**Connected: Created to Belong**

**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 Appendix B and 1 pen per student (each page has 3 copies on it)
* Post-it Notes
* 1 copy of Appendix 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/#.U7RLzPldWSo).

**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-twitters-2011-tweets-per-second-records/](http://blog.tweetsmarter.com/twitter-stats/infochart-twitters-2011-tweets-per-second-records/))
* 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-fnjwnhzf-1226808231167](http://www.news.com.au/technology/online/twitter-world-records-could-be-smashed/story-fnjwnhzf-1226808231167))
* Correct question: Who is President Obama?
* Bonus points if you know what he tweeted (“4 More Years”)
* 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))
* 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?

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 Appendix 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 Appendix 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 (Appendix C).

**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.

**Appendix 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

|  |  |  |
| --- | --- | --- |
| 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

|  |  |  |
| --- | --- | --- |
| 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

**Appendix 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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_