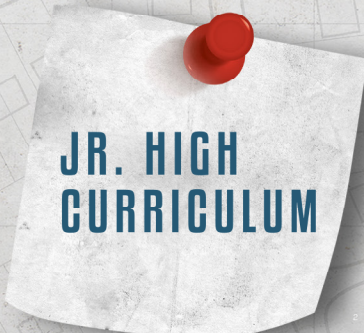




DISCOVER

Revealing Your Identity





DISCOVER

Revealing Your Identity

INTRODUCTION

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

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

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

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

WHAT'S BEHIND THE CURRICULUM?

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

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

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

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

STRUCTURE

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

Spiritual Aims

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

Lesson Objectives

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

Materials Needed

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

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

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

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

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

Pre-Lesson Preparation

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

Minds On

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

Action

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

Consolidate/Debrief

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

HOW TO USE THE CURRICULUM

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

MEDIA USE

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

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

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

SPECIAL THANKS

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

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

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

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

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

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

Some common set-ups will include:

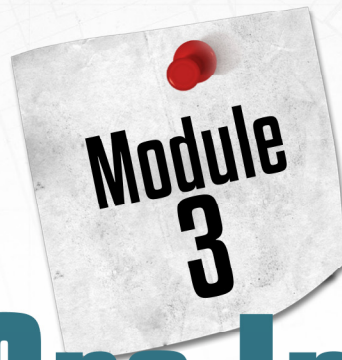
Place mat 

Think/Pair/Share 

Jigsaw 

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

DISCOVER Who We Are In Christ



Discover Those who have become Christians have taken on a new identity “in Christ.” Recognizing that not all students in youth group have given their lives to Christ we build up to an invitation to accept Christ in lesson two.

▶ **Lesson 1**-What's in a Name?: We begin exploring biblical characters whose names were changed to reflect how God had given them new identities as a result of their encounter with Him.

▶ **Lesson 2**-Clothes Make the Person: We explore the use of clothing imagery in the Bible, especially when used with becoming a Christian. Students will be invited to consider “putting on Christ.”

▶ **Lesson 3**-What is True of Christ is True of You: We explore the biblical identifiers of the new self and students are encouraged to connect with a few to hold on to and to aspire to emulate. Finally we look at what it means for Christ to be our life and to live in that freedom.

Module 3: Discover Who We Are In Christ

Lesson 1: What's in a Name?



Spiritual Aims:

Students will hopefully...

- Recognize that God sees them in ways they don't see themselves

Lesson Objectives:

Students will...

- Understand the significance of names in the Bible
- Explore instances of God changing people's names
- Identify what characteristic they want to strive towards

Materials Needed:

- Min. 4 Bibles (min. 1 per group)
- Min. 4 sheets of paper
- Min. 4 pens or pencils or markers
- video "I Will Change Your Name" (<https://www.youtube.com/watch?v=lK7ubGt8NxM>) with video equipment
- 1 smooth gray stone per student
- 1 Sharpie marker per student
- 1 name tag sticker per student
- Min. 1 "Name meanings" list per 5 students

Pre-lesson Preparation:

- Look up the meanings of names of students in your group and compile a list.
- Print up the list of names and their meanings. If you have a large group, have multiple copies.
- Have your phone or a computer easily available so you can look up the meaning of any newcomer with a name not already on your list.
- Check the Bibles you have available to see if they have footnotes with the meanings of the names in the passages we will be using. If they don't, you will have to provide them with the name meanings.

Minds On: (approx. 15 min)

Have pages of the name meaning list around the room. Students can look up their name meaning and write the meaning on a name tag sticker. Have everyone introduce themselves using their name meaning. (e.g. If your name is Michael, introduce yourself as "Hi, I'm 'Who is like God?'")

Leader's note: You may not be able to find all the meanings of each name. If not, ask students to write down the meaning of their name if they know.

Have students pair up and ask each other the following questions:




Did you know the meaning of your name before tonight?

- *Did your parents know the meaning and name you because of the meaning?*
- *Does your name have significance in their family (e.g. named after a grandparent or other relative)?*

Afterwards, in the large group, ask students to show their answers by raising their hands for each question

Action: (approx 20 min)

 **Prompt:** Names were of particular significance in the Bible. We are often told what the names mean and those meanings are why the child has been given the name. In Matthew 1:20-23 the angel tells Joseph to name the baby “Jesus” and why. Jesus is the Greek form of the name Joshua, which means “the LORD saves.” Isn’t that what Jesus did, save us? It is the perfect name for who He is. There are a number of people in the Bible who were given one name by their parents and then God changed it to be more suitable for what God wanted for them.

Separate students into 4 smaller groups. (Leader’s note: If the group has fewer than 8 students, have them complete all 4 characters together as a whole group.)

Each group will be given a piece of paper and a pen. They are to fold their paper in half and at the top of the left half write “Before” and on the right half write “After.” For each section they are to write down what the person’s name was, what it meant (if it is mentioned in the passage or footnotes) and how they lived out that name. On the After page, they should also state why God changed their name. Be prepared to share their discovery with the whole group.

Group 1: Genesis 17:1-8 (Abram – Abraham)

Group 2: Genesis 17:15-17, 19, 21 (Sarai – Sarah)

Group 3: Genesis 32:22-32; 25:24-26 (Jacob – Israel)

Group 4: Matthew 16:13-20 (Simon — Peter — this name change was made by Jesus)


After each group has presented, ask if anyone can think of anyone else in the Bible who had their name changed and why?

Leader’s note: Possible answers you might get:


- *Saul – Paul (God didn’t change his name, it appears he started going by a new name to show how different a man he was)*
- *Hosea’s children: Jezreel (the place of a massacre) – name remains the same but the stress is on the actual meaning of Jezreel (“God plants”), Lo-Ruhamah (“not loved”) – Ruhamah (Loved one), and Lo-Ammi (“not my people”) – Ammi (“my people”). God was using Hosea’s family to make a point to the whole nation more than to make a point for these individual people.*
- *Joseph – Zaphenath-Paneah*
- *Daniel – Beltashazzar; Hananiah – Shadrach; Mishael – Meshach; Azariah – Abednego (When the Jewish people were in foreign countries they were given foreign names, this was so they’d be respected in the other country and had nothing to do with God changing their names)*
- *Pashhur – Magor-Missabib (“terror on every side”). This obscure scene in Jeremiah 20:1-6 is the only instance of God changing a name for the worse. God changed the name because Pashhur has prophesied falsely and God is punishing him for it.*

Returning to their groups, have students discuss the following question: How did the name change impact the person we studied? (Leader’s note: You do not need to regroup everyone to answer this together.)

Consolidate/Debrief: (approx 15min)

 **Prompt:** Very often in life we get called names that aren't ours. Negative names like "stupid" or "ugly" can affect how we feel about ourselves and how we act.

Play song video "I Will Change Your Name".

 **Prompt:** God knows who we really are. Revelation 2:17 says that God has a special name for each of His special children and one day He will give it to us written on a white stone. In the meantime, here is a grey stone and I would like you to take it and find a quiet space in the room. Think about the meaning of your name. If it is a characteristic you want to grow into, then write it on your stone. If your name isn't, then choose one of the new names from the song (confidence, joyfulness, overcoming one, faithfulness, friend of God, one who seeks God's face) and write that on your stone.

Hand out stones and have the students write on them. Encourage them to place it in a location where they'll see it often (e.g. next to their bed) or take a picture of it and use it as their phone's wallpaper.

Close in prayer.

Module 3: Discover Who We Are In Christ

Lesson 2: Clothes Make the Person

Spiritual Aims:

Hopefully students will...

- “put on Christ” / become a Christian / grow in Christ

Lesson Objectives:

Students will...

- Explore clothing imagery in the Bible

Materials Needed:

- Video clip “Joe vs. the Volcano” (https://www.youtube.com/watch?v=7oJI_7zVipE) with video equipment
- optional: Video clip “The Ragman” (<https://vimeo.com/4048629>)
- optional: 1 copy of Appendix A per student
- 1 Bible per student
- 1 sheet of paper per student
- Markers and/or coloured pencils (enough for students to share around)
- optional: letter beads that spell CHRIST for each student and string cut in bracelet lengths
- 1 Bible with Genesis 3:7, 21; Isaiah 52:1; Isaiah 61:3; Isaiah 61:10 bookmarked
- Recording paper

Pre-lesson Preparation:

- cut string into bracelet lengths

Minds On: (approx 15min)

Watch the clip from Joe vs. the Volcano.

Ask the large group these questions (**TT# 19**):

- Do you believe that “the clothes make the man” as Marshall the chauffeur states?
- How does Joe’s character become more defined as he goes shopping?
- What do our clothes say about who we are?

Action: (approx 25min)

Have a volunteer to read Genesis 3:7, 21.

Ask the following to the large group:

- What are the first two outfits in human history? (Adam and Eve’s fig leaves and the skin clothes God makes for them)
- Why are these coverings necessary? (sin exposed nakedness and caused shame)

Prompt: Take note that humans can't cover their shame in a satisfactory way. Leaves really don't do a good enough job. It is God himself who provided the clothing so they weren't embarrassed. This pattern continues through scripture and into our lives. When we try to cover our sin it doesn't really work; we need an act of God to cover us and make us presentable in His presence. Throughout the Bible the imagery of clothing is frequently used. We are going to look at a few places in Isaiah that contain clothing imagery. Have three students read one of the following passages and ask the large group to identify what kind of "clothing" is mentioned. Have another volunteer write down the answers on the recording paper.

- *Isaiah 52:1 (garments of splendour)*
- *Isaiah 61:3 (garment of praise)*
- *Isaiah 61:10 (garment of salvation, robe of righteousness)*

For the following activity, students can work in pairs or alone. Provide paper and drawing supplies. They may choose one of the "garments" listed and to draw what that might look like. Encourage creativity.

Afterwards, have students do a "fashion show" of their creations by showing and describing their drawings.

Ask the large group: Getting back to the Bible passages, are these real, physical items of clothing that Isaiah is talking about? (No, Isaiah is using the imagery of clothing)

Prompt: The Apostle Paul picks up this clothing imagery when talking about becoming a Christian. Split group into 3 smaller groups (if group is smaller than 6 students they can simply work through all 3 passages together as a whole group).

Each group will be given a passage or two. They are to:

1. **read the passage(s)**
 2. **identify what is being taken off and what is being put on**
 3. **answer this question: is the change just on the outside like a change of clothes or something more?**
- *Group 1: Ephesians 4:22-24 and Colossians 3:9-10 (taking off the dirty old self like dirty clothes and putting on a new self like new clothes)*
 - *Group 2: Romans 6:1-6 and Galatians 3:26-27 (Paul connects the change from old to new and the act of baptism)*
 - *Group 3: 2 Corinthians 5:17 (the new self is more than just a new set of clothes, it is a whole change)*
 - *Have the groups summarize their passage and share their findings to the whole group.*

Prompt: So perhaps Marshall the chauffeur was right, new clothes do make a new person.

Consolidate/Debrief: (approx 20min)

Option 1:


Prompt: Most of the passages we have looked at have involved the exchange of one type of symbolic clothing for another. 2 Corinthians 5:21 speaks of this exchange as well by saying that Jesus, who had no sin of His own, took our sin so we could have His righteousness. We are going to watch an allegorical story, i.e. a story that looks

like one thing but is about something deeper. This story also uses the symbol of clothing to show what Jesus has done for us.

Watch the story of The Ragman.

Give each student a copy of Appendix A, and ask them to answer the questions by themselves. If they want, they can move to another place in the room quietly.


After 2 minutes, invite students who chose to “put on” Jesus to pray by repeating your prayer either out loud or silently with you.

 **Prompt (with space for repeating):** Lord Jesus, I know that I have not been living as you would want me to. I ask that you forgive me. Please come into my life and make me new. Thank you for taking my sins to the cross and thank you for giving me your life. Amen


Encourage students who prayed along with you to share that with you or another youth leader.

Option 2:

Invite students to use the beads and string to make a bracelet that says CHRIST on it.

 **Prompt:** It's your choice whether you want to put this on. If you do, you're saying you want to “put on” Jesus and follow him. This bracelet can be a reminder of that. You can also choose not to right now, and that's ok. Don't do this because others are; only do it if you mean it.

Pray and have students repeat after you out loud or silently if they choose to put on the bracelet.

 **Prompt:** Lord Jesus, I want to “put you on” and ask you to lead my life. Continue to change me into the person you want me to be, leaving behind my own way of doing things. I know that I have not been living as you would want me to. I ask that you forgive me. Please come into my life and make me new. Amen
Encourage students who prayed along with you to share that with you or another youth leader.

Module 3: Discover Who We Are In Christ

Lesson 3: What is True of Christ is True of You

Spiritual Aims:

Hopefully students will...

- *embrace at least one identifier*

Lesson Objectives:

Students will...

- *Explore the long list of identifiers of those who are "in Christ"*

Materials Needed:


- 1 copy of "Who I am in Christ" bookmarks per student (optional – they can be ordered at <http://www.freedominchrist.com/whoiaminchristyouthbookmarknew.aspx>)
- 1 copy of Appendix B per student
- 1 copy of Appendix C
- 1 copy of Appendix D
- 1 copy of Appendix E (for your own reference)
- Markers, pencil crayons, pens (Min. 1 per student)
- Multiple stickers
- Min. 1 half sheet of paper per student (with extras available)
- 1 Bible per student
- 1 bulletin board and push pins OR 1 roll of masking tape, sticky tack and clear wall space
- 1 Bible with 2 Corinthians 5:17 bookmarked

Pre-lesson Preparation:

- *If you choose Option 1 in the Action section: Print Appendix C and cut them into half sheets; there will be 68 of them in total.*
- *If you choose Option 2 in the Action section: Print Appendix D "Who I am in Christ list large print" and cut into strips. Hide strips around youth room or whole building depending on how much space you have available to you.*
- *Cut blank pages in half – enough for one per student and some extras.*


Minds On: (approx 5 min)

Distribute the half sheets of paper and pens to each student.

 **Prompt:** 'Think of three words you would use to describe yourself. Don't share them with anyone, just write them on one side of the paper. Some might be complementary – could be about some skill or talent you possess, or a physical feature you might like, but they might be unflattering like something mean someone has said to you and it has stuck or something you can't do very well. Make sure you write your name on the paper as well. Have students put their half sheets of paper a designated spot in the room; they will need them again later.'

Action: (approx 40min)

Have a volunteer to read 2 Corinthians 5:17.


 **Prompt:** When we become a Christian, Jesus lives in us and begins to become visible in our lives. The old self, the way we used to be and the old way we used to look at ourselves is replaced by a new self and a new way of looking at ourselves. The Bible has a lot to say about what that new self is like. We are going to assemble a list of the things the Bible says about this new self.

Option 1: If your group is fairly focused

Students may choose to work alone or with one other person. Each student will take one sheet with a scripture on the bottom. Look up the scripture and then make an “I am” statement or an “I have” statement out of the verse they have. If there are multiple scriptures on their sheet, it means that both verses say the same thing. Once the statement is written, the student will bring it up to the front and either pin it on the bulletin board or tape it to the wall. Then they can take another paper and repeat. Continue until all 68 statements are on the wall.

Leader’s note: If students are struggling, use Appendix B to help them.

Option 2: If your group is easily distracted


 **Prompt:** Hidden around the room/building are little strips of paper with scriptures and statements on them. When I say, “go” you are going to find as many as you can and bring them back here and tape them to this (designated) wall. Does anyone have any questions? (If no) Go!

Once all the statements are on the wall, gather everyone around it.


Ask the large group: How does looking at all this make you feel? (some will say good, some might say a little scared, some might say they don’t believe it all to be true, acknowledge that it is a bit overwhelming!) TT#9

Consolidate/Debrief: (approx 15min)

Have students find their papers from the beginning of the lesson.

 **Prompt:** Remember the way you described yourself at the beginning of this lesson. Even the positive things probably weren’t as amazing as this list.

Have students choose 1-3 identify statements and write them on the other side of their half sheet of paper. Students can choose to decorate with markers or stickers. They can also take some time to reflect how they would like to live out those statements.

 **Prompt:** I’d suggest you keep this in your Bible or put up in your locker. Maybe take a picture and have it on your phone or somewhere you will see it frequently to remind you of the new identity for those who are “in Christ.”

Close in prayer.

APPENDIX A

Have you taken off the old self and offered it to Jesus, asking for forgiveness and to be made new?
Have you asked God to clothe you in a new self, a garment of salvation?

APPENDIX B

Taken from “Victory over the Darkness” by Neil T. Anderson

What Is True Of Christ Is True Of You

That which is true of Christ is now true of you, because you are in Christ. It's part of your identity.

Who Am I?

- *I am the salt of the earth (Matt. 5:13)*
- *I am the light of the world (Matt. 5:14)*
- *I am a child of God (John 1:12)*
- *I am part of the true vine, a channel of Christ's life (John 15:1, 5)*
- *I am Christ's friend (John 15:15)*
- *I am chosen and appointed by Christ to bear his fruit (John 15:16)*
- *I am a slave of righteousness (Rom. 6:18)*
- *I am enslaved to God (Rom. 6:22)*
- *I am a son of God; God is spiritually my Father (Rom. 8:14, 15; Gal. 3:26; 4:6)*
- *I am a joint heir with Christ, sharing His inheritance with Him (Rom. 8:17)*
- *I am a temple — a dwelling place — of God. His Spirit and His life dwell in me (1 Cor. 3:16; 6:19)*
- *I am united to the Lord and am one spirit with Him (1 Cor. 6:17)*
- *I am a member of Christ's Body (1 Cor. 12:27; Eph. 5:30)*
- *I am a new creation (2 Cor. 5:17)*
- *I am reconciled to God and am a minister of reconciliation (2 Cor. 5:18, 19)*
- *I am a son of God and one in Christ (Gal. 3:26, 28)*
- *I am an heir of God since I am a son of God (Gal. 4:6, 7)*
- *I am a saint (Eph. 1:1; 1 Cor. 1:2; Phil. 1:1; Col. 1:2)*
- *I am God's workmanship — His handiwork — born anew in Christ to do His work (Eph. 2:10)*
- *I am a fellow citizen with the rest of God's family (Eph. 2:19)*
- *I am a prisoner of Christ (Eph. 3:1; 4:1)*
- *I am righteous and holy (Eph. 4:24)*
- *I am a citizen of heaven, seated in heaven right now (Phil. 3:20; Eph. 2:6)*
- *I am hidden with Christ in God (Col. 3:3)*
- *I am an expression of the life of Christ because He is my life (Col. 3:4)*
- *I am chosen of God, holy and dearly loved (Col. 3:12; 1 Thess. 1:4)*
- *I am a son of light and not of darkness (1 Thess. 5:5)*
- *I am a holy partaker of a heavenly calling (Heb. 3:1)*
- *I am a partaker of Christ; I share in His life (Heb. 3:14)*
- *I am one of God's living stones, being built up in Christ as a spiritual house (1 Pet. 2:5)*
- *I am a member of a chosen race, a royal priesthood, a holy nation, a people for God's own possession (1 Pet. 2:9, 10)*
- *I am an alien and stranger to this world in which I temporarily live (1 Pet. 2:11)*
- *I am an enemy of the devil (1 Pet. 5:8)*
- *I am a child of God and I will resemble Christ when He returns (1 John 3:1, 2)*
- *I am born of God, and the evil one — the devil — cannot touch me (1 John 5:18)*
- *I am not the great “I am” (Exod. 3:14; John 8:24, 28, 58), but by the grace of God, I am what I am (1 Cor. 15:10)*

Since I am in Christ, by the grace of God...

- *I have been justified — completely forgiven and made righteous (Rom. 5:1)*
- *I died with Christ and died to the power of sin's rule over my life (Rom. 6:1-6)*
- *I am free forever from condemnation (Rom. 8:1)*
- *I have been placed into Christ by God's doing (1 Cor. 1:30)*
- *I have received the Spirit of God into my life that I might know the things freely given to me by God (1 Cor. 2:12)*
- *I have been given the mind of Christ (1 Cor. 2:16)*
- *I have been bought with a price; I am not my own; I belong to God (1 Cor. 6:19, 20)*
- *I have been established, anointed and sealed by God in Christ, and I have been given the Holy Spirit as a pledge guaranteeing my inheritance to come (2 Cor. 1:21; Eph. 1:13, 14)*
- *Since I have died, I no longer live for myself, but for Christ (2 Cor. 5:14, 15)*
- *I have been made righteous (2 Cor. 5:21)*
- *I have been crucified with Christ and it is no longer I who live, but Christ lives in me. The life I am now living is Christ's life (Gal. 2:20)*
- *I have been blessed with every spiritual blessing (Eph. 1:3)*
- *I was chosen in Christ before the foundation of the world to be holy and without blame in Him (Eph. 1:4)*
- *I was predestined — determined by God — to be adopted as God's son (Eph. 1:5)*
- *I have been redeemed and forgiven, and I am a recipient of His lavish grace (Eph. 1:6-8)*
- *I have been made alive together with Christ (Eph. 2:5)*
- *I have been raised up and seated with Christ in heaven (Eph. 2:6)*
- *I have direct access to God through the Spirit (Eph. 2:18)*
- *I may approach God with boldness, freedom and confidence (Eph. 3:12)*
- *I have been rescued from the domain of Satan's rule and transferred to the kingdom of Christ (Col. 1:13)*
- *I have been redeemed and forgiven of all my sins. The debt against me has been cancelled (Col. 1:14)*
- *Christ Himself is in me (Col. 1:27)*
- *I am firmly rooted in Christ and am now being built up in Him (Col. 2:7)*
- *I have been spiritually circumcised. My old unregenerate nature has been removed (Col. 2:11)*
- *I have been made complete in Christ (Col. 2:10)*
- *I have been buried, raised and made alive with Christ (Col. 2:12, 13)*
- *I died with Christ and I have been raised up with Christ. My life is now hidden with Christ in God. Christ is now my life. (Col. 3:1-4)*
- *I have been given a spirit of power, love and self-discipline (2 Tim. 1:7)*
- *I have been saved and set apart according to God's doing (2 Tim. 1:9; Titus 3:5)*
- *Because I am sanctified and am one with the Sanctifier, He is not ashamed to call me brother (Heb. 2:11)*
- *I have the right to come boldly before the throne of God to find mercy and grace in time of need (Heb. 4:16)*
- *I have been given exceedingly great and precious promises by God by which I am a partaker of God's divine nature (2 Pet. 1:4)*

APPENDIX C

- *1 Corinthians 1:30*
- *1 Corinthians 12:27*
- *1 Corinthians 2:12*
- *1 Corinthians 2:16*
- *1 Corinthians 3:16; 6:19*
- *1 Corinthians 6:17*
- *1 Corinthians 6:19, 20*
- *1 John 3:1, 2*
- *1 John 5:18*
- *1 Peter 2:11*
- *1 Peter 2:5*
- *1 Peter 2:9, 10*
- *1 Peter 5:8*
- *1 Thessalonians 5:5*
- *2 Corinthians 1:21; Ephesians 1:13, 14*
- *2 Corinthians 5:14, 15*
- *2 Corinthians 5:17*
- *2 Corinthians 5:18, 19*
- *2 Corinthians 5:21*
- *2 Peter 1:4*
- *2 Timothy 1:7*
- *2 Timothy 1:9; Titus 3:5*
- *Colossians 1:13*
- *Colossians 1:14*
- *Colossians 1:27*
- *Colossians 2:10*
- *Colossians 2:11*
- *Colossians 2:12, 13*
- *Colossians 2:7*
- *Colossians 3:12; 1 Thessalonians 1:4*
- *Colossians 3:1-4*
- *Colossians 3:3*
- *Colossians 3:4*
- *Ephesians 1:1; 1 Corinthians 1:2; Philippians 1:1; Colossians 1:2*
- *Ephesians 1:3*
- *Ephesians 1:4*
- *Ephesians 1:5*
- *Ephesians 2:10*
- *Ephesians 2:18*
- *Ephesians 2:19*
- *Ephesians 2:5*
- *Ephesians 2:6*
- *Ephesians 3:1; 4:1*
- *Ephesians 3:12*
- *Ephesians 4:24*
- *Ephesians 5:30*
- *Ephesians 1:6-8*
- *Galatians 2:20*
- *Galatians 3:26, 28*
- *Galatians 4:6, 7*
- *Hebrews 2:11*
- *Hebrews 3:1*
- *Hebrews 3:14*
- *Hebrews 4:16*
- *John 1:12*
- *John 15:1, 5*
- *John 15:15*
- *John 15:16*
- *Matthew 5:13*
- *Matthew 5:14*
- *Philippians 3:20; Ephesians 2:6*
- *Romans 5:1*
- *Romans 6:1-6*
- *Romans 6:18*
- *Romans 6:22*
- *Romans 8:1*
- *Romans 8:14, 15; Galatians 3:26; 4:6*
- *Romans 8:17*

APPENDIX D

- *I am the salt of the earth* (Matt. 5:13)
- *I am the light of the world* (Matt. 5:14)
- *I am a child of God* (John 1:12)
- *I am part of the true vine, a channel of Christ's life* (John 15:1, 5)
- *I am Christ's friend* (John 15:15)
- *I am chosen and appointed by Christ to bear his fruit* (John 15:16)
- *I am a slave of righteousness* (Rom. 6:18)
- *I am enslaved to God* (Rom. 6:22)
- *I am a son of God; God is spiritually my Father* (Rom. 8:14, 15; Gal. 3:26; 4:6)
- *I am a joint heir with Christ, sharing His inheritance with Him* (Rom. 8:17)
- *I am a temple — a dwelling place — of God. His Spirit and His life dwell in me* (1 Cor. 3:16; 6:19)
- *I am united to the Lord and am one spirit with Him* (1 Cor. 6:17)
- *I am a member of Christ's Body* (1 Cor. 12:27; Eph. 5:30)
- *I am a new creation* (2 Cor. 5:17)
- *I am reconciled to God and am a minister of reconciliation* (2 Cor. 5:18, 19)
- *I am a son of God and one in Christ* (Gal. 3:26, 28)
- *I am an heir of God since I am a son of God* (Gal. 4:6, 7)
- *I am a saint* (Eph. 1:1; 1 Cor. 1:2; Phil. 1:1; Col. 1:2)
- *I am God's workmanship — His handiwork — born anew in Christ to do His work* (Eph. 2:10)
- *I am a fellow citizen with the rest of God's family* (Eph. 2:19)
- *I am a prisoner of Christ* (Eph. 3:1; 4:1)
- *I am righteous and holy* (Eph. 4:24)
- *I am a citizen of heaven, seated in heaven right now* (Phil. 3:20; Eph. 2:6)
- *I am hidden with Christ in God* (Col. 3:3)
- *I am an expression of the life of Christ because He is my life* (Col. 3:4)
- *I am chosen of God, holy and dearly loved* (Col. 3:12; 1 Thess. 1:4)
- *I am a son of light and not of darkness* (1 Thess. 5:5)
- *I am a holy partaker of a heavenly calling* (Heb. 3:1)
- *I am a partaker of Christ; I share in His life* (Heb. 3:14)
- *I am one of God's living stones, being built up in Christ as a spiritual house* (1 Pet. 2:5)
- *I am a member of a chosen race, a royal priesthood, a holy nation, a people for God's own possession* (1 Pet. 2:9, 10)
- *I am an alien and stranger to this world in which I temporarily live* (1 Pet. 2:11)
- *I am an enemy of the devil* (1 Pet. 5:8)
- *I am a child of God and I will resemble Christ when He returns* (1 John 3:1, 2)
- *I am born of God, and the evil one — the devil — cannot touch me* (1 John 5:18)
- *I am not the great "I am"* (Exod. 3:14; John 8:24, 28, 58), but by the grace of God, I am what I am (1 Cor. 15:10)
- *I have been justified — completely forgiven and made righteous* (Rom. 5:1)
- *I died with Christ and died to the power of sin's rule over my life* (Rom. 6:1-6)
- *I am free forever from condemnation* (Rom. 8:1)
- *I have been placed into Christ by God's doing* (1 Cor. 1:30)

- *I have received the Spirit of God into my life that I might know the things freely given to me by God (1 Cor. 2:12)*
- *I have been given the mind of Christ (1 Cor. 2:16)*
- *I have been bought with a price; I am not my own; I belong to God (1 Cor. 6:19, 20)*
- *I have been established, anointed and sealed by God in Christ, and I have been given the Holy Spirit as a pledge guaranteeing my inheritance to come (2 Cor. 1:21; Eph. 1:13, 14)*
- *Since I have died, I no longer live for myself, but for Christ (2 Cor. 5:14, 15)*
- *I have been made righteous (2 Cor. 5:21)*
- *I have been crucified with Christ and it is no longer I who live, but Christ lives in me. The life I am now living is Christ's life (Gal. 2:20)*
- *I have been blessed with every spiritual blessing (Eph. 1:3)*
- *I was chosen in Christ before the foundation of the world to be holy and without blame in Him (Eph. 1:4)*
- *I was predestined — determined by God — to be adopted as God's son (Eph. 1:5)*
- *I have been redeemed and forgiven, and I am a recipient of His lavish grace (Eph. 1:6-8)*
- *I have been made alive together with Christ (Eph. 2:5)*
- *I have been raised up and seated with Christ in heaven (Eph. 2:6)*
- *I have direct access to God through the Spirit (Eph. 2:18)*
- *I may approach God with boldness, freedom and confidence (Eph. 3:12)*
- *I have been rescued from the domain of Satan's rule and transferred to the kingdom of Christ (Col. 1:13)*
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APPENDIX E

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- Colossians 3:12; 1 Thessalonians 1:4
- Colossians 3:1-4
- Colossians 3:3
- Colossians 3:4
- Ephesians 1:1; 1 Corinthians 1:2; Philippians 1:1; Colossians 1:2
- Ephesians 1:3
- Ephesians 1:4
- Ephesians 1:5
- Ephesians 2:10
- Ephesians 2:18
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- Ephesians 3:1; 4:1
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- Ephesians 5:30
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- Galatians 2:20
- Galatians 3:26, 28
- Galatians 4:6, 7
- Hebrews 2:11
- Hebrews 3:1
- Hebrews 3:14
- Hebrews 4:16
- John 1:12
- John 15:1, 5
- John 15:15
- John 15:16
- Matthew 5:13
- Matthew 5:14
- Philippians 3:20; Ephesians 2:6
- Romans 5:1
- Romans 6:1-6
- Romans 6:18
- Romans 6:22
- Romans 8:1
- Romans 8:14, 15; Galatians 3:26; 4:6
- Romans 8:17

Teaching Tips



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

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

9. When asking a large group a question and you're looking for responses, use the following instructions:

- a. Think about your answer to this question: [insert question].
- b. After a minute, I'll ask for volunteers to give their answers. If you're ready to volunteer your answer, raise your hand [or you can give another signal like touch your nose].

10. Side coaching: While students are talking, move from group to group. Listen briefly, and if appropriate, add a small bit of information to help clarify an idea, or answer questions the students might have. Rather than directly answering questions, try to lead students to answer their

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

11. During group work, it is helpful to check how much time they still need (i.e., allow the duration time to be adaptable). When the time allotted is nearing an end, ask who needs more time. If the majority do, then give 2 to 3 more minutes and check back. If only a few do, give 1 minute for them to wrap up.

12. Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.

13. If there are answers still missing, offer them as suggestions and ask students if they agree or disagree.

14. Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested

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

15. "Does anyone have a question?" is worded in such a way that allows for those who did not understand to get clarification of your instructions. Often people will ask, "Does everyone understand?" This is ambiguous because no one can actually answer that without reading the minds of the whole group.

16. If students are answering multiple questions, it's best to either provide a handout with the questions or display/project them for everyone to see.

17. Mind Map is a teaching tool where you record and direct conversation by choosing which points to highlight and explore more explicitly. You can record ideas with point form, or pictures, or one word. Go to http://www.eworkshop.on.ca/edu/pdf/Mod36_coop_placemat.pdf to see how you can draw a mind map and direct conversation.

18. "Wait time" is important to allow students to time to think. Don't be afraid of some silence, and don't be afraid of the natural ebb and flow of a discussion. If a student presents an answer that is almost correct or almost at the point you want

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

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

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

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

move.”

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

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

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

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

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