



DISCOVER

Revealing Your Identity

**JR. HIGH
CURRICULUM**





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Revealing Your Identity

INTRODUCTION

Who am I? It's an age-old question to which every person seeks to find the answer. All around us, it seems everything and everyone is vying to shape our identity, for better or for worse— from parents to friends to billboards to online ads to music and movies. Without an answer to that question, we drift in life, aimlessly and passively.

With Jr. high students, it's that much more pertinent. As many are starting adolescence, these questions become that much more important. Erik Erikson, a noted psychologist, theorized how the teens years are about identity formation. It's a key component in adolescence.

This curriculum is designed to explore the question Who am I? within the viewpoint of the Christian faith. If God created us, then he would know us best. If he knows us best, then shouldn't we be turning to him to figure out our identity?

It is our desire to help students anchor their faith and lives in the One who made them (and all of us). Having that anchor point solidifies our sense of being in Christ alone.

WHAT'S BEHIND THE CURRICULUM?

In this curriculum, we have tried to focus on conveying important biblical and spiritual truths through well-structured and thought-provoking lessons. We have also taken great efforts to write our lessons in such a way as to improve your teaching practice. Lesson flow, wording of instructions, transitions and other details have been explicitly expressed. We have also included teaching tips. These brief lessons on instructional practice and teaching strategies help to model the pedagogical practice behind the lessons so that you can improvise, adapt and create your own lessons using research-based practice. The lessons are laid out so that you know everything you need before you start.

The curriculum was produced using a constructivist/ student-centred approach to learning. The premise is that people learn through different, multiple intelligences. Through this approach, we attempt to utilize these intelligences in different fashions.

There are five modules, each with 3-4 lessons. Each module is not dependent on the others. While we have ordered them in a preferable sequence, you can choose to use whichever modules fit your ministry context best.

We understand that you might not use the curriculum in the order the lessons were written. Just be aware that if you use lessons out of sequence you might need to make adjustments so the lessons will flow properly. Of course, if you need to change, amend or improve these lessons in any way, we encourage you to do so. We only ask that you do not redistribute either this original curriculum or any altered version as your own property.

STRUCTURE

In each lesson, you will find the following blocks to help you teach each lesson.

Spiritual Aims

These are the life transformations we hope will happen with the Holy Spirit's initiative. While it's hard to quantify or empirically measure transformations, these are qualities and actions we trust will be instilled in our students.

Lesson Objectives

These are the key end goals we aim for each student to attain by the end of a lesson.

Materials Needed

This is a comprehensive list of all the items you'll need to facilitate the lesson. In some instances, you will see a notation such as "1 copy of Appendix A per 4 students" which means "In the lesson, students will be in groups of 4, so make sure each group has 1 copy." These are some terms for you to familiarize yourself with:

Video equipment: To show a video, ensure you have a projector or TV screen, the appropriate cables (e.g., HDMI cable or VGA cable), a computer or applicable device (e.g., DVD player) and speakers. If possible, ensure this is set up at least 20 minutes before start time and play at least part of the clip to ensure all the video and sound are working properly.

Recording paper: For large-group brainstorming or idea compilation, you can choose to use chart paper with permanent markers, a white board with dry erase markers or an electronic word processor (like MS Word) displayed on an LCD projector.

In some instances, other media (outside of online sources) may be referenced. These standalone media will be available at cboqyouth.ca/discover under "Jr High Media Pack."

Depending on the spiritual maturity and context of your group, you'll notice "1 Bible with <certain passages> bookmarked." You may choose to prepare this or have your students find those references themselves.

Pre-Lesson Preparation

There may be some specific set-ups required before the lesson begins. These details are outlined for your preparation.

Minds On

A brief section to create the mental set for the lesson and provide an effective "hook" for the ideas that will be presented. These are not just icebreaker activities (unless otherwise stated); these are interactive introductions to prepare your students for the "meat" of the lesson.

Action

This is the main part of the lesson. Students will engage with big ideas from Scripture or from theological thinking around the Christian faith. A lot of times, these are moments where students will be teaching each other and learning together (hopefully including your leaders as well).

Consolidate/Debrief

This gives an opportunity to bring all the ideas of the lesson together and to apply them to our own lives. While the "Action" section usually deals with the head, this section deals with the heart. Its intention is to hopefully internalize the discoveries made in "Action" into life transformation.

HOW TO USE THE CURRICULUM

Read the lesson thoroughly and well in advance. There are some preparations that will take time to set up depending on the lesson. This includes any technical requirements, such as equipment to view a video.

Review the teaching tips so you can become familiar with some best practices when facilitating a lesson. While not every tip has a specific allocation in the lessons themselves, take some time to review them to help expand your teaching toolkit. (You can always share your own online via Facebook ([facebook.com/cboqyouth](https://www.facebook.com/cboqyouth)) or Twitter (@cboqyouth) #teachingtips.)

Leader's notes vs. teaching tips: Leader's notes are details specific to that part of the lesson. Teaching tips are general, helpful practices or reminders. Each teaching tip corresponds to an index at the back of the curriculum.

Your role is to facilitate the lesson. Within a constructivist approach, your objective is to create the space for students to find the truths God is aiming to show them. Keep the group moving at a good pace through the lesson. Observe the feedback they are giving you through their energy levels and body language. Also, ask good questions (not just giving good answers).

Prompt: These are words you can speak verbatim or in your own words.

The numbered instructions are meant to give clear directions to students. Providing clear details for what students will be doing is vital in smooth transitions and accepted expectations. The title gives you the aim of the set-up.

Some common set-ups will include:

Place mat 

Think/Pair/Share 

Jigsaw 

If there are instructions that are repeated often through the module, only the title will be shown with the topic/question.

MEDIA USE

Please note that presenting a video from a distributor (e.g. from a DVD or a digital download) in public (e.g., a church) does require a licence (similar to a CCLI licence for music). You can obtain a licence that will cover most distributors, such as Universal, Disney and 20th Century Fox, Audio Ciné Film (www.acf-film.com) or Criterion Pictures (www.criterionpic.com).

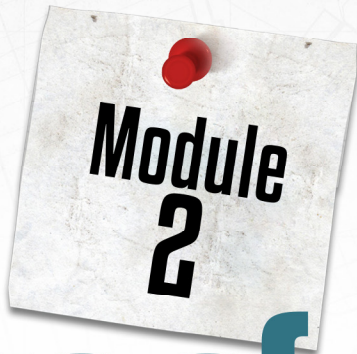
We will give you the URLs of the videos so you can screen them. You may choose to download those clips, because other content like YouTube sidebars cannot be controlled or to remove the dependency for an online connection at the time of the lesson. However, due to copyright laws, we're not able to include the clips with the curriculum itself. We suggest that you preview the movie clips suggested in each specific case. This will help you determine whether the clips are suitable for your group. Note that at the time of print, the URLs were live. However, they can be removed at the website host's discretion at any time.

Last, we pray that the Holy Spirit will inspire you to fill you and your students with the presence and nature of God, and to change and transform you in such a way that you and your students will continue to discover what God already knows about you as he reveals YOUR identity in his Son.




SPECIAL THANKS

Special thanks to Alyssa Sampson, Elaine Vanderwerf, Paige Byrne-Mamahit and Andrew Rutledge as writers with contributions from Dr. Alfred Yuen, Lindsay Tweedle, David Fretz and Steve Martins.

DISCOVER the Image of God



Human beings were created in the image of God, and though sin has marred that image, it is still there in every human who has ever lived. It is the core of our identity as humans and it is universally true of human beings whether they believe in God or not.

-  **Lesson 1:** The Image of God: This module begins at creation and explores the concepts of the image of God and the cultural mandate – the job humans are given in Eden as an expression of God’s image in us.
-  **Lesson 2:** Jesus as the Image of God: We continue to look at Jesus as the ultimate expression of the image of God.
-  **Lesson 3:** The Image of God in Us: This lesson takes these large concepts and brings them to a more personal level. By examining the theory of multiple intelligences, we start to recognize how God’s image is visible in us as individuals. The module concludes with individuals identifying a talent they possess and using that to glorify God.

Module 2: Discover the Image of God



Lesson 1: Created in the Image of God

Spiritual Aims:

Hopefully students will...

- *Recognize the image of God in others*
- *Recognize that their own sin has affected how well they reflect God*
- *Confess their sin to God and receive His forgiveness*

Lesson Objectives:

Students will...

- *Articulate the meaning of the phrase “image of God”*
- *Recognize how sin has marred but not destroyed the image of God in humanity*
- *Articulate the meaning of the phrase “cultural mandate”*

Pre-lesson Preparation:

- *Get 2 mirrors and carefully break one to the spider-web like state. If it breaks further, don't worry about it. (suggestion: you can purchase them from a local dollar store.)*

Materials Needed:

- *1 Bible per student*
- *Song “The Image of God” (image of God.m4a)*
- *Lyrics for song (either as a handout per student [Appendix A] or shown as a PowerPoint presentation [image of god.ppt])*
- *2 Mirrors: 1 whole, 1 broken*
- *Chart paper or large Bristol board with markers*
- *Multi-coloured Post-It notes*
- *1 pen per student*
- *Pile of scrap paper (if applicable)*

Minds On: (approx 15 min)

Think/Pair/Share the question: Where do you see God in this world?


TT#7

Leader's note: You are likely to get lots of “nature” answers and this is very true. You might also get some answers like people being kind to one another, or possibly you will get the religious “in church” answer. You will get a variety of answers. All answers pertaining to nature (e.g. trees, mountains, oceans, etc.) as well as how people treat each other (e.g. kindness, love, etc.) are all acceptable. You may also get the typical response of “in church,” and you should challenge the students to think more deeply and to find out “where” and “how” people in church can see God.

Handout Appendix A or show the PowerPoint presentation. Ask the students to follow the lyrics as they listen to the song. Play the song.

Ask students to think about this question: “Does this song make you rethink your previous answer? If so, what's your answer now?” By themselves and then, as a large group, have 3-4 students volunteer their answers.

Action: (Approx 35 min)


 **Prompt:** In the beginning when God was deciding to make people, He said He would make people in “His own image” from Genesis 1:26, 27. This makes people distinct from all the other creatures He made. Separate students into 2 groups with no more than 5 students.

TT# 8

Group 1 is to come up with all the tasks that humans have that are similar to tasks God has. Each idea is to be written on a Post-It note and will be stuck onto the chart paper or Bristol board. (possible answers: naming things; God names light, seas, etc. but Adam names the animals, God creates; so do we, just not out of nothing. God cares for the world, so should we, etc.)

Group 2 is to come up with as many characteristics of God that humans seem to possess. Each idea is to be written on a Post-It note and will be stuck onto the chart paper or Bristol board.


Once they seem to have exhausted their ideas, gather everyone around the list. Similar ideas can get clumped together. This should yield a fairly comprehensive list of what the image of God entails. Make sure that things like “creativity,” “ability to choose,” and “wisdom” are on the list. If they aren’t there, say that you thought of a few things you’d like to add and put them up.

 **Prompt:** After making people in His image, God gives the people a particular task. It is articulated in Genesis 1:28 and again, slightly differently, in Genesis 2:15. This job is closely linked to being in the image of God. Genesis 1:28 states that humans are to rule; this is being like God because He rules. Genesis 2:15 states that humans are to work the garden and care for it, being a servant; this too is like God because He serves. This two-fold job of being a human being, to oversee and to care for creation, has a fancy name: the “cultural mandate.” Being in the image of God and having the cultural mandate as our job is true for all humans, whether they believe in God or not. So far we have only looked at Genesis chapters 1 and 2. The problem is what happens in Genesis 3: sin, which we’ll define as any action that opposes God’s will.

Ask students to think about this question and to keep their answer in their mind: How does sin affect the image of God in us? If students want, they can write their answer down on scrap paper if they feel they will forget it. Hold up the intact mirror. Ask if they can see themselves. Move around the room so everyone gets a chance to see themselves in the mirror.

Then hold up the cracked mirror.

Leader’s note: Someone may ask if you broke the mirror yourself or comment that it’s bad luck to break a mirror. You can respond with, “As Christians, we believe Jesus’ power is stronger than any superstition.” Ask students if they can still see themselves. Again, move around so they all have a chance. Ask how their image is different between the two mirrors. (possible answers: broken, cracked, distorted)


 **Prompt:** Before Adam and Eve sinned, they were like the first mirror – a perfect reflection of what God is like. This doesn’t mean they were like God, but they mirrored similar characteristics with him. After they sinned, they were like the cracked mirror. God is still reflected there, but is harder to see. There are distortions. Since Adam and Eve, we are all like the cracked mirror – we don’t reflect God as well.


Have students return to the groups they were in at the beginning of “Action.” Each group can choose 3 Post-Its

from its original selection (i.e. group 1 from the group 1 Post-Its; group 2 from the group 2 Post-Its). Group 1 will answer the question, “how might sin impact our ability to reflect that aspect of the image of God?” and Group 2 will answer, “how might sin affect our ability to do the job God has given us?” After 5 minutes, each group can have 1 spokesperson report their insights.

TT# 10

Consolidate/Debrief: (Approx 10 min)

 **Prompt:** We have all sinned and the mirror of our lives is cracked, but when we confess our sins to God and ask His forgiveness and healing, the cracks aren't as visible and we are able to better reflect the image of God. Give each student a piece of scrap paper. Ask them to write down any sins (i.e. actions that oppose what God wants). After 1 minute, offer to lead those who want to confess those sins in a prayer of forgiveness. They choose to pray this out loud or pray silently by repeating after you.

 **Prompt** (with appropriate space for students to repeat): Father God, I recognize I have done things that cracked the mirror. I recognize the items I wrote down were wrong. I want to reflect who you really are. Thank you Jesus that you are willing and able to forgive me for these sins. Help me to reflect you well to others. Thank you Jesus for helping me to do that. Amen.

After they are dismissed, students can throw out that paper in the recycling bin.

Module 2: Discover the Image of God

Lesson 2: Jesus as the Image of God



Spiritual Aims:

Hopefully students will...

- *modify the picture of God they have in their head*
- *see God through the lens of Jesus*

Lesson Objectives:

Students will...

- *Draw connections between the original intention of humanity and the life of Jesus*

Materials Needed:

- *1 blank paper per student*
- *1 copy of Appendix B per student*
- *Min. 1 coloured pencil/marker per student*
- *Recording paper*
- *1 Bible with John 14:9, 2 Corinthians 4:4 and Colossians 1:15 bookmarked*
- *1 Bible per 4 students*

Minds On: (Approx 35 min)

Hand out blank paper to each student with markers and pencils available for use. Have students fold the paper in half. On the left half, ask them to draw God, however they picture Him. Remind them that they are not being evaluated on artistic ability, but encourage them to visualize the image they have as best as possible. Give them 3-5 minutes to complete this.

TT#11

When they are done, fold the paper so the picture is inside and put their names on the outside and collect them; set the pictures aside.

Action: (Approx 35 min)

Think/Pair/Share the question: Do you think Jesus was normal? Why or why not? TT#7

Leader's note: Some will respond with either Yes or No. Here are some possible reasons:

NO

- *He was the Son of God*
- *He performed miracles that normal people do not*
- *He said things that normal people don't say.*
- *He was totally unique, unlike any human being, so how could that possibly be considered normal.*

YES

- *He was totally human.*
- *He had to eat, sleep, etc.*
- *He had human emotions.*
- *He lived a regular, human life so He certainly was normal.*
- *If "normal" is the standard for what a human is supposed to be like or what human beings were originally created to be, then Jesus is the most normal human being who ever lived (other than pre-fall Adam and Eve).*

Leader's note:

Ask: In the last lesson, what were the key insights we learned together? Have a volunteer write down the responses on the recording paper. (Leader's note: If the group did not do Lesson 1 of this module, then summarize for them.)

- *We were made in the image of God.*
- *When Adam and Eve sinned, it distorted the image of God in people.*
- *Our cultural mandate is to oversee and take care of creation and everything around us, like God.*

Prompt: Since Jesus never sinned, the mirror for Him never cracked so He is perfectly in the image of God like we were meant to be. Paul mentions this to the Corinthians and the Colossians.

Have 3 volunteers read one of the following passages: 2 Corinthians 4:4, Colossians 1:15, John 14:9. **TT# 12**
Hand out Appendix B and 3 coloured pencils (they don't have to be matching colours) to each student. With one colour, circle all the ruling words and with another colour, all the serving words. Use a third colour to identify "image of God" type words. Students may work alone or with a partner if they wish.

After 3 minutes, gather them into the large group. Have students offer their answers and have a volunteer write them on a whiteboard.

Leader's note: Possible answers can include: **TT# 13**

Ruling words: *thrones, powers, rulers, authorities, head, supremacy, exalted, highest place, name above all names, bow, Lord.*

- **Serving words:** *reconcile, making peace, shed blood, nothing, servant, humbled, obedient*
- **Image of God words:** *image of the invisible God, God was pleased to have all his fullness dwell in him, very nature of God, equality with God*

Prompt: We can see from these two passages that Jesus is the image of God, and how He demonstrates that in His ruling and serving. Let us look at some specific examples from the life of Jesus and how He displayed the image of God by using His power to serve.

Divide the group into 4 smaller groups by numbering students off 1-4. **TT# 8**
Give one of the following stories to each group:

1. *Matthew 8:23-27 (Calming the Storm)*
2. *Mark 2:1-12 (Healing and Forgiving Paralyzed Man)*
3. *Luke 4:31-32 (Teaching with Authority)*
4. *John 6:1-15 (Feeding 5000)*

Each group is to answer the following questions:

5. *How does Jesus display His position as king?*
6. *How does Jesus display His position as servant?*

Have a representative from each group come and write their answers on the whiteboard or chart paper.
Prompt: Jesus was always using His power to serve people, not to make Himself important or to make His life easier at the expense of others.

Consolidate/Debrief: (Approx 10 min)

Hand back the pictures they drew at the beginning. Have students open their pages and on the right half, draw a new picture of how they see God based on their discoveries of Jesus as king and servant.

Prompt: Jesus helps us to see God more clearly and more accurately. After this lesson, maybe you've noticed some changes already in how you see God. It's my prayer that, as you continue to know Jesus, you'll see God as He is clearer every day.

Module 2: Discover the Image of God

Lesson 3: The Image of God in Us



Spiritual Aims:

Hopefully students will...

- *see the image of God in themselves*

Lesson Objectives:

Students will...

- *Explore their own gifting and talents*
- *Choose one skill/talent of theirs that they would like to glorify God with and think of a way to utilize it in their current church family*
- *Plan to share their goal with a mentor*

Materials Needed:

- *1 copy of pg. 3 of Appendix C (MISurvey.pdf) per student*
- *Min 1 pen/pencil per student*
- *Multiple Intelligence Video (<https://www.youtube.com/watch?v=cf6lqfNTmaM>) with video equipment TT#14*
- *1 copy of Appendix D (Multiple Intelligence signs)*
- *8 pieces of chart paper at the front, each with a Multiple Intelligence title at the top*
- *1 copy of Appendix E (Voting Line Questions)*
- *1 Bible with 1 Corinthians 12:12-14 bookmarked*

Pre-lesson Preparation:


- *Review what Multiple Intelligence is at <http://www.lauracandler.com/strategies/multipleintelligences.php> and how to properly use the MISurvey.*
- *Go to <http://www.edutopia.org/multiple-intelligences-assessment> and take the short quiz. Also, take the MISurvey.pdf assessment yourself, to familiarize yourself with the instrument and to determine your own intelligences.*
- *Check with your church's staff and other key volunteers about places that students can volunteer to serve within the church community (e.g. worship team, teaching Sunday school to children, dance or drama, creating the slides for the service, designing bulletin covers, helping count the offering, helping maintain the gardens/landscaping around the building). Compile a list of such opportunities and contact people. You can have one or two ministry leaders come by at the end of your lesson to connect with students. Ministry leaders can also choose to make a short video inviting students to be involved.*
- *Place signs for the multiple intelligences around the room before students arrive.*

Minds On (Approx 10 min)

Voting Line using Multiple Intelligence questions. For this activity you will be using Appendix E. These are all the questions from the online assessment in the pre-lesson prep section. You may not have time to do all of them. In order to make sure that you ask at least one question per intelligence (as listed in the second half of Appendix E).

When I say go, we are all going to stand up along a line from, “that is so totally me” or “I do that all the time” on this side of the room to, “that is not me at all” or “I never do that” on this side of the room and you can stand anywhere in between.

I will ask a series of similar questions and you will find your spot along the line.

Does anyone have a question? (If so, answer them)  Go!

Action: (Approx 30 min)

In our last lesson we looked at how Jesus demonstrated what living out the image of God could look like. He was sinless because of his total obedience, and so He could do that perfectly. We cannot do as perfect a job, but we actually do live out being in God’s image all the time. We all have gifts and talents. This is part of how God made us and we can use these talents to serve others and to live out the cultural mandate (our first command as humans to rule and take care of our world).


There are many different ways of looking at gifting, talents or personalities. We are going to use the framework of multiple intelligences.

Show the Multiple Intelligence video.

Distribute page 3 of Appendix C to students. Read the instructions on the page together. Remind students that this is not a test and there are no right or wrong answers. Allow time to go through the assessment. When it appears that some are finishing, ask who needs more time. Based on the number of hands that go up, give a few more minutes if necessary.

Leader’s Note: If you feel your group would be better going through the questions one at a time lead by you, then do that. If you feel your group members are independent enough to work on their own, then let them. If they are working on their own, do circulate around the space checking on students’ progress and being available if they have questions or need clarification.

As students are finishing, invite them to put their name on the chart paper under their top 3 intelligences. Have a student read 1 Corinthians 12:12-14.

 **Prompt:** The Apostle Paul uses the picture of a body to describe how as a group of people we use our talents and gifts to benefit each other. Looking at how, as a group, we have more intelligences covered than any one individual, I see that as a group we more clearly reflect the image of God. There is a more complete picture of who God is.

Have students gather with one of the intelligences they believe they are strong in. People usually have more than one intelligence that they are strong in. If you find that you only have one student at an intelligence, they may join a group that they also feel they are strong in. In those groups they are to discuss the following questions:

What are some things you enjoy doing or are good at that suggest you have this particular intelligence?
How might God reveal Himself to you through that intelligence?


How might using this talent fulfill the cultural mandate (using power to serve) in the world? How might you reveal God through this intelligence?

How might you use this talent in church to serve?

After students have talked about this in their groups, have someone from each group share some answers to questions 3 and 4 with the whole group. This is important as most people actually have more than one intelligence.

Consolidate/Debrief: (Approx 20 min)

Provide each group with the applicable ministries available in your church to serve, including contact information. If those ministry leaders are present, ask them to explain more to the applicable group of how that ministry works, and how they can be involved. If there isn't a ministry currently established using that intelligence, ask them to brainstorm what could be done, and be willing to help direct them to the appropriate church member to start it up.

 **Prompt:** In the last 3 lessons, we've explored the image of God, how Jesus helps us to see God more clearly and accurately, and how together, we help one another and others understand who God is through service. It's my prayer that you will continue to reflect the image of God as you know Jesus better, and that you serve according to your strengths, gifts and abilities.

APPENDIX A

Image of God

Music and Lyrics by Elaine Vanderwerf ©1997

Verse 1:

Looking at a starry sky We often feel quite small
We marvel at your greatness
How you somehow made it all
We can see your tender care In the falling of the rain
All around we see your power
All creation speaks your name

Pre -Chorus:

In all of creation there is only one place
Where if we look we truly see Your face

Chorus:

We are made in your image, Oh God
Just lower than the angels
You've proclaimed us "very good"
Like the moon reflects the light of the sun
With unveiled faces we reflect the Holy One
We are made in the image of God

Verse 2:

The mighty, rolling ocean
Can depict your depthless love
When the sun nears the horizon
And our eyes are drawn above
You paint the clouds in colours
That continue to amaze
All around we see your glory
And it fills our hearts with praise

Bridge:

Now we see but a poor reflection
The mirror has been shattered by our sin
Breathe new life into this dust
Restore us once again
Transform us to your likeness more and more

Chorus:

We are made in your image, Oh God
Just lower than the angels
You've proclaimed us "very good"
Like the moon reflects the light of the sun
With unveiled faces we reflect the Holy One
Like the moon reflects the light of the sun
With unveiled faces we reflect the Holy One
We are made in the image of God

APPENDIX B

Colossians 1:15-20 (NIV)

The Son is the image of the invisible God, the firstborn over all creation. For in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him. He is before all things, and in him all things hold together. And he is the head of the body, the church; he is the beginning and the firstborn from among the dead, so that in everything he might have the supremacy. For God was pleased to have all his fullness dwell in him, and through him to reconcile to himself all things, whether things on earth or things in heaven, by making peace through his blood, shed on the cross.

Philippians 2:5-11 (NIV)

In your relationships with one another, have the same mindset as Christ Jesus: Who, being in very nature God, did not consider equality with God something to be used to his own advantage; rather, he made himself nothing by taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself by becoming obedient to death — even death on a cross! Therefore God exalted him to the highest place and gave him the name that is above every name, that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue acknowledge that Jesus Christ is Lord, to the glory of God the Father.

APPENDIX D

Musical
Spatial
Naturalist
Linguistic
Bodily/Kinesethic
Intrapersonal
Interpersonal
Mathematical/Logical

APPENDIX E

Voting Line Questions

(Taken from <http://www.edutopia.org/multiple-intelligences-assessment>)

Multiple Intelligence Questions

How much time do you spend:

- *Getting lost in a book*
- *Doing crafts or arts projects*
- *Trying to solve mysteries, riddles, or crossword puzzles*
- *Writing a journal or blogging*
- *Reflecting on your life and future*
- *Playing sports*
- *Yearning to spend time with nature*
- *How keen would you be to:*
- *Write a letter, story or poem*
- *Try to build or fix something yourself*
- *Try to think about a problem scientifically*
- *Try an activity for self-improvement*
- *Sing a song*
- *Play a musical instrument*
- *Look after an animal*

When you are in a group, how often do you find yourself:

- *Speaking on behalf of the group*
- *Navigating or reading the map*
- *Taking the role of leader*
- *Acting a role or doing an impression of someone*

How well do these statements describe you:

- *I like to tell stories*
- *I like to try to figure out people*
- *I often set goals for myself, or make specific plans for the future*
- *I like writing songs or creating new music*
- *I enjoy dancing*
- *I like gardening and working with plants*

The statements above are separated into each intelligence below.

Linguistic

- *I like to tell stories*
- *Speaking on behalf of the group*
- *Write a letter, story or poem*
- *Getting lost in a book*
- *Writing a journal or blogging*

Musical

- *I like writing songs or creating new music*
- *Sing a song*
- *Play a musical instrument*

Interpersonal:

- *I like to try to figure out people*
- *Acting a role or doing an impression of someone*

Intrapersonal:

- *I often set goals for myself, or make specific plans for the future*
- *Try an activity for self-improvement*
- *Reflecting on your life and future*

Naturalistic

- *I like gardening and working with plants*
- *Look after an animal*
- *Yearning to spend time with nature*

Visual/Spatial:

- *Navigating or reading the map*
- *Try to build or fix something yourself*
- *Doing crafts or arts projects*

Mathematical/Logical:

- *Try to think about a problem scientifically*
- *Trying to solve mysteries, riddles, or crossword puzzles*
- *Taking the role of leader*

Bodily-Kinesthetic:

- *I enjoy dancing*
- *Playing sports*

Teaching Tips



1. Involve others in the information gathering (like writing answers on a chart paper). This helps to give ownership to other students or leaders in the activity even though it may be outside their comfort zone. Use your discernment in situations where you may be the best person to do this (instead of “forcing” someone else to participate).
2. When separating into groups, be as specific as you can. While some instructions suggest separating students into groups of 3-4, choose an optimal number and have an exception. (e.g. If you have 29 students, you can suggest students gather in groups of 3 and, knowing there are 2 extra people, have 2 groups adopt each of the extra students.)
3. When recording answers from others, if you feel a revision needs to be made, rephrase it and ask the person if that’s acceptable. (e.g. If the answer offered is “to pray” but you’re writing down items instead of actions, you can ask, “Can I write ‘prayer?’”)
4. Dividing students into groups can be a chaotic moment where misbehaviour typically occur. There may be moments you allow students to form their own groups (usually with friends they know). Other times, it’s best for you as the facilitator to organize the groups. This could include:
 - a. Clustering them by proximity.
 - b. “Randomly” grouping them based on common features. e.g. Have them line up based on birthdates and then cluster them.
 - c. Before your meeting, assign who will be in which group (while being prepared to include any visitors to those assignments).
5. While smaller groups are doing an activity, circulate and listen to their discussions without intervening.
6. When a student shares a word their group did not understand, invite students from other groups to volunteer to explain. This can allow the students to teach each other.
7. Think/Pair/Share is a common tool to help students process a question together. The instruction to repeat their partners’ answers allows for them to participate without the anxiety of giving their own opinions to a larger group. The following format is standard:
 - a. When I say “go,” you are going to think about your answer to this question: [insert question].
 - b. You are going to find a partner and share with him or her what you have been thinking.
 - c. After [insert number] minutes, I will draw us all back together. Be prepared to share your partner’s answer.
 - d. Any questions? [Allow students to make clarifications, if needed.]
 - e. OK, go!
8. Typically, a small group

between 3 to 5 people is ideal. If you need to, divide students into smaller groups but have the same task for multiple groups. For instance, if the lesson asks you to create 4 small groups but you have 40 people (i.e. it would be 10 per group), make 8 groups and have pairs of groups do the same task separately. If groups are too large, some students will melt into the background and not really participate. If groups are too small, students could become overwhelmed with the task. A good balance will allow everyone to participate and work together to complete the task.

9. When asking a large group a question and you're looking for responses, use the following instructions:
 - a. Think about your answer to this question: [insert question].
 - b. After a minute, I'll ask for volunteers to give their answers. If you're ready to volunteer your answer, raise your hand [or you can give another signal like touch your nose].
10. Side coaching: While students are talking, move from group to group. Listen briefly, and if appropriate, add a small bit of information to help clarify an idea, or answer questions the students might have. Rather than directly answering questions, try to lead students to answer their

own questions, often by asking simpler or clearer versions of their questions. Use this time to get a feel for the mood of the group, the degree to which they understand the material, and how engaged they are.

11. During group work, it is helpful to check how much time they still need (i.e., allow the duration time to be adaptable). When the time allotted is nearing an end, ask who needs more time. If the majority do, then give 2 to 3 more minutes and check back. If only a few do, give 1 minute for them to wrap up.
12. Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.
13. If there are answers still missing, offer them as suggestions and ask students if they agree or disagree.
14. Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested

that you preload the video to avoid showing the commercials at the beginning. As with any media, we suggest that you watch this video ahead of time to ensure it is appropriate for your group. If necessary, skip the video and continue the lesson.

15. "Does anyone have a question?" is worded in such a way that allows for those who did not understand to get clarification of your instructions. Often people will ask, "Does everyone understand?" This is ambiguous because no one can actually answer that without reading the minds of the whole group.
16. If students are answering multiple questions, it's best to either provide a handout with the questions or display/project them for everyone to see.
17. Mind Map is a teaching tool where you record and direct conversation by choosing which points to highlight and explore more explicitly. You can record ideas with point form, or pictures, or one word. Go to http://www.eworkshop.on.ca/edu/pdf/Mod36_coop_placemat.pdf to see how you can draw a mind map and direct conversation.
18. "Wait time" is important to allow students to time to think. Don't be afraid of some silence, and don't be afraid of the natural ebb and flow of a discussion. If a student presents an answer that is almost correct or almost at the point you want

then say something like “I like what you said about can you expand on that.” If they are not getting to the realizations you are hoping for then prompt them with further questions like “We believe God is all powerful—who is stronger than God? Is the media stronger than God? If the media pokes fun at Christians, does that mean that what they say about us is true? Who defines us? Are media stereotypes about different people groups true?”

19. Name these groups in some creative way. For example, by Gospels (Matthew group, Mark group, Luke group, John group), colours (Red group, Blue group), etc. Having the students begin in their home groups will help later with the multiple transitions that the students will be making.
20. Inviting each student to write comments allows every student to participate in an equal way and all at the same time. However, choose confident students (volunteers are best) to summarize as they are being asked to perform in front of their peers.
21. Jigsaw involves splitting the large group into home groups, which then regroup into expert groups. A home group will have a representative in each expert group. The easiest method for dividing a group for Jigsaw is to use a deck of playing cards. If your group has fewer than 6 students, your whole group will

act as the home group and you only then need to divide your group into 3. If you have more than 24 people, you may want to split your expert groups in half to make the room more manageable (e.g., all hearts with odd numbers form one group).

22. Transition times are when students get off topic or get distracted. Giving clear instructions and a length of time for the transition is a good way to simplify the process. If you naturally give a short break in the class this would be an excellent time to do so. Instruct the students to come back and sit in their home groups. (e.g. for Module 4, Lesson 4: “Thank you class, I heard some really great discussions happening and am impressed with how well you tackled a difficult subject. Now we need to go back to our home groups (Matthew, Mark, Luke and John) and share our newfound expertise. Let’s take one minute and organize ourselves back into our home groups. When you do so, begin with situation 1 and that person may share for a few minutes and then move to situation 2 and so on...”)
23. When transitioning from one activity to another, clear instructions are crucial. e.g. “Everyone sit where you are, and turn and face me. We are going to transition now to our group work. I will give you the instructions and divide you into your groups and after you have your instructions, we will

move.”

24. This can happen naturally; however, if you know of certain students who derail, or distract each other than you may want to arrange the pairings so that you can avoid distractions.
25. Project the verse on a screen to allow visual students the opportunity to see it.
26. You might want to predetermine where the groups work. Alternatively, you may allow the students to find their own places to work. Choose what works best for your students.
27. Use a time countdown to keep students on task as well as to prepare for a transition to another part of the activity. e.g., Call out “We have 5 minutes left.”
28. Whenever you serve food, ensure you are aware of any food allergies. As a general rule, ensure your food is nut-free.
29. There are multiple ways to check for understanding. Two common ways are: 1. Ask whether they have any questions; and 2. Have them repeat the instructions back.
30. You may want to physically demonstrate the logistics of an activity as you’re giving instructions.
31. You and your leaders should also be familiar with your

church's child protection policy and what the law requires in terms of reporting allegations of abuse.

32. It's great to have students ask questions. At times, those questions may sidetrack the conversation. Use your discretion to prayerfully decide whether to continue that discussion. At times, it may

be the Holy Spirit leading the conversation to something specific he wants them to see. At other times, it may be a distraction from where God was leading in the first place, in which case you could discreetly postpone the discussion for another time. For example, say, "That's a great question that we should take a look at later on [tonight, next week, etc.]"

33. If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (of either a specific action they were going to take or a key verse they studied) is a great way to help them remember the lesson.