

Series: Higher Voltage

Session: Deed

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ Five pieces of chart paper
- ☐ Double-sided copies of pages A31-32
- ☐ One photocopy of each of pages A33-38 (taped to the chart paper)
- ☐ One marker per student
- ☐ Masking tape

Lesson Objectives:

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

- Identify five forms of Christian action from five different Bible passages.
- Identify specific actions or ministry examples that reflect the five forms of Christian action.
- Identify one of the five forms as having specific interest to them.
- Develop a ministry plan for a ministry of their choosing from the five forms.
- Perform one tangible deed that relates to the ministry of their choosing.

Pastoral Objectives:

Lead In:

This is a mini drama called, "I Am a Follower of _____" (insert name of student)

This mini drama is easy. Ask for a student from the group to come and stand with you at the front. Tell the students that you are a sold out follower of _____ (insert name of

student, hereafter referred to as Barb). Where Barb goes you will go. What Barb does you will do. If Barb does it you will do it. Tell the students that you are a Barbarian. You want to be in all ways Barbish. Then ask Barb to begin walking around the room. *Do not follow her.* Keep telling everyone what a sold out follower of Barb you are as she walks around. Then ask the students if they believe a word of what you are saying. They will of course say no. Ask them what you would need to do to convince them. Expected answer: actually follow her.

Transition by saying something like this:

The Bible says that faith without works is dead. Now that doesn't mean that doing good works will get you into heaven; it just means that if you say you are a follower of Jesus that the things that you do should reveal that. If your deeds do not reveal that, you're probably not actually following Jesus. The Bible tells us what Jesus was into and what he thought was important and we are going to look at those things tonight. If you are a follower of Jesus, then you will be into those things too. Let's take a look.

Task One:

Photocopy pages A33-37 and tape each one to a piece of chart paper. Tape these around the room before the lesson. Tell the students that you have taped up five biblical passages around the room and that each verse describes a form of Christian action. Tell the students that you are going to give them a marker and that they must visit each station with it. On each piece of paper, they should record one specific, concrete example of a deed or ministry which relates to the passage. You may not repeat any answers which are already recorded. Do the first one together. For example, you could go up to the Matthew 25 paper and write down: "Start a service that collects books and takes them to a prison for inmates to read." Perfect! Now the students try!

After ten minutes, have them freeze where they are. Ask them to step towards the closest sheet. Have the students read the answers and decide whether they are concrete. For example, if one answer says, "Love old people," that is not concrete. Have them change the theoretical examples into practical examples. For example, rather than love old people, they could bake cookies to take to Mrs. Webber at her apartment.

Task Two:

Now have the students gather around the paper that they would like to investigate further. Have them tear down the paper and gather around it in their new small groups. As a group, students should select one of the concrete deeds or ministries listed on the paper and develop a detailed plan for bringing that idea into being. They should follow the instructions in the handout in order to make a proposal. Hand out photocopies of page A31-32 and set a time limit (15-20 minutes).

After the time limit, ask for each group to briefly report back on their proposal. What ministry or action did each group choose? Have the other groups listen and decide what the time frame for achieving that is. For example, Josie's group planned to open a medical clinic in Guatemala and the time frame for that is fifteen years. Karl's groups decided to send birthday cards to all of the seniors in the church who live in nursing homes and the time frame for that is one year.

Task Three:

This task is very important! If you run out of time cut Task Two short but do not omit task three.

It is very tempting for Christians to substitute words for action and pretend they have actually done something. To get students moving down the path towards action give them this important assignment. You have exactly five minutes to do something of actual value to the ministry you have just developed. You must do an action of value. You must figure it out and do it in no more than 5 minutes. Remember your action does not have to save the world; it just has to have *actual value* to your ministry. Go!

Some things that students might do in five minutes include: emptying their pockets into an envelope to send to a charity; calling someone from the youth group who needs to be cheered up; making a card for someone's birthday; creating a coupon that can be redeemed for babysitting, etc. Don't let them settle for actions that are not concrete, such as, "We plan to have a birthday party for Simon." Planning to do something does not count. The action must take place now.

After they complete their action, allow them to tell the group what they did.

Conclusion:

You might end by saying something like:

As Christians we are called to get the message of the kingdom out in two ways: proclamation (what we say) and demonstration (what we do). The two have to go hand in hand. If we speak but our lives do not reflect the gospel than we will be ignored or worse, perceived as hypocrites. We need to make sure our actions reflect the words we use to tell of the gospel. In many cases, actions speak louder than words.