

Breathe

Module: Q & Eh?

Lesson 2: The Fundamental Question

Objectives:

Students will be able to

- use the perspective of characters in a bible passage to understand its deeper meaning.
- express how Jesus used questions to reveal peoples' characters.

Materials Needed:

- ☐ Several pieces of chart paper or newsprint
- ☐ Markers
- ☐ Bibles
- ☐ Small prize per student (e.g. small toys or jewelry from the dollar store)
- ☐ 30+ pieces of nut-free candy (plus 1 per expected student for pre-Minds On question)

Pre-lesson preparation:

- Before the lesson, remind students to bring their lists of questions from last week to this lesson. You can do this through your youth group's facebook page, text or email.

Minds On: (15 minutes)

As each student enters, find out if they asked someone one of their questions from the previous week. If they did, give them a piece of candy.

Optional Pre-Session Activity

Have students do the “midrash” activity (Minds On activity from Lesson 1). Then ask students to briefly recap the main idea from Lesson 1.

Game: What would you trade for?

Randomly give each student 1 small dollar store prize. Also select 2-3 people (students or volunteers) and give each 10 pieces of candy. If you have extra prizes or candy after this initial distribution, give some students an extra prize either before beginning the game, or introduce them after the game has started. Tell the students in a moment, you will give them an opportunity to trade what they have for something they would like to have. They might need to make more than one trade, or to partner with another person to improve their leverage. For 5 minutes, everyone can try to trade for an item they want from each other. Afterwards, see if people did part with the original item, and if so, for what price, and how many trades.

Action: (50 minutes)

Prompt:

In Jesus’ day, there was one question many people were asking, “How do I get eternal life?”, that is, a life which had all the good things they imagined lasting forever. They believed that you had to do something in order to earn that spot with God. In each of these examples, people came to Jesus with this question.

Note on Teaching Practice: Isolate for the Few

When trying to find out if any student has been missed, teachers will often ask “Does everyone have a partner?” or “Does everyone have a pencil?”. The structure of this question is confusing and does not allow those without to answer, since putting up your hand suggests that you do have a partner or pencil. On top of that, you will not see the few people who have actually been missed. Instead, ask “Who does not have a partner?” or “Who does not have a pencil?” The question structure is clear and the few students who have been missed will be easy to spot. This is called “Isolating for the few”.

In Groups: Forming Groups and Reading Scripture

Group the students using “numbered heads”. Walk through the group numbering each student 1, 2 or 3. Ask if any student does NOT have a number, and number any stragglers. Tell the students in a moment, in groups they will be looking at passages in which Jesus indicates one view of eternal life, and someone else indicates a different view. Tell the students that sometimes they will have to “read between the lines” using the context and details of the story and how the person responds to Jesus in order to figure out what the person is thinking. Tell students where each group will meet, then tell the students to “Go”. When the groups have arrived in their location, make eye contact with one student in each group and tell them which scripture they will be reading in their group. Assign Luke 18:18-29, John 3:1-21, Luke 10:25-37. As the students are reading, provide each group with 3 large pieces of paper and markers, and check on their progress.

In smaller groups: Representing two views of Eternal Life

Give the students a couple of minutes to finish reading, and then ask for their attention. Remind the students you want them think about the two views of eternal life represented in the scripture they read. Tell them in a moment you will divide each group into “As” and “Bs”. The A group will take the perspective of Jesus and the B group will take the perspective of the other character. Using that perspective, they will brainstorm then draw on their chart paper a picture of that person’s view of eternal life (stick figures are perfectly fine) Other members of each group will also write words or phrases that represent those ideals. Tell the students that they can act as models for the person doing

the drawing, or make suggestions how to show this complex idea. Use your arm to “cut” group 1 in half. Tell the students on the left they are As and the students on the right they are Bs. Do the same to groups 2 and 3. Tell the students to “Go”.

Numbered Groups: Comparing the Views

After 10 minutes, have the two halves come together place the Jesus sheet on the left, a blank sheet in the middle and the other person’s sheet on the right. On the middle sheet, have the group list words/phrases that distinguish between the image/words on the left from the words/image on the right. Each group should be prepared to share their insights with the group at large. When the groups have completed their activity, have each group briefly explain their discoveries (particularly the middle sheet with the brainstormed words). Ask: How do you suppose Jesus was able to see to the heart of the matter?

Note: When the group is too big or too small

Sometimes, activities like the above may be optimal for youth groups with 12-20 students. Groups 1, 2 and 3 would each ideally have 5-8 people. If your youth group is smaller, you may choose to only do 1 or 2 of the passages. If your group is much bigger, then have 1-2 of the groups double up on passages so you’ll have multiple perspectives on a single passage.

Consolidate/Debrief: (10 minutes)

Prompt:

While each person asked the same question, they have different ideas of what it really meant. Yet Jesus dug deeper and got to the root issue of the person.

Breathe In

From the previous week, students made a list of questions they would like to ask Jesus. Ask students to take out their lists. For those who have forgotten, or were not at the previous lesson, give them a moment to think up one or two questions they would ask

Jesus if he was sitting with them right now. Have students review their list of questions. After students have had a moment to write or review, ask them to take a few minutes to pray and evaluate what is the root issue behind one or two of their questions, in other words, to ask God not just for an answer to the question, but an answer as to why they are asking. Tell the students that you are asking them to do something that not all adults can do, and that is to listen to God about their own motives. Tell them that listening prayer takes patience, and instruct them that after asking their question, they should focus on the nature of God. Also tell them that often times the answer will not come right away, but when they are about to fall asleep, or on the bus, or doing something else altogether. Take a few minutes for the prayer time

Close in prayer.