



rerooted

LIVING LIFE REROUTED

JR.
Curriculum

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INTRODUCTION

How many times have you headed down a route, only to recognize you've been heading the wrong way? For those who use GPS systems, one missed turn can send your GPS to start "recalibrating your route."

As Christians, we believe that Jesus is the one who leads our lives. At first we were first moving in a direction away from him. But as we connect in community and discover who God calls us to be, we grow closer to Jesus and hopefully become more like him. He "recalibrates" the direction of our lives because our desire is to move with him.

This curriculum is designed to explore the concept of cultivating intimacy with Christ and developing Christ-like character. Our lives show day-to-day adjustment towards him because every day we realize different areas that still need to be reshaped in his way.

For those familiar with CBOQ Youth's curriculum over the years, we used a theme called "Rooted" in 2008 with a similar concept for our high school curriculum. In some ways, we've "rebooted" that theme and topics for this year. You may remember some parts of this, but we have updated this year's edition to reflect the life of a teenager in 2016/17.

It is our desire to help students clearly understand how to build into that authentic relationship with Jesus, and how he transforms each of us to be more like him.

WHAT'S BEHIND THE CURRICULUM?

In this curriculum, we focus on conveying important biblical and spiritual truths through well-structured and thought-provoking lessons. We also took great efforts to write our lessons in such a way as to improve your teaching practice. Lesson flow, instructions, transitions and other details are explicitly expressed. We 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 have 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 four independent modules, each with 3-4 lessons. While we have ordered them in a preferable sequence, you can choose to use whichever modules best fit your ministry context.

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 during 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 projection: 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, or to display references for a large group, 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/rerooted 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 ahead of time or have your students find those references themselves.

Pre-Lesson Preparation

It is assumed you will collect all the materials needed ahead of time. 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 one another 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. This includes any technical requirements, such as equipment, to view a video. Also, adapt and revise the lesson as needed—you know your students the best.

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

Leader's notes vs. teaching tips:

Leader's notes are details specific to a portion 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 showing them. Keep the group moving at a good pace throughout the lesson. Observe the feedback participants are giving you through their energy levels and body language. Also, encourage them to ask good questions (not just give good answers).

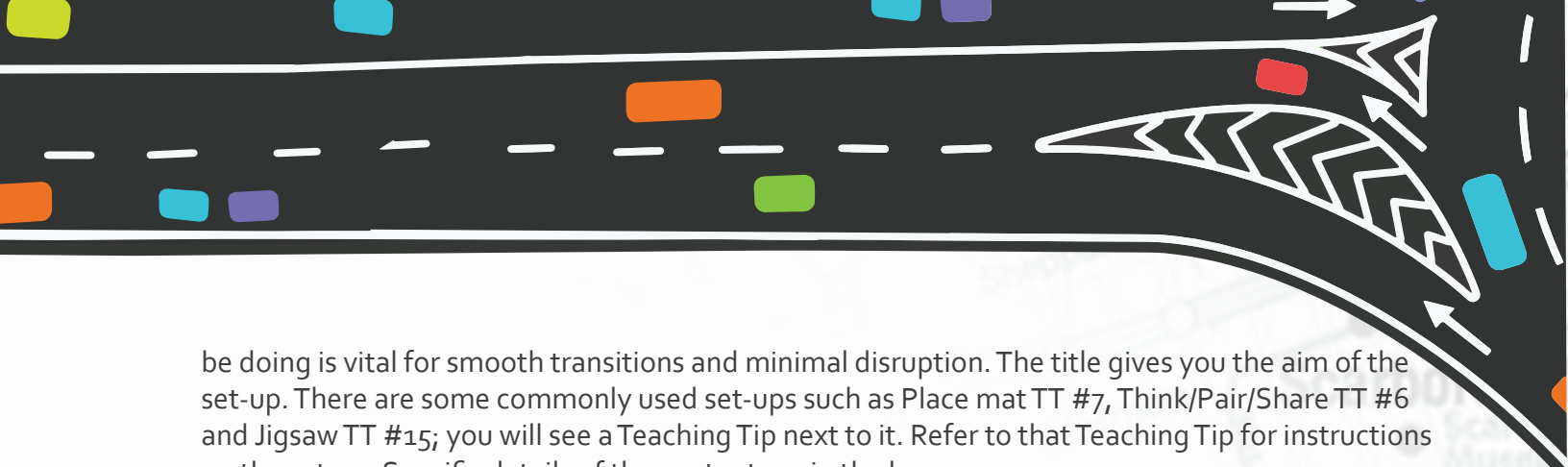
Some common terms used include:

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

Ask: You can ask this question verbatim or in your own words.

Optional: These are alternatives or supplemental instructions.

The numbered instructions are meant to give clear directions to students (you can give them verbatim except where it indicates "Leader's note".) Providing clear details for what students will



be doing is vital for smooth transitions and minimal disruption. The title gives you the aim of the set-up. There are some commonly used set-ups such as Place mat TT #7, Think/Pair/Share TT #6 and Jigsaw TT #15; you will see a Teaching Tip next to it. Refer to that Teaching Tip for instructions on the set-up. Specific details of the content are in the lesson.

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. We recommend you download those clips, because additional content such as YouTube sidebars cannot be controlled, plus it eliminates your dependency on 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. We have given a brief description of what content was in the video so that you may find a suitable alternative. If you need further assistance, email cboqyouth@baptist.ca or call 416-620-2946.

FINAL THOUGHTS

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 be rerouted/rerouted by Jesus.

SPECIAL THANKS

Special thanks to Jeff Baker, Colleen Carkner, Matthew Galbraith and Andrew Rutledge as writers with support from Kathryn Smithyman and Steven Martins.

Teaching TIPS



1. Consider bringing some small prizes for students who get the right answer!
2. When giving instructions (such as those in the numbered list), start by telling students to follow the instructions when you say "go." Give the instructions as clearly and concisely as possible. Ask if they have any questions. You can also ask them to repeat the instructions to check for understanding. When you feel they are ready, then say "go."
3. Ensure your leaders are briefed ahead of time about the lesson contents. Students may go to them for more individual follow-up. Your leaders should be aware of your church's child protection policy and the accepted parameters for such conversations, especially if the conversations are about a sensitive issue.
4. Some students are 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 a comfortable oral reader, 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). With lengthy passages (i.e. more than 3 verses), consider having the students participate in the reading. Have volunteers agree to read 1-2 verses at a time.
5. The "art gallery" method allows students to display their answers and also gives others time to review everyone else's responses. Like visiting an art gallery, encourage students to stay at each location for a moment to review and appreciate what was displayed.
6. Think/pair/share: Two things commonly occur. A) Nobody talks first. You can pre-determine who will go first by adding the instructions "the person with the longest hair goes first," or "the person with the most red on goes first." B) One person dominates the conversation during allotted time and the other person does not get a chance to speak. You can solve this problem by calling out at half time, "now change, and the other person speaks." This method uses the following steps:
 7. Students should be in pairs (you group decide how students will be paired up).
 8. Each student reflects on his/her answer to the given question.
 9. Students share answer with their partners.
 10. Each student should be ready to share his/her partner's answer with the large group.
11. Placemat: This method uses the following steps:

12. Divide the large group into smaller groups, with an equal number (3-5) of students in each small group. E.g. if you have 21, divide them into 7 groups of 3. If you have 15, divide into 3 groups of 5. (With prime #s i.e. 7, 11, 13, 17, etc., you will need to have 1 group with 1 less or 1 more person.)
13. On a large chart paper, have them draw a circle in the middle and divide the rest of the paper so that each person has 1 section of the paper in front of them.
14. In the first round, give students 3 minutes to write their answers to the given question. There is no talking at this point. (You can adjust the time accordingly.)
15. In the subsequent rounds (e.g. if there are 4 people, there are 3 remaining rounds), turn the sheet so that the adjacent person's answers are in front of you. Students have 1 minute to comment on those answers with a check-mark in agreement, an X in disagreement, or other comments or ideas based on those answers. (Students do not need to reiterate what they wrote originally in that section.)
16. Repeat step 4 until each person has reviewed everyone else's answers.
17. Give students 5 minutes to consolidate all their answers into 1 summary statement or into a top 5 list (depending on what the given question is).
18. Have a spokesperson share their group's final answer with the large group.
19. When discussing as a large group, remind students that you will acknowledge whose turn it is to share and they should be respectful of the person talking.
20. If, after the first person answers, the following people have the same answer, ask them to rephrase it in their own words.
21. There are many creative ways to separate people into groups. One random-generating program is found at <http://www.superteachertools.us/instantclassroom/group-maker.php#.VoetvkrLiw> (which you can also use on some mobile devices).
22. For a more contemplative atmosphere, you may want to have 1 person read the passage slowly while students sit quietly in a space on their own and listen. You could also provide written copies for the others to read while the passage is being read. You could also dim the lights (helps listeners concentrate on the speaker).
23. If your students are digitally-oriented, consider sending your follow-up content either as texts, through social media channels or by email during the week.
24. When giving questions for groups of students to answer, consider having the questions listed on the recording paper so students can refer to them.
25. You can adjust the times allotted for group work. With about 1 minute left, ask each group if 1 minute will be enough. If not, ask them how much time they need, and decide if you want to extend the time allotted. Conversely, if all the groups finish quickly, you can reduce the time.
26. Jigsaw: This method is to have each student in the home group be an "expert" with content to contribute to the home group. In the lesson, you'll see instructions for the expert group and instructions for the home group. Here is how the Jigsaw works:

27. Divide your students into the number of groups requested with equal number of students in each group (e.g. 4 home groups).
28. Within each home group, every student is assigned one number. (e.g. If you have 5 people in that home group, you would number them 1-5.)
29. Separate them into their expert groups (i.e. all the people with the same number would gather into a new group e.g. all the 1s, all the 2s, etc.). Assign their task. Each person in the expert group should be prepared to share that answer to their home group.
30. After the applicable time, regather students based on their home groups. They will complete the task for the home group.
31. Group Partner Split-up Strategy: Have students find partners. Then ask them to choose within their pair who will be option 1 and who will be option 2. Separate by grouping based on the 2 options. E.g. Your pairs can be vanilla/chocolate, peanut butter/jam, cookies/cream, etc.)
32. During discussion, move around from group to group or have a leader in each group (if available) to help with guiding the discussion and keeping it on track.
33. Providing a personal example helps students come up with their own answer because they now have one to relate to or have a better understanding of the question.
34. You may want to physically demonstrate the logistics of an activity as you're giving instructions.
35. 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).
36. Involve others in the information gathering (e.g. writing answers on 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).
37. Check for understanding. To ensure students know what's expected, have them repeat the instructions.
38. If you have a very large group and/or if you have other leaders helping you, it is a good idea to brief your leaders before the activity so they can also circulate and help students really connect with the activities by thinking about them in detail.



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Module: Who is Jesus?

How we answer the question, "Who is Jesus?" has many implications in the lives of believers. It affects our understanding of the work He has already accomplished and the work He continues to do. It forms how we see ourselves in relation to Him. It affects the hope we have in Him and our understanding of our responsibility to carry out the mission He has given to us. It shapes how we approach Him in prayer. This module seeks to provide a holistic view of Jesus as we explore the fundamental truths about who He is, so that we might gain a better understanding of who He has called us to be and the work He has called us to do.

In **lesson 1**, Jesus is the True Vine and the Author and Finisher of Our Faith, we reflect on the importance of fixing our eyes on Jesus and remaining in Him. As we seek to follow Him we must continue to rely on Him, getting rid of everything that might hinder or entangle us.

In **lesson 2**, Jesus is The Word in the Flesh, we examine the truth that Jesus became like us. We investigate how Jesus' incarnation continues to affect how we see Him, how we relate to Him, and particularly how we approach Him in prayer.

In **lesson 3**, Jesus is the Good Shepherd, we look at Jesus' sacrificial love on our behalf and how, as His sheep, we must respond to Him by following Him and listening to His voice. As we reflect on Jesus laying down His life for us we will consider how we might also lay down our lives for our brothers and sisters.

In **lesson 4**, Jesus is the Resurrection and the Life, we look at Jesus' power over death. Students will reflect on the size of our faith and discuss the importance of setting their hearts and minds on things above, not on earthly things.



Module: Who is Jesus?

Lesson 1: *The True Vine, Author and Finisher of Our Faith*

Spiritual Aims

Hopefully students will be able to...

- Acknowledge that our faith begins with and is sustained in Jesus
- Draw close to Christ and continually remain in Him
- Be encouraged that Jesus has gone before us and understands our struggles
- Fix (or re-fix) their eyes on Jesus

Lesson Objective

Students will be able to...

- Verbalize the image of the Vine and the branches and the race marked out for us
- Identify specific things in their lives that may be tripping them up or holding them back from following Christ (running the race)

Materials Needed

- Group identifiers: 1 colour per group of 3-4 (eg. colourful pieces of cloth or string, stickers, or wristbands) TT #20
- 1 backpack per team
- Heavy items to go in backpacks, such as books or rocks
- Leader's note: The backpack with heavy items option was used in Module 3, Lesson 3. You may choose to modify this with the options offered below.
- Items to create an obstacle course (tables, chairs, hula hoops, pylons, etc.)
- Optional: 2 or more large bathrobes (or oversized articles of clothing); blindfolds
- Optional: 2 or more tarps or towels for outdoor obstacle course
- 1 copy of Appendix A per 6 students
- 1 copy of Appendix B per 6 students
- Min. 1 Bible per 4 students
- Min. 1 large piece of paper or Bristol board per 3 students
- Min. 1 marker per student
- Recording paper
- Optional: 1 journal or small piece of paper and 1 pen/pencil per student

Pre-lesson preparation

Create an obstacle course (design a course through which the students will have to duck down, jump over, go around, etc.). You can choose to create this indoors or outdoors.


As you create the course, take into consideration difficulties that may arise. Relating to safety: make sure there is enough room between groups so there are no collisions and make sure any tripping hazards are removed from the game space. Relating to cleanliness: if you are outside, you could place a tarp or a towel down where students would otherwise be directly on the ground. Examine your space ahead of time to identify and resolve any other difficulties that could arise during the game.

Minds On (approx. 15 min.)

As the students arrive, give each student 1 group identifier, which they are to keep it in a safe location. The identifiers will be used later in the lesson. Leader's note: Ensure you're distributing them evenly.

Minds On will introduce the students to the imagery of running the race marked out for us and highlight things that might "hinder" or "entangle" us.

Obstructed Obstacle Course - Activity

Use the Group Partner Split-up Strategy to divide students into 2 teams.  #16 Leader's note: If you have an odd number of participants, one student on the smaller team can go through the course twice. If you have a small group, use the option below for additional rounds and have the students compete against each other one-on-one.

1. Line up at the starting line with each person going through the course until everyone has completed it. You must sit down when you are finished. The first team to have all of its participants finish the course and be seated wins.

In round 2, students will repeat the course wearing backpacks containing rocks or books. (Picking up the heavy items to put into the backpack could be part of the obstacle course as well). Leader's note: Be sure not to add too much weight in the bags. Optional other rounds may be conducted wearing blindfolds (each student should have a guide) or wearing large bathrobes or other oversized clothing.

#19

Action (approx. 20 - 30 min.)

Ask: How did wearing a heavy backpack or a large bathrobe affect your ability to move through the obstacle course?

Have 2-3 students volunteer to answer this question.

Prompt: Running a race or moving through an obstacle course can be difficult enough. When we are obstructed in some other way, reaching our goal becomes that much harder. We are going to look at 2 images from the Bible that emphasize the importance of constantly relying on Jesus as we seek to be His followers and the necessity of removing obstacles that may hinder us from living our lives for Him.

Verse in an Image

2. Gather together based your group identifier. Each group takes at least 1 marker and 1 large paper. I will give you a handout. (Leader's note: evenly distribute copies of Appendix A and Appendix B to the groups)
3. Read the passage together and answer the assigned questions. With your answers, in 5 minutes, draw either 1 main image or a series of images associated with a specific verse on the large paper. TT #14
4. After you're done, join with a group looking at the other passage/appendix.
5. In your combined groups, describe and explain your image(s) to the other.
 - a. Then discuss how these images might relate to one another/what they have in common or what message(s) they might commonly demonstrate.

Leader's note: Possible answers: We need to continually rely on Jesus (our faith begins, is sustained, and is completed in Him); God has plans to use us/we have been given a task ("a race marked out for us" and "to bear fruit"); Jesus is our example of how to live ("consider Him who endured" and "just as I have obeyed...") TT #17

Regather everyone into the large group after 5 minutes.

Prompt: In both of these passages we have been looking at, we are called to action. The author of Hebrews tells us to fix our eyes on Jesus and Jesus Himself tells us in John's Gospel to remain in Him.

Ask: How might we keep our eyes fixed on Him or what can we do to remain in Him?

Have the combined groups discuss this question together (students may choose to jot down their answers on the Bristol board or on the back of Appendix A or B). Possible answers may include prayer, reading the Bible, meeting with a small group, attending worship services, doing acts of service, etc. If time permits, have the groups share their findings with the large group.

Consolidate/Debrief (approx. 5 min.)

Prompt: Keeping our eyes fixed on Him or remaining in Him requires action on our part. The author of Hebrews tells us to throw off everything that hinders and the sin that so easily entangles: there is a whole list of things that can hold us back from living the life God wants us to live, things that consume all of our time and our energy, and there also may be that one thing (one sin) that always seems to get us (our Achilles heel).

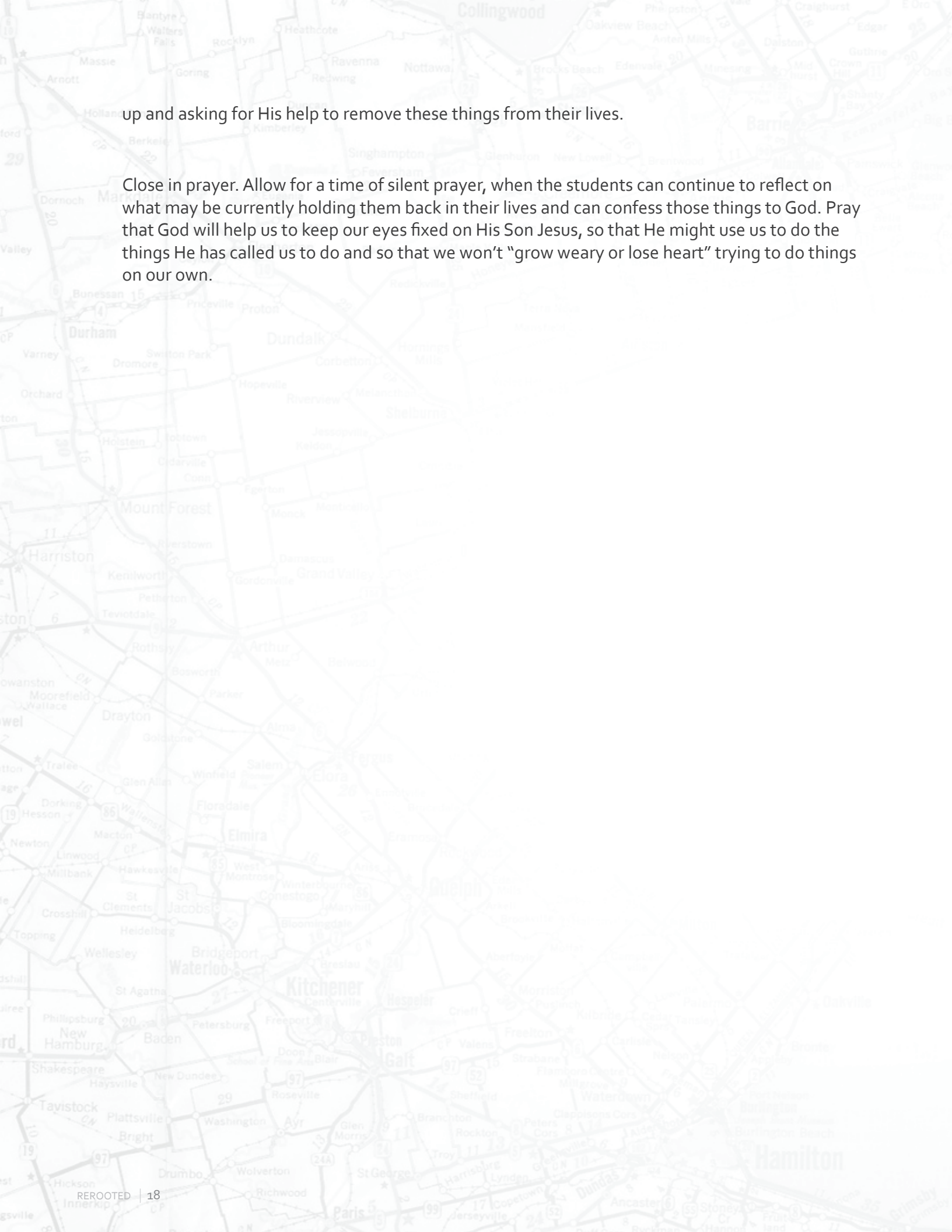
Ask: What may be preventing you from keeping your eyes fixed on Jesus?

Have the students consider individually 2 or 3 things in their lives that may be hindering them from following Jesus; also have them reflect on what might be that 1 sin that always seems to trip them up. Give students 3 minutes to reflect silently.

Leader's note: You may want to have the students write down their answers on small pieces of paper or in journals. Optional: You could have the students crumble up these pieces of paper and dispose of them as they leave the room, so that they might literally "throw off" what is hindering them.

Prompt: Recognizing what hinders or entangles us is just the first step; once we have recognized them, we also need to remove or "throw off" these obstacles. This can be difficult, but not impossible.

Reflecting again on what may be hindering them, have the students consider at least 1 obstacle or stumbling block they would like to work at throwing off this week. Encourage them to pray throughout the week over the items on their lists, asking God to show them what is tripping them



up and asking for His help to remove these things from their lives.

Close in prayer. Allow for a time of silent prayer, when the students can continue to reflect on what may be currently holding them back in their lives and can confess those things to God. Pray that God will help us to keep our eyes fixed on His Son Jesus, so that He might use us to do the things He has called us to do and so that we won't "grow weary or lose heart" trying to do things on our own.

APPENDIX A

Hebrews 12:1-3

Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, ² fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scorning its shame, and sat down at the right hand of the throne of God. ³ Consider him who endured such opposition from sinners, so that you will not grow weary and lose heart.

What is the image reflected in these verses?

How is Jesus described (who He is and what He has done)?

What are some things that may hinder us (or hold us back) from following Him?

How might we “fix our eyes on Him?”

APPENDIX A

Appendix A - ANSWER SHEET

What is the image reflected in these verses? Running a race. Living a life of faith is like running a race; just like if you were to run a race, you would want to remove anything that might weigh you down or make it more difficult; to run the race marked out for us, we must keep our eyes fixed on Jesus.

How is Jesus described (who He is and what He has done)? He is pioneer and perfecter of our faith; He has gone ahead of us and He has provided the perfect example of how to live. He was rejected, suffered, and died on the cross. Although He once lived among us, He now sits at the right hand of God. We can look to Him so that we do not grow weary and lose heart.

What are some things that may hinder us (or hold us back) from following Him? Life's distractions: money, possessions, a desire to feel safe and comfortable all the time, things that consume all of our time, living with only our own needs in mind.

How might we "fix our eyes on Him"? Through prayer, reading His word, doing the things He taught us to do, waiting and listening for His voice, meeting with a prayer partner or small group, seeking counsel and wisdom from Christian mentors.

APPENDIX B

John 15:1-11

“I am the true vine, and my Father is the gardener. 2 He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes so that it will be even more fruitful. 3 You are already clean because of the word I have spoken to you. 4 Remain in me, as I also remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me.

5 “I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. 6 If you do not remain in me, you are like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned. 7 If you remain in me and my words remain in you, ask whatever you wish, and it will be done for you. 8 This is to my Father’s glory, that you bear much fruit, showing yourselves to be my disciples.

9 “As the Father has loved me, so have I loved you. Now remain in my love. 10 If you keep my commands, you will remain in my love, just as I have kept my Father’s commands and remain in his love. 11 I have told you this so that my joy may be in you and that your joy may be complete.

What is the image reflected in these verses?

What does Jesus say about Himself (who He is and what He does)?

What does it mean to remain in Him? How might we do this?

APPENDIX B

Appendix B - ANSWER SHEET

What is the image reflected in these verses? A vine and branches. The Father is the gardener, Jesus is the Vine, and we are the branches. We are pruned to become more fruitful. As branches, we must “remain” in the Vine; no branch can produce fruit on its own. Branches that do not remain in the Vine die and are thrown into the fire.

What does Jesus say about Himself (who He is and what He does)? He is the True Vine; He gives life to the branches. He is the source for anyone who wants to “produce fruit.”

What does it mean to remain in Him? How might we do this? To remain in Him is to continue to live in Him. We have to stay connected to Him. We can remain in Him through prayer, reading His word, doing the things He taught us to do, waiting and listening for His voice, meeting with a prayer partner or small group, seeking counsel and wisdom from Christian mentors.



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LIVING LIFE REROUTED

Module: Navigating Through a Messy World

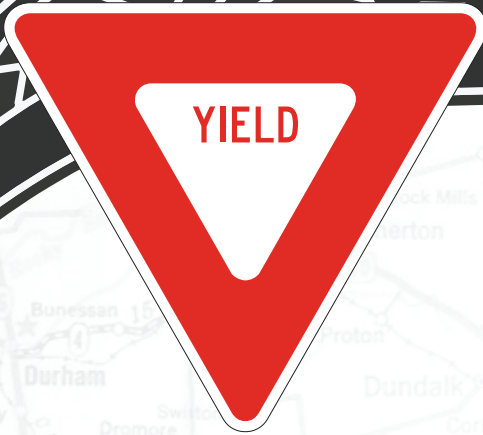
Life is messy, plain and simple. It is not always easy living as a Christian in today's world and there are so many things in young pre-early-teens' lives that could have them questioning their faith and beliefs.

This module helps students to develop an understanding of God's grace, love and purpose while also challenging them to think about how they can help others towards a relationship with Christ by showing love and compassion to the world around them.

In **Lesson 1**, Life Can Be Messy, students will examine what their perceptions of "good" and "bad" lives look like. The story of Jacob will show just how "messy" life can get and how Jacob wrestled with God in his life. Students will learn that God is always with them, through all the messy, and that His purpose is good.

In **Lesson 2**, Choosing the Right Route, students will be challenged by a demonstration of what happens when they choose to be influenced negatively. They will hear the story of Peter, and how the negative influence of those around him caused him to betray Jesus, his friend. Students will reflect on their own influences (both from others and on to others) and how that affects their faith.

In **Lesson 3**, Being a GPS to Others, students will investigate the meaning of being the "salt" and the "light" of the earth. Through small group and whole group discussions, students will begin to understand that God's purpose for them is to go out into this world and share their faith. They will be challenged to change their hearts to better show the grace of God in their daily interactions with people.



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LIVING LIFE REROUTED

Module: Who is Jesus?

Lesson 2: The Word in the Flesh

Spiritual Aims

Hopefully students will be able to...

- Deepen their understanding of who Jesus is and what He came to do
- Comprehend the eternal nature of Jesus

Lesson Objectives

Students will be able to...

- Identify names and titles for Jesus
- Relate 1 name or title to their own life

Materials Needed

- Min. 4 small pieces of paper per student
- Min. 2 bowls or baskets labelled "fishbowl #1" and "fishbowl #2"
- 1 timer
- 1 copy of Appendix C per student
- Min. 1 Bible per 4 students
- Min. 2 pens/markers/pencil crayons per student (assorted colours if available)
- Optional: 1 ruler and highlighter per student
- Recording paper

Minds On (approx. 20 min.)

“Minds On” will get the students thinking about becoming like someone else, particularly as they must act out their clues in the final round. This will hopefully lead them to reflect on Jesus’ incarnation, that even though He is God, He became like us so that He could pay the price for our sin.

Fishbowl

1. Take 4 small pieces of paper.
2. On one piece of paper, write your name and place it into fishbowl #1.
3. On the other 3 pieces of paper, write the name of a famous person (historical or current), a fictional character or even the name of a person in the room. You can choose well-known people, but not people that very few would recognize). Leader’s note: If you have a very small group i.e. fewer than 5 people, you could have the students write more than three names.
4. As you’re writing down names, I will divide you into 2 equally-sized teams (Team A and Team B) by drawing names from fishbowl #1 (first name drawn is on Team A, second name is on Team B, third Team A, fourth Team B, etc.) Leader’s note: If you have a large group i.e. more than 16 people, you may want to have multiple games going at the same time drawing from the same baskets.
5. Once you’re done writing your 3 names, fold each paper and place them in fishbowl #2.
6. This game has 3 rounds: Catchphrase, Password, and Charades. At the end of each round, the names will be placed back into the fishbowl. Leader’s note: Encourage game participants to pay attention to names that are being drawn from fishbowl #2, even if it is not their team’s turn – the same names will resurface in subsequent rounds and each round becomes more difficult. Leader’s note: set a timer for 30 seconds or 1 minute (as long as it is consistent, it doesn’t really matter).
7. In round 1 (i.e. Catchphrase), Team A will designate the first person to provide the hints. That person will draw a name from the bowl and will then use words, phrases or sentences to try to get his or her team members to guess the name on the paper. You may not use hand gestures or actions and cannot say things like “it sounds like” or “it rhymes with” or provide any spelling hints. When the name has been successfully guessed, that piece of paper is placed into basket #3. The person providing the hints will continue drawing names until time runs out. Award 1 point for each name that was properly identified. Team B will then designate a member of their team to do the same. Alternate between Team A and Team B. The round ends when fishbowl #2 is empty. Leader’s note: You can establish a rule for allowing students to pass if they don’t recognize a name, but it is important for subsequent rounds that everyone knows what

names have been drawn from the fishbowl.


8. In round 2 (i.e. Password), the person providing the hints may only use 1 word. Those guessing must remember the names that were used in the previous round.
9. In round 3 (i.e. Charades), the person providing the hints may only act or use motions.

Leader's note: This game has the potential to take a long time. If time is limited, remove round 2 or 3.

Action (approx. 20 min.)

Prompt: In this game, we took on an identity not our own. The Bible tells us that Jesus existed from the beginning (He has no beginning and no end). He is eternal. But even though He is God, He became like one of us, so that He might live, die, and be raised to life, "so that everyone who believes in Him shall not perish, but have eternal life." Even though He is fully God, He became fully human. Today we are going to look at the beginning of John's Gospel. John doesn't use the name of Jesus at first, but instead uses other names and titles to describe who Jesus is and the work that He did and continues to do.

Think/Pair/Share #6

Hand out copies of Appendix C and pencil crayons/markers/pens (highlighters/rulers if applicable) to each student. Have a student read John 1:1-18.  #4

As it is being read, have students complete the activity.

Leader's note: if needed, have it read multiple times.

Find a partner (if there is an odd #, there will be 1 group of 3 or have a leader participate). For the next 3 minutes, share your answers, especially #3, to your partner. Be prepared to share your partner's answer with the large group.

Gather the large group together and have students volunteer to share what images or names were most significant to their partners and why those particular images or names resonated with them. Record what the students share on the recording paper to serve as a reference point during the consolidate/debrief section.

#21

Consolidate/Debrief (approx. 10 min.)

Prompt: In the beginning of his Gospel, John draws our attention to the Word who became flesh. Jesus became like us and lived among us. The author of Hebrews helps us to better understand why Jesus had to become like us.

Have a student read Hebrews 2:14-18.  #4

Prompt: In becoming like us, Jesus was able to meet our greatest need: to be saved from the punishment for our sin, which is death. When we pray, we pray to a God who has the power to heal, forgive, and even move mountains. We also pray to a God who understands everything about us, because He became like us. Knowing that Jesus experienced the same things like hunger, thirst, fatigue, sorrow, suffering and temptation, we pray to someone who sympathizes with us. The many names and titles we have for Him, and the descriptions of the work that He did, also help us pray more effectively.

Choosing a Name

1. Look again at the list on the recording paper and choose 1 of the names or titles of Jesus, or a description of the work that He did.
2. Take 2 minutes to reflect on this aspect of who Jesus is/the work that He does and think about how this truth about Him can help you.
3. Feel free to pray silently with that truth/name in mind. E.g.
4. Praise Him/give thanks to Him in prayer.
5. Ask Him to help them in a time of need or difficulty in your life (these 2 instructions can also be written on the poster board for the students to reference).
6. Write down the name/title on which you just reflected on a small piece of paper or in your journals (see Lesson 1).

Leader's note: You may want to provide them with an example (e.g. say, "you may be feeling that you are surrounded by darkness in your life or you are uncertain about a difficult decision you have to make. Knowing that Jesus is the True Light who gives light to everyone can help you as you pray to Him. You can ask Him to shine His light into your life so that you will not be afraid of the darkness around you or to provide clarity as you make your tough decision.")

Encourage them to think about this truth about Jesus throughout the week to help them notice the work He is doing in their lives and to guide their prayer times.

Close in prayer.

APPENDIX C

John 1:1-18 (NLT)

1 In the beginning the Word already existed. The Word was with God, and the Word was God. **2** He existed in the beginning with God. **3** God created everything through him, and nothing was created except through him. **4** The Word gave life to everything that was created, and his life brought light to everyone. **5** The light shines in the darkness, and the darkness can never extinguish it.

6 God sent a man, John the Baptist, **7** to tell about the light so that everyone might believe because of his testimony. **8** John himself was not the light; he was simply a witness to tell about the light. **9** The one who is the true light, who gives light to everyone, was coming into the world.

10 He came into the very world he created, but the world didn't recognize him. **11** He came to his own people, and even they rejected him. **12** But to all who believed him and accepted him, he gave the right to become children of God. **13** They are reborn—not with a physical birth resulting from human passion or plan, but a birth that comes from God.

14 So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

15 John testified about him when he shouted to the crowds, "This is the one I was talking about when I said, 'Someone is coming after me who is far greater than I am, for he existed long before me.'"

16 From his abundance we have all received one gracious blessing after another. **17** For the law was given through Moses, but God's unfailing love and faithfulness came through Jesus Christ. **18** No one has ever seen God. But the unique One, who is himself God, is near to the Father's heart. He has revealed God to us.

Circle or highlight any name or title of Jesus in these verses. e.g. The Word

Underline what Jesus did/what He does. e.g. Everything was made through Him

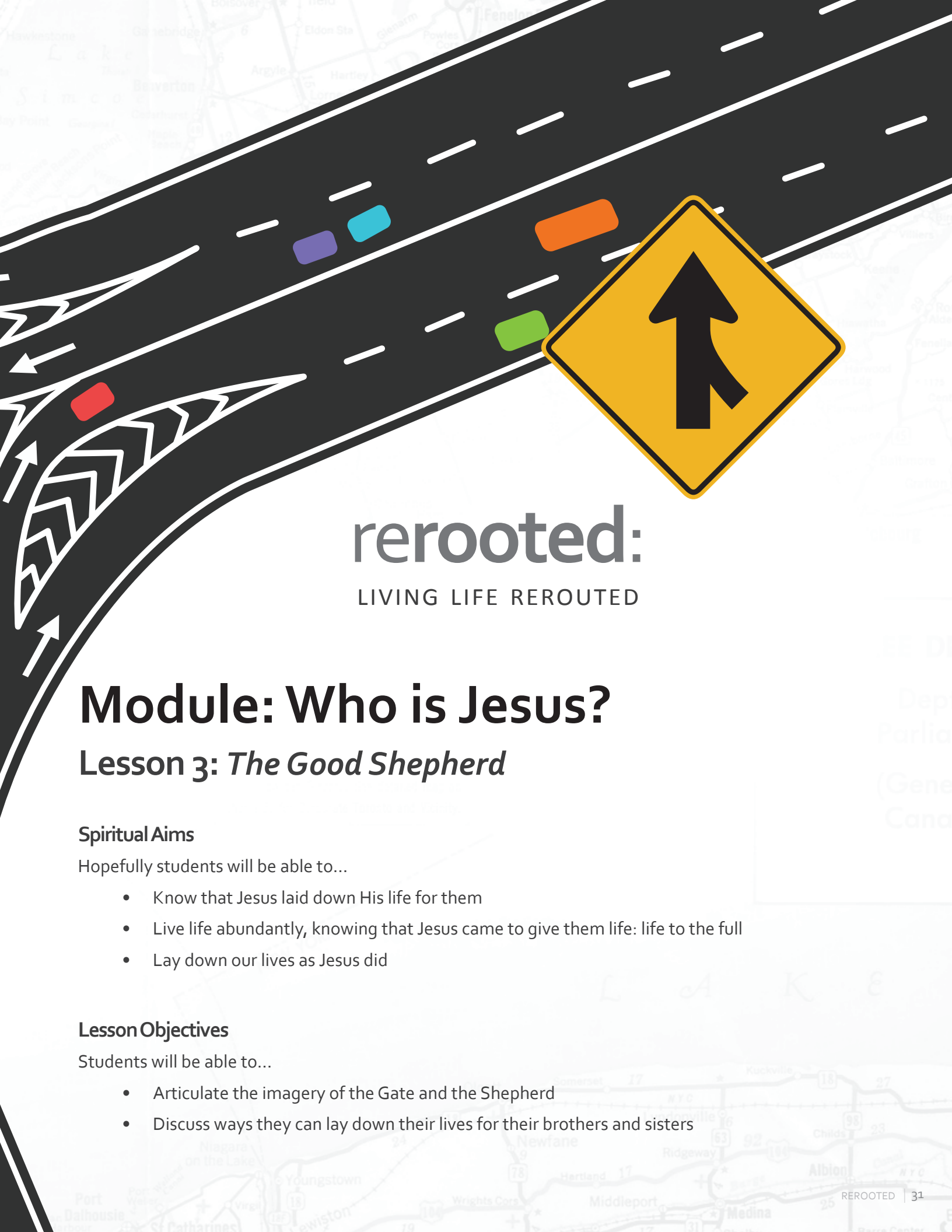
Of the names for Jesus and the work that He does, what stands out to you the most or what image do you like best? Why?

APPENDIX C

Appendix C - ANSWER SHEET

The Word (v.1,14); the True Light (v. 4-5); the Father's One and Only Son (v. 14); the Unique One (v. 18); God (v.1,18)

Everything was made through Him (v.3); gave life to everything that was created (v.4); brought light to everyone (v.4); shines in the darkness (v.5); He came into the world (v.9-10); He gave people the right to become children of God (v.12-13); became human and made His home among us (v.14); full of love and faithfulness (v.14); provides one gracious blessing after another (v. 16); He revealed God to us (v.18).



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LIVING LIFE REROUTED

Module: Who is Jesus?

Lesson 3: *The Good Shepherd*

Spiritual Aims

Hopefully students will be able to...

- Know that Jesus laid down His life for them
- Live life abundantly, knowing that Jesus came to give them life: life to the full
- Lay down our lives as Jesus did

Lesson Objectives

Students will be able to...

- Articulate the imagery of the Gate and the Shepherd
- Discuss ways they can lay down their lives for their brothers and sisters

Materials Needed

- An even number of small objects for the game “stones” (at least 16 total) e.g. water bottles, beanbags, tennis balls, or any smaller objects
- 2 hula hoops or items to mark off 2 “safe zones”
- Pylons (or other items) to mark off playing field and centerline
- 1 copy each of Appendices D, E, and F per 3 students
- Min. 1 Bible per 4 students
- 1 pen/pencil per student
- Optional: 1 small piece of paper or journal per student
- Optional: recording paper
- 1 deck of playing cards

Pre-lesson Preparation

Mark out a field or a large room for the “Minds On” activity, dividing the area into 2 even sides (create a centerline) and using hula hoops or other items to mark off a good-sized “safe zone” on each side. Place an equal number of “stones” in each safe zone

Leader’s note: if you have a larger group, you will want a larger number of stones. If you do not have access to a large space, variations of this game can be played in a smaller room by:

- having the “safe zone” stretch the entire width of the game space on both ends (i.e. end zones)
- having students move around on their hands and knees like sheep
- providing each team’s shepherd with a skipping rope, so that instead of linking arms with the shepherd to be returned to safety, the sheep must hold on to the other end of the rope until they reach the centre line.

Minds On (approx. 15 min.)

Minds On (similar to the game "Capture the Flag") will get the students thinking about gathering items into a safe place, as Jesus as our Good Shepherd draws us close to Himself.

Stones (Shepherd and Sheep Edition)

Divide the large group into 2 teams (Team A and Team B). To divide the group into 2 teams, have the students find partners. Once everyone has found a partner, send one from each pair to Team A and one to Team B. If you have an odd number of students, have a leader participate on the short-handed team. Team A will start on 1 side and Team B on the other.

1. The object of the game is to get all of the "stones" into your safe zone. The game ends when 1 team achieves this. All of the "stones" are the same and are evenly distributed between the 2 teams at the beginning of the game.
2. Designate a "Shepherd." All of the other team members will be sheep. The shepherd will be the only member of each team that is safe on the other team's side (cannot be caught or be "frozen"). Leader's note: You may want to have a leader help each team choose their shepherd to avoid delays.
3. Members of Team A will attempt to steal stones from Team B's safe zone and vice versa.
4. Once you have crossed the centre line, you are in enemy territory. If you are tagged, you become "frozen" at the exact place you were tagged. You remain frozen until your team's shepherd comes to set you free. The shepherd must come to the place where you were caught, link arms with you and lead you back to your team's side; you're free once you've arrived there. You must return to your side before attempting to steal a stone.
5. The shepherd may only rescue one team member at a time.
6. If you are tagged with a stone in your hand, the stone will be returned to the opposing team's safe zone.
7. If you (or any part of your body) are in the other team's safe zone, you are indeed safe.
8. You may only steal 1 stone at a time.

 #22

Leader's note: Adjust these instructions if you've used variations.

Action (approx. 20-25 min.)

Prompt: In this game, the object was to get all of the “stones” into your safe zone. The Bible tells us in a number of different ways that even though we have all wandered away from Him, God wants to draw us to Himself. One image we see a number of times in Scripture is that of a Shepherd and His sheep.

Jigsaw TT #15

- Home group (3 students per group; up to 2 groups of 4)
- Expert group (cannot exceed 5 students; if so, further divide until there are fewer than 5 students per group): Group 1 (4, 7, etc.) will complete Appendix D. Group 2 (5, 8, etc.) will complete Appendix E. Group 3 (6, 9, etc.) will complete Appendix F. Give the applicable Appendix to each student. They have 10 minutes to complete it.
- Home group has 5 minutes to identify what is significant or what stands out in each of the parts. Also have them identify the common threads (i.e. the phrases or ideas that Jesus repeats throughout this whole dialogue) and the significance of each one.

TT #13

Prompt: As our Good Shepherd, Jesus laid down His life for us. As His sheep, we need to learn how to recognize His voice, so that He can lead us and we can follow Him.

In their home groups, have the students brainstorm answers to this question: how can we learn to recognize His voice? Have each group designate a recorder to write down the answers (they can record on the reverse side of one of the appendices). Possible answers: reading and studying His word, praying, meeting as part of a small group, talking with other wise followers of Jesus. Have a spokesperson from each group share the group's answers with the large group.

Prompt: In his first letter, the same John who wrote about Jesus as the Good Shepherd in His Gospel, tells us a number of ways we can know that we belong to Him – like sheep that belong to a shepherd.

Have someone read 1 John 3:16-18 for the large group TT #4

Prompt: John tells us that Jesus showed us how to love by laying down His life for us. In the same way we are told to lay down our lives for our brothers and sisters.

In their home groups, have the students brainstorm answers (be as specific as possible) to this

question with the recorder writing down the answers: what are some ways we can lay down our lives for each other? (Possible answers: helping an elderly neighbour with yard work or shoveling snow; organizing a food drive at school for a local food bank or community program; assist in preparing a meal for an individual or family in the church that has lost a loved one or has just had a baby). Have groups volunteer to share their answers with the larger group. These also could be recorded on the recording paper.

Consolidate/Debrief (approx. 5 min.)

Prompt: As our Good Shepherd, Jesus laid down His life for us. As His followers, we must lay down our lives for one another. When we do this we are making the decision to live our lives, not for ourselves, but for Him. In order to live our lives in this way and to experience the life He has for us in abundance, we must listen to His voice.

Have students take 2 minutes to think about:

1. how they would like to hear God's voice this week.
2. how they can "lay down their lives" for someone in the coming week, following Jesus' example of sacrificial love.

Optional: Have the students write this down on a small piece of paper or in a journal (see Lesson 1).

Close in prayer, thanking Jesus for laying down His life for us. Ask God to show us ways that we can lay down our lives for Him and for each other.

APPENDIX D

John 10:1-10 (NIV)

“Very truly I tell you Pharisees, anyone who does not enter the sheep pen by the gate, but climbs in by some other way, is a thief and a robber. 2 The one who enters by the gate is the shepherd of the sheep. 3 The gatekeeper opens the gate for him, and the sheep listen to his voice. He calls his own sheep by name and leads them out. 4 When he has brought out all his own, he goes on ahead of them, and his sheep follow him because they know his voice. 5 But they will never follow a stranger; in fact, they will run away from him because they do not recognize a stranger’s voice.” 6 Jesus used this figure of speech, but the Pharisees did not understand what he was telling them.

7 Therefore Jesus said again, “Very truly I tell you, I am the gate for the sheep. 8 All who have come before me are thieves and robbers, but the sheep have not listened to them. 9 I am the gate; whoever enters through me will be saved. They will come in and go out, and find pasture. 10 The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full.

From these verses, write down your answers to these questions: 1. What does the Shepherd do? 2. What do the sheep do? 3. What do you think Jesus is saying about our relationship with Him?

The Shepherd	The Sheep	Our relationship with Jesus

APPENDIX E

John 10:11-18 (NIV)

11 "I am the good shepherd. The good shepherd lays down his life for the sheep. 12 The hired hand is not the shepherd and does not own the sheep. So when he sees the wolf coming, he abandons the sheep and runs away. Then the wolf attacks the flock and scatters it. 13 The man runs away because he is a hired hand and cares nothing for the sheep.

14 "I am the good shepherd; I know my sheep and my sheep know me— 15 just as the Father knows me and I know the Father—and I lay down my life for the sheep. 16 I have other sheep that are not of this sheep pen. I must bring them also. They too will listen to my voice, and there shall be one flock and one shepherd. 17 The reason my Father loves me is that I lay down my life—only to take it up again. 18 No one takes it from me, but I lay it down of my own accord. I have authority to lay it down and authority to take it up again. This command I received from my Father."

From these verses, write down your answers to these questions: 1. What does the Shepherd do? 2. What do the sheep do? 3. What do you think Jesus is saying about our relationship with Him?

The Shepherd	The Sheep	Our relationship with Jesus

APPENDIX F

John 10:25-30 (NIV)

25 Jesus answered, "I did tell you, but you do not believe. The works I do in my Father's name testify about me, 26 but you do not believe because you are not my sheep. 27 My sheep listen to my voice; I know them, and they follow me. 28 I give them eternal life, and they shall never perish; no one will snatch them out of my hand. 29 My Father, who has given them to me, is greater than all; no one can snatch them out of my Father's hand. 30 I and the Father are one."

From these verses, write down your answers to these questions: 1. What does the Shepherd do? 2. What do the sheep do? 3. What do you think Jesus is saying about our relationship with Him?

The Shepherd	The Sheep	Our relationship with Jesus

ANSWER SHEET

Appendix D - John 10:1-10 (NIV)

The Shepherd	The Sheep	Our relationship with Jesus
Enters by the gate; He calls His sheep by name and leads them; He brings them out; He goes ahead of them; He is the Gate for the sheep; He saves the sheep; He gives life - life the the full.	They listen to His voice; they follow Him; they run from a stranger.	Jesus is the One who leads and guides us. He calls us by name. He has provided the way for us to be saved. We need to listen to His voice and follow Him.

Appendix E - John 10:11-18 (NIV)

The Shepherd	The Sheep	Our relationship with Jesus
Lays down His life for the sheep; cares for the sheep; knows the sheep; has other sheep to bring too.	They know the shepherd; they listen to His voice.	Jesus laid down His life for us. He cares about us. We should seek to know Him, just as He knows us. We need to listen to His voice.

Appendix F - John 10:25-30 (NIV)

The Shepherd	The Sheep	Our relationship with Jesus
Knows the sheep; gives them eternal life; He protects the sheep.	They listen to the shepherd's voice; they follow Him; they have eternal life; they cannot be snatched out of His hand.	Jesus gives us life and He holds on to us. We must listen to His voice and follow Him.

Common threads: Jesus knows, cares for, and gives life to His sheep. As His sheep we must follow Him and learn to listen to His voice.

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LIVING LIFE REROUTED

Module: Who is Jesus?

Lesson 4: *The Resurrection and the Life*



Spiritual Aims

Hopefully students will be able to...

- embrace Jesus' power over death
- have faith and hope in Jesus

Lesson Objectives

Students will be able to...

- retell the story of Jesus raising Lazarus from the dead
- communicate the meaning of setting our hearts and minds on things above

Materials Needed

- 1 colourful tongue depressor per student (1 colour per 5 students e.g. If you have 15 students, you will have 3 colours.)
- 1 paper bag
- 1 copy of Appendix G or 1 Bible bookmarked to John 11 per 5 students
- Optional: props for role play
- Min. 1 Bible per 3 students
- Optional: recording paper
- Optional: 1 small prize for the winner of the "Minds on" activity (possible additional prizes for multiple games)
- 1 small piece of paper or journal per student
- Min. 1 pen/pencil per student

Pre-lesson preparation

- Gather items that could be used as props for a play or freeze-frame activity.
- Prepare a place in your meeting space where groups of 5 or 6 can present their performances.
- Group tongue depressors by colour. As students arrive, place a stack in a paper bag for every 5 students present.

Minds On (approx. 5 min.)

“Minds On” will hopefully get students thinking about where they are looking in their lives.


Look up, look down

1. Stand in a circle. Leader’s note: If you have a group larger than 20, you may want to split the group into 2 or more.
2. I’ll designate one person (a leader or student) to be the caller. They will instruct the group to “look down” and “look up.”
3. When the caller says, “look down,” everyone in the circle must look down, keeping your eyes open at all times.
4. When the caller says, “look up”, everyone in the circle must look up and look directly at someone else in the circle. If you look at someone who is not looking back at you, you are safe. If you look at someone and he/she is looking at you, you are both eliminated and must sit down.
5. The game continues until only one or two people are left. With an odd #, there will be 1 winner. With an even #, the 2 remaining people play Rock, Paper, Scissors to break the tie. Multiple rounds can be played depending on time. Optional: Award a small prize to the winner of each game/round.

Action (approx. 35 min.)

Prompt: Just as in the game we just played, we are reminded many times in Scripture that where we are looking is important. Back at lesson 1, when we looked at Jesus as the True Vine and the Author and Finisher of our faith, we focused on the importance of fixing our eyes on Jesus. The apostle Paul echoes this idea in a similar way in his letter to the Colossians.

Have a student read Colossians 3:1-4.  TT #4

Ask: What do you think it means to set your hearts and minds on things above? (Allow time for students to offer their answer or use Think/Pair/Share TT #6.) In the large group, record answers on recording paper.  TT #21

Role play – acting out the story of Jesus raising Lazarus from the dead (John 11:1-44)

1. I'll give you 1 tongue depressor. When I say "go" gather with others with the same colour. (I may need to redistribute you if the groups are uneven). Leader's note: If you have fewer than 8 students, you could make the groups even smaller and have students take on multiple roles or have them work together as one group.
2. One leader will be assigned to each group to assist in reading through the text and to help distribute roles. They will have a handout (Appendix G or 1 Bible bookmarked to John 11:1-44) (Leader's note: having a printed copy of the text may make it easier for designating parts, writing down queues, etc.)
3. You have 10-15 minutes to read the story together and prepare their performance. Leader's note: For the sake of time, you may want to have a leader narrate for each group
4. Afterwards, each group will present their productions.

Optional: Instead of acting out the story as a play, students can do a freeze-frame tableaux. (A detailed explanation is at <http://dramaresource.com/tableaux/>.) After reading through the story together, have the students select 3 or 4 important moments (i.e. the beginning, middle and end) and present these as freeze-frames, displaying this part of the story without words or actions. Leader's note: Although these are normally done without any words at all, you could have a student or a leader working with a particular group provide a one sentence caption to accompany each freeze-frame.

Ask: How did Mary and Martha show they had faith? (Possible answers: they sent word to Jesus when their brother got sick; when He arrived, they both met Him and said, "If you had been here, my brother would not have died.")

Prompt: Mary and Martha knew that Jesus could heal people, but they didn't realize that He had power over death. Martha believed that her brother would be raised to life at the last day; she didn't understand that Jesus could give him life immediately.

Consolidate/Debrief (approx. 10 min.)

Prompt: As we have seen in this story, and as we read in other places in the Bible, faith is something that can vary in size (you can have a small amount of faith, you can grow in faith, etc.) The disciples once asked Jesus to increase their faith.

Ask students to think about this question silently: What is the size of your faith in Jesus?

On a small piece of paper or in their journals, have the students write the word "faith" twice in 2 font sizes, once showing the amount of faith they would say they have now and a second time showing the amount of faith they wished they had (i.e. faith faith).

Prompt: Just like Jesus' disciples, we can ask Him to increase our faith. Often times, we put our faith in other things instead of in Jesus (i.e. money, the success of your favourite sports team, your athletic abilities, a relationship you are in, a birthday or Christmas gift you are hoping to receive). These things are not bad, but they should not be the source of our faith and hope. Our hearts and our minds should not be "set" on these things.

On the same piece of paper or in their journals, also have the students write down 1 thing in their lives that has become an object of their faith and hope that may be holding them back from increasing their faith in Jesus. Encourage them to pray throughout the week that Jesus would increase their faith and show them where they may have placed their faith in other things.

Prompt: Jesus is the Resurrection and the Life - He has won the victory over death because He Himself was raised from the dead and He gives eternal life to all those who put their faith in Him. Our faith and our hope is rooted in Him.

Close in prayer.

APPENDIX G

John 11:1-44 (NIV)

Now a man named Lazarus was sick. He was from Bethany, the village of Mary and her sister Martha. 2 (This Mary, whose brother Lazarus now lay sick, was the same one who poured perfume on the Lord and wiped his feet with her hair.) 3 So the sisters sent word to Jesus, "Lord, the one you love is sick."

4 When he heard this, Jesus said, "This sickness will not end in death. No, it is for God's glory so that God's Son may be glorified through it." 5 Now Jesus loved Martha and her sister and Lazarus. 6 So when he heard that Lazarus was sick, he stayed where he was two more days, 7 and then he said to his disciples, "Let us go back to Judea."

8 "But Rabbi," they said, "a short while ago the Jews there tried to stone you, and yet you are going back?"

9 Jesus answered, "Are there not twelve hours of daylight? Anyone who walks in the daytime will not stumble, for they see by this world's light. 10 It is when a person walks at night that they stumble, for they have no light."

11 After he had said this, he went on to tell them, "Our friend Lazarus has fallen asleep; but I am going there to wake him up."

12 His disciples replied, "Lord, if he sleeps, he will get better." 13 Jesus had been speaking of his death, but his disciples thought he meant natural sleep.

14 So then he told them plainly, "Lazarus is dead, 15 and for your sake I am glad I was not there, so that you may believe. But let us go to him."

16 Then Thomas (also known as Didymus) said to the rest of the disciples, "Let us also go, that we may die with him."

17 On his arrival, Jesus found that Lazarus had already been in the tomb for four days. 18 Now Bethany was less than two miles from Jerusalem, 19 and many Jews had come to Martha and Mary to comfort them in the loss of their brother. 20 When Martha heard that Jesus was coming, she went out to meet him, but Mary stayed at home.

21 "Lord," Martha said to Jesus, "if you had been here, my brother would not have died. 22 But I know that even now God will give you whatever you ask."

23 Jesus said to her, "Your brother will rise again."

24 Martha answered, "I know he will rise again in the resurrection at the last day."

25 Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die; 26 and whoever lives by believing in me will never die. Do you believe this?"

27 "Yes, Lord," she replied, "I believe that you are the Messiah, the Son of God, who is to come into the world."

28 After she had said this, she went back and called her sister Mary aside. "The Teacher is here," she said, "and is asking for you." 29 When Mary heard this, she got up quickly and went to him. 30 Now Jesus had not yet entered the village, but was still at the place where Martha had met him. 31 When the Jews who had been with Mary in the house, comforting her, noticed how quickly she got up and went out, they followed her, supposing she was going to the tomb to mourn there.

32 When Mary reached the place where Jesus was and saw him, she fell at his feet and said, "Lord, if you had been here, my brother would not have died."

33 When Jesus saw her weeping, and the Jews who had come along with her also weeping, he was deeply moved in spirit and troubled. 34 "Where have you laid him?" he asked.

"Come and see, Lord," they replied.

35 Jesus wept.

36 Then the Jews said, "See how he loved him!"

37 But some of them said, "Could not he who opened the eyes of the blind man have kept this man from dying?"

38 Jesus, once more deeply moved, came to the tomb. It was a cave with a stone laid across the entrance. 39 "Take away the stone," he said.

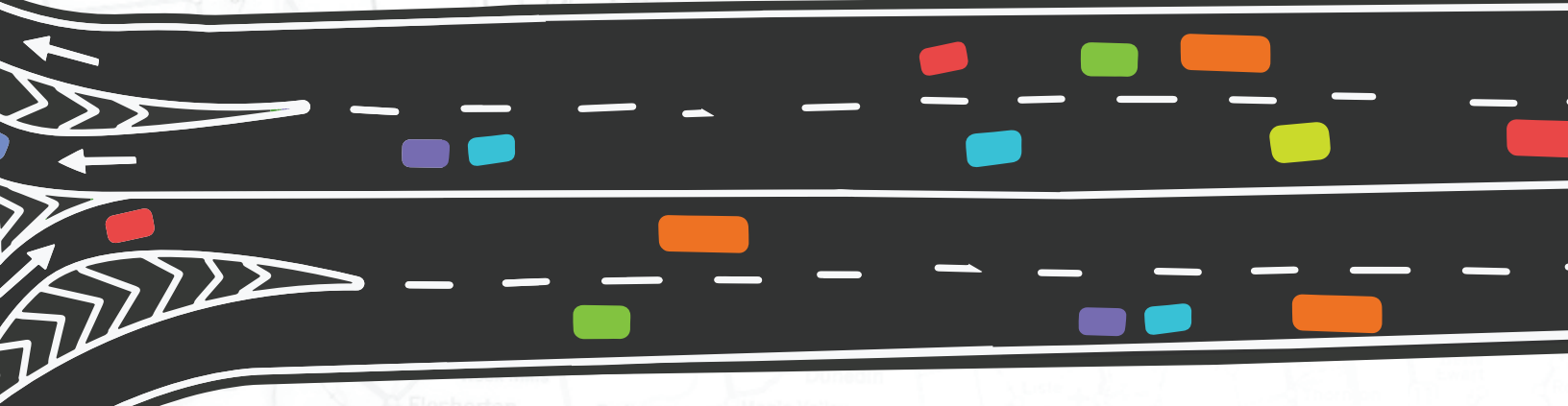
"But, Lord," said Martha, the sister of the dead man, "by this time there is a bad odor, for he has been there four days."

40 Then Jesus said, "Did I not tell you that if you believe, you will see the glory of God?"

41 So they took away the stone. Then Jesus looked up and said, "Father, I thank you that you have heard me. 42 I knew that you always hear me, but I said this for the benefit of the people standing here, that they may believe that you sent me."

43 When he had said this, Jesus called in a loud voice, "Lazarus, come out!" 44 The dead man came out, his hands and feet wrapped with strips of linen, and a cloth around his face.

Jesus said to them, "Take off the grave clothes and let him go."



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LIVING LIFE REROUTED

Module: Navigating Through a Messy World

Lesson 1: Life Can Be Messy



Spiritual Aims

Hopefully students will be able to ...

- Be confident in the promise of God's presence in their life

Lesson Objectives:

Students will be able to...

- articulate the story of Jacob
- reflect on how they 'wrestle' with God
- identify struggles in their own lives and how that affects their faith

Materials Needed:

- tons and tons of (preferably thin) rubber bands (alternative option: elastic hair ties)
- 1 roll painter's tape (for dividing lines on the floor)
- 2 folding tables (4 for a group larger than 12-15 students)
- 1 copy of Appendix A per group
- 4 chart paper
- 4+ markers
- Min. 3 small slips of paper approximately the size of a business card (pre-cut) per student
- 1 pencil/pen per student
- Recording paper

Pre-lesson preparation (if applicable):


Split your room down the middle using the painter's tape. This will be used as "sides" in the Minds On activity. If you have a large group (more than 15) and large enough room, consider splitting the room into quarters. After creating the sides, you will want to put a folding table on each side. Open the legs and allow the table to be placed on its side as a "shield" or "fort". Place tables about 3-4 feet away from dividing line. (Depending on the size of your room, you may want to set side boundaries as well).

Minds On (approx. 10 min.)

This Minds On activity will be used as a metaphor for how life can throw us some messy things, how we can't always see them coming, and will lead into a discussion about God.

Rubber Band War

1. Explain the rules before giving instructions on splitting the group into two.
2. Each group will be given a ton of rubber bands
3. You are to shoot the rubber bands at the opposing team and try to hit the other team.
4. You may leave the fort to get more rubber bands that have fallen on your side (from the opposing team) or to try to aim for other people on the opposing team, but you must stay within your boundaries.

5. You must shoot the rubber bands directly, no lobbing/tossing.
6. If you get hit by a rubber band, you must stand on the outside of the boundaries/at the wall and you are out for the remainder of the game.
7. The last group with someone still in wins. 


Leader's Note: in testing out this game, there were no injuries. If you are concerned about any injuries, you could take the precaution of getting eye protection for students.

Use group partner split-up strategy.  **TT #16**

Optional: For larger groups, split the room into 4 sections with the same set-up as the smaller group (1 table per group). Or, you can do it "tournament" style using two rooms and a rotation schedule.

Optional: If time permits, after the first game have students rearrange their "fortress" to their liking as long as it is in the boundaries and they are strategically placing their fort. Collect all the rubber bands and make sure each group has approximately the same amount before starting again.

After the game, have students help pick up all the rubber bands.

Optional: Offer an incentive for the person or team who picks up the most rubber bands.  **TT #1**

Have students go back to the large group area.

Prompt: What a battle we just encountered! While we had a bit of fun doing that, life can sometimes be like a battle, with "rubber bands" flying everywhere and the uncertainty that we might get "hit" by one. We're trying to navigate life without getting hit and doing all the right things to avoid it, but God never told us life would be clean and easy.

Action (approx. 15-20 min.)

1. I will give you a number between 1-4; remember your number.
2. When I say “go”, you will gather with others with the same number in your designated area. Make sure each group has a piece of chart paper and markers. (TT #2 Check for understanding, then “go”.)
3. Draw a line down the middle of the paper.
4. On one side, in 2 minutes, write down what a successful/good life would look like.
5. On the other side, in 2 minutes, write down what a messy/messed up life would look like.
6. Once your group is done, post your paper in the designated location (they will be reviewed later).


Leader’s Note: Make sure students are focused on life at their current age or as teenagers. It is easy to get carried away thinking about adults and how messy life can get, but we want it to be relevant to their young lives.

Prompt: We are going to be reading about a man named Jacob today.

Hand out Appendix A to each group. Have them read Jacob’s background story. After reading it the first time, have them re-read it and this time highlight/underline/circle all the “messy” parts of his life. Give them 2-3 minutes to do this as some of them may disagree or want to discuss with their group whether or not it is messy. (TT #14)

Bring the group back together and ask them for what was messy about Jacob’s life. Write their answers on the recording paper. (Some answers may include: multiple wives, deceiving/lying to his brother).


Prompt: Jacob had made some messy life choices up until this point and we’re going to read the Scripture passage that shows us when some of those choices finally caught up to him and how he had to deal with it. This story is about a time in Jacob’s life when he was going back to his brother Esau. He knew he had wronged Esau and that Esau probably wasn’t very happy with him. In fact, he was afraid that Esau would come and attack him. Let’s see what happened to Jacob on his journey.

Have students volunteer to read through Genesis 32:22-30  TT #4

Ask students to think quietly about this question (without giving their answers yet): What it would be like to wrestle with God?

As students ponder those questions, post their responses from earlier about things that can be messy in their own lives or in the lives of their friends.

Prompt: Coming back to what could be messy in our lives. We all struggle with things and “wrestle” with God or our faith on a day-to-day basis. Life is messy and difficult to navigate as a young person/teenager with so many pressures and influences around us.

Think/Pair/Share: “Why did God not reveal himself to Jacob?”  TT #6

(Hopefully they are thinking that God places other people in our lives to support us and to help us through the messy moments. God is always with us but he also provides support through the people in our lives).

Consolidate/Debrief (approx. 5 min.)


Prompt: God is always with us and guiding us and that can be in many different ways. It could be showing us knowledge and speaking to us through reading the Bible. Or it could be through a chance happening that opens the door and you know that is what you are meant to do. Or it could be a person He has placed in your life to support you OR that he wants you to support through friendship.

Read Jeremiah 29:11 - “For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.”

(Leader’s note: If you taught Module 2, Lesson 1, you can ask your students if they remember what Jeremiah 29:11 says. If they don’t remember, then read the verse.)

Handout slips of paper and a pen/pencil to each student.

Prompt: God has a plan for you. While it may not be exactly how you thought it would work out, he is with you all the time. He also provides the supports that you need to get through those messy times in your life that are hard to navigate. On the piece of paper you have, write down the

name of someone you think God has put in your life to help you navigate life; it could be a friend, a family member, or someone at church. (Give students 30 seconds to think and write that). On the other side of the piece of paper, write down the name of someone for whom God has placed YOU into their lives to help them. If you can't think of anyone, that's okay. God doesn't always let us know we are there to help someone until they really need us (give students 30 seconds to think and write) 

Ask students to put this piece of paper somewhere they will see it regularly; in their wallets, on a mirror, on their bedside table. It will be there to remind them to pray for those people God has placed in their lives for a purpose.

Pray for the students that they may have the strength to go to God when they are wrestling with something in their life. That they may go to the people in their lives that God has placed there to help support them. And, that they will make decisions and choices after praying and considering what is best for their life.

Optional: In 3 days, send each student a text, a social message or an email with this verse and ask them to take a moment to pray for the person(s) they wrote down.

APPENDIX A

The life of Jacob as told by Jacob

“Hi, I’m Jacob. I was born in the land of Canaan to my father, Isaac, and my mother, Rebekah. I also have an older brother named Esau.

My father loved my brother Esau more than he loved me. He was a man of the woods and would bring home his hunting, and my father like that. I was a quiet and thoughtful boy who stayed at home to watch the flocks of sheep, and my mother loved me as she saw me as wise and careful.

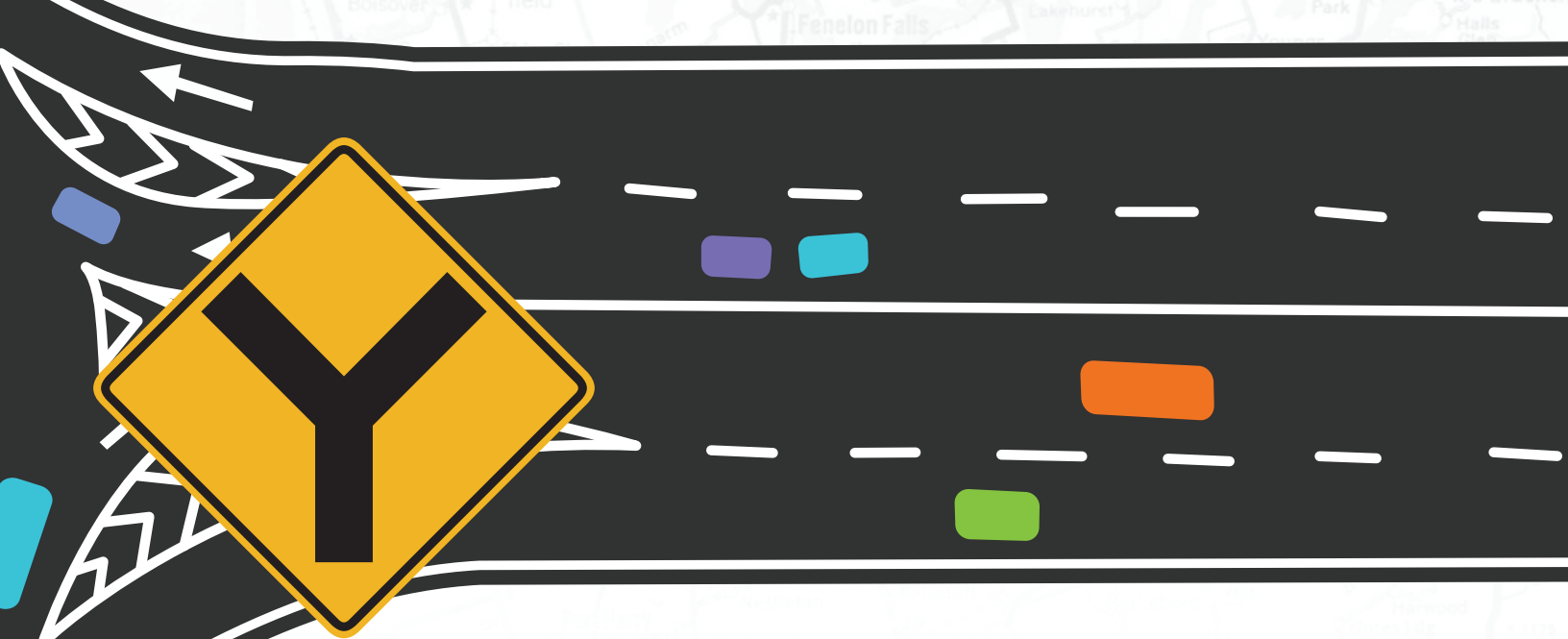
In my day, when the father passed away, his first son would get twice as much as his second son. In my case, that meant that Esau was going to get more of my father’s possessions than I was. This was called a “birthright”

Luckily for me, Esau didn’t care about his birthright. I really wanted to have a higher birthright than my brother, and I used that to my advantage. Esau came home from a long day of hunting one day and was hungry. I had just finished making dinner and he demanded some food. I offered to give him some as long as he sold me his birthright first. He didn’t like that I was using his hunger to bait him, but he took the deal and sold me his birthright so that he could eat.

Many years later, when my father was ill and unable to see, he called for my brother Esau to bless him. He told Esau to go and hunt and bring back food so that he could bless him to the Lord. My mother came to me and told me that I should pretend to be Esau. I wasn’t sure about the plan, as my brother is a much hairier man than I, but I went and got some sheep from our flock and my mother made some food. I dressed up in my brother’s best clothes and pretended to be Esau. My father almost figured it out, but he didn’t and he blessed me. Esau came in not too much later and tried to receive his blessing, which he wasn’t able to and he realized I tricked my father. Esau did not like me and he said he would kill me after my father died.

Before dying, my father told me to leave the land we were living in and to find a woman to marry outside our land. I ended up working for my uncle, Laban. He had a two beautiful daughters, Leah and Rachel. I wanted to marry Rachel, but I had to work for my uncle first before I could marry her. Then, when I was to marry Rachel, my uncle told me I had to marry his older daughter first before I could marry Rachel and I had to promise to work for him for 7 more years. I loved Rachel so much that I married Leah so that I could then marry Rachel, but I did not really love Leah like I loved Rachel. I had 7 children with Leah, 2 with Leah’s servant and 2 with Rachel’s servant before God called me back home.

I was scared to face my brother after all I had done to him but knew that I had to face my past...



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LIVING LIFE REROUTED

Module: Navigating Through a Messy World

Lesson 2: *Choosing the Right Route*

Spiritual Aims

Hopefully students will be able to ...

- understand God's grace despite past mistakes
- recognize people God has placed in their lives to help support them in their faith

Lesson Objectives:

Students will be able to...

- define what it means to be a good friend
- determine at least one way to avoid negative pressures within their own relationships
- choose 1-2 people in their lives that they believe God wants them to support through friendship

Materials Needed:

- Recording paper
- 4 balloons
- 4 empty and dry 500 mL water bottles
- 1 Sharpie marker
- Tape
- 1 Bible per student

Pre-lesson preparation (if applicable):

- Blow up the 4 balloons and draw a face on each of them with a Sharpie marker. After the ink dries, deflate the balloon. Now, insert the balloon into the empty water bottle and pull the opening of the balloon over the mouth of the bottle. The balloon should be hanging inside the bottle.
- On one recording paper, have the chart with “Being a good friend” on the left side and “Challenges to being/ finding a good friend” on the right side (referred to as the “Good Friend chart”). However, leave the titles of the columns blank.
- Ensure the following questions are ready to present at the appropriate time on the recording paper (referred to as “Post-Skit questions”).
- How can people avoid negative pressure from their peers?
- Is there anyone that can help?
- Why is it so difficult to stay true to our beliefs?



Minds On (approx. 10 min.)

The prepared water bottles should be hidden somewhere youth will not be able to see them until you bring them out.

Ask for 4 volunteers who can blow up balloons. Present them each with a water bottle. Hand each volunteer a balloon, but ask them to inflate the balloon as it remains in the bottle. (Leader's note: No matter how hard they blow the balloon will not inflate inside the bottle.)

While they are trying hard, make comments about how they were surprised, they're incapable of doing it, and encourage them to keep trying.

After 30 seconds (maximum) have passed, thank the volunteers for their efforts.

Have your "Good Friend" chart ready.


Have students get into pairs. You will present a series of questions, one at a time. Each group should be prepared to share the pair's answers with the large group. After each questions and the allotted discussion time, ask 3-4 pairs for their answer.

- Why was the balloon not inflating while in the bottle? (1 min) (Expected answer: there's not enough room for the balloon to inflate, there's pressure (negative) inside the bottle.)
- What does it mean to be a good friend? (3 min) (Leader's note: Write the answers given to the large group in the left column of the recording paper and label that column "Being a good friend".)
- What is challenging about being a good friend or finding good friends? (Leader's note: Write the answers given to the large group in the right column of the recording paper and label that column "Challenges of being/finding a good friend".)

Action (approx. 25-30 min.)

Prompt: We are going to learn about one of Jesus' closest friends. We are going to be acting out some verses where this friend ended up not being a very good friend to Jesus. Jesus had predicted that it was going to happen and knew that pressures from other people would make it difficult to be a good friend.

Let's open our Bible to Matthew 26:31-35 to get the background of this story and then we will find out what we are acting out.

Have a student read Matthew 26:31-35. 

Prompt: Here you can see that Peter thinks he is a good friend to Jesus and does not believe that he would ever disown him, but Jesus predicts that Peter will. Let's learn about that time.

Break students up into groups of 5 or 6 (you need at least 5 students). Each group will read Matthew 26:69-75. They will need to decide who is going to be which character and practice their lines. Students should be reading straight from the text, not paraphrasing. Encourage them to use their own style of acting. After 7 minutes, bring them back and have each group present their play.

 **TT #14**

Leader's note: If you have a smaller group, you may want to be the narrator yourself and just choose 4 students to help you act it out.

Prompt: As you can see, Peter was easily influenced by those around him. He quickly began thinking that it was a negative thing to be associated with Jesus.


Have students return to their acting groups to discuss the following questions. Post the "Post-Skit questions".

 **TT #17**

Optional: Depending on your timing, you may want to bring the discussion back to the whole group for some of the questions.

Prompt: As in our story of Jesus and Peter, we can sometimes see when our friends are going down the wrong path or about to make the wrong choice. Is there anyone in your life that you can think of that may need a friend to help them through? You don't need to answer, but think for 30 seconds if there is a "Peter" in your life and how you might be able to help him or her.

Allow 30 seconds for students to think about this.

Optional: Share a personal example of coming alongside a friend to help them through a situation or peer pressure 

Prompt: Think back to the balloons we tried to blow up. It couldn't inflate because of the negative pressure in the bottle keeping it squished. When we have negative pressure around us, it is going to stifle us and not allow us to become who we are to become and who God designed us to be.

Think/Pair/Share: How does this balloon in a bottle relates to what we just read and discussed about Peter? What was Peter's negative peer pressure?

After 2 minutes, bring it back to whole group for students to share their partner's answer. Depending on time, you may limit how many students share.

Prompt: No matter how hard Peter tries, when he allows himself to be surrounded by negative peer pressure—people trying to influence him to act in a certain way (that it's not a good thing to be a friend of Jesus)—he's stifled and makes the wrong choice and denies God.

Have the four volunteers come back up to their balloons. Ask them to take the balloon out of the water bottle and blow it up and tie the ends once it is blown up.

Prompt: When Peter freed himself from peer pressure, when he decided it wasn't important to please others who wanted to force him to live and believe a certain way—he was free to grow and thrive and become what God intended.

Consolidate/Debrief (approx. 10 min.)

Prompt: Just like the balloon, we now have a choice. As Christians we have a lot more pressure than someone who is not, as many things we believe are in opposition to what the world believes or has come to know as “normal.” Do we get stuck inside the bottle because of negative influences and get stifled by our choices, or do we move towards positive influences and become who God intended us to be?

Ask a student to read Romans 12:2.

Have the students return to their pairs. Present each question one at a time and each group should be prepared to share the pair’s answers with the large group. After each questions and the allotted discussion time, ask 3-4 pairs for their answer.

What challenges do you think you might experience, or maybe you’ve already experienced, when it comes to ‘not conforming to the pattern of this world’?

How can you avoid/overcome these negative pressures? Is it possible?

Ask 4 students to read 1 verse of Ecclesiastes 4:9-12.

Do you have someone in your life that can help you in times of trouble/negative pressures?

Prompt: No matter where you are in your faith or life, you have a choice to make. Will you choose to surround yourself with positive influences and ward off the negatives, or will you allow those negative influences into your life? Are you ready to choose the positive pressures over negative pressures in your life?

Close in prayer.



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LIVING LIFE REROUTED

Module: **Navigating Through a Messy World**

Lesson 3: Being a GPS to Others

Spiritual Aims

Hopefully students will be able to ...

- acknowledge God's strength in their lives and how it helps them in their lives
- assess where their strengths and weaknesses in their faith lie and how they can turn to God to strengthen their faith

Lesson Objectives:

Students will be able to...

- express 2 ways they can show God's love to others in a practical way (specific to them)
- explain what it means to be the "salt" and the "light" of God
- examine how their faith is seen by non-Christians and if there are any changes that they need to make

Materials Needed:

Minds On Option 1:

- approximately 15 bowls/cups
- 1-15 food/drink items from list (*Orange juice, Ice cream, Cold coffee, Tomato ketchup, Vinegar, Cold rice pudding, Toothpaste, Yogurt, Salad dressing, Mustard, Bolognese sauce, Brown sauce, Milk, Mayonnaise, Curry paste, Marmite, Golden syrup, Cottage cheese, Beaten raw egg, Water, Cold baked beans, Branston (sweet) pickle, Cold chicken soup, Soy sauce, Cold tinned custard, or anything else you can think of!*)
- Leader's note: Make sure there are no allergies in the group prior to choosing your options. You will want to be sensitive to allergies so that everyone is able to participate should they want to.
- Recording paper or each food item listed in a large piece of paper
- 3-5 blindfolds
- material to cover the bowls/cups from being seen
- Teaspoons
- cups of water for each participant

Minds On Option 2:

- 1 blindfold
- Materials already in your church/meeting place

Action/Consolidate

- blanket/towel (thick and dark)
- 1 chart paper per 3 students
- 1 marker per 3 students
- 1 small strip of paper per student
- 1 pen/pencil per student
- 1 Bible per 3 students
- flashlight/light of some sort
- 1 roll of masking tape
- Recording paper

Pre-lesson preparation (if applicable):

Leader's note: Minds On has two options for you as a leader. While the first one is most preferred, as it will provide your students with a "WOW" moment that they won't forget, they both will conclude to the same point by the Action through your guidance. Please read the options carefully and decide which one is best for your group.

Minds On Option 1:

- This taste test requires quite a bit of preparation. Prepare a small cup/bowl of 15 food/drink items suggested in the Minds On or ones that you have chosen on your own. Cover and number them 1-15 so that students cannot see the different options before participating in the activity. Prepare glasses of water for students participating in the taste test.

Minds On Option 2:

- Using objects already in your meeting space/church, create an obstacle course around a large room or through the church hallway (as long as others aren't going to be using the area in the meantime).

Minds On (approx. 10-15 min.)

Option 1: Blind Taste-test Activity

Invite 3 volunteers to participate in the taste test where they will compete with each other to demonstrate their knowledge of food and tastes from around the world. Blindfold each volunteer and bring the numbered (1-15) food samples out for the taste test.

Leader's note: Make sure there are no allergies in the group prior to choosing your options. You will want to be sensitive to allergies so that everyone is able to participate should they want to.

The first contestant selects a number from 1-15. They are fed a small sample of the chosen number with a teaspoon and asked to guess what it is. Aim to have five rounds and give the contestants a drink of water between each round, especially if they have just swallowed the curry paste! A point is given for each correct answer. Select 15 'tastes' from the sample list below.

To keep the rest of the group engaged with the icebreaker, use the recording paper or your preprinted food cards to reveal what the volunteer has chosen to test before they do so. (Let the volunteer hear the groans and laughter.)

Option 2: If a taste test is not feasible for any reason, create an obstacle course using furniture in the room or around the church and ask for a volunteer. (The obstacle course could be one room or it could travel throughout the building).

Put a blindfold on a volunteer and have him/her complete the obstacle course with everyone else yelling instructions. Have a second volunteer complete the course, but this time, have another student be the main voice that gives directions while everyone else be the distracting voices; the blindfolded student can know who the main voice is. Have the 2 blindfolded students share how they felt.

Action (approx. 25-30 min.)


Prompt (Option 1): These brave souls just ate food without knowing what was going into their mouths. We often don't like doing things without knowing what the outcome will be. We like to be in "control" of our lives. God calls us to trust him and to let Him take control of our lives, but it is not always easy to drop everything amongst all the chaos of our lives.

Prompt (Option 2): With all that we face in the world, it is not easy to be the only one that we know who is calling out to God and being a follower of Christ. There are so many distractions that can easily take us away from what God is calling us to be.

Have students break into groups of 3. Ask each student to choose a number (1, 2 or 3). Each person has a job during this activity. 1s are the readers, 2s are the writers, 3s are the presenters. If you have an odd group, you can either ask them to go into groups of 2 or make a group of 4. If there is a group of 4, the 4th job is to make sure everyone is on task and focused.

(Leader's note: Students may not like their jobs and may want to change. Depending on your group, you may allow this but make sure everyone still has a job. The point is that everyone is participating and that it doesn't land all on one person).

Have each group get a piece of chart paper, marker and Bible. Have them open their Bibles to Matthew 5:13-16.

Ask students to divide their paper into 4 sections (line down the middle and a line across the middle). 

Tell them the readers are going to read through the verses 4 times and after each read they are going to write things in one of the boxes that you tell them to.

- After Reading 1: Write down anything they know about salt or anything that comes to mind when they hear the word "salt."
- After Reading 2: Write down anything they know about light or anything that comes to mind when they hear the word "light."
- After Reading 3: Write down anything they know about good deeds or anything that comes to mind when they hear the words "good deeds."
- After Reading 4: Write down anything they know about glorifying God or anything that comes to mind when they hear the words "glorifying God."

Leader's note: Make sure they know that there is not necessarily a right answer and that all answers should be written down (as long as they are language appropriate) and accepted. The goal is to get them thinking about the different concepts being discussed.

After everyone is done writing, give out some tape to each group and ask them to post their pages up on the wall somewhere.

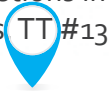
Gallery Walk: Have students walk from group to group and take a good 30-60 second look at each page. Ask them to look for what things are common between each of the groups, what things are different, or if there are any answers that stand out that they weren't expecting or didn't think of themselves.



(Note: If you have a larger group, ask them to visit 4-5 other groups)

Have students return to their groups and share their insights in those groups (you may want to restate what they were supposed to be looking for during their gallery walk). After a minute or two of sharing what they noticed, ask people to share something from their group (it could be something they themselves said or something someone in their group said).

After some responses, post the following questions for all to see and verbally ask it. Have them discuss the questions in their groups for 4-5 minutes and then bring it back to the whole group again to discuss.



What does it look like to be the "salt" and the "light" of the earth/world?

Why does God use those two things to describe how we should be?

Brainstorm ways to be the "salt" and the "light" to those around us. Write these down on the recording paper as they are being discussed.

Consolidate/Debrief (approx. 5-7 min.)

Ask for a volunteer to come and hold a flashlight/light. Then turn the lights off in the room.

Leader's note: If turning off all the lights is deemed a safety hazard, turn off/dim enough lights until the flashlight is the most visible light source.

Prompt: Acts 13:47 says "For this is what the Lord has commanded us: 'I have made you a light for the Gentiles, that you may bring salvation to the ends of the earth.'" How can you be a light in this world that is shining for others to see? How can you be a Christian for your friends to see? How can you be a loving person for all to see IF (*and you take the dark, thick towel or blanket/fabric and cover the light*) you are going to swear, gossip, lie, and end up doing all the things your "friends" are doing? How is acting like that going to help them see that you are a light helping guide them to Christ?

Have the students close their eyes. Ask them to replay their interactions with peers, family, teachers, etc., in their minds. Give them about 1-2 minutes to do this. While they are doing this, give them some suggestions of interactions while also allowing some silence between suggestions so the students can think. (eg. think about what you said to your best friend this week. What about how you spoke to your mom or dad? Was it loving? How could you have changed it?)

Prompt: Are these interactions allowing for your light to shine? Or are you placing a bowl over your light and hiding it?

Ask the students to open their eyes. Turn on the lights and hand out a small slip of paper and a pen/pencil. Ask them to write down one or two ways they are hiding their light in the interactions they were just thinking about. Have them fold the piece of paper in half.

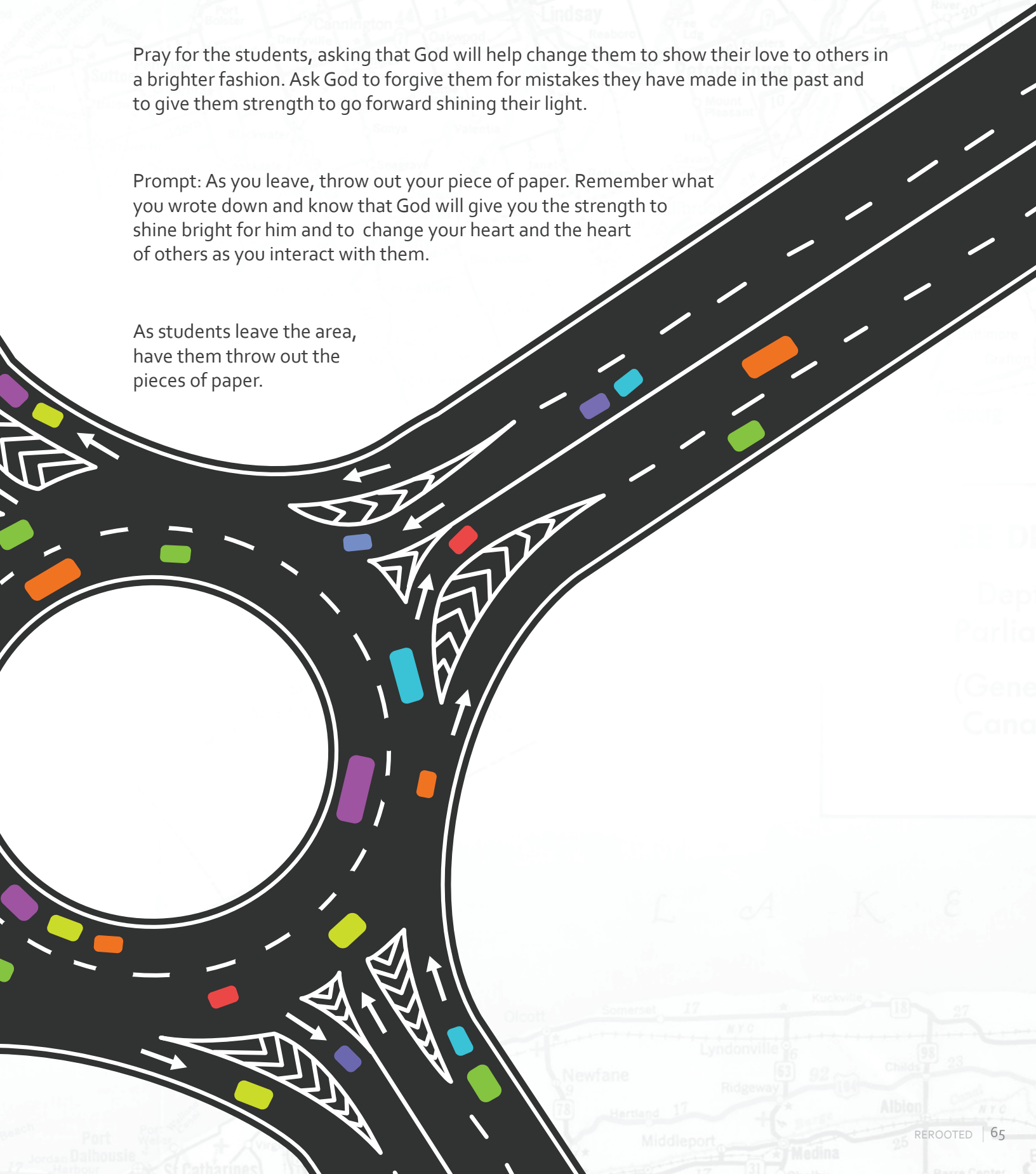
As they are writing, read Isaiah 41:10. "So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand."

Prompt: God will help you in all of your interactions, you just have to trust him and block out those other distractions from the world around you. It won't be easy, but God will be with you through it all.

Pray for the students, asking that God will help change them to show their love to others in a brighter fashion. Ask God to forgive them for mistakes they have made in the past and to give them strength to go forward shining their light.

Prompt: As you leave, throw out your piece of paper. Remember what you wrote down and know that God will give you the strength to shine bright for him and to change your heart and the heart of others as you interact with them.

As students leave the area, have them throw out the pieces of paper.





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Module 3:

Dry/Dark Moments

There are times in life when we feel unfulfilled, empty, maybe even depressed. In those moments, we wonder if there really is someone we can go to or if we're destined to endure it on our own. In this module, students will explore what some of those dry/dark moments are in Scripture, and how those examples handled their situations.

In **Lesson 1**, Understanding Exile, we will look at Israel's example of being in exile, and how that experience can parallel our lives.

In **Lesson 2**, Dealing with Depression, we will formulate an understanding of what depression is, and how God supports us in working through that.

In **Lesson 3**, Time of Crisis, we will tackle the question, "Why does God allow bad things to happen?" Students will delve into how to respond to such a question and how can we handle crises.

In **Lesson 4**, Restoration, we recognize that God ultimately wants to restore us to fullness. To reach that, we need to address sins in our own lives, and how we can build support systems around us to address those dry/dark moments.



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Module: Dry/Dark Moments

Lesson 1: *Understanding Exile*

Spiritual Aims

Hopefully students will be able to ...

- Assess where they are with God (Spiritually), where they have come from, and where they want to go.
- recognize God's sovereignty in all situations and trust Him through hard times
- Discern how God's promises appropriately apply to them

Lesson Objectives:

Students will be able to...

- Define "exile"
- Interpret the Jeremiah 29:11 promise in its context
- Draw parallels from Israel's story into their own life

Materials Needed:

- 1-2 dodge balls
- 1 copy of Appendix A
- 1 copy of Appendix B per 2 students
- Recording paper
- 1 Bible per 4 students
- Enough scrap squares of paper and pens/pencils for everyone
- 2 Bibles with the references booked from Appendix A.

Pre-lesson preparation (if applicable):

- A good companion video that your leaders might want to watch to better understand the lesson objectives is For the Life of the World episode 1 (available to purchase or rent from Flannel.org <https://flannel.org/products/for-the-life-of-the-world-exile>).
- Bookmark the 2 Bibles with the Appendix A reference.

Minds On (approx. 15 min.)

Option 1: Exile Dodge Ball

This game is meant to be a fun way to introduce the topic of exile (as an object lesson for Israel's exile into Babylon). When students are "exiled" from the game they have to demonstrate learned knowledge to rejoin the game.

1. Break up into 2 teams by assigning them either the # 1 or 2. Explain the rules of dodgeball (if you're unfamiliar, please refer to <http://playdodgeball.org/easy-dodgeball-rules/>) with the following variations.
2. If you're "out", go to the back edge of your court. A leader will ask you a trivia question (Leader's note: Use Appendix A).
3. If you can answer the question, you return to the game. If you cannot answer the question the leader will give them the applicable Bible verse(s) to read which will have the answer. (Leader's note: Use the Bible with the references already bookmarked.)
4. Once the trivia questions are used, players cannot return to the game. Play this until 1 team gets everyone out before they can answer all the questions OR until each side has run out of trivia questions for each player to answer.

Option 2: Rock/Paper/Scissors-Splits Tournament (if your group is less than 6 people or you lack the space for option 1).

1. Find a partner. (If there's an odd #, have a leader participate.)
2. Stand with one foot behind you and one foot in front. Your front foot should be touching your partner's front foot.
3. If you win a rock/paper/scissors round, move your foot behind your back foot. If you lose, you move your front foot to their "new" front foot.
4. Continue until one player is in the splits or can no longer reach the winner's front foot with their foot. (You can see an example of this at <https://www.youtube.com/watch?v=3ecwzaRA5Uo>).
5. If you are eliminated, you can answer the question and return to the game. If you cannot answer the question the leader will give them the applicable Bible verse(s) to read which will have the answer. (Leader's note: Use the Bible with the references already bookmarked.)
6. Once the trivia questions are used, then eliminated players cannot return to the game.

Ask if anyone knows what the word "Exile" means. Allow 3 students to offer an answer. TT #9

Suggested answers include "you have been sent away from your home and can't return either for a specific time or forever, depending on who exiles you."

Action (approx. 15 min.)

Prompt: In the Bible the Israelites are sent into exile into Babylon because they didn't listen to God and worshipped /other gods and statues. The Israelites stayed in captivity for 50-70 years; when they were allowed to return to their home they found it occupied by different armies who also oppressed them. Do you think they felt "at home?" Probably not. They still felt like they were in exile even when they came home. The game we just played reflects that. When you got hit with a ball you had to leave the game until you learned something, and then were allowed to come back in.

Think/pair/share:

- What ways do you sometimes feel like you are in exile?
- How can the feeling change between different social groups? With friends? At home? At school? In a new place? At Church? Or even just spiritually between you and God?

Leader's note: Consider writing displaying these questions on recording paper for students to reference.

Allow students to share in pairs for 5 min, then gather them back in the large group to share their partner's answers afterwards. (You can choose to limit the number of people sharing.)

Prompt: Some Israelites may have felt confused because God made promises to them. Perhaps you might feel like you're exile because it seems to go against something you've heard God promise. Let's look at a couple of those promises.

Out of Context Verses

To divide students into 2 groups. (If each group has more than 4 people, subdivide until you have an even number of groups with 4 or less students.). Have them stand in alphabetical order by first name. Then divide them as evenly as possible into 4 groups. From Appendix B, give group 1 copies of their passage and group 2 their passage. Each group has 3-5 minutes to read the passage and answer the following question: What is God promising in this passage? What are the conditions to the promise?

After, have group 1 partner with group 2 to compare their answers, and then answer the question: What's similar? What's different? Why is it different?

After 5 minutes, have them gather in the large group and have 2-3 people share their group's answers.

Suggested answer: God promises that he has plans to prosper, but it's for the Israelite exile and is contingent on them obeying God, not being deceived by others.

Prompt: We hear examples of God's promises, but sometimes we misinterpret what the promise is.

Back in their groups, have students read Luke 11:9-10 and answer this question: What is God promising (really)? Each group will have a spokesperson share their group's answer.

You can give this hint: What did you learn from the Jeremiah 29 passage? Apply it here? (Leader's note: Hopefully they learned to look at the wider context, in this case is Luke 11:1-13.)

Suggested answer: God will give what we ask when it's based on his will i.e. contingent on v2.

Prompt: Sometimes, the reason why we feel rejected or exiled from God is because we've misunderstood what he's actually promised. God has said he won't reject you unless you reject him, which includes holding on to the wrong promises.

Consolidate/Debrief (approx. 5 min.)

Have the students quiet themselves and close their eyes so that they can think on the final questions. Ask the following out loud, and ask them to ponder their answers silently.

- If you have experienced it, think of a time where you felt like you were in exile. What was God trying to teach you in that time?
- If you are experiencing it now, think about the circumstance that makes you feel like you are in exile? What is God trying to teach you now?
- Do you feel like you have a relationship with God? Where do you think God wants to take you in that relationship and how has He empowered you to get there?

TT #14

Read Psalm 139:13-14.

Prompt: God does know you and cares for you. He wants to listen to you and does have promises for you.

Pass out the scraps of paper. Have the students write down something they would like God to show them, either about themselves, Him, or our purpose in the world. Give some examples to help them process this question (could include: I want God to show me He loves me, I want God to show me my spiritual gifts, I want God to show me how I can help those around me, etc.) Tell them to put the paper in a place where they can see it and be reminded and encouraged about God's plan for them.

Close with Prayer.

APPENDIX A

Team 1 Questions

Q-How many days and nights did it rain in the Noah story?

A: 40

Source: Genesis 7:11-12

Q-What was the 6th plague God sent against Egypt

A: Boils

Source: Exodus 9:8-12

Q: Where does Jesus tell us to keep our treasure?

A: Store up treasures in Heaven

Source: Matthew 6:19-21

Q: How many people became believers in Jesus Christ on Pentecost?

A: 3000

Source: Acts 2:40-41

Q: Where did Samson's strength come from?

A: from God (seemingly from his hair)

Source: Judges 16:17

Q: What temperature does God say the church in Laodicea is, and what does that make Him do?

A: "Because you are lukewarm I spit you out of my mouth"

Source: Revelation 3:14-16

Q: Where was Jonah trying to run away to?

A: Tarshish

Source: Jonah 1:1-3

Q: What are 3 Fruits of the spirit?

A: love, joy, peace, forbearance (patience), kindness, goodness, faithfulness, gentleness and self-control

Source: Galatians 5:22-26

Team 2 Questions

Q: What is the name of Abraham's first son?

A: Ishmael

Source: Genesis 16:13-16

Q: Name 3 pieces of armour from the armour of God.

A: Belt of truth, breastplate of righteousness, shoes of the gospel of peace, shield of faith, helmet of salvation, sword of the spirit.

Source: Ephesians 6:10-17

Q: Which disciple began to walk on water after Jesus?

A: Peter

Source: Matthew 16:28-31

Q: Which Old Testament prophet was taken up into Heaven without dying?

A: Elijah

Source: 2 Kings 2:13-14

Q: What is the name of the man who gave Jesus his tomb?

A: Joseph of Arimathea

Source: Luke 23:50-53

Q: Who took over leading the Israelites after Moses died?

A: Joshua

Source: Numbers 27:18-20

Q: What type of tree did Jesus curse before entering the temple and overturning its tables?

A: Fig tree

Source: Mark 11:12-17

Q: What was Jesus' first miracle?

A: Water to wine at the wedding in Cana

Source: John 2:1-11

APPENDIX B

Group 1: Jeremiah 29:11

For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future.

Group 2: Jeremiah 29:4-12

This is what the Lord Almighty, the God of Israel, says to all those I carried into exile from Jerusalem to Babylon: ⁵ "Build houses and settle down; plant gardens and eat what they produce. ⁶ Marry and have sons and daughters; find wives for your sons and give your daughters in marriage, so that they too may have sons and daughters. Increase in number there; do not decrease. ⁷ Also, seek the peace and prosperity of the city to which I have carried you into exile. Pray to the Lord for it, because if it prospers, you too will prosper." ⁸ Yes, this is what the Lord Almighty, the God of Israel, says: "Do not let the prophets and diviners among you deceive you. Do not listen to the dreams you encourage them to have. ⁹ They are prophesying lies to you in my name. I have not sent them," declares the Lord.

¹⁰ This is what the Lord says: "When seventy years are completed for Babylon, I will come to you and fulfill my good promise to bring you back to this place. ¹¹ For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. ¹² Then you will call on me and come and pray to me, and I will listen to you.



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Module: dry/dark moments

Lesson 2: *Dealing with Depression*

Spiritual Aims

Hopefully students will be able to ...

- know “where God is” in the dark times
- keep faith alive during, or in spite of, depression
- support people in their lives suffering from depression

Lesson Objectives:

Students will be able to...

- Attain a basic understanding of depression
- Recognize appropriate responses to depression
- Identify tools to help battle/endure depression
- Indicate ways to support people in their lives who suffer from depression

Materials Needed:

- 9-12 grocery bags
- A variety of heavy objects to put in bags
- Video projection (videos clips available at cboqyouth.ca/rerooted)
- **Leader's note:** There are 6 video files. One is the entire interview. The other 5 are segments answering the following questions. Choose which segments are most applicable for your group.
 - How do you cope?
 - What's the biggest challenge in the church with regard to depression?
 - What did you find in dealing with depression?
 - What's your advice for those struggling with depression?
 - What can do as a church?
- 1 copy of Appendix E per 4 students
- 1 copy of Appendix F per student
- **Leader's note:** Because of the nature this lesson, have the contact information for 2-3 different people (e.g. counsellor, psychiatrist) to whom you can refer students if needed to deal with their depression (recommend they contact their family doctor).

Minds On (approx. 5 min.)

Race with Weights

Select 2-3 students to take part in a demonstration in an open space.

1. Lie down on the floor parallel to each other.
2. When I say "Go" stand up and race to the other side of the room and return to the starting line.
3. For the second round, the winner needs to carry a grocery bag in each hand filled with heavy objects.
4. You can repeat as many rounds as you wish, with the winner taking the last round's bags and adding 1 more.

Leader's note: If time permits, you could allow additional groups of students to participate subsequent rounds.

Optional: If you have limited space, modify the race that doesn't involve running e.g. walking on knees.

Prompt: Today we are going to address some issues about depression. Depression is often misunderstood as just feeling sad, but often people who suffer with depression describe it as feeling almost like a physical weight on their body or spirit. This race illustrates how someone who was otherwise a good athlete could be slowed down and unable to perform this simple task by adding weight to him/her each time s/he ran.

Action (approx. 20 min.)

Show the applicable video clips. Divide the students into groups of 4-5 people. Hand out 1 copy of Appendix E to each group. Each group will go through a few of the scenarios on the page and discuss how they would/should handle it over the next 7 minutes. **TT #14**

Leader's note: Students do not need to complete all the scenarios. If they are deeply discussing a particular scenario, encourage them to do so for the 7-minute segment.

Leader's note: Try and have at least 1 leader in every group if you have enough leaders. If not, decide who you think might be the most mature to work on their own and assign your leaders elsewhere.

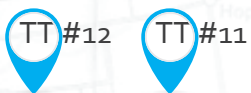
Leader's note: This can be a touchy subject and some students may provide input or share with the group, while others may choose to remain silent. It might be a good idea to leave one leader free to float around and pray for students if they request it or pray for them silently as you go through the session.

Afterwards, have the groups regather into the large group and review each scenario with answers from some of the groups. (Leader's note: Do take your time in reviewing these scenarios. Delve deeper than some superficial questions, exploring possible motives, attitudes or temperaments that exist in some of these situations. While it's not up to you to give the answers to these scenarios, do ensure a level of respectability and dignity in the discussion (i.e. correct any inappropriate suggestions).

Consolidate/Debrief (approx. 7 min.)

Hand out Appendix F.

Prompt: Before we finish I want to re-state that if you, or someone you know, is going through this there is no need to go through this alone. If you want to find a leader after group to pray with or to begin a conversation of healing and recovery, we would be blessed to help you out. The guy in the video mentioned reading Scripture as something to calm his anxieties and center his mind on God. On this page are 3 scripture verses and a comic strip (drawn by the guy in the video). Take a moment and use these verses to help you pray either over your life or over the life of someone you know.



Instruct the students to find a quiet spot and close their eyes for 30 seconds. Then have them read through each scripture once or twice silently. Encourage them to ask God to make those verses a reality for them. Let them know that you will close in prayer out loud when it's time to finish. When it seems most people are done, say a closing praying out loud.

APPENDIX E

Go through as many of the following case studies as you can and discuss how we can react when friends are going through these times. What do you think you would need if this was you?

Case Study #1:

Your friend has not been acting like himself lately. He seems to have lower energy and is somewhat irritable. He has also started to lash out at people. He has been missing more school than usual and getting in trouble for not finishing homework or assignments. You have heard him make some dark jokes about suicide and he seems to have a very low opinion of himself.

Case Study #2

Your friend has been acting very stressed out lately. Different social situations in particular seem to stress her out and she is often disappearing from groups and social functions for extended periods of time. Sometimes she is so stressed that she doesn't show up at all. This has started affecting both her school and her social life. The stress of everyday life seems to have sent her into some type of depression.

Case Study #3

You have started noticing cuts on the forearms of your friend. She has started wearing long-sleeved shirts (even on hot days) and lots of bracelets to cover them up. Her mood has been quite negative recently and she does not seem to have a very high opinion of herself. Lately she has been talking about how life seems to spin out of control.

Case Study #4

Your friend has just approached you and confessed that he is struggling with depression. He says his life is not of value and that he has been having thoughts about suicide. Even when not thinking of suicide, he often finds himself thinking about death. He has shared with you that he has been using drugs and alcohol to numb the pain of his depression.

Finish with these questions: Why do you think stigma (a social mark of shame) against mental illness exists? What can we do to fight it?

APPENDIX F

Depression can come out of nowhere sometimes, and it can hit you like a brick wall. Cut out these scripture verses and leave them in places where you may be encouraged when you see them in hard times. (Here are some ideas for places to post them: your locker, your bedroom mirror, your binder, your computer screen, or any place that you might see it regularly).

Psalm 40:1-3

I waited patiently for the Lord;
he turned to me and heard my cry.
2 He lifted me out of the slimy pit,
out of the mud and mire;
he set my feet on a rock
and gave me a firm place to stand.
3 He put a new song in my mouth,
a hymn of praise to our God.
Many will see and fear the Lord
and put their trust in him.

1 Peter 5:6-7

Humble yourselves, therefore, under God's mighty hand, that he may lift you up in due time. 7 Cast all your anxiety on him because he cares for you.

Philippians 4:6-7

Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. 7 And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.



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BY JEFF BAKER



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Module: Dry/Dark Moments

Lesson 3: Times of Crisis

Spiritual Aims

Hopefully students will be able to ...

- Comprehend why God lets bad things happen.
- embrace the sovereignty of God
- see God in every situation, including the bad ones

Lesson Objectives:

Students will be able to...

- Answer why God allows bad things to happen
- Recognize that God wants people to bring their problems to him

Materials Needed:

- Min. 1 paper per 4 students for Minds On
- Min. 1 paper per student for Consolidate
- 1 pen/pencil per student
- an offering plate or something to collect the scraps of paper
- Video projection
- “Zombie bridge” video clip: <https://www.youtube.com/watch?v=7yDmGnA8Hwo> (Leaders Note: The video shows cartoon zombies. While It’s pretty tame, if you feel some of your students may not be comfortable with it, use “Prisoner Riddle” video clip: <https://www.youtube.com/watch?v=N5vJSNXPEwA>)
- “Why does God allow bad things to happen” video clip: <https://www.youtube.com/watch?v=LkQah4ecMFw>
- “Come As You Are” song: <https://www.youtube.com/watch?v=r2zhf2mqEMI>
- 1 copy of Appendix G per 4 students

Minds On (approx. 15 min.)

Zombie Bridge

This activity is meant to introduce the idea of how difficult it can be to think clearly in the middle of a crisis and how to react to things.

#2

To play the game:

1. Line up based on their birthdate (i.e. just their month and day). In that order, gather in groups of 4 (one group may have 3 or 5). One leader will be assigned per group.
2. Send 1 person from each group to get a blank paper and a pen.
3. Watch the first part of the Zombie Bridge (or Prisoner Riddle) video. (Leader's note: Pause the video at the designated time (i.e. before the solution is given).
4. In 5 minutes, solve the puzzle.

Afterwards, play the rest of the video.

Prompt: We are going to be addressing how we react in times of crisis and look at the question "Why does God let bad things happen?" Obviously the crises we find ourselves in are not as goofy as a zombie/alien apocalypse. But it challenged how we react in the face of a crisis.

#13

Have students remain in their zombie groups and consider the following questions:

- What kind of crises do we find ourselves in in our society today?
- What are some ways (good or bad) you notice you react to different crises?

After 4 minutes, have 2-3 individuals share their group's answers.

#14

Action (approx. 20 min.)

Show the “Why does God allow bad things to happen” video. Afterwards, give each group a copy of Appendix G and have them complete it in 10 min. Each group should have 1 spokesperson to share their group’s answers.

Leaders note: *If your students are too shy to read in public it may be a good idea to have a leader ready to go as a backup.*

After each group is done, select 1 group to share their answer to question 1. Ask if other groups have something different; if so, they can share their answer. Select a different group to answer question 2. Repeat until all questions are answered.

Prompt: Hezekiah knows that, in sheer brute strength, Sennacherib could beat his men. But, he also knows that the Lord God fights for His people, He takes Seccacherib’s declaration of war and leaves it on the altar in the temple. It’s as if he sacrifices his anxiety and hands it over to God, allowing Him to take control. We’ll try that together. Whatever is stressing you out, making you anxious, eating away at you, maybe it’s not something about you directly, or maybe you are worried for a friend, or a family member -whatever it is, we are going to offer it to God for Him to take care of.

Consolidate/Debrief (approx. 5 min.)

The offering

1. Take at least 1 small paper and a pen/pencil as it’s passed around.
2. Write down what is making you anxious or causing you stress. You can choose to keep your note anonymous. I plan to read each one and to pray this week about these anxieties/stresses listed.

As they begin to write, play the video “Come as You Are.” Allow it to repeat as needed. Keep the volume low. When most students are done, pass around the offering plate (or whatever you plan to use to collect the papers). Remind them this is a physical representation of giving their anxieties over to God. Encourage students to discuss these anxieties/stresses with a leader or another trusted adult. Students do not have to submit their paper if they choose not to.

Close in prayer.

APPENDIX G

Have each group select two students to read 2 Kings 19:14-19 and 2 Kings 19:35-37.

What happened to King Hezekiah?

How did he respond?

What did God do?

Why do bad things happen to good people?

Do you agree with the video?

How can we use free will to create good instead of evil?

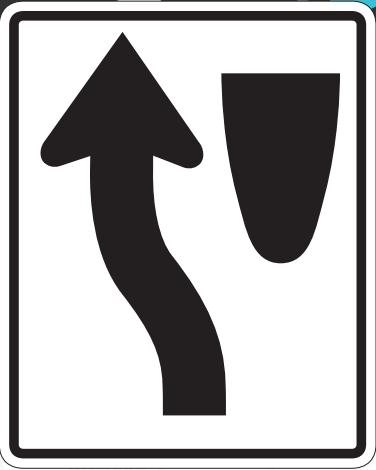
How should we respond when bad things happen?

Suppose someone was being bullied at school, what could he or she do to respond with love and in a godly way?

How should we model ourselves after King Hezekiah?

Background Info

King Hezekiah was considered to be the only righteous king of Judah over a period of time spanning several generations. Sennacherib was the king of Assyria and wanted to conquer Judah around 701 BC. He sent a delegation with a letter telling Hezekiah all the kingdoms he's conquered and all the gods he's overthrown. Sennacherib's intent was to threaten Hezekiah and his kingdom to surrender or else face the consequences.



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Module: Dry/Dark Moments

Lesson 4: Restoration

Spiritual Aims

Hopefully students will be able to ...

- Understand the redemption of God on a personal level.
- Repent and accept God's grace

Lesson Objectives:

Students will be able to...

- Address sin in their lives and ask God for forgiveness.
- Build a support team out of their friends and family.

Materials Needed:

- Video projection
- "Psalm 139" clip: <https://www.youtube.com/watch?v=qmBLjkFrLH4> (You can purchase at <https://skitguys.com/videos/item/psalm-139>)
- Optional:** sound system with a playlist of worship songs.

Minds On (approx. 10 min.)

The purpose of this game is to get the students to understand repentance as an actual turning away from sin and turning toward God.

Turning

1. Form a circle and face inward (towards the middle).
2. All the girls turn around facing outwards.
3. Those wearing sneakers turn to the right (this can include the girls who have already turned. The result should be a $3/4$ turn from their starting position).
4. Those wearing the colour blue to turn left from their previous position. Again, this can be anyone who has already turned; the idea is to have everyone facing in different directions.
5. Walk towards the person you are facing directly and tell them your favorite flavour of ice cream. If you are not directly facing anyone else, find someone else not facing anyone and tell them your favorite flavour of ice cream.
6. Everyone forms a circle again.
7. All the boys face outwards.
8. Anyone in grade 7 turn to the left.
9. Anyone wearing jewelry turn to the right.
10. Anyone who has a pet to turn to the right.
11. Walk towards another person you are facing (same rules as before) and ask them "If you could become anyone for a day, who would it be?"
12. Gather back into a large circle and ask anyone who is willing to share, who they would become and why.

Prompt: Today we are talking about restoration, and how to repent and return to God once we've disobeyed him. Repentance doesn't just mean asking God to forgive you; repentance literally means doing a 180 degree turn and walking in the opposite direction.

Action (approx. 30 min.)

Leader's note: This section involves 2 components: a jigsaw group study and a video. As the video is quite long, only devote 10 minutes to the Jigsaw.

TT #15 Jigsaw:

There will be 4 home groups.

Expert group: Each group is assigned one passage (Galatians 6:1; James 5:16; 2 Corinthians 5:17; Psalm 51:7) and answer the question "What is this verse saying about restoration?" TT #13

Home group: Define what is "restoration".

Show the "Psalm 139" video.

Leader's note: You may want to open the floor to some questions after the video, otherwise transition into the consolidate/debrief time.

Consolidate/Debrief (approx. 5 min.)

Optional: This debrief is meant to a time of reflection and prayer. You may want to have worship music playing quietly in the background.

Have the students find a place in the room where they can concentrate, think and pray as a leader reads the following selection from Psalm 51 (from "the Message" version).

Prompt: We are going to read through a short Bible verse that we can actually use as a prayer for ourselves. We are going to read through it a few times. The first time, just listen to the words. The second time, think about how this might apply in your life. The third time, if this session has meant something to you, I want to give you the opportunity to pray by repeating each line silently. No matter where you are, how good or how bad your relationship is with God right now, if you are on the best sin-free streak of your life, or if you feel overpowered by sin, pray this, ask God to

forgive you, turn away from sin, and embrace forgiveness. And every time we do God is there to help us do it.

1-3 Generous in love—God, give grace!

Huge in mercy—wipe out my bad record.

Scrub away my guilt,

soak out my sins in your laundry.

I know how bad I've been;

my sins are staring me down.

4-6 You're the One I've violated, and you've seen

it all, seen the full extent of my evil.

You have all the facts before you;

whatever you decide about me is fair.

I've been out of step with you for a long time,

in the wrong since before I was born.

What you're after is truth from the inside out.

Enter me, then; conceive a new, true life.

7-15 Soak me in your laundry and I'll come out clean,

scrub me and I'll have a snow-white life.

Tune me in to foot-tapping songs,

set these once-broken bones to dancing.

Don't look too close for blemishes,

give me a clean bill of health.

God, make a fresh start in me

Prompt: Every time we turn from sin God is right there waiting for us. We get a fresh start every time. I want you to think on that as we are dismissed.

Close in prayer.



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Module 4: The Hard Sayings of Jesus

The Bible contains several sayings of Jesus that can seem impossible to follow and are difficult to understand. Throughout this module we will look closely at 4 of those sayings and ask ourselves what Jesus really meant. Are we to take them literally or what there something else Jesus was trying to teach.

In **Lesson 1** we will consider Jesus' command to poke out one of our eyes if it causes us to sin. On the surface this can seem an impossibly hard thing to do. Did he really mean that we should poke them out? Or was he using hyperbole to illustrate how serious we need to treat sin?

Lesson 2 we will work through Jesus' command to drink his blood and eat his flesh. Contrary to popular culture's current fascination with zombies, Jesus did not mean actually eating a person. By understanding the imagery behind his comment we will lay a foundation for the regular practice of participating in Communion.

Lesson 3 will focus on what Jesus meant when he commanded us to be perfect. The pursuit of perfection seems to be at the core of much of modern technology and discovery. Yet, is that what Jesus was referring to? How can a person live a perfect life?

Finally, **Lesson 4** will work through Jesus' comments that, with even a little bit of faith we can move a mountain. Did he really mean that we can make mountains fall into the ocean? If so, why hasn't anyone done that yet?



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Module: The Hard Sayings of Jesus

Lesson 1: Poke Out Your Eye

Spiritual Aims

Hopefully students will be able to ...

- experience freedom from the things that take our focus away from God.

Lesson Objectives:

Students will be able to...

- understand the hyperbole of Jesus' saying meaning that we need to remove the things that cause us to sin.
- learn how to apply the metaphor of poking out your eye in their own lives by getting rid of the stuff that causes them to sin.

Materials Needed:

- Recording paper
- 1 Bible
- 1 pencil per student
- 2 sticky notes per student
- Video projection
- video: "Hard Sayings 1" (download video clips from cboqyouth.ca/rerooted)
- 1 trash bin

Minds On (approx. 10 min.)

Begin this lesson by asking your students to answer the following questions. Give students time to try and solve each question before you give the answer. TT #1

- What has 4 eyes but can't see? [Mississippi.]
- What has 2 hands but cannot clap? [A clock.]
- A house has four walls. All of the walls face south. A bear is circling the house. What colour is the bear? [The house has to be on the North Pole so the bear is a polar bear. Therefore, the bear is white.]
- How many months have 28 days? [All of them.]
- What goes up but never comes down? [Your age.]

Prompt: For some of us these are hard questions to answer. It can be difficult to understand what they mean. The world is full of things that can be hard to understand. From science to computers we are bombarded with things that are hard to figure out. What do you do when those things are in the Bible? How do you figure out what they mean? In this lesson we will take a look at one of Jesus' sayings that can be hard to understand.

Action (approx. 30 min.)

Have someone read Matthew 5:29-30.

Think/Pair/Share: What do you think Jesus means in this passage?

Show "Hard Sayings 1" video. Pause when the video indicates a pause.

Leader's note: For the group discussion, use your recording paper to write down the students' answers. Afterwards, give them a sticky note so they can write down their own individual sin cause.

Prompt: To be clear, these things are not necessarily sinful in and of themselves. It is how we use them that is the problem. If we want to be serious about following Jesus, we need to start taking it seriously when it comes to how we use the things around us.

Show video segment 2.

Have students suggest ways they can “cut off” those items listed on the recording paper. TT #2 Randomly give each student a number between 1-4. Designated where the 4 groups will meet. Ensure each group has some paper (each student should already have a pen from before). Give each group 25% of the items in the previous. Each group has 5 minutes to suggest ways to appropriately deal with those issues. Have a spokesperson for each group report what they found to the large group. (Record their answers on the recording paper.)

Leader’s note: Some suggestions for cutting off:

- internet filters
- using computers only in public areas
- deleting apps
- stop taking / sending pictures
- stop dealing with the situation by yourself
- limiting contact with certain friends

After all the suggestions have been compiled, give each student a 2nd sticky note. Have them write down one way they want to deal with the issue written on their first note.

Consolidate/Debrief (approx. 10 min.)

Show video segment 3.

Invite students to spend 3 minutes considering what they could do this coming week to start the process of cutting out things that are causing them to sin; they can write it on the 2nd sticky note. You can suggest they talk to a leader after the lesson is done as a way to help give them some accountability. TT #3

Close your time in prayer. Consider taking prayer request from the students and possibly have students pray for each other.

Remind students, if they want, to discard the first note in the trash bin when they leave, but only if they desire to cut off that issue from their life.



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Module: Hard Sayings of Jesus

Lesson 2: Drink My Blood

Spiritual Aims

Hopefully students will be able to ...

- Fully acknowledge Jesus' sacrifice that is represented through communion

Lesson Objectives:

Students will be able to...

- explain what it means to drink Jesus' blood.
- develop a habit of "eating Jesus" by participating in communion.

Materials Needed:

- Video projection
- Blueprint video (<https://www.youtube.com/watch?v=wKa19ehsEQQ>)
- Vimeo Video: <https://vimeo.com/71740690> for Conclusion if you choose to do Option #1
- "Hard Sayings 2" video
- 3 cans of pop, juice or other drinks from a can per 1 Minds On participant
- Communion supplies (bread, juice)
- Recording paper

Pre-lesson preparation (if applicable):

- Depending on your tradition, the communion elements may take some time to prepare ahead of time.

Minds On (approx. 10-15 min.)

Students will play the Minute to Win It game called Topsy (instructions for the game are in the video below). (If you are unfamiliar with the Minute to Win It game show you can watch a short clip from the show here: <https://www.youtube.com/watch?v=5RH6rMBgXgk>.)

Invite as many students who wish to volunteer (you can limit the total number of participants). All participants will have 1 minute to complete the challenge. Show the Blueprint video clip (You will find the blueprints at <https://www.youtube.com/watch?v=wKa19ehsEQQ>). Then, using a timer (e.g. a stopwatch, egg timer or <https://www.youtube.com/watch?v=97gfrMZRp4>), have the students complete the challenge. TT #1

Action (approx. 25 min.)

Prompt: Last week we looked at one of Jesus' hard sayings. This week we will tackle a second saying of Jesus' that was so difficult to understand some of his own disciples left him because of it. So, let's read through John 6:43-60.

Read John 6:43-60. TT #4

Prompt: What first comes to your mind when you hear this? It can either be a question, an image, an emotional reaction, etc.

Allow the students a few minutes to share their thoughts on the passage. At this point you are only looking for initial reaction. Consider writing their responses on a blackboard, whiteboard, or other place where they can see their responses.

Show "Hard Sayings 2" video.

Think/pair/share: What ways could a person express their friendship with God?

Have as many students share as you'd like. Be prepared to share your own examples. Recording their answers on the recording paper.

Have a student read Matthew 26:26-29.

Ask: What does "eating his flesh" and "drinking his blood" really mean?

Suggested answer: If we really do want to follow Jesus, taking communion is a public acknowledgement of that.

Leader's note: Some answers may address the surface layer of this question. Challenge students in what their concept of being a follower of Jesus means in a person's life.

Consolidate/Debrief (approx. 10-15min.)

Prompt: This display we call communion is a representation for those who want to acknowledge that Jesus died and his death paid the price for my sins.

Optional: Show <https://vimeo.com/71740690> to set up communion (this is a short illustration by Francis Chan).

Read Luke 22:14-20. Remind students that those who want to publicly acknowledge Jesus as Lord and Saviour can take the bread and juice. For those who aren't ready, encourage them to reflect on what the passage said and what Jesus might be saying to them.

Leader's note: Some traditions have specific parameters on the experience of communion (e.g. only an ordained pastor can serve communion). You can choose to remove the cup portion and use the bread as an "agape" meal (one explanation can be found at https://en.wikipedia.org/wiki/Agape_feast) with the same kind of acknowledgement.

Ask: What's one way you want to regularly 'eat' and 'drink' Jesus based on the list you generated? Choose one you can do this week. Encourage students to write it down (or text/social media share it with you).

Close in prayer.



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Module: Hard Sayings

Lesson 3: Pursuit of Perfection

Spiritual Aims

Hopefully students will be able to ...

- pursue a perfect life

Lesson Objectives:

Students will be able to...

- Understand that this passage does not mean they will be perfect people but, rather, that we will never be perfect if we do not love others.
- Find ways to love others.

Materials Needed:

- Video projection
- "Lexus commercial" video: <https://vimeo.com/38981925>
- "Hard Sayings 3" video
- 1 paper per student
- Several crayons/markers for students to select in their drawing
- 1 chart paper per 3 students
- 1 marker/pen per student

Pre-lesson preparation (if applicable):

- Have enough paper and crayons or markers available for the anticipated number of students that will be present. To control chaos put these items on a specific table so that students are heading to one location to pick them up.

Minds On (approx. 10 min.)

As students enter the room, direct them to the table with the materials and, before the lesson begins, draw what they think is their perfect car. Remind them it doesn't have to be something already existing; they can be as creative as they wish.

Begin the lesson by showing the "Lexus commercial" video.


Prompt: How is your definition of a perfect car similar or different than Lexus's?

Allow students 2 minutes to give their answer, then have them share with the large group. Record them on the recording paper.

Action (approx. 35 min.)

Prompt: Whether it is cars, shoes, houses, plants, art, furniture, hair, or clothes we all have an idea of what is perfect. But, what if someone asked you to draw the perfect life. What would it look like?

To answer this question, begin by having the students take 60 seconds to think about the perfect life. Then, have them pair up and share their answers with another student. When they share with their partner have them write down their answers using large sheets of paper. Then, post the sheets around the room.

Once the sheets are posted allow the students 5 minutes to walk around the room and read through each other's responses of what their perfect lives would look like. 

Prompt: Now that we've spent some time considering what the perfect life looks like what if someone told you that you had to live a perfect life. How would you respond to that?

Give students 2 minutes to respond to this question sharing their answer with the large group.


Prompt: We have been talking about some of the hard things that Jesus told us to do. One of them is just that. In Matthew 5:48 Jesus tells us to live perfect lives.

Read Matthew 5:48. (Leader's note: It is best to read this in an NIV translation of the Bible. Some translations do not use the word perfect in this passage.)

Ask: How much does this bother you? Students will rate with their hands: 1 = not bothered at all, 5 = highly bothered

Give students 20 sec to think of their rating, count to 3 and ask them to show their rating with one hand.


Show "Hard Sayings 3" video.

Placemat: How do you love others even if you don't like them?  #7

After all the groups have shared their answers, have them post each placemat on the wall.

Consolidate/Debrief (approx. 10 min.)

Prompt: When read in context, Jesus' command for us to be perfect means that we need to learn to love everyone through these actions suggested here, not just our friends and family. We've gathered several ideas on how this looks in our day-to-day lives. The most important question is how this impacts your day.

Using the art gallery method, have students review the suggestions and choose up to 3  #5 ideas they want to use this week. Have them either write it down or text it to someone they trust so they can be kept accountable, and check in on you sometime in the coming week.

Close your time in prayer. Have students share their prayer requests. Consider asking for volunteers to pray for each other.



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Module: Hard Sayings

Lesson 4: Mountain Movers

Spiritual Aims

Hopefully students will be able to ...

- Pray with the authority given to us in faith

Lesson Objectives:

Students will be able to...

- Identify that prayer needs to have a God-directed purpose
- Connect the power of prayer comes from the purpose of prayer
- Understand what Jesus meant by moving mountains

Materials Needed:

- Video projection
- Optional: Shoe Fly Shoe Minute to Win It video: <https://www.youtube.com/watch?v=WfKcOlPDWYQ>
- Optional: Flip Your Lid video: <https://www.youtube.com/watch?v=jyxZgKwkgdM>
- Optional: Minute to Win It timer: <https://www.youtube.com/watch?v=g7gfrmMZRp4>
- 1 table for the applicable Minds On activity (a round table for Option #1 or a long rectangular table for Option #2)
- Optional: 1 glass bottle and 2 plastic cups per 2 students for Minds On option #2
- 1 copy of Appendix A per 4 students
- Recording paper



Minds On (approx. 10 min.)

Option #1

Leader's note: Ensure you have enough room for this game for the safety of everyone. Consider playing this outside.

Show the video for "Shoe Fly Shoe." Select up to 7 volunteers to play this game. Leader's Note: You can either play this game in teams or everyone for themselves. Consider giving small prizes to people as they participate.

Option #2

Show the video for "Flip Your Lid." Have students pair up with another (if there are an odd # of students, have a leader participate as well). Have students line up with 1 person on 1 side of the table and their partner facing them on the other side. Place the bottle in the middle between each pair and a cup on the edge in front of each person. The first team to get both their cups on their bottle wins.

For all groups you can limit the number of players as needed to fit your time requirements.


Prompt: What is the secret to winning this game?

Allow students 2 minutes to think about the key. Help navigate their responses so that the discussion lands on the idea that the secret was in how much power was used. Too much and the shoe missed the table (or the cup missed the bottle). Too little power and the shoe fell short (or the cup fell short).

Action (approx. 40 min.)

Prompt: It seems like everyone is out for power these days. Whether that be through physical power, fast cars, money, looks, politics, people crave power.

Ask: Why do you think everyone wants power?

Allow students 2 minutes to discuss as a large group.  **TT #8**

Prompt: The final hard saying of Jesus that we are going to look at was all about power. So much power that it is almost impossible to imagine. In fact, Jesus said something so far out there that no one has ever done it.

Have a volunteer read Mark 11:12-14, 19-25.  **TT #4**

Leader's Note: While the passage about Jesus cleansing the temple is important, it is outside the context of this lesson. Therefore, we will skip over it and save it for a later discussion.

Once you have read through the passage have students form groups of 4-5 and then have them work through Appendix A. Give the students 15 minutes to work through these questions.

When the time is up, review the handout questions one at a time. Have each group choose a spokesperson to share their answer for question 1. You can choose to write these on the recording paper. Check with the other groups to see if they would add something. Have each group choose a different spokesperson to share their answer to question 2; asking the other groups to add, revise or further question that answer. Repeat the sequence until all the questions have been answered.

Show "Hard Saying 4" video.

Have groups review if/what they should change in their answer to question #5, then share their answer with the large group.

Consolidate/Debrief (approx. 15 min.)

Ask students to review what 2 main ideas Matt in the video presented about prayer. Record this on the recording paper. (Suggested answers: We pray in God's power if there's a reason that aligns with what God wants. Our sins hold back what God might do through prayer.)

Prompt: To close out this lesson, think about these 2 questions: TT #13

- Do I really believe in the power of prayer?
- Do I have sin in my life that is stopping me from really using the power of prayer?

Give students 5 minutes to respond silently to themselves. Encourage students, if they have a sin they feel they need to deal with, to approach a leader or a trusted adult afterwards.

Prompt: Whether your prayer request seems very small or impossible, God still wants to hear it. If it's according to his will, then he will enact on it on our behalf.

Close your time together in prayer. Ask the students for prayer requests and consider asking for volunteers to pray for each other. Feel free to extend the prayer time as you feel appropriate.

APPENDIX A

Hard Sayings Lesson 4

Instructions: In your groups answer the following questions based on the passage we just read (Mark 11:12-14, 19-25).

1. What do you think when you first heard this story?
2. Summarize what happened in the story.
3. If you had to write a caption for the story, what would it be?
4. Why did Jesus curse the fig tree and why did it shrivel up?
5. How is Jesus describing prayer in this story?
6. How would you describe prayer that moves mountains to a friend at school?



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