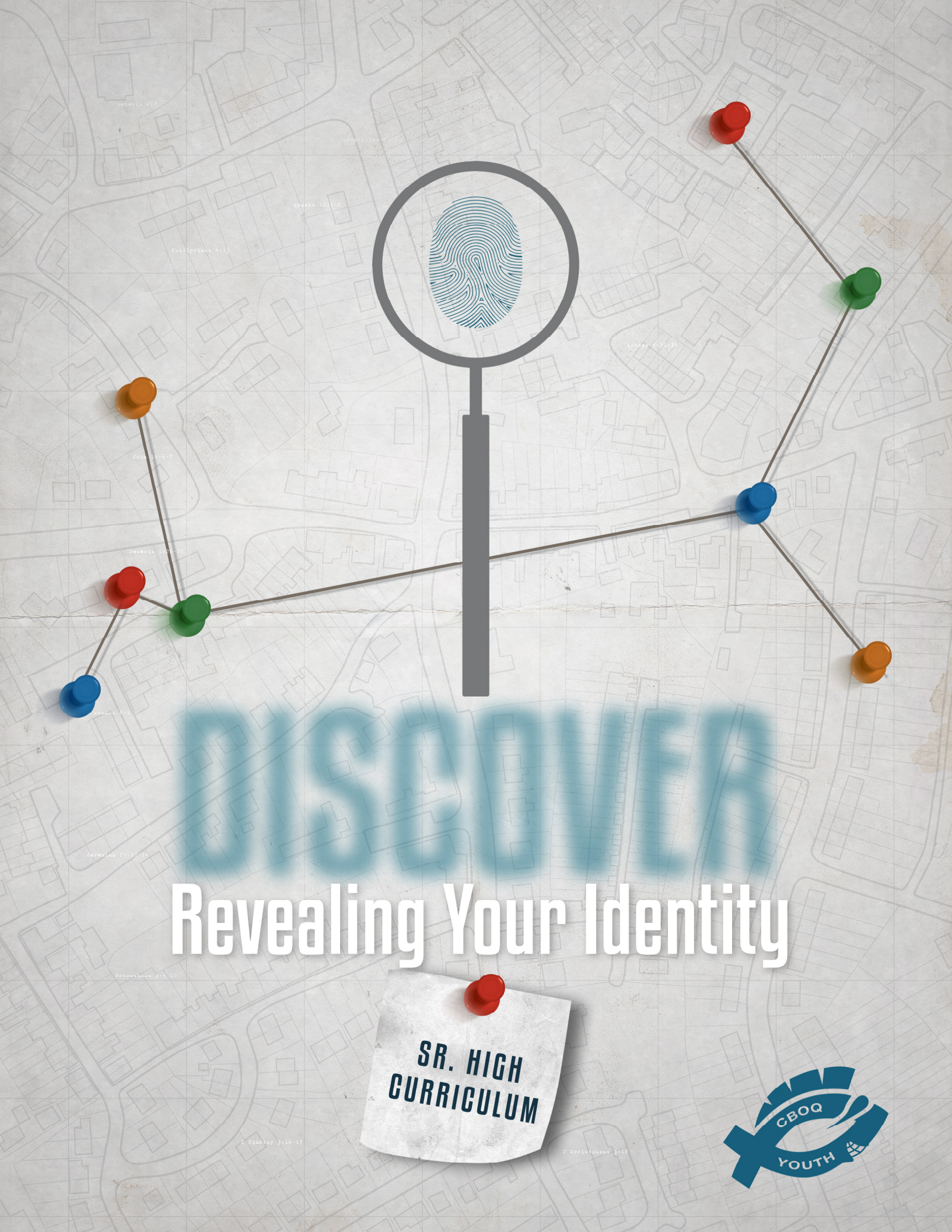
DISCOVER
Revealing Your Identity
SR. HIGH
CURRICULUM
CBOQ
YOUTH

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 high school students, this identity formation is critical. As they journey through adolescence, these questions become that much more important. Erik Erikson, a noted psychologist, theorized how the teen 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 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." There 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-up 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 those discoveries made in "Action" into life transformation.

How To Use The Curriculum

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

Review the teaching tips so you can become familiar with some best practices when facilitating a lesson. While not every tip has a specific allocation in the lessons themselves, take some time to review them to

help expand your teaching toolkit. (You can always share your own online via Facebook (facebook.com/cboqyouth) 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).

Some common terms used include:

- 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:
- Placemat TT# 17
- Think/Pair/Share TT# 7
- Jigsaw TT# 21
- If there are instructions that are repeated often through the module, only the title will be shown with the topic/question.

Media Use

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

We will give you the URLs of the videos so you can screen them. You may choose to download those clips, because other content like YouTube sidebars cannot be controlled, and 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.

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 discover what God already knows about you as he reveals your identity his Son.

Special Thanks

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Module #2

DISCOVER

Discover the Power Within an Image

In this module, students will examine the "image of God" and what impact that image has on their lives. The lessons will be follow a process which begins with focusing on characteristics that God embodies and how sending His Son, Jesus Christ, to die for our sins is an important part of displaying those characteristics and His love for us. The lessons continue by delving into the impact that has on our lives and how we are to strive to embody and live out those same characteristics in everyday interactions. While it may seem daunting at times, all lessons focus on how God is with them always and will help them through the process.

- In ***lesson 1***, The Image of God, students will examine what it means to have an "image" and that it is not just about what people look like, but how they act, how they treat others, and their intentions. Through reading scripture and discussion groups, students will discover the importance of God creating man in "His image."
- In ***lesson 2***, The Image of God in Jesus, students will explore how Jesus was both a human being (servant) and God (leader) while on Earth and what that might have felt/looked like. Through this exploration, students will see how Jesus showed us God's image through his many acts of love and compassion and how that was meant as an example of how we are to act.
- In ***lesson 3***, The Image of God in Us, students get a hands-on demonstration of how God can guide them even though He is not here on Earth with us. The lesson continues to develop the importance of reflecting God's image to the people around us.
- In ***lesson 4***, Living in and Carrying on the Image of God, students examine their own strengths and weaknesses and determine ways they can serve God, both in the church and out of the church, using the gifts He has given them.

Module: Discover the Power Within an Image
Lesson 1: The Image of God

Spiritual Aims

Hopefully students will be able to …

- study scripture independently and examine the characteristics of God we know in Christ and by the Holy Spirit
- accept that sin has marred but not destroyed the image of God in humanity
- embrace God's love and acceptance through Jesus' death on the cross, realizing that act of love bridges the space that sin creates between them and God

Lesson Objectives:

Students will be able to…

- articulate that the meaning of the phrase "image of God" is based on characteristics of God rather than his physical being.
- articulate at least four fundamental characteristics of God that are aspects of His image.
- express an understanding that humans are made in the image of God, and sanctification is the process of God developing those characteristics without ourselves.

Materials Needed:

- Min. 1 Bible per 2 students
- 1 large piece of blank paper (min. 11"x14") per 2 students
- Markers (enough to be shared amongst the groups and are in a container/area that they can easily be exchanged)
- piece of chart paper or whiteboard (and markers)
- 1 copy of Appendix A per 4 students, each copy cut into separate questions
- Instrumental music through a sound system (or loud speakers)
- Recording paper
- 1 blank paper per student
- 1 pen/pencil per student
- 1 copy of Appendix B

Minds On (approx. 10 min.)

This "Minds On" will be a variety of questions that people will discuss with different partners that will segue into the topic of this lesson. It will focus on making life connections to celebrities to discuss what it means to have an "image," so the lesson will then transition into developing the understanding of the image of God.

Milling to Music – Activity

1. Give each student a slip of paper from Appendix A with one question on it.
2. When the music starts, they begin milling around silently, and in a variety of directions, but greeting each other as they pass by.
3. When the music stops (or when you give the hand signal), the student with question #1 gathers 2-3 other students (without question #1) and asks those students for their answers. Leader's note: The timing can vary based on how long you feel they need to discuss this.
4. Repeat steps 2-3 until all 4 questions have been discussed.

TT# 31

When all 4 questions have been answered, have students find a seat and quiet down. If you want to be creative and have the students sit in random places, have them mill about to music one last time. When the music stops they can find a seat closest to where they are standing.

Prompt: This activity was to get you thinking about images. What types of things did you discuss

or find interesting in your conversations? TT# 9

Allow students to discuss openly and respectfully about celebrity images and what makes them popular, why there is an importance to celebrity status, and what can change that status.

Leader's note: If students are having trouble openly discussing or starting the discussion, use some of the following questions to prompt the students:

1. Who is "trending" currently in the news? Does the story provide a positive or negative image of the person?
2. Why do we like to hear about what is happening in a celebrity's' life? Why is it so important to keep up with the latest "gossip"?

What makes these celebrities so important?

Leader's note: You are trying to get the idea that an 'image' in the human sense can mean power and popularity. It is a combination of physical appearance, actions, and words and how those are perceived by others. You want to get the idea that images can be favourable or can be destroyed by different events that person participates in. For the rest of the lesson, you are going to try to change that thinking by showing how God's image is perfect and does not have any "problems" with it.

Action (approx. 30 min.)

Open in prayer, praying that the youth will have an open heart to hear what God has to tell them.

Prompt: We are going to change and talk about a different image, one that you may or may not have heard about before. Before there was technology, media influence, social media and all the other quick ways of getting messages from one place to another, there was one image that the world began on. This was the first image on earth.

Have students pair up with a partner (if you have an odd number of students, there will be one group of 3). For this activity, it is okay if they go with who they are most comfortable. Distribute one Bible per pair and have them turn to Genesis 1:26-28 (you can insert the page number if you're using a pew Bible). Ask a leader or student volunteer to read the three verses aloud.

Prompt: The middle verse, verse 27, says that "God created mankind in his own image." Well, what exactly is God's image then? We are going to explore this concept in more depth.

TT# 6

Imagining the Image of God – think/pair/share

Think/Pair/Share: What God would look like if you were to see a picture of him?

TT# 7

Leader's note: For "share," also ask volunteers to discuss any similarities, differences, surprises and other common elements they heard from their partner.

Drawing the Image of God

Pass out a large piece of white paper, along with markers and pencils for each group (or put a large container of them in the middle that is easily accessible).

Prompt: I'm going to read a section of the Bible that describes a little bit about God's image. It is not as specific as we would like, so focus on the wording. As you hear what I read about God's image, you and your partner are to draw what you think it means. Whatever you draw, make sure you label it with the word/phrase (or verse) you're referring to. Let's open up to Psalm 104:1-4 (offer a page number if possible) and you can read along and refer to it while you are drawing.

Read Psalm 104:1-4 slowly. Re-read when it is done, line by line, giving prompting thoughts, but be mindful not to pressure them into a certain idea or drawing (e.g.: For verse 1 "you are clothed with splendor and majesty" you could ask, "what would it look like to be clothed in majesty?")

Provide students with 3-5 minutes to draw.

Leader's Note: Some students are very sensitive about their artistic abilities. Encourage youth who are embarrassed about drawing to express their ideas about God with words.

Leader's Note: Spread your other leaders out and walk around yourself. Make sure students are labelling what they are drawing in connection with the verses (e.g. If they draw for majesty, they should draw an arrow pointing toward the item/ clothing they drew and label it "majesty"). Also, note that variations in translations may bring out different ideas; this is okay and can be referred back to in the discussion.

Adding in Characteristics

Prompt: Not only can we think of God as what he physically might look like, but also, what his character is like. While it's hard to describe God in our limited thinking, we still try. Think about what you have heard before from church, friends, leaders, other lessons and so on to come up with 4-5 words that best describe God's character.

Give the pairs 1-2 minutes to come up with some characteristics and add it to their drawing.

Optional: If students are having a hard time coming up with characteristics, review some of the following verses and have them identify a characteristic about God. Have a volunteer write these down on the recording paper.

- omniscient/all-knowing (Job 27:16, Psalm 147:5, 1 John 3:20, Romans 11:33)
- omnipotent (Job 42:2, Genesis 18:14)
- omnipresent (Proverbs 15:3, Jeremiah 23:23-24, Psalm 139:7-12)
- unchanging (Psalm 90:2, Malachi 3:6)
- holy (Psalm 99:9, Habakkuk 1:13)
- righteous (Exodus 9:23-27, Psalm 129:4, 145:17, Jeremiah 12:1, 1 John 1:9)
- love (1 John 4)
- merciful (Ephesians 2:4, Romans 5:8, Deuteronomy 4:31, Psalm 103:8)
- Trinity (Genesis 1:2, Judges 6:34).

When complete, have students pick one or two characteristics to add to their drawing.

Leader's note: This is not included in the time estimate and is here to help supplement the lesson to help all understand it.

Gallery Walk: When they are done, instruct them to tape their pictures up on the wall. When all drawings are up on the wall, ask them to do a "gallery walk" like they would in a museum.

TT# 36

Leader's note: If you have a large group (over 15 students), suggest students look at a minimum of 5 pictures for 10-15 seconds per picture.

Leader's note: Depending on the size of your group and cohesiveness, there may not be anyone who wants to offer up ideas. Complete the gallery walk yourself at the same time as the students so that you can provide suggestions and start the conversation. You will want to steer the conversation and segue into the next group of questions as easily as you can.

Have students come back to their seats when they

are done with the gallery walk.

Ask students for any thoughts that they have after the gallery walk, specifically regarding what caught their eye as being different, the same, what they appreciated about someone's drawing, etc. TT# 9

In order to segue, comment on one or two unique or interesting things that you saw during your own gallery walk that will also relate to the questions you will be asking (looking at how not everyone had the same characteristics; different looks and different words, and how sometimes we have the same things based on what we have learned already).

Option for next segment: For a group larger than 25, you may want to break them into smaller groups at your own discretion and have at least one leader per group with the following questions.

Ask: Why do we all have different ideas about what God looks like and the characteristics that he has? (Possible answers: we've never seen God, we have different imaginations, we have different experiences that have guided our thoughts)

Ask: Since we don't have real photographs of God, how did you decide what God looks like and how to draw that? (Possible answers: from the passage we read, from what others have told us, by remembering pictures from Bible stories growing up)

Ask: Why did you choose the words that you chose to describe God? What importance do those characteristics or ideas bring to the Image of God? (Possible answers: thought about what the Bible says, God wouldn't be God without those characteristics)

Consolidate/Debrief (approx. 5 min.)

Have a student re-read Genesis 1:27.

Prompt: It's not just about what God looks like, because no one has ever seen Him. It's about the qualities that He possesses and what He has done for us that shows us how much He loves us. Even though humans sin and are unable to stay pure, He loves us so much that He sent His only Son to die for us. He is still the same loving God no matter what happens to you, no matter what choices you make.

Hand out a blank page to every student along with a pen/pencil. Help students to draw the illustration on Appendix B on their own with the following instructions:

1. On the left side of your paper draw the edge of a cliff facing the middle of the paper.
2. Also draw a person on this cliff standing close to the edge, this person is to represent you and other human beings. (It doesn't have to be fancy; a stick figure is fine.)
3. On the right side of your paper you will want to draw another cliff's edge facing the middle of the paper that will be at the same height, with a large valley or space between the two cliffs. It is very difficult for two mountains and cliffs to be close together as the base of them are too wide to allow for the tops and cliffs to get close to each other. This cliff represents God and eternal life. Write "GOD" on that cliff.
4. In the middle of the air above the valley, write "SIN" in the valley. This space represents how sin creates a space between us and God, as we are no longer perfect beings. When Adam and Eve first sinned (i.e. they chose to do things their own way, not the way God intended), they created a gap between God and humanity.

5. As we have discussed in this lesson, God didn't want there to be a gap. He did not create mankind to be separate from Him. Instead, He sent Jesus Christ, his Son, to rescue us. Jesus was sent by God to die for our sins on a cross. Draw a cross that connects the two cliffs, representing the sacrifice that Jesus made so that we can still have eternal life in heaven with God. Make sure your cross is long enough to connect the two cliffs.
6. Write the word "CHRIST" in the cross as a reminder that Christ was crucified so that the connection between you and God could be regained again.

Leader's note: Students drawings may not look exactly like yours, but allow them to interpret it so they can internalize and personalize the meaning of the drawing based off of your instructions.

Prompt: Christ's image is based in His unending love for us. It is difficult to understand how much he loves us, but he does. All he wants is for us to take that love and let it change our lives for the better. Take this picture home with you as a reminder of God's love and how much he sacrificed in order to close the gap between you and Him. If you're interested in finding out more about this, talk with me or a trusted Christian adult afterwards.

Close in prayer, praying that the students will understand how much God loves them.

Module: Discover the Power Within an Image
Lesson 2: The Image of God in Jesus

Spiritual Aims

Hopefully students will be able to …

- accept the image of Jesus as both dependant on God, and a leader (servant) within the community based on his relationship with God.
- feel loved by God and will be encouraged to understand what that love means for them personally

Lesson Objectives:

Students will be able to…

- examine examples of how Jesus was both human and God at the same time and will be able to describe the importance of this.
- describe examples of how we as believers should remain grounded in God, while being servant leaders within our circles of influence.
- discuss the importance of God's love for us through sending His Son fully human and fully divine.

Materials Needed:

- Min. 4 pieces of chart paper
- Min. 1 marker per student
- Min. 1 Bible per 2 students
- Recording paper
- 1 copy of Appendix C
- 1 Bible with John 14:5-11, Colossians 1:15-20 bookmarked

Pre-lesson preparation

- Cut out each scripture example in Appendix C and glue/tape it to the middle of a large piece of chart paper.
- Divide each piece of chart paper in half by drawing a line and write the titles "Jesus' characteristics" on one side and "People's reactions" on the other. (The scripture passage will remain in the middle of the paper.)
- Have the chart papers already positioned in appropriate spots for the groups to work at, along with markers and Bibles.

Minds On (approx. 15 min.)

This "Minds On" activity will help students understand the role of being a leader and a follower and will reflect on struggles/successes in the activity.

Mirrors Activity

1. Divide students up into pairs using the TT#34.
2. Once they have their partners, have them sit down facing each other.
3. One student will begin the activity by moving his or her arm slowly enough so that the partner can "mirror" the action. The objective for the leaders is not to trick the follower, but to enable his or her partner to follow successfully
4. Once everyone is feeling comfortable, switch partners.
5. After everyone gets a chance to try the arms, switch again to add other parts of the body (including legs) as you instruct. We will be allowed to stand up if we start to use our legs.

Leader's note: Allow at least 1 minute for each partner to go. Start with arms, as suggested, and then let them move their heads, feet, legs, and knees with each round. Switch so they get at least 3-4 opportunities to lead.

Keep students where they are and discuss two questions with their partner. Give about 30 seconds for each question.

- What was it like when you were the leader?
- What was it like when you were the follower?

Have students gather back as a large group and have 3-4 volunteers share their answers from the last 2 questions. Some common answers may include (but are not limited to):

- It was fun to know what I wanted to do and to figure out how to get my partner to follow me.
- It was difficult to try to go slow enough so I didn't make my partner mess up.
- It was hard not knowing what they were going to do.
- It was hard at first but then got easier as I got used to different actions they were doing.

Leader's note: You may use some follow up questions depending on if people had similar/different feelings to keep them reflective about being a follower or a leader. Some example reflection questions may include:

- Why do you think it was so difficult to be the leader? (looking for answers that are similar to: not wanting their partner to mess up, because then it means I wasn't a good leader)
- Why do you think it was so difficult to be the follower? (looking for answers that are similar to: not being able to know what the leader was going to do, always wondering what might happen next)
- What could the leader do to make it easier for the follower? (looking for answers that are similar to: If we were allowed to talk, we could give them a warning of what we might do next so they can be ready for it; we could repeat actions so that the follower got used to them).

Think/Pair/Share TT# 7: How would you feel if you tried to do both at the same time? Give 30 seconds.

Action (approx. 25 min.)

Now that we have students thinking about combining the two experiences, transition into the main portion of this lesson.

Open in prayer, praying that God will open up their hearts to hear what He wants to say through you tonight.

Prompt: In a minute, we're going to split up into groups and examine someone who was both a leader and a follower while he was here on earth. We're going to look at the characteristics that exemplified his ability to follow God and to lead others to God. In your groups you are going to think about what characteristics this person holds and the reactions that people had to this person and the things he was doing. You are going to find a way to represent the information you want to present. You can present it simply by reading what you wrote, coming up with a frozen statue representation, a picture drawing, or anything creative. You will have to explain how it represents the information your group has discussed.

Create the groups by numbering them off 1-4. Assign each number their corresponding Scripture story from Appendix C (i.e. 1's are scripture story 1, etc.) Have the chart papers already positioned in appropriate spots for the groups to work at, along with markers and Bibles. Give groups 5 minutes to read, reflect and write on their pieces of paper.

TT# 8 TT# 10

Leader's note: Some of the stories don't describe exactly how the people felt. Encourage them to think about how they might have felt or what they might have done after Jesus' actions.

After 5 minutes, allow each group time to present creatively their response to the person they were learning about. Make sure they discuss their thoughts of how it shows Jesus' character and the reaction of the people around.

Prompt: These stories are just a few examples of how Jesus showed us what the image of God really means. He showed us through actions of love, compassion, hope, patience and so much more that God is not just some fictional character, but a God with many characteristics.

Have a student read John 14:5-11.

Prompt: Here, Jesus is telling his followers the connection between himself and his Father (God). Through all of the examples that we went through today, Jesus was following His Father's orders while at the same time leading human beings towards God. Back in your groups, I would like you to discuss why it was so important for Jesus to come to earth?

Give groups a few minutes to discuss this. Allow them to re-read John 14:5-11 if they need to. When you feel most groups have exhausted the discussion, bring them back together and ask for any thoughts. Discussion could take one minute with this or it could take several more. Let the discussion occur as it does and answer any questions as best you can (or open it up to more discussion!).

Consolidate/Debrief (approx. 5 min.)

Have a student read Colossians 1:15-20.

Prompt: This scripture tells us that God sent Jesus to us for a reason. Without Jesus what would we know about God? (allow for some answers, such as: nothing, He created the world but we wouldn't know why --if no one answers, allow it to be a rhetorical question).

Prompt: The most important thing that Jesus revealed was God's love. What Jesus brought with him was God's love. All the acts that we examined today, plus everything else Jesus did, has love at the very core of the action.

Draw a large heart on the recording paper, emphasizing the two sides of the heart as you draw them.

Prompt: How many lines do I need in order to complete this heart? (Answer: two) That's correct, we need two. If it weren't for both God and Jesus, we wouldn't be able to understand what love really was. (Write "God" on top of one side of the heart and "Jesus" on top of the other). When God sent Jesus as his Son, Jesus had to help others to see God through his actions. In all these stories, whether we've heard them before or not, we can see how Jesus acted according to God's plan to show us exactly what love means.

Think/Pair/Share: What do you think love means and how does it affect you? TT# 17

Prompt: Love is a precious word as it represents something that is special. We also need to understand that God's love has no conditions on it. He loves you no matter what you do, say or think and will always love you unconditionally. Jesus came to earth to show us that love and we need to be ready and willing to accept that love. If you're not sure what that means exactly, you can talk with me or another trusted Christian adult about this.

Close in prayer, praying that God will reveal himself and how much he loves each and every youth.

Module: Discover the Power Within an Image
Lesson 3: The Image of God in Us

Spiritual Aims

Hopefully students will be able to …

- recognize the image of God in themselves as intelligent beings
- accept who they are in God because of Jesus' sacrifice
- strengthen their faith in God

Lesson Objectives

Students will be able to…

- understand the relationship between intelligence and morality in the world
- discuss how religion is an intelligent and appropriate argument that God would like us to participate in and how openness to discussion helps to build our community of believers

Materials Needed:

- 1 chair per student
- Min. 1 pencil per 2 students
- Min. 1 blank paper per student
- 1 copy of Appendix D, E per 2 students and divided in half
- 1 clipboard per 2 students (optional — other materials to write on is also acceptable, ie. hardcover books)
- 1 chart paper per 3 students
- Min. 1 marker per student
- Min. 1 Bible per 3 students

Pre-lesson Preparation

- Ensure you have enough chairs for all the youth in your group. Set them up in two rows where the backs are together so when the students sit down, they are facing away from their partners. The rows can have chairs side by side in close proximity. For larger groups (above 20 students), you can choose to have half the number of chairs and have students switch between round 1 and 2. You can also have this activity occurring simultaneously in another room with another adult leading.

Minds On (approx. 15 min.)

Prompt: We are going to participate in an activity where one partner will be describing how to draw a picture while the other partner will be drawing it the best they can.

1. Allow students to choose their partner. Have them decide who will be "Vanilla" and the other "Chocolate."
2. Have the Vanillas sit on one side and the Chocolate on the other side; partners should be together so they are facing away from each other.
3. Hand out a blank piece of paper, a clipboard (or hard surface) and a pencil to the Vanillas. Here are there instructions:
    a. They cannot see the piece of paper their partner has and is describing.
    b. They cannot speak or ask questions for clarification.
    c. They cannot look at other people's drawings.
4. The Chocolates will receive a copy of Appendix D after these instructions are given:
    a. They cannot look at what their partner is drawing.
    b. They cannot tell them the overall picture. They can only describe the shapes and what should be drawn.
    c. They cannot ask for assistance from other Chocolates.
5. Ask if anyone has any questions. When complete, give the Chocolates Appendix D. The Vanillas have 3 minutes to complete the draw-

ing. If everyone is complete before 3 minutes that is fine. Wait until everyone is done and ask each pair to compare the two images.

6. Repeat #3-5 but switching roles (i.e. the Vanillas will be describing Appendix E and the Chocolates are drawing). (If you have a larger group, this is where you would switch youth so more people get to participate.) Please note one instruction change: they will face each other and the Vanillas are allowed to watch the Chocolates draw and give clarification or help. All the other instructions apply.

When the activity is complete, gather everyone into a large group. Use the following questions to promote reflection among the students with this activity. TT# 9

1. Describers in round 1: when you were facing away from the person drawing, how did it feel to be describing the picture when you couldn't see what they were actually drawing?
2. Drawers in round 1: How difficult was it to not be allowed to ask clarification questions?
3. Describers in round 2: What types of things did you have to correct or change in your wording so that the drawers would get how to draw it? How difficult was it not to touch their piece of paper?
4. Drawers in round 2: How difficult was it to not be allowed to ask clarification questions? Especially since you could see your partner this time. Was it tempting to try to look at the picture they were describing?
5. Were there any distractions that made it difficult to listen or to hear what your partner was saying? (Some people may have already touched on this in the first 4 questions; use your discretion as whether or not it needs to be a separate question)
6. Any other thoughts or insights into the activity anyone would like to share with the group?

This "Minds On" will prepare students to look into the relationship that God has with us and how He guides us and prepares us to be Christians in the world.

Action (approx. 20-30 min.)

Open in prayer, asking God to open the hearts of the youth to hear what He will be saying through the devotion today.

Prompt: We have been hearing about God's image and what that means. In this lesson, we're going to discuss how God's image is reflected in and through us. As we read Genesis 1:26-28 in a previous lesson, it states that human beings were created in God's image...but what exactly does that mean since we all look different, have different likes and dislikes, and we all have a different relationship with or understanding of faith in our lives. Based on our previous lessons we know that being created in God's image refers to the characteristics of God. We have seen those characteristics at work in the world through the person of Jesus Christ, a servant leader..

Divide students divide into groups of 3-4. If you have small groups already set up, this would be an appropriate setting to use those groups. Otherwise, you may choose to separate groups by age/grade levels or by gender. TT#4 Provide each group with a Bible (min. 1 per group, preferably everyone with their own).

Ask them to open up their Bibles to Romans 7:4-6 and to read them in their small groups.

Leader's note: You may choose to provide multiple translations of this passage. If there are multiple translations, suggest that all translations are read to get the different explanations and vocabulary.

Give each group a large piece of chart paper and markers. Ask groups to re-write the scripture in a way that they understand it. Give them a few minutes to figure out what the scripture means to them. Have them present their re-worded scriptures to the whole group and comment on positive connections and changes that they made.

Leader's note: It is difficult to predict exactly what the students will come up with as they re-word the scripture in order for it to makes sense. The focus is for them to understand a few key concepts:

- God sent his Son to die for our salvation, if we believe God created mankind to have free will (i.e. we can make our own decisions).
- Sin entered the world and that can distract us and get in the way of making good decisions.
- All of our decisions reflect directly to our relationship with God, both the good and the bad.
- We are to strive to have a witness and a positive impact on others because of our relationship with God.

Prompt: All of the groups were able to come up with profound translations that helped with an understanding of the scripture. That ability to think through scripture to make it understandable was given to you by God. He made you intelligent people who can think through scripture and different events to come to a conclusion on your own. Unfortunately, because people sinned, and God is righteous, God cannot ignore it. He sent Jesus as a solution and a way for us to still have a relationship with God that overcomes our sin in life, provided we confess and claim Jesus and God as our Lord and Creator.

Have a student read Romans 7:21-25.

Prompt: This passage portrays that struggle of morality that God has given us as intelligent beings, but also provides us with an opportunity to discuss faith and what it means to us and how it is different than doing what everyone else is doing.

Consolidate/Debrief (approx. 5 min.)

Transition into the consolidation by tying in the opening activity.

Prompt: At the beginning, we played a game where someone was telling you what to draw. We completed two rounds that had a few differences. In the first round, you weren't able to look at each other or ask any clarification questions. This is what it is like when you're trying to live life on your own without seeking a relationship with God. You're not quite sure what to do but keep going forward anyway. In the second round, partners were facing each other and the describer was able to make corrections by speaking to you. This is representative of how God builds a relationship with you and how He guides you more into His image. Some people say God speaks to them directly, but for the most part He speaks to you through other people, through experiences, through Bible scripture and other ways.

Have a student read 2 Corinthians 3:18.

Prompt: As we leave from here today, I hope that you can see that faith is something to be experienced and discussed. God loves you so much and because of that He sent His Son to die for us so that we may live eternally in God's Kingdom. If you aren't sure about this 'faith thing,' I encourage you to find someone who has a relationship and talk to them about it. We are made with curiosity, wisdom and many other attributes because God wants us to choose Him and to make that decision for ourselves. He guides us on that path and gives you the tools to make the decision, but you have

to decide whether you will take the advantages that He gives you. If anyone wants to learn more about what that decision may mean for their life or if they want to ask questions, a leader will be available after we close in prayer and would love to talk to you and answer any questions or help lead you in prayer. After I finish praying, I would ask you to reflect and pray on your own. When you feel you are done, please get up quietly and leave without making too much noise.

Close in prayer, asking God to stir in each student's heart a desire to get to know you more, whether that means asking questions, reading the Bible, spending time in prayer or seeking a way to serve you better.

Leader's note: Have one or two leaders available to stay after the lesson is done for any students who may want to talk to ask questions about having God in their life.

Module: Discover the Power Within an Image

Lesson 4: Living in and Carrying on the Image of God

Spiritual Aims

Hopefully students will be able to …

- be a shining light for others to find Christ
- be encouraged by their peers' assessment of themselves

Lesson Objectives:

Students will be able to…

- discover ways in which they can treat others in Christian ways.
- describe ways they see other youth living out the image of God.

Materials Needed:

- 1 pen per student
- paper (optional)
- video clip (http://www.youtube.com/watch?v=eRnRs7QU_Cc) with video equipment
- 1 Bible per 2 students
- 1 mini booklet per student
- 1 Bible with Ephesians 4:12-13 bookmarked
- 1 chart paper per 4 students
- Min. 1 marker per 4 students

Pre-lesson preparation:

- Create the mini booklet.
- Take a piece of 8.5x11 blank piece of paper
- Fold it in half 4 times (to make approximately 30 pages to write on). If you don't need as many pages, only fold 3 times (to make approximately 15 pages to write on)
- Put at least 2 staples on the side that is the last fold (this is most likely the thickest portion since it was the last fold)
- Cut/trim the other 3 edges so they are all individual pages (as opposed to stuck together from one of the previous folds)
- Allow students to decorate the cover with their name and whatever else they want.

Minds On (approx. 5 min.)

This "Minds On" activity gets students thinking about what they are good at individually while also looking at what others are good at.

When students arrive, break them into small groups and set up the following scenario for them.

TT# 98

Prompt: You and your group have been stranded on an island. You've decided to work together in order to survive until you are rescued. Collectively you agree that if each of you complete two tasks, you will be able to survive. Discuss as a group what two things each member will do in order to help with survival.

Leader's note: If you have enough leaders, please spread them out so each group has one leader. If you do not have enough leaders, have one leader go back and forth between groups making sure they are on track. Advise your leaders to let the youth do the talking as much as possible and they should only interject if they are asked for assistance. (They are allowed to be considered in the task completion based off of their own strengths.)

Leader's note: If groups are having trouble figuring out what needs to be done, stop their discussion and quickly brainstorm things that would need to be done (such as: gathering food, cooking, building shelter, making fire, gathering firewood, etc.). Also,

if you think paper would be helpful to keep track of all the items, make sure you have some on hand.

Give groups 3-5 minutes to complete the discussion and assign roles.

Action (approx. 20 min.)

Open in prayer, asking that the youth will have an open heart to hear what you have to say to them through the devotion.

Prompt: That activity was to get you to start thinking about what you, and those around you, are good at. God has given us all different talents which we are meant to use to better His Kingdom, that being the world around us. We know that Jesus was sent to this world to show others who God really is. Another reason was to prepare us to continue to do that once Jesus died and went to be with his Father.

Have a student read Ephesians 4:12-13.

Prompt: God has shown us through his son Jesus Christ how we are to treat other people, so now we are meant to go out into this world to show others how Jesus Christ loves them and help to change their hearts. Let's look at some ways in which people are treating each other and showing others God's love.

Show the video.

Prompt: It can be as simple as helping someone cross the street or picking up things they have dropped, to something more difficult, like shoveling snow for a retired neighbour or helping raise awareness for someone in need. In your groups, brainstorm ways in which we can show God's love to other people. Come up with one concrete way you would like to see our youth group show others God's love.

Have students return to their original groups from the "stranded on an island" activity. Thinking still about their gifts and talents, have them come up with a practical way in which they can go out into the world and show others God's love. They can record it on chart paper. After discussing it for 4 minutes, each group will choose one idea and formulate a plan to put it into action. Give them 5 minutes to formulate that plan. Each group will have one spokesperson share their idea and plan.

TT# 27

Leader's note: if you have non-Christians or newcomers to your group, you can approach this part of the lesson as looking at ways to have a positive impact on the community and how, by doing a good deed you are improving yourself and how others see you.

Leader's note: If students are having trouble in their own groups, you may want to brainstorm as a large group.

When they are done, have each group present their ideas. Duplicate ideas are allowed. You may choose to incorporate some in the near future.

Prompt: You all came up with great ideas. Some may like some ideas better than others, and that's okay. When it comes to serving, it's always easier to do something that you love to do. However, you really grow when you serve in a way that is not all because of you, but because you are wanting to serve God by participating in the activity and wanting to spread God's love to others through your actions.

Consolidate/Debrief
(approx. 15-20 min.)

Here you will be transitioning into helping the students see what gifts and talents God has given their peers and the leaders.

Have a student read John 1:18.

Prompt: God has given us all qualities so that we can live out His image to reveal to others what we already know. Or maybe we are still getting to know him through others in this room who are living out His image with their actions and we are seeing God in them. We are going to reflect on ways that we see God living in our fellow peers and leaders. In a moment, I will be passing out mini booklets. On the front, you are to write your name. Then, we will take a period of time and pass around the booklets. Please write one or two words describing what you think their strengths are or things you admire about them. Only positive words are allowed in this activity. Make sure you are able to find something nice to say about everyone, even if you don't know them that well.

1. Hand out mini booklets and pens to each person
2. Have them write their name on the front cover
3. Ask them to start passing them around and create a path in which the books should follow

Eventually, the books will return to the original owner; they may read through the comments as they wait for everyone to finish (unless they are still writing in other people's books).

Leader's note: If you have any new youth or pockets of groups who might not know everyone that well, you may want to give them some ideas that they can write, such as "has a nice smile" or "very funny" or "welcoming." It does not have to be a personal characteristic if they don't know the person very well.

Option: If you have a group larger than 20, this original option is not feasible in terms of time. Another option would be to have each student write their name on the front of a small booklet, and to place them all on a table. Over the course of the rest of the night or a couple weeks, you can put the booklets out and encourage students to go and write in them (as originally directed), and after a couple weeks you can hand them back. Please be mindful that in this way not everyone will have the same number of entries, so go through the booklets to get a sense of who needs more and encourage students to write in those that need more entries.

Prompt: Keep these booklets as a reminder of how other people see you. Hopefully it serves as an encouragement of all the positive characteristics that you have and it is my hope that you will continue to use those positive aspects as a way for others to see your faith and relationship with Christ. I also hope that you will continue to grow in the ways that you serve others and interact with others in a selfless manner, in a way that portrays God as a part of who you are.

Close in prayer, praying that the youth will use their gifts to honour and serve God, while also seeking to deepen their relationship with Him.

APPENDIX A

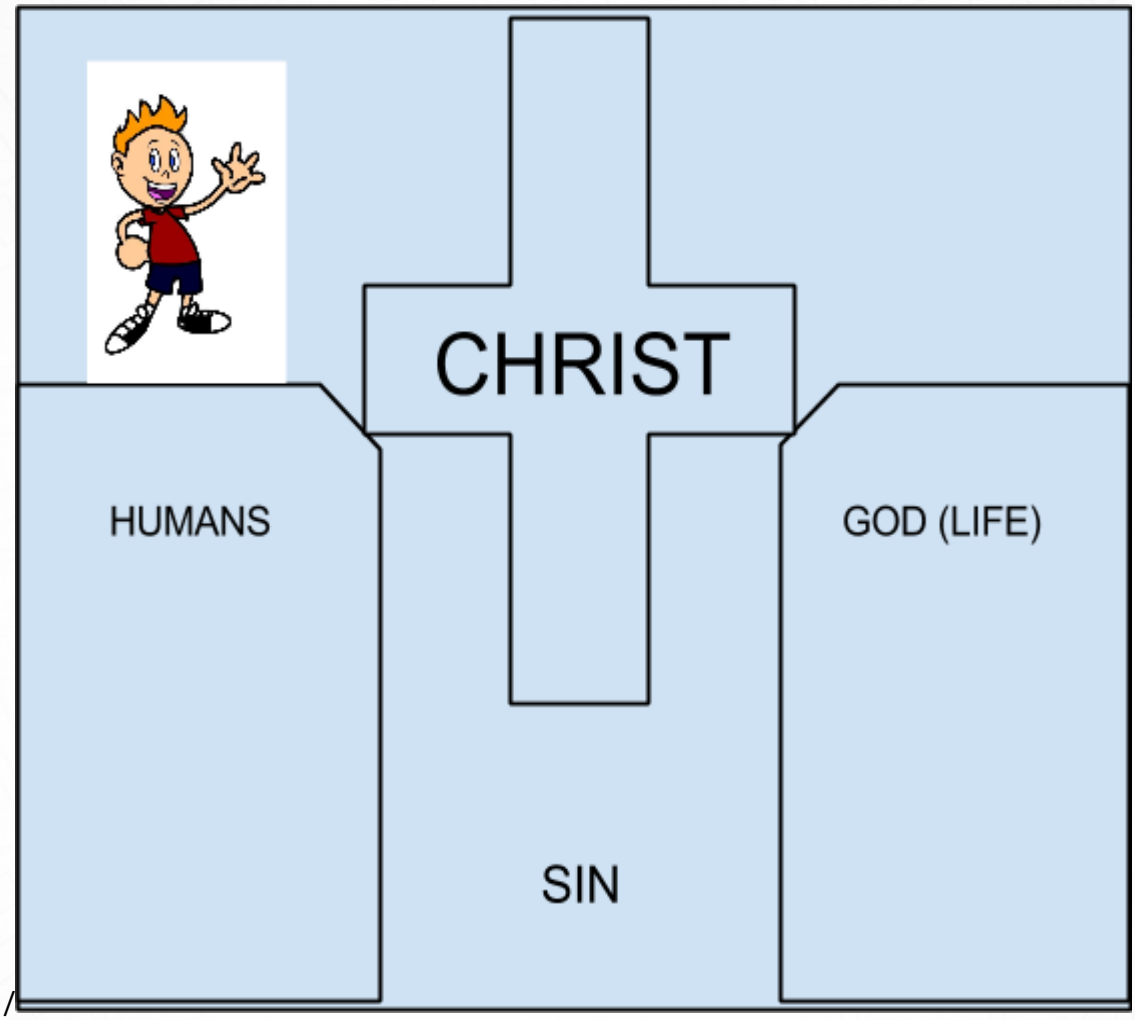
1. Who is your favourite celebrity at this time? Why?

2. What makes celebrities attractive to us?

3. What does it mean to have an 'image'?

4. What tarnishes or ruins someone's image?

APPENDIX B



APPENDIX C

Scripture Story #1:

Now Jesus learned that the Pharisees had heard that he was gaining and baptizing more disciples than John—although in fact it was not Jesus who baptized, but his disciples. So he left Judea and went back once more to Galilee.

Now he had to go through Samaria. So he came to a town in Samaria called Sychar, near the plot of ground Jacob had given to his son Joseph. Jacob's well was there, and Jesus, tired as he was from the journey, sat down by the well. It was about noon.

When a Samaritan woman came to draw water, Jesus said to her, "Will you give me a drink?" (His disciples had gone into the town to buy food.)

The Samaritan woman said to him, "You are a Jew and I am a Samaritan woman. How can you ask me for a drink?" (For Jews do not associate with Samaritans.)

Jesus answered her, "If you knew the gift of God and who it is that asks you for a drink, you would have asked him and he would have given you living water."

"Sir," the woman said, "you have nothing to draw with and the well is deep. Where can you get this living water? Are you greater than our father Jacob, who gave us the well and drank from it himself, as did also his sons and his livestock?"

Jesus answered, "Everyone who drinks this water will be thirsty again, but whoever drinks the water I give them will never thirst. Indeed, the water I give them will become in them a spring of water welling up to eternal life."

The woman said to him, "Sir, give me this water so that I won't get thirsty and have to keep coming here to draw water."

He told her, "Go, call your husband and come back."

"I have no husband," she replied.

Jesus said to her, "You are right when you say you have no husband. The fact is, you have had five husbands, and the man you now have is not your husband. What you have just said is quite true."

"Sir," the woman said, "I can see that you are a prophet. Our ancestors worshiped on this mountain, but you Jews claim that the place where we must worship is in Jerusalem."

"Woman," Jesus replied, "believe me, a time is coming when you will worship the Father neither on this mountain nor in Jerusalem. You Samaritans worship what you do not know; we worship what we do know, for salvation is from the Jews. Yet a time is coming and has now come when the true worshipers will worship the Father in the Spirit and in truth, for they are the kind of worshipers the Father seeks. God is spirit, and his worshipers must worship in the Spirit and in truth."

The woman said, "I know that Messiah" (called Christ) "is coming. When he comes, he will explain everything to us."

Then Jesus declared, "I, the one speaking to you—I am he."

Scripture Story #2:

a. When Jesus came down from the mountainside, large crowds followed him. A man with leprosy came and knelt before him and said, "Lord, if you are willing, you can make me clean."

Jesus reached out his hand and touched the man. "I am willing," he said. "Be clean!" Immediately he was cleansed of his leprosy. Then Jesus said to him, "See that you don't tell anyone. But go, show yourself to the priest and offer the gift Moses commanded, as a testimony to them."

b. Going on from that place, he went into their synagogue, and a man with a shriveled hand was there. Looking for a reason to bring charges against Jesus, they asked him, "Is it lawful to heal on the Sabbath?"

He said to them, "If any of you has a sheep and it falls into a pit on the Sabbath, will you not take hold of it and lift it out? How much more valuable is a person than a sheep! Therefore it is lawful to do good on the Sabbath."

Then he said to the man, "Stretch out your hand." So he stretched it out and it was completely restored, just as sound as the other. But the Pharisees went out and plotted how they might kill Jesus.

c. They came to Bethsaida, and some people brought a blind man and begged Jesus to touch him. He took the blind man by the hand and led him outside the village. When he had spit on the man's eyes and put his hands on him, Jesus asked, "Do you see anything?"

He looked up and said, "I see people; they look like trees walking around."

Once more Jesus put his hands on the man's eyes. Then his eyes were opened, his sight was restored, and he saw everything clearly. Jesus sent him home, saying, "Don't even go into the village."

Scripture Story #3:

When Jesus heard what had happened, he withdrew by boat privately to a solitary place. Hearing of this, the crowds followed him on foot from the towns. When Jesus landed and saw a large crowd, he had compassion on them and healed their sick.

As evening approached, the disciples came to him and said, "This is a remote place, and it's already getting late. Send the crowds away, so they can go to the villages and buy themselves some food."

Jesus replied, "They do not need to go away. You give them something to eat."

"We have here only five loaves of bread and two fish," they answered.

"Bring them here to me," he said. And he directed the people to sit down on the grass. Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke the loaves. Then he gave them to the disciples, and the disciples gave them to the people. They all ate and were satisfied, and the disciples picked up twelve basketfuls of broken pieces that were left over. The number of those who ate was about five thousand men, besides women and children.

Scripture Story #4:

It was just before the Passover Festival. Jesus knew that the hour had come for him to leave this world and go to the Father. Having loved his own who were in the world, he loved them to the end.

The evening meal was in progress, and the devil had already prompted Judas, the son of Simon Iscariot, to betray Jesus. Jesus knew that the Father had put all things under his power, and that he had come from God and was returning to God; so he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.

He came to Simon Peter, who said to him, "Lord, are you going to wash my feet?"

Jesus replied, "You do not realize now what I am doing, but later you will understand."

"No," said Peter, "you shall never wash my feet."

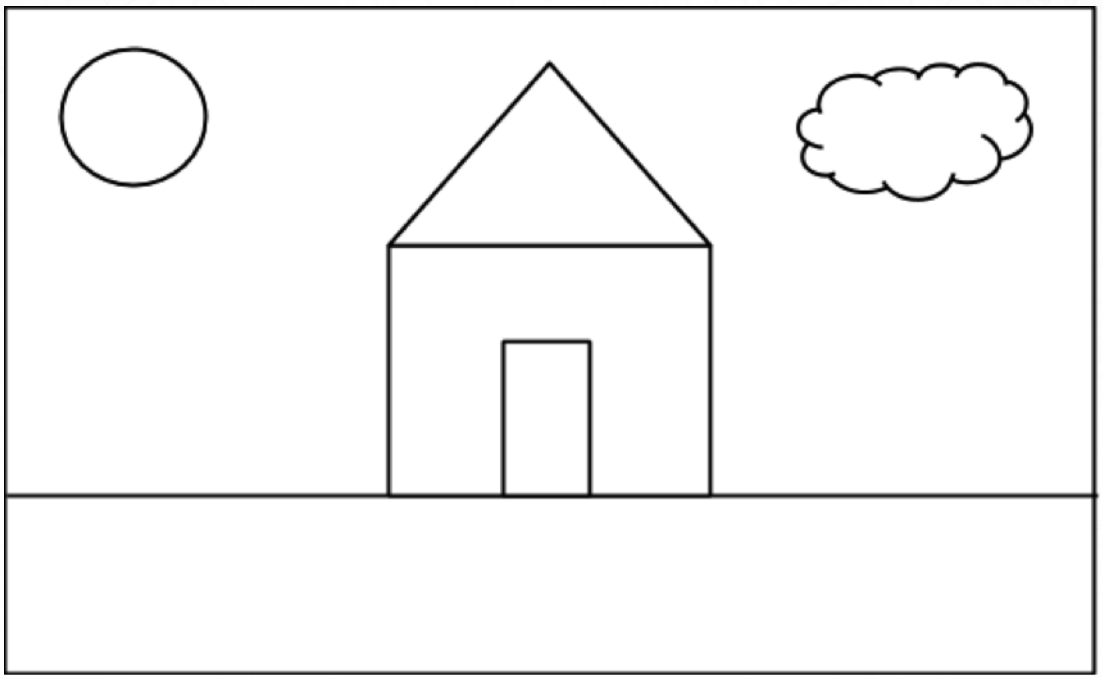
Jesus answered, "Unless I wash you, you have no part with me."

"Then, Lord," Simon Peter replied, "not just my feet but my hands and my head as well!"

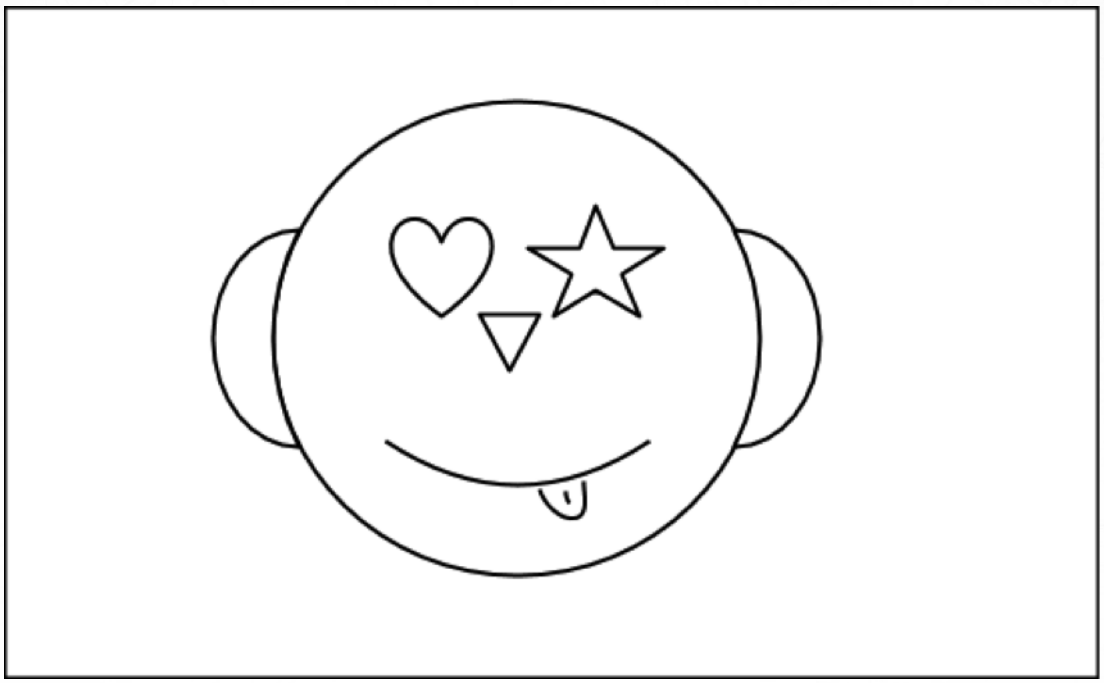
Jesus answered, "Those who have had a bath need only to wash their feet; their whole body is clean. And you are clean, though not every one of you." For he knew who was going to betray him, and that was why he said not everyone was clean.

When he had finished washing their feet, he put on his clothes and returned to his place. "Do you understand what I have done for you?" he asked them. "You call me 'Teacher' and 'Lord,' and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. Very truly I tell you, no servant is greater than his master, nor is a messenger greater than the one who sent him. Now that you know these things, you will be blessed if you do them.

APPENDIX D



APPENDIX E



Teaching *Tips*

1. Involve others in the information gathering (like 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).

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. So, 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 occurs. There may be moments you allow students to form their own group (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. (With an odd number of students, you may have one group of 3). The instruction to repeat their partners' answers allows 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 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 one 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 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 with them. 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. When assisting students in a composition, avoid doing too much of the job for them. If they are having trouble getting ideas out ask them leading questions like, "what are you thankful for?" and "what are some things you might need help with throughout the day?"

29. An exit ticket is a teaching strategy used to assess that students have reflected upon the material you have taught or discussed. Essentially you prepare a short question, one that can be answered in one or two minutes on a small paper no bigger than half of an 8.5 x 11. The questions can range from a content question showing knowledge and understanding, to an opinion question demonstrating synthesis and evaluation. You can also allow the students to respond to a more personal question related to the topic discussed, allowing the students to express themselves in a fresh way. Hand out the question on the paper, "the ticket", before students leave, allow them time to respond, and as they leave, they hand you the "ticket" with the question answered. Among other things, Exit Tickets help you determine if your students have understood your lesson, give you an opportunity to learn more about your students for future lesson plans, or for you as a youth leader as you pray for your youth.

30. Check your church's child protection policy to see if/how the pictures you take can be used.

31. Don't be afraid of silence; when you are standing in front of a group the silence always seems longer to you than it does to your group. Some people feel awkward about speaking right away, and if you answer your own question too soon you may take away an insightful answer from one of your students.

32. If you have close-knit friends or new youth out, you may have students purposely trying to stay close to the people they know. Feel free to step in, redirect them, exchange partners or stop these friends from being partners more than once. You may want to make the rule, "you must speak to someone new for each question," if you feel this is going to be a problem in your group. However, be sensitive to youth who may not yet be believers, and so will want to stick near their friends so as to assess appropriate behaviour.

33. Using the "folded line technique for picking partners": have the students stand in a line (this can be in response to a question, or by height, or birthday or number of letters in their name) have the students hold hands/interlock arms, and take one end of the line and

walk to the other end, folding it in half. Students work with the partner who is now across from them.

34. Students respond to having examples of a creation/project, particularly from those that they care for and appreciate. If possible, create an example prior to this activity.

35. When asking questions, consider posting the question somewhere visible and verbally say it. This way, you can help both your visual and auditory learners understand the question.

36. Gallery walk is a way for students to review their peers' work without external pressures. Like a museum, they would go around looking at one piece of work for about 20 seconds before moving to the next piece. Here are some guidelines:

    a. no talking during the viewing
    b. no judging of others' work
    c. no criticizing the work
    d. no put downs.

37. If you're going to use an example that involves someone they know personally, especially one of their peers, make sure you receive permission ahead of time.

38. To help students move deeper into their answers, you can say something like, "I really liked what I heard …. can you expand on that?" You can also ask another student if they agree/disagree, why/why not? (The agreement can't be "what they just said". Even if they agree, have them summarize it in their own words.

39. In Think/Pair/Share, there are usually two common occurrences:

    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 allotted time and the second 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".

40. You can make adjustments for your time by increasing your questions, or by removing some of them. You decide the pace most suitable for your students.

41. Whenever you serve food, ensure you are aware of any food allergies. As a general rule, ensure your food is nut-free.

42. 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.

43. 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.

44. You may want to physically demonstrate the logistics of an activity as you're giving instructions.

45. 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.

46. 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 to 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.]."

47. If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (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.