

# Rooted in Jesus

## Lesson 4: What are you doing here?

### Objectives:

Students will

- explore their own priorities and consider how that relates to their perceived purpose
- interact with passages of Scripture that give insight into Jesus' priorities and purpose

### Materials Needed

- ☐ A scrap piece of paper and a pen for each person (a half sheet will be enough)
- ☐ Lesson 4 Handout ("Minds On Activity") (one chart per student) (note: the page contains 2 charts, but each person will only need one of them)
- ☐ A marker for each group of 2-4 students
- ☐ Chart paper, one per group plus one "summary chart"
- ☐ Lesson 4 Handout ("Scripture Passages")

## Minds On

Begin by asking your students to define the words “priority” and “priorities,” to ensure that everyone has a similar understanding. If necessary, you could offer the following definitions:

- The object toward which one strives or for which something exists; an aim or a goal.
- The reason for which something exists or is done, made, used, etc.
- An anticipated outcome that is intended or that guides your planned actions.

Another helpful statement might be “Priorities are the driving force that keeps us on task, moving towards our goals, and leading a satisfying and productive life.”

With this concept established, give each student a scrap piece of paper and a pen and have them write down 16 priorities in no particular order. It is important that they get as close to 16 as possible. It is also important that they come up with their own list, rather than discussing or comparing with people around them. If they are having trouble developing the list, offer the following questions to help spark their thought process.

- What things are most important to you?
- What things do you “love?”
- What do you spend significant amounts of time doing in the average day?
- What things do you spend significant amounts of time thinking about doing?
- What things do you stop doing other things to do?

Once they have completed their list, give each student a copy of the Lesson 4 handout (Minds on Activity) and have them fill in one of their priorities on each of the 16 outermost lines. Have them put them on in the same order that they wrote them down, avoiding placing them strategically on the chart.

With this done, have the students work inwards through the chart “tournament style,” choosing one priority over another until they get down to the final 2, requiring them to pick their highest priority. If they were unable to come up with 16 items, a blank simply works as a “bye.”

Ask your students if they feel that their “final four” are an accurate representation of themselves. Ask how it felt to have to narrow things down to get to the last one.

## **Action**

Say something like: What we hold to be a priority says a lot about us. Our priorities help us see what we value, as well as what we are willing to put above other things in our lives. Our priorities consume a large amount of our time and energy, and so they help to shape our identities. As we talked about earlier, priorities are the driving force that keeps us on task, moving towards our goals, and leading a satisfying and productive life. Because of this, our priorities help us uncover some interesting truths about ourselves.

If our priorities help us achieve our purpose, then we should be able to figure out what we think our purpose is based on what our priorities are. By looking at your top four priorities, what do you think your perceived purpose is?

Have students discuss this in groups of 2 -4, and then bring the group back together and have them share some of their answers.

Say something like: Over the past few weeks, we have been getting to know more about Jesus. We have looked at some of the things the Bible has to say about him, we have talked about what he had to say about himself, and we have studied how Jesus interacted with the people around him. All of these things really point us towards trying to figure out what Jesus saw as his purpose. And so, if this process works for us, we can assume that the same sort of idea applies to Jesus and what he believed his purpose to be. Let’s take a look at some passages that give us some insight into this and see what we come up with.

Have students work in groups of 2-4 to create a chart about one of the scripture passages from Lesson 4 handout “Scripture Passages” (they can choose these randomly out of a hat). On their

chart, each group should give a brief summary of the story, and indicate what the passage tells us about Jesus' priorities and purpose.

Give them about 20 minutes, and have the groups post their charts around the room for a "gallery walk" (everyone walks around to read one another's charts).

### **Consolidate/Debrief**

Have students come together again in a large group and share what they noticed about the different passage summaries on the charts around the room. (You may want to summarise their discoveries about Jesus' priorities on a summary chart as the conversation unfolds.)

Invite your students to look at the summary chart and consider how their priorities match up with Jesus'. Depending on your group, you may want to have a time of prayer where students commit themselves to trying to better align themselves with his purposes and priorities. You may even want to challenge them to allow others to hold them accountable in some of these areas.