



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).

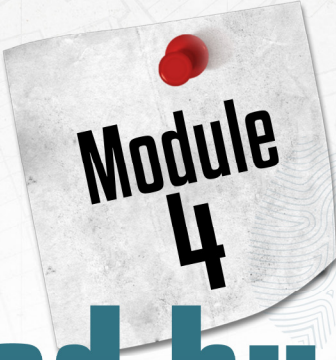
We will give you the URLs of the videos so you can screen them. You may choose to download those clips, because other content like YouTube sidebars cannot be controlled or to remove the dependency for an online connection at the time of the lesson. However, due to copyright laws, we're not able to include 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

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DISCOVER



Module 4

Discovered by Others

How are Christians perceived by non-Christians and how does this influence our identities as Christians?

The goal of this module is for students to remain confident in their own identity in Christ, created, loved and saved by God despite the perceptions of non-believers around them about what it means to be Christian.

- ▶ In **lesson 1, Stereotypes, Recognize Them for What They Are.**
Students will refine their perception of their identity in Christ by recognizing stereotypes and separating themselves from those stereotypes.
- ▶ In **lesson 2, Expect to be Disliked.**
Recognize that God warns us that the world will reject those who believe in Christ. Knowing this prepares us as believers for insight and discernment in shaping our identity in Christ.
- ▶ In **lesson 3, God has a Plan for all his People.**
Developing an understanding of how God uses His chosen people to achieve His purposes despite how people may be viewed by the world's definition of success. Our identity in Christ means that we may reject the human definitions of successful.
- ▶ In **lesson 4, What Should Our Response Be?**
Students will solidify their identity in Christ as being inseparable from our responses to all others including non-Christians around us.



Module 4: Discover by others

Lesson 1: Stereotypes, Recognize Them for What They Are

Spiritual Aims:

Hopefully students will be able to ...

- recognize that society/media form stereotypes, and the existence of such stereotypes about Christians
- separate their own identity as Christians from the stereotypes
- be confident in their own identity in Christ despite the stereotypes in the media.

Materials Needed:

- Min. 1 Bible per 4 students
- 2 large chart paper, markers, tape
- 1 package of sticky notes and markers per 4 students
- 1 copy of Appendix A per student
- optional: 1 copy of Appendix C per student
- 1 Bible with Romans 8:31-35 bookmarked

Lesson Objectives:

Students will be able to...

- identify at least three stereotypes of Christians in our culture
- identify at least three ways that they are different from the stereotypes
- be able to verbalize their own identity in Christ as being different from the stereotypes

Pre-lesson preparation:


- Decide on the four fictional characters you will use and make a large label for each corner of the room. Label #1: Disney Princess, #2: Zombie, #3: Villain, #4: Superhero
- Draw a portrait shape on one chart paper and affix to the wall of the classroom

Leader's Note: You may change the stereotypes to fit your class demographics, but use fictional characters so as not to offend or perpetuate racial stereotypes (e.g. use "anime character, vampire, werewolf"). Avoid employment stereotypes like firemen, doctors, lawyers as their parents might have these jobs and again you are in danger of offending.

Minds On (approx. 10 min.)

This “Minds On” will prepare students to describe how the society/media creates and perpetuates stereotypes.

Four Corners Activity, “Vote with your Feet.”

 **Prompt:** In this activity, you’ll be voting with your feet. Notice the 4 characters in each corner.

Leader’s Note: Do not use the word “stereotype.”

I will be reading a list of characteristics.


Once you think you know which character I’m referring to, walk to that corner.

When I complete the list, everyone needs to choose one character they believe I’m referring to.

Be prepared to give a reason for your choice to the large group.

Does anyone have any questions?

Choose one of the list of characters from Appendix B and begin to read. Students will move to their chosen corner. When the list is finished or when everyone has voted, choose 2-3 students to share why they made that choice. Repeat for the other characters.


Ask the large group: How did you know that I was describing [choose one of the characters]? 

Leader’s note: Again, do not use the word “stereotype”; allow the class to discuss until they come up with the word themselves.


When the students get to the word “stereotypes,” ask the large group for a definition. Then offer the following definition: an oversimplified and generalized idea of a type of person or thing.

Leader’s Note: While discussing stereotypes the students may be congregated in one area of the room. This is OK for now, as you transition to your “Action” by having the students sit again as they usually would in the room.

Action (approx. 20 min.)

 **Prompt:** Who creates and perpetuates stereotypes? (If they can’t think of an answer, focus their thoughts towards how they learned about princess, super-hero, zombie...)

Leader’s note: The answer you want to get to is that society/media creates and perpetuates stereotypes in order to tell stories. Stereotypes are used as a way to have an audience assume many things so that the author does not have to spend a lot of time telling us things about a character or a person. This is one way authors tell stories.

 **Prompt:** Today we are going to look at how the same media that creates stereotypes about fictional characters also creates stereotypes about real people, and creates a stereotype about Christians that appear in the things we see on TV, read in books, and hear said about Christians.


Think/pair: Have students pick a partner. Hand out the stack of sticky notes to each pair and have them write down on the sticky notes (one characteristic per note) what they have seen or heard as the stereotype of Christians on any TV shows or movies, in books, or heard in school, etc. Emphasize that these descriptions do not have to be positive or even true. As long as they have seen Christians depicted in this way. Possible answers may include: silly, nice, honest, unrealistic, cult-like, judgemental, intolerant, naïve, kind, ignorant, stupid, quote Scripture at strangers, preachy, etc.

Share: After 3 minutes, have each group present their answers with one person reading each note and the other person placing it on the poster paper portrait (drawn earlier). They can overlap similar characteristics together on the poster paper.

Leader's note: It is not necessary to agree or disagree with any of the descriptive words they come up with.

Leaders note: If you have a large group, you may want to use the marker during the process to draw sections onto the profile (or have several copies of the profile) so that they can categorize the sticky notes. They can also place words that are the same in these areas.


As a large group, ask them to determine which categories can be considered hurtful and negative. Afterwards,

ask the large group: 

Are these words true?

How do you feel when you are faced with these media stereotypes? (e.g. How do you feel as a Christian when you see Christians being portrayed as “stupid and silly” in sitcoms?)

Distribute a copy of Appendix C and pen to each student. (Leader's note: An alternative is to have Appendix C enlarged so they can complete the fill-in-the-blanks together when the passage is read.) Have five volunteers each read one verse from Romans 8:31 – 35. As the passage is read, students can complete the fill-in-the-blanks.

On a piece of chart paper, draw a circle in the middle and write “that if He is for us, who can be against us?” You will use Mind Map for this section. 

Ask the large group: Does it make a difference to hear God say, “that if He is for us, who can be against us?” Allow at least 5 minutes of discussions.

Possible answers (allow the students to come up with these answers; don't feed them the responses):


If God is for us it doesn't matter what stereotypes are being portrayed.

- God loved us so much that he died for us so even if we are made fun of, we are still secure in His salvation and in his love.

- No one (including media) can condemn us, only Christ defines us.



Consolidate/Debrief (approx. 7-10 min.)


 **Prompt:** It can be quite disheartening to watch movies, TV shows, read books and see ourselves as Christians depicted in negative stereotypes. This can have a detrimental effect on our identity as believers, and make

us not want to be associated with these negative stereotypes. If you are not yet a believer in Christ, then perhaps these stereotypes of Christianity are proving difficult for you to overcome. You may not want to be associated with these stereotypes.

Distribute a copy of Appendix A to each student. Review the categories of characteristics from the sticky notes. Ask students to write down whether that category is applicable to them in the appropriate section. Leader's note: They do not have to use every word, but each student should have at least three words from the stereotype that they identify as not true about themselves.

Leader's note: For students who are not yet believers, they may change their poster to say "If I was a Christian I would be...." It is important not to single out students and cause embarrassment. Tread lightly in how you handle this. You may know in advance that certain students are not believers, and may quietly suggest they can change their own poster.

Optional Ending: At this point you can extend the lesson by having volunteers present their own answers to the class.

 **Prompt:** You don't have to believe everything that people say about Christians. You can choose whether to embrace or reject those ideas. It's my prayer that you allow Jesus to tell you who you really are as a Christian, not what others say.

Module 4: Discover by others

Lesson 2: Expect to be Disliked.

Spiritual Aims:

Hopefully students will be able to ...

- *recognize that God warns us to be prepared for the world to hate us*
- *have a plan in place that allows them to remain strong in their identity in Christ despite the world “hating” them*
- *develop a discerning spirit in dealing with situations that challenge our faith and identity in Christ as they deal with a hostile world.*

Lesson Objectives:

Students will be able to...

- *think about and prepare four ways they will manage rejection from the world*
- *think about situations where they will distance or remove themselves from situations where they may be “hated,” and situations where they need additional help or advice in facing certain situations.*
- *verbalize their confidence in their identity in Christ despite rejection.*

Pre-lesson preparation:

- *Decide on the four names for your home groups, and make labels large enough for the students for the home tables.*
- *If you want to organize your home groups, you should write student names on a sheet of paper for table groupings.*
- *Have the 2 poster papers set up in the room before students arrive. Do not post the scenarios (Appendix F) yet. It is important that more than one student be able to write at once, and that students are instructed to write and comment on each other’s responses. Place your poster paper in an area that will accommodate this. Usually many students will end up congregated near the graffiti wall during this activity.*
- *Photocopies of Appendix D already divided.*

Materials Needed:

- *Min. 1 Bible per 4 students*
- *Labels for “home groups” based on the names you have chosen for each group*
- *1 copy of Appendix D per 4 students*
- *optional: 1 copy of Appendix E per student (based on the “Consolidate” section)*
- *2 large poster paper for the graffiti board (one for each scenario)*
- *1 pen/pencil per student*
- *1 marker per student*
- *1 Bible with Genesis 12:3, John 15:18-19 bookmarked*
- *1 copy of Appendix F (or a projection of each scenario)*

Minds On (approx. 7-10 minutes)

This “Minds On” will prepare students to describe how being prepared for events can influence how we will react to unpleasant situations.

In preparation for your Action activity have the students sit in “home groups” with four people in each group (if your numbers are uneven just have 1-3 groups of five).

TT# 19

Graffiti Board Activity

A graffiti board is a teaching tool used for a discussion. Students will be writing, on poster paper, any thoughts that come to mind based off of the topic at hand. After the writing on the graffiti board is complete, they will summarize what they see on the board and let that springboard into the discussion.

Read the 2 scenarios (Appendix F).

- 1. Post on the wall a chart paper for each scenario.**
- 2. Post the description of Scenario A and Scenario B (from Appendix F) on the wall near each chart paper.**
- 3. Give each student a marker.**
- 4. Invite each student to write at least one comment and one question for each specific scenario.**
- 5. Tell students they can write their own response to the question they pose themselves, as well as respond to questions and ideas that other students have written – they can add a line connecting from one comment to another.**
- 6. Allow time for students to write their responses, and move from one graffiti poster to the other and back again if they have more comments or want to answer another question.**
- 7. After 5 minutes invite the students to sit back in their home groups and ask two students to summarize what is written on the poster paper.**

TT# 20

Possible answers on the graffiti board are:

Scenario A

- *could lose our ability to communicate and so would not really know what is going on*
- *don't have much food in our home, and so after a short time we would have to find some food*
- *don't have any candles, or batteries for light*
- *don't have any bottled water so we might get thirsty*
- *might not have any way to cook our food*
- *without electricity our food spoiled*

Scenario B.

- *We had already shopped and had lots of water and food in our home*
- *We had a battery-operated radio and could hear what was happening*
- *We had bought a generator and so we could power our home with electricity*
- *We had lots of candles and batteries for light*
- *We had wood and could light a fire in our fireplace*
- *We had propane and could use our BBQ to cook food*

Ask the students what the major change is from situation 1 to situation 2. It is important to identify with the

students that the major change and the reason why in situation B everyone was much more able to cope was that they were prepared.

TT# 9

Prompt: When we are prepared to face a situation we have more choices in our response, we can be ready, and have more confidence in what we do and how we react.

Action (approx. 20 min.)

This is a discussion leading to the Jigsaw activity.

1. Have two students read **John 15:18-19**.
2. Ask students: “Who is ‘the world?’ (You want to get the answer that “some people in the world, not any particular people group or age group.”)
3. Ask the group to brainstorm what it means to be hated (other words you can offer are bullied, made fun of, etc.). Have a volunteer write down the responses. (Possible answers: don’t get invited to parties, made fun of, called silly names, etc.)

Prompt: We can’t change the fact that some people in the world will hate us. Christ told us that this will happen. This could shake our identity as followers of Christ. However, being prepared to face difficult situations enables us to choose our response, and to keep our confidence in who we are in Christ. We are going to look at four ways we can be prepared to face this challenging situation and each of you will become an expert in one response and share your answers with your home group.

Jigsaw Activity **TT# 21**

If they aren’t already, have students sit in their home groups.

1. Give each student in their home groups a number from 1-4 (if there is a 5th person, give them a random number between 1-4).
2. Have the students group together based on their number. For example, 1s will be in a group altogether, 2s altogether, 3s altogether and 4s altogether. These are the expert groups.
3. Hand out appropriate portions of Appendix D. Each group has 7 minutes to prepare their answers. Each member should be ready to share their expert group’s answers.
4. After the expert groups are done, have students return to their home groups (refer to their home group names).
5. Give each student in the home group the opportunity to present their findings to their home group. This should take about 10 minutes, allowing each person to speak for about 2 minutes.

TT# 10

TT# 23

Consolidate/Debrief (7-10 approx. min.)

Leader's note: You may have to take some time to explain the meaning of “curse” in the context of this Bible verse.

Have a student read Genesis 12:3.

Ask the students the following questions and elicit answers from your students.

1. Describe how you feel knowing that Christ warned us that we as Christians would be hated.
2. Describe how you feel reading Genesis 12:3.
3. How does this give you confidence knowing “God is on your side and defending you?”
4. How does today's discussion affect how you view yourself as a child of God?

Leader's note: This discussion can be longer or shorter depending on your time. Your goal is to get students to verbalize a strengthening or solidification of their identity in Christ despite being hated or rejected by the world. You may want to have several volunteers share, or you could ask each student to answer at least one question verbally.

Optional Task: Exit Tickets

Leader's note: You can make this activity both a verbal and a written activity using an “Exit Ticket.” See Appendix E for the format. Exit tickets are a great way to get to know your students.

You can also take some time to have students fill in the blanks on the verse from Genesis and use the exit ticket (Appendix E). This will help the students to remember the verse. Collect the exit tickets on the way out the door, read them and put comments on them. Or, just a check mark and return them to the students at your next event.

Close in prayer.



Module 4: Discover by others

Lesson 3: God Has a Plan for all His People.

Spiritual Aims:

Hopefully students will be able to ...

- identify that God's definition of success is different from the world's.
- develop a strong identity in Christ, recognizing that God uniquely creates and blesses and provides experiences for His purposes
- gain confidence from their relationship with Christ instead of any worldly definition of success

Materials Needed:

- Min. 1 Bible per 4 students
- 1 copy of Appendix G per 3 students
- 1 copy of Appendix H per student
- Min. 1 pen/pencil per student
- Coloured pens or pencils enough for each group of three to share
- 1 Bible with Jeremiah 29:11, Psalm 139:13 and 1 Samuel 16:7b bookmarked.

Lesson Objectives:

Students will be able to...

- examine adjectives used to define success and values associated with them
- recognize three Bible people created and used by God for His purposes
- recognize themselves as being uniquely created by God

Pre-lesson preparation:

- **Group preparation:** You may choose to pre-determine your group members and may choose to name your groups. Naming groups can help later when you want to transition to group presentation.
- **Appendix G:** Determine which Bible people each group will be summarizing. You may want to assign each group one man and one woman Bible person.

Minds On (approx. 7 minutes)

This “Minds On” will explore how the world defines success, and how God uses what the world would consider unsuccessful people.

Inside/ Outside circles


Circle A is inside facing outwards, Circle B is outside Circle A and the students stand facing inward. This means that the students are standing facing each other and make partners for this activity. Make sure that there are the same number of students in each circle.

1. **The Outside Circle answers this question first, then the Inside Circle answers afterwards: Give three adjectives that would describe someone who is successful,**
2. **The Inside Circle only moves to the right one space. The Inside Circle answers this question first, then the Outside Circle: Give three adjectives that would describe a way you think you are successful.**
3. **The Outside Circle moves one spot the right. Outside Circle answers first, then Inside Circle: Think of a Christian person you know who has helped you — picture them in your mind. Now give a few adjectives that would describe them.**
4. **The Inside Circle moves one spot to the right. Insider Circle answers first, then Outside Circle: Name someone from the Bible who you like and why you like this person. Use adjectives to describe them.**
5. **Remaining with the same person, each pair will discuss this question: Why do you think that adjectives used to describe a successful person with your 1st partner and the adjectives used to describe your favourite Bible person were different?**

Leaders Note: If you know that there are people in your youth group who will not know a Bible person, or not know the Bible well enough to pick a Bible person then have the students work in pairs and match newcomers with those who have more knowledge of the Bible.

TT# 23

Action (approx. 20 min.)

 **Prompt:** The Bible has many examples of men and women who were uniquely used by God for His purposes. Many of them might not be who we would consider the most obvious choice for the task at hand, but God created and prepared them for the task He had in mind. Many in the world would not define them as successful people. We are going to take some time to examine who some of these Bible folk are, how the world might perceive them, and how God used them.

Have students get into groups of 2 or 3 with a copy of Appendix G (the student version).

1. **Instruct students that they will be given two examples of Bible people chosen by God to accomplish His purpose.**
2. **After they have chosen a person, have them include the situation and circumstances around this person on Appendix G.**
3. **Lastly, have students write down why we might not think this person God chose would be the 1st choice. (Leader’s note: see the Leader’s Edition example in Appendix G.)**
4. **Each group will have a spokesperson to present the group’s thoughts.**
5. **Each group has 10–12 minutes to formulate their response.**

6. When students are done or time is up, bring the groups back together and have each group present their ideas. You can “add to their findings” and encourage them as they present. You may want to say something like, “well done Group ..., that was excellent thinking, yes God used (e.g. Moses) in a powerful way despite what we might think given that ...(he murdered someone, and fled Egypt).

TT# 26


Leader’s note: Take time to visit each group and check that they are on task and have some ideas. You may want to give some ideas (e.g. Paul hated Christians – chosen by God, Moses was a murderer who fled Egypt, chosen by God to lead His people, Woman at the well was considered a fallen woman, not a leader in the town, chosen by God to bring the good news to her village). Appendix G (leader edition) is available for you to see some examples of Bible heroes and details for each column. Do not give the students the information; simply give some prompts if they are struggling.

TT# 27

Consolidate/Debrief (approx. 10min.)

Leader’s note: This activity is to focus students on the idea that God created and planned each of us for unique and wonderful service and ministry. While we are not able to explore this in an extensive way, we introduce the concept with the students, and remind them of God’s unique plan for their lives. Be sure you ask questions to which every student would have an answer. Trust that the students will run with this, will have unique images and/or words.

Have a student read Jeremiah 29:11, a second student Psalm 139:13 and a third student read 1 Samuel 16:7b.

 **Prompt:** As Christians we live in a constant tension between the world where we have to live, work and study with our identity in Christ which is based on Him uniquely creating and calling us into service. Often we feel unsuccessful in the world, as our values are different, and not good enough for God’s purposes. We have seen in this lesson how God chooses and uses people that the world is surprised by. He chose shepherds, fishermen, a runaway, a Christian hater, and others that might surprise us.

Hand out Appendix H and 1 marker per student.

Encourage students to write a word or two, or draw a little doodle on their unique image (Appendix H) as they answer the following questions. They can be creative using colours, images and words.

Leader’s note: It would be best not to rush through these. Students may have to think before they draw and some won’t want to get behind but also want to focus on their drawing. Let this take as long as it needs to.

Questions for Appendix H

1. Write a word, or draw an image of something you are good at.
2. Write a word, or draw an image of your favourite thing to do.
3. Write a word, or draw an image of a time when you surprised yourself by being good at something you didn’t know you were good at.
4. Write a word, or draw an image of a time God surprised you with an opportunity you never anticipated

would come to you.

5. Write a word, or draw an image of a time you changed your mind about some significant thing in your life.
6. Write a word, or draw an image of a time when you worked hard and accomplished something you thought you could not.
7. Write a word, or draw an image of a good friend.
8. Write a word, or draw an image of a place where you like to hang out.
9. Write a word, or draw an image of a Christian mentor or friend who helped you.
10. Write some words from your favourite Bible verse (it does not need to be perfect).

The students can take their completed image home.

Leader's note: You can make adjustments for your time by increasing your questions, or by removing some of them. You can also make adjustments if you want several students to present their images.

Leader's note. You can use this as image as an "Exit ticket" if you would like to see the final product, and get to know your students, but be sure to return this image to them at your next meeting. You can also take time and make this into a Think/Pair/Share activity by asking students to share their image with a partner explaining some of their words and images

Close in prayer.



Module 4: Discover by others

Lesson 4: What Should Our Response Be?

Spiritual Aims:

Hopefully students will be able to ...

- *be consistent with their identity in Christ and Biblical teachings in spite of how others see them*
- *take the challenge of what the Bible teaches about our reactions to others*
- *reflect on their strengths and weaknesses in reacting to various situations*

Lesson Objectives:

Students will be able to...

- *examine several verses that speak directly to how we as believers should react in specific situations*
- *describe a Christ-like response to various scenarios with at least 5 different words*
- *self-evaluation of strengths and weaknesses in their Christian character*

Pre-lesson preparation:

- *Set up the poster paper for a student or yourself to record the adjectives*
- *Set up your location for the “value line” with the masking tape*
- *Print and cut up Appendix A situations and reaction statements*

Materials Needed:

- *Min. 1 Bible per 4 students*
- *1 copy of Appendix I cut and prepared for the students*
- *Recording paper*
- *1 roll of masking tape (for the “Value Line”)*
- *method to project the following verses: Luke 6:27–36, Luke 9:3–5, Romans 12:20, Mark 12:29–31, 1 Peter 3:9, Philippians 2:3, Matthew 25:34–40, Matthew 10:16, Matthew 7:6–7, Ephesians 4:29–32, Proverbs 24:17, Matthew 7:12, Hebrews 13:2 (e.g. write verses on chart paper and post OR display via LCD projector and laptop)*

Minds On (approx. 10 min.)


This “Minds On” will prepare students to begin thinking about how in every situation we make a series of decisions and then an appropriate reaction. Using Appendix I, mix up the “situations” and the “reaction” statements. Give each student one piece paper. Ask students to mingle amongst themselves until each situation has an appropriate “best fit” reaction. Although several situations and reactions might fit together, there will be a best fit. When they have found the best fit, have them stand together. Once everyone has found their pair, have them share the situation and reaction with the large group.

Leader's Note: If you have less than 20 students, then change the game to a memory game by placing the papers face down and playing like a memory game. You could also divide the group into two and make it a game of speed to see who can complete the game the fastest.

Prompt: Just like in real life situations where there are appropriate reactions to situations that arise, we as Christians also have direction from God about how to react in certain situations. Some instructions in the Bible may be confusing, and it takes discernment on our part to learn to understand these verses. However, our reactions to situations that arise with non-believers are part of our identity in Christ. Our witness must be consistent with our identity. Let us now look at a few of many verses that give us direction and help us to develop insight and discernment in facing situations.

Action (approx. 20 min.)

Think, Pair, Share Activity

Divide the group into pairs. 

Leader's note: In this activity, you will solicit answers from students in between each question. Follow the same pattern for each verse listed below. Choose as many verses as your time allows. Try to choose a variety of verses.

1. Have a student read the passage and project the verse on a screen.
2. Ask the question, and have one person speak 1st, then switch and have the 2nd person speak.
3. After students have been able to share with their partner, elicit people to share some of the adjectives they came up with.
4. Record the adjectives on the recording paper. If the adjective is presented again, add a check mark beside it.

Questions.

1. In what situation do you think this Bible passage is an appropriate reaction?
2. Do you think there are any situations in which this Bible passage might not be an appropriate reaction?
3. Give some adjectives that you think would describe how we are being instructed to react in this verse (e.g. kind, patient, respectful, clever)

Leader's note: Some passages may require a short explanation depending on the average age and maturity level of your students. If you need to explain, do so in minute or less

Leader's note: At the end of the action portion of the lesson you will have reviewed as many as 13 Bible passages, and have come up with several adjectives describing characteristics of our behaviour towards others. You will need this list of adjectives for the consolidation/debrief portion of the lesson.


Leader's note: You can shorten or lengthen your lesson by adding or deleting verses.

Prompt: Now that we have studied several Bible passages, discussed when and where these reactions might be appropriate, and we have recorded adjectives that we think describe how we should react in specific situations, let's look at our own reactions to these adjectives. We are going to evaluate how well we do in our own reactions towards others.

Consolidate/Debrief (7-10 approx. min.)

Value Line Activity:

Leader's note: We all have areas where we are strong and areas we need to work on. A 'Value Line' is a way we can self-evaluate and think about how well we are doing, but not judge how others are doing or compare ourselves to them.

 **Prompt:** God gives instructions about how we are to interact in the world, and maturing as a Christian refines this in us. We know that it is ideal to always be kind and forgiving and discerning, but our behaviours don't always match what we hold as our values. For example, it can be hard to be kind when we feel put down or slighted; it can be difficult to be patient when we are tired, or overworked and then faced with a challenging problem. This activity allows us to evaluate how you think you handle certain kinds of situations.

1. Students will line up along the Value Line.
2. They can move forward or backwards depending on how agree or disagree with the statement. (Designate one end of the line as "mostly agree" and the other as "mostly disagree".) Students can move to any part of the line.
3. Be prepared to share why you evaluated the way you do. If you feel uncomfortable, you can pass.
4. Remind students they are not here to be judged, but for them to evaluate their own reactions.

Leader's note

You may have to physically move and show the students where the value lines are or give a personal example. You can lengthen or shorten your lesson here by eliciting more or fewer responses. You can also add and delete statements to shorten or lengthen your lesson.

Don't worry where the students move. Don't evaluate or judge as there are no right or wrong answers in a self-evaluation. Also note that younger students tend to move in groups, and that is OK. Self-evaluation and consolidation of the lesson material still happens.

You will need to use the adjectives identified by the students in formulating your value statements. Take the adjectives identified most often and insert those adjectives into the statements. Not every group will have an adjective for every verse, but try to elicit at least three per verse.


Value Line Game Statements.

- *We can see that (for example, kindness) is an adjective that came up often as we looked at the Bible passages. Do you agree/disagree with this statement: I am good at showing (kindness) to others around me.*
- *In some passages we see God instructing us to be (example, forgiving). Agree/disagree: It is easy for me to forgive others when I think they have sinned against me.*
- *Being "gracious" is a theme that comes up in several verses. Agree/disagree: It is hard for me to be gracious towards others.*
- *When someone I don't like 'falls' or has a problem, secretly I am happy.*
- *I often think about doing to others as I would want them to do to me.*
- *Sometimes unwholesome talk (e.g. bad words) comes out of my mouth.*
- *I consider myself as shrewd as a snake and as innocent as a dove.*
- *I waste wise words on people who don't believe because I often quote scripture to my friends who I know*

don't believe in the Bible and they ridicule God and His word.

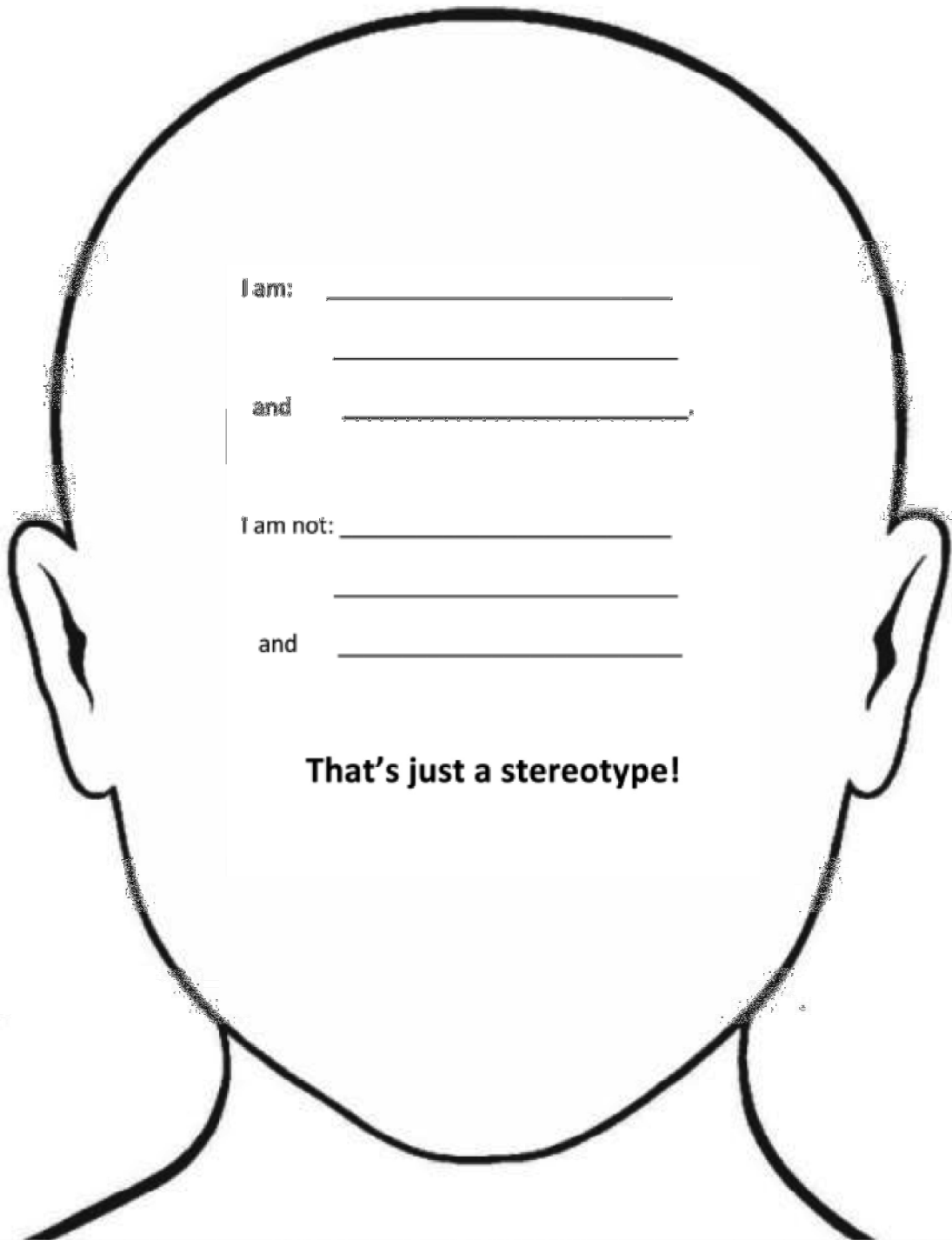
- *I am not respectful of all those around me, especially to my friends who are not Christians.*
- *I can leave things for God to avenge. I don't need to seek revenge on people who have wronged me.*

Ask the students to sit where they are.

 **Prompt:** I am proud of how well all of you did today. We covered a lot of material and did a lot of good thinking. As we mature in our Christian lives we will develop the insight and discernment to react in a way that is consistent with our testimony. In the areas that you personally identified you need to improve, focus your prayer and your attitude and insight. You can also ask a trusted Christian adult to help you figure out how best to handle them.

Close in prayer.

APPENDIX A



APPENDIX B

List of stereotypical characteristics for the Four Corners game

Disney Princess:

strong
honest
kind
smart
sweet
long hair
good singing voice
have animal friends

Superhero:

strong
honest
kind
smart
misunderstood
handsome / beautiful
have a sidekick
always do the right thing

Villain:

strong
genius
funny
power hungry
create elaborate plans
evil

Zombies:

slow
can't open doors
not smart
like brains
missing body parts
gross

APPENDIX C

Romans 8:31-35 New International Version (NIV) ***More Than Conquerors***

³¹ What, then, shall we say in response to these things? If _____ is for us, who can be against us? ³² He who did not spare his own Son, but _____ for us all—how will he not also, along with him, graciously give us all things? ³³ Who will bring any charge against _____ whom God has chosen? It is God who justifies. ³⁴ Who then is the one who condemns? No one. _____ who died—more than that, who was raised to life—is at the right hand of God and is also _____ for us. ³⁵ Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword?

APPENDIX D

GROUP 1: Ways to Prepare (Fellowship together, and have strong Christian friends who will support, love and accept you)

List three ways you think having Christian friends will help you if/when you feel rejected by “the world.”

Describe how having strong Christian friends and fellowship would help you stay strong in your identity as a Christian despite the world hating you.

GROUP 2: Ways to Prepare (Having a strong prayer life, and remaining in the word of God to help you through difficult situations.)

Describe two scenarios where having a strong prayer life would help you face a challenging situation.

Describe how a strong prayer and Bible life would help you stay strong in your identity as a Christian despite the world hating you.

GROUP 3: Ways to Prepare (Choosing to remove yourself, or distance yourself from situations and people where so called “friends” challenge your beliefs.)

List three possible situations where you would choose to remove or distance yourself from people who will “hate on” you.

Describe how choosing to remove yourself, or distance yourself, from situations and people who hate you, would help you stay strong in your identity as a Christian despite the world hating you.

GROUP 4: Ways to Prepare (Talk to Christian parents, pastors, mentors, counsellors who can help you, support you, and give good advice when you face a difficult situation.)

List three situations where you would want to seek out the advice or counselling of a Christian adult to face a challenging situation where you feel rejected because of your faith.

Describe how talking to Christian parents, pastors, mentors, or counsellors, would help you stay strong in your identity as a Christian despite the world hating you.

APPENDIX E

Exit Ticket

Fill in the blanks from Genesis 12:3 New International Version (NIV)

I will _____ those who _____ you,
and whoever _____ you I will _____;
and all peoples on earth
will be blessed through you.”

Write a few words to answer each of the following - (it can be point form)

1. Describe how you feel knowing that Christ warned us that we as Christians would be hated.
2. Describe how you feel reading Genesis 12:3. Does this give you confidence knowing God is on your side and defending you and why?
3. How does today's discussion affect how you view yourself as a child of God?

APPENDIX F

Scenario A

There is suddenly a bad ice storm. You did not have any warning and no time to prepare in advance. There is enough snow already that the ice on top makes it difficult to get around. It is so cold and the weather so poor that school is cancelled and the police have asked everyone to stay indoors. Some people will lose their electricity and water.

Scenario B

You have warning that there is going to be an ice storm in one week. You cannot stop the storm from coming but you can prepare for it. It is a bad ice storm; there is enough snow already that the ice on top makes it difficult to leave the home. It is so cold and the weather is so poor that school is cancelled and the police have asked everyone to stay indoors. Some people will lose their electricity and water.

APPENDIX G

Appendix G – Graphic Organizer (student version)

Name of Bible person/s	What this person accomplished	Why this is a surprising choice
<p><i>Shepherds in the field</i></p>	<ul style="list-style-type: none"> - received the heavenly announcement of the birth of the Messiah -had the incredible opportunity to meet the baby who would be Saviour -their role is recorded in the Bible and read by millions of believers down through the generations 	<ul style="list-style-type: none"> - not popular or famous didn't have huge groups who would hear them - spent all their time in fields away from people and towns with their sheep -considered amongst the lowest part of society - were not rulers who could make some kind of formal announcement or declaration -were not rich and so could not have a big celebration and party

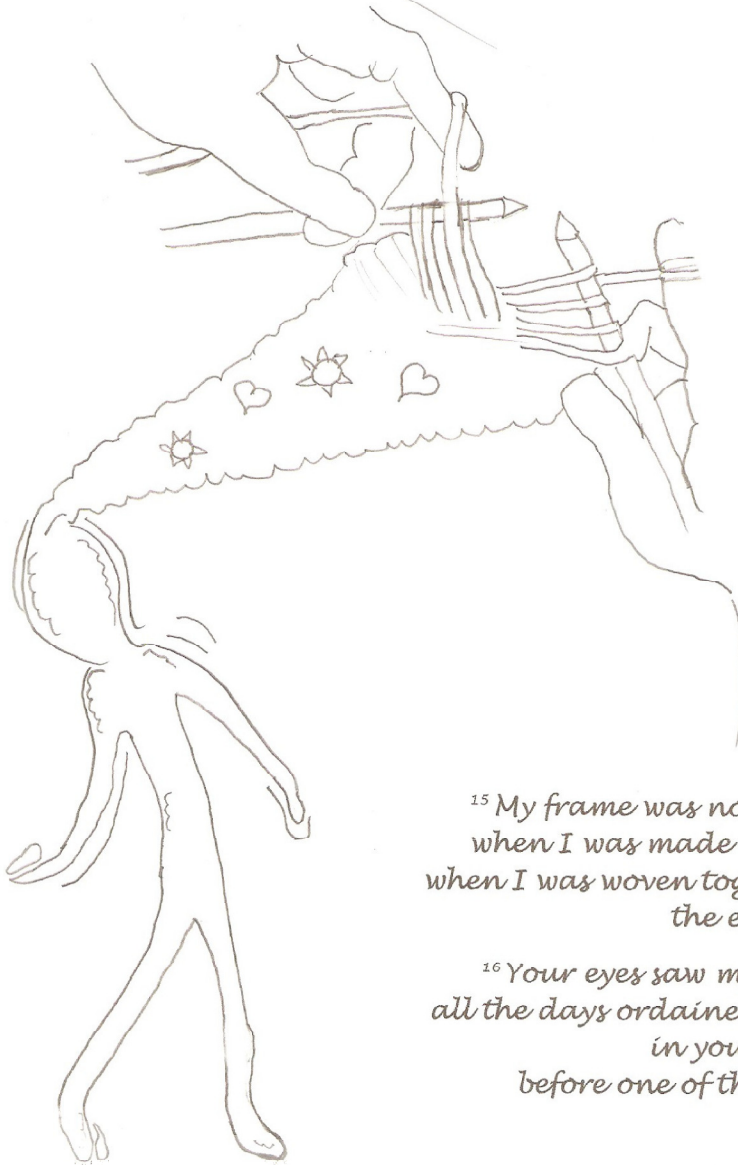
Graphic Organizer Appendix G (leader's edition)

Name of Bible person/s	What this person accomplished	Why this is a surprising choice
Shepherds in the field	<ul style="list-style-type: none"> - received the heavenly announcement of the birth of the Messiah -had the incredible opportunity to meet the baby who would be Saviour -their role is recorded in the Bible and read by millions of believers down through the generations 	<ul style="list-style-type: none"> - not popular or famous, didn't have huge groups who would hear them - spent all their time in fields, away from people and towns, with their sheep -considered amongst the lowest part of society - were not rulers who could make some kind of formal announcement or declaration -were not rich and so could not have a big celebration and party
Paul (Saul)	<ul style="list-style-type: none"> -penned what became 13 or 14 books of the Bible -took gospel to countless Gentiles on 3 missionary trips -founded several churches 	<ul style="list-style-type: none"> -hated Christians - Spent years finding and persecuting Christians -was not a disciple of Jesus -was a witness to the stoning of Stephen the first recorded Christian martyr in the New Testament.
Esther	<ul style="list-style-type: none"> -became queen of Persia -braved death and took her request to the King -saved the Jewish people 	<ul style="list-style-type: none"> -was an orphan girl -was a woman in a man's world -hid her Jewish identity -was sentenced to death by a decree she could do nothing to stop
Moses	<ul style="list-style-type: none"> -performed many miracles in Egypt -lead the Hebrew people out of slavery and out of Egypt -performed miracles including parting the Red Sea as he lead his people in the wilderness -was blessed by God, had a close relationship with God 	<ul style="list-style-type: none"> up Egyptian rather than Hebrew

<p>Samaritan Woman at the well</p>	<ul style="list-style-type: none"> - met and talked personally with Jesus -brought salvation to her village -she is recorded in the Bible and studied by countless people throughout history 	<ul style="list-style-type: none"> -was a “fallen woman” -was living with a 5th man who not her husband -was Samaritan/not Hebrew - was an outcast and considered immoral by all those around her
<p>Zacchaeus Tax Collector</p>	<ul style="list-style-type: none"> -repented and brought salvation to his household -had the privilege of eating with Jesus -is recorded as a person loved by Jesus, who made the point that Jesus came to save the sinners 	<ul style="list-style-type: none"> -was ridiculed for being very short -was a tax collector and probably a thief -was totally hated by the people around them
<p>Joseph</p>	<ul style="list-style-type: none"> - from a slave rose to a household manager - saved Egypt from the drought -saved the Hebrew people and his own family from certain death 	<ul style="list-style-type: none"> -was prideful and insulted his brothers -was spoiled by his father -felt entitled -was sold into slavery -ended up in jail
<p>Rahab</p>	<ul style="list-style-type: none"> -saved the Hebrew spies from discovery -was clever and a quick thinker -Jesus’ ancestor 	<ul style="list-style-type: none"> -was a prostitute -was only an innkeeper -was a liar
<p>Disciples</p>	<ul style="list-style-type: none"> -p good news to countless people -performed miracles 	<ul style="list-style-type: none"> -were not scholars -were not wealthy -were not powerful -were not part of priesthood -few were tax collectors, despised by society -some were fishermen and so from a poor socio-economic class

APPENDIX H

Psalm 139:13-16



¹³ For you created my inmost being; you knit me together in my mother's womb.

¹⁴ I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

¹⁵ My frame was not hidden from you when I was made in the secret place, when I was woven together in the depths of the earth.

¹⁶ Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.

APPENDIX I

Minds On Game – Choose the appropriate response

Situation — The fire alarm sounds at school, it's not a drill.	Reaction — I need to focus, follow our training, and further instructions.
Situation — There is an accident and people are injured.	Reaction — I need to be sure that someone has called 911, or do it myself.
Situation — Tomorrow there is going to be a unit test in math.	Reaction — I need to focus and get some work done.
Situation — A student at school is trying to goad me into a fight.	Reaction — The best thing for me to do is walk away.
Situation — The Physical Education teacher calls out “Ready, set, go!”	Reaction — I should run fast!
Situation — Your mom tells you that your room is a mess and she would like you to clean it.	Reaction – Despite wanting to do something fun, I should listen and do as I am told.
Situation – You didn't get your homework done, and your teacher writes a note in your planner for your parents.	Reaction – I need to tell my parents and face the consequences.
Situation – A good friend at school is being bullied during break/lunch times.	Reaction – I need to help my friend speak to an adult about what is happening.
Situation – A friend calls/texts and needs some help with a homework question.	Reaction – I should take some time to speak with my friend and help them figure it out.
Situation – Your parents are suddenly very busy as it seems an unanticipated circumstance has arisen. It is not your turn but they ask you to take care of the dinner clean-up.	Reaction – I should realize this is an unexpected situation and do as requested.

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.