

Unrooting the R.A.G.S.

Lesson 2: Anxiety vs. Clear-mindedness

Objectives:

Students will

- explore the concept of anxiety
- identify Elijah's anxiety induced by a high (i.e. victory over Baal's prophets)
- release anxiety through the act of prayer

Materials Needed

- ☐ Container with several anxiety topics (e.g. the environment, your health, your grades, etc.)
- ☐ Playing cards (in order i.e. all the 2s, then all 3s, etc.)
- ☐ Post-it notes
- ☐ Scrap paper
- ☐ Pens
- ☐ Lesson 2 handout (“Suggested Prayer”)
- ☐ Re-enactment materials: magazines, Legos, clay, camcorder, costumes, cardboard boxes, any materials you think might be useful

Minds On

Have everyone stand in the middle of the room. Have a student (or leader) choose a topic from the container (or they can suggest their own topic/issue that may cause someone anxiety). The rest of the group will “vote” whether they are anxious about that topic: going to the right of the room is “yes”, to the left is “no” (no one can remain in the middle).

Action

Separate students into two groups. Each group will create some type of re-enactment of their assigned passage (1 Kings 18:16-46 or 1 Kings 19:1-18). Some ideas for re-enactments:

- live drama (where they would create and perform a skit)
- video drama (where they would create a short video clip with a camcorder or digital camera)
- artistic rendering (where they would draw one or a series of pictures like a comic book or storyboard)
- diorama (where they could use materials such as clay or Lego to create a scene)

Have them be ready to present their re-enactment in 30 min. Remind students to emphasize the mood of the scenes. Allow them the freedom to be as creative as they want to be.

Distribute the playing cards and have students gather in their numbers groups. Have them compare and contrast different elements (focusing on content, not on style of presentation) between the two scenes within five minutes. Then have them gather in their suits groups to compare their responses. Have each group write their final answers on post-it notes (one for each item) and appoint a representative come up to the main wall to post these.

For example:

1 Kings 18	1 Kings 19
lots of people around	mainly just Elijah
loud and boisterous	fairly quiet
Elijah filled with confidence	Elijah filled with fear

Have students discuss the question: why do you think Elijah moved from being so confident in 1 Kings 18 to being so filled with fear in 1 Kings 19? (Answer: Because Elijah seemed in control in 1 Kings 18 and things were happening as he knew vs. feeling out of control in 1 Kings 19 and not knowing the outcome.)

Say something like: Anxiety has a way of making us worry and feel out-of-control when we can't control the outcome. The fact is, we usually can't control the outcome, even if we wanted to, and sometimes we don't trust God to oversee the outcome. So how do we handle anxiety?

Ask students after reading Philippians 4:6-7 out loud, what is the best way to handle anxiety? When a student has figured out the answer, have them raise their left hand. Wait until all students have raised their hands, then have them give the answer together. Ask students why prayer helps alleviate anxiety? Allow 3-4 students to provide their opinion.

Consolidate/Debrief

Say something like: It sounds simple that by praying helps alleviate anxiety. But when we pray, it removes the focus on what we think we can control to remembering that God oversees all those details we can't control.

Challenge students to take 5 min. to write down all the different items they may currently be anxious about. Then, ask students to pray for each of those items. If a student is not sure how to pray, offer the suggested prayer (Lesson 2 handout). Challenge students to remind each other (via SMS, Facebook or when they see each other at school) to consistently bring those anxious items to God in prayer.