 15 min.)

When students arrive, they should begin piecing the puzzle together right away. Hopefully they will get very close to completed and will notice that some pieces are missing.

**Action** (approx. 35 min.)

**Prompt:** Have any of you tried doing a puzzle without the picture? If you have, hold up the number of fingers that describe how hard it was: 1 being easy and 10 being hard.

Ask a few students to share their puzzle stories.

**Prompt:** It is much harder to do a puzzle without the picture, but it is still possible. As you keep working the picture starts to make more sense and it is easier to place pieces, because you have an idea what the picture looks like. Life is like this. We don't know what our lives are going to look like but the longer we live we start to get a bit of an idea. God does know what the picture looks like. He does have a plan and while we cannot always see what he is doing, we need to trust that he is doing something wonderful. To help us see how this works out in a person's life, we are going to look at Joseph's story in the Bible.

**Roller-Coaster Cart:**

1. Before I say "go", I am going to give you a number from 1 to 6.
2. You are to find the others with the same number and sit in a circle with space around you.
3. I will give each group a roller-coaster cart, a Bible passage and some markers.
4. You will read your passage and name the position Joseph has in that passage.

5. Write that position on the roller-coaster cart and then you may decorate the cart.
6. Any questions?
7. Go!

The passages for each group are:

1. Genesis 37:3–4 (favourite son)
2. Genesis 37:23–28 (nearly killed and sold as a slave)
3. Genesis 39:1–6 (in charge of Potiphar’s house)
4. Genesis 39:19–20 (put in prison)
5. Genesis 39:21–23 (in charge of the prison)
6. Genesis 41:37–44 (second in command of all of Egypt)

When students are finished, gather them together near the wall where you have put up the long sheet of paper. Ask for a student in group 1 to tell everyone Joseph’s position at the beginning of his story. Then invite him or her to put group 1’s roller-coaster cart up in the top left. Then ask someone from group 2 to tell what happens next. He or she may place group 2’s cart near the bottom of the paper and over to the right of the first one. You can then use the marker and draw the roller coaster itself going downhill from point 1 to 2. Continue through the story allowing students to tell the parts they have and placing their carts. Keep drawing the roller-coaster track going up and down — ending on the very high of being in charge of Egypt.


**Prompt:** Joseph’s life sure had its ups and downs and so do our lives, though maybe not so dramatic as being sold or being made second to Pharaoh. Joseph didn’t know how his life was going to turn out and at times I am sure he thought it was going to end horribly. But near the end of the story, after he was reunited with his brothers, Joseph said to them “You intended to harm me, but God intended it all for good. He brought me to this position so I could save the lives of many people” (Genesis 50:20, NLT).





# 7

Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers



It was only when he looked back that he could see that what at the time seemed to be horrible was actually God getting him where he needed to be.


Have a student volunteer read Isaiah 55:9 [teaching tip 7].

**Prompt:** God's ways and plans are good, but we don't always see the big picture the way he does. What God does may seem strange to us, just like Joseph's story seemed strange to him. I am sure he sometimes wondered what God was up to, but in the end we can see what God was doing in Joseph's life.

Pull out the hidden puzzle pieces. As you hand them out to the students, say something like, "[insert name], you have a special place in the big picture God is painting. Take this piece and find its place in the puzzle."

**Consolidate/Debrief** (approx. 10 min.)

Hand out recipe cards or half-sheets of paper. Have students draw a roller coaster on one side of their paper,



showing where they feel like they are in life right now.

Have students flip over the paper and write the following verse on their card:

Jeremiah 29:11 (NIV): “For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.”

Read it out loud together a few times. Then encourage students to not look at their papers and try to repeat it a few more times. Encourage students to put their cards in their Bibles (if they brought their own), or put them somewhere they will see them frequently and to continue trying to memorize it [teaching tip 21].

**Leader’s note:** This verse is given to the Israelite people in exile. It is written to a group of people so the “you” in the verse is not an individual. When they received this encouragement, their captivity did not immediately end, but it did eventually. God’s plans are good, but like with Joseph, they can take a while to be fully understood.



21

If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (either a specific action they were going to take or a key verse they studied) is a great way to help them remember the lesson.

Resource F

