

# Momentum/Friction

## Module: Mission Impossible?

### Lesson 3: Creed to Deed

#### Objectives:

- Students will identify that all people have value
- Students will identify that true Christianity includes a hands-on approach to caring for others
- Students will identify some specific ways that they can make a difference in the life of someone in need

#### Materials Needed:

- ☐ Computer with Internet Access/DVD Player
- ☐ Bibles
- ☐ Projector and Screen/TV
- ☐ Paper for each group
- ☐ Whiteboard/Chart paper
- ☐ Youtube clips from Horton Hears a Who:  
(<http://www.youtube.com/watch?v=t6QT3Clbrg8>)  
(<http://www.youtube.com/watch?v=t6QT3Clbrg8&feature=related>)

## Minds On

Show students a Youtube clip from *Horton Hears a Who* (Part 1 - <http://www.youtube.com/watch?v=t6QT3CIbrg8>) (Part 2 - <http://www.youtube.com/watch?v=t6QT3CIbrg8&feature=related>). The whole thing is about 20 minutes. If you don't have that much time, try showing Part 1 until about 6:12. As an alternative, show a clip from the popular 2008 version that highlights the importance of the people on the speck. (If you do choose to show a clip from the 20<sup>th</sup> Century Fox movie, be sure that your church has a video performance license and that this production company and film are covered in your contract).

Say something like: *In this famous film based on the book by Dr. Seuss, Horton does everything in his power to protect this tiny clover. Why? What do you think Dr. Seuss was trying to communicate to his readers when he wrote this book? (A person's a person no matter how small.) It's one thing to think that people have value but it's an entirely different thing to show it like Horton. In a lot of ways, Horton reminds me of the man that Jesus talked about in the book of Luke.*

## Action

Create groups of four students by having students number themselves off (using the numbers 1 through 4). Once students have their number, ask them to find others with the same number. Tell them they will be working with like numbers (e.g. all number fours will work together).

Ask groups to look up Luke 10:30-37. Ask students to prepare a contemporary version of this story as a skit. Once students have been given adequate time to prepare, invite them to perform their skits for the large group. Once all of the groups have had a chance to perform ask: *When you were reading the original version of this story in Luke 10, what things stood out to you about it?* (the "religious" people just walked by, the hero was called despised, he went above and beyond by promising to pay additional costs, etc.) You and any other leaders should be prepared

to share to get the discussion going. Ask: *Why did you choose to contemporize the story the way you did in your skit? ( The characters, the scenario, the reactions?)* Ask: *Why do you think that there aren't more "Good Samaritans" in the world today?*

Take a minute to remind students of the personal mission statement you explored in Lesson 1. Try reading it (or displaying it) for them in the Message translation: "Love the Lord your God with all your passion and prayer and muscle and intelligence – and...love your neighbour as well as you do yourself."

In pairs, ask students to tell each other about times when they have seen someone love the Lord their God in the following ways: passion, prayer, muscle, intelligence. Once students have had adequate time to share, invite a few students to share (with permission) something that they were told by their partner with the larger group. Once a few students have shared, ask: *Which of these four words (passion, prayer, muscle, intelligence) most accurately reflects the way the Good Samaritan loved God when he helped the needy man in Luke 10?*

Say something like: *Those are all good answers! Take a minute to share again with your partner. This time, tell your partner which of these four words (passion, prayer, muscle, intelligence) best describes the way you most often show God's love and which seem to be the most challenging for you.*

Once students have finished sharing in their pairs, say something like: *All of these methods for demonstrating God's love are good and some come more naturally to us than others. Sometimes it can be easier to show God's love through prayer or ideas than in physical, practical ways. The example of the Good Samaritan is so important for us because he crossed the road and got up close and personal. He didn't stand across the road and throw some bottled water and bandages over to the man who was hurt. He didn't call 911 and then leave. He didn't try to give him advice or even recite some Bible verses. He just went over there. He tore his clothes to make bandages, got dirt and blood all over himself, took all the time he needed even though he had somewhere else to be.*

*We hear stories all the time about amazing heroism (bystanders rescuing people from burning buildings, people banding together to stop terrorists on planes) but we also hear stories of incredible lack of caring (people being left for dead after an attack on a busy street, mugging victims on subways who call out for help with no response). Which are you most likely to do: Keep your distance or get your hands dirty? Obviously, fear for our own safety sometimes plays a factor but didn't Jesus say to love our neighbours as equally as we love ourselves?*

*Say something like: Over the last couple of weeks we have explored two incredible statements that Jesus made (The Great Commandment and The Great Commission). We discovered together that these statements serve as a mission statement for Christian people and for the church. We acknowledged that if every Christian person were to live by these two statements, the world would be radically changed for the better. But the key word there is "if". Your decision to follow Christ (salvation) becomes real when it moves from your head to your heart.*

*Have pairs join with another pair to make groups of four. Say something like: In your groups make a quick list on the paper provided of the top priorities of a high school student. Once students have had a few minutes to complete their lists, ask them to read Amos 5:21-24 (preferably displayed in the Message translation). Then say something like: In your groups, answer the following questions: Based on this passage, what does God want our priorities to be? (answer: justice & fairness. Be sure to point out that biblical justice and fairness are about equal treatment of people, not about punishment) What things would need to change in your day to day life in order for justice & fairness to become top priorities for you? What might you have to spend less time doing to make a difference? What might you have to do more of?*

## **Consolidate/Debrief**

*Say something like: Acts 20:35 says: In everything I did, I showed you that by this kind of hard work we must help the weak, remembering the words the Lord Jesus himself said: 'It is more blessed to give than to receive.'"*

*Say: In your groups take a few minutes to brainstorm about some things in the world that are unjust & unfair (sex trade, slavery, child soldiering, poverty, food scarcity/hunger, homelessness, special needs funding/education, racism or prejudice, abuse, loneliness, bullying, etc.) and some steps that your group could take together to make a positive impact. What people/agencies do you already know that can offer support? What resources do we already have (people or things) that can begin meeting this need?*

If there's time, ask a few students to share some things from their lists. Encourage students to continue to keep their eyes open to the needs that are around them whether big or small. Record ideas on a white board or chart paper. (It would be a good idea to follow up on these ideas at a future date)

Close in prayer. Pray that God would give you eyes that can see the needs of people close to you and hands that can serve.