



DISCOVER

Revealing Your Identity

**SR. HIGH
CURRICULUM**



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Revealing Your Identity



Introduction

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

With 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.

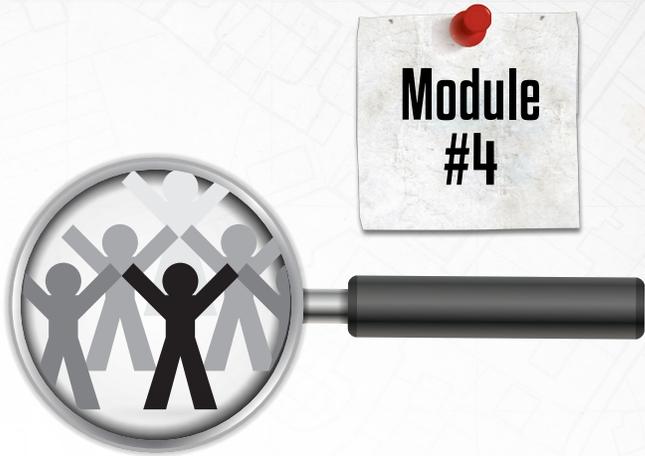
Final Thoughts

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
#4

DISCOVER

Discovered by Others

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

- In lesson 1, Stereotypes: Recognize Them for What They Are. Students will refine their perception of their identity in Christ by recognizing stereotypes and separating themselves from those stereotypes.
- In lesson 2, Expect to be Disliked. Recognize that God warns us that the world will reject those who believe in Christ. Knowledge of this prepares us as believers for insight and discernment in shaping our identity in Christ.
- In lesson 3, God has a Plan for all his People. Developing and understanding how God uses His chosen people to achieve His purposes despite how people may be viewed by the world's definition of success. Our identity in Christ means that we may reject the human definitions of successful.
- In lesson 4, What Should Our Response Be? Students will solidify their identity in Christ, understanding that it impacts our responses to others around us, whether they are Christians or not.

Module: Discovered by Others

Lesson 1: Stereotypes: recognize them for what they are

Spiritual Aims.

- Hopefully students will be able to ...
- recognize that society and media form stereotypes, and the existence of such stereotypes for Christians
- separate their own identity as Christians from the stereotypes
- be confident in their own identity in Christ, knowing that despite what the world says, God is for us, and Christ intercedes on our behalf.

Lesson Objectives:

Students will be able to ...

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

Materials Needed:

- Min. 1 Bible per 4 students
- 1 11"x17" paper or larger per 3 students
- 1 marker per student
- 1 roll of tape per 3 students
- 1 copy of Appendix A per student
- 4 large labels (see Pre-lesson Preparation)
- 1 copy of Appendix G
- 1 Bible with Romans 8:31–35 bookmarked
- 1 pen/pencil per student

Pre-lesson preparation:

- Make the following large labels for each corner of the room: #1 True, #2 False, #3 Somewhat True, #4 I Don't Know.
- Divide each 11x17 paper as per the diagram in Appendix G.

Minds On (approx. 10x min.)

This “Minds On” will prepare students to describe how stereotypes come to be and how they are perpetuated.

Ask: What is a stereotype? (Answer: an oversimplified and generalized idea of type of person or a thing.)



Leader's note: This kind of activity is really fun to do. Especially when students change their minds as leaders elicit from students “why” they chose that corner. It is excellent for encouraging discussion.

Four Corners Activity-“Vote with your Feet.”

1. Have students begin in the middle of the room.
2. After you read the following descriptions, they can vote how true they believe that statement is by going to one of the 4 corners, as labelled.
3. Each student should be prepared to answer why they chose that corner. After they've voted, they can change their vote if they choose. **Leader's note.** Be careful not to place a judgement on how the students have chosen to respond. Your opinion is irrelevant at this time. The purpose of this activity is to begin to stimulate thought and elicit discussion.
 - a. Stereotypes are a part of how I respond to different people groups.

- b. All stereotypes are detrimental, judgmental and hurtful.
- c. Stereotypes exist because of “a grain of truth”
- d. Stereotypes, which form a huge basis of our media and entertainment, are necessary as part of story-telling.
- e. Christian stereotypes exist in North American media and entertainment.
- f. Our identity as Christians is determined by Christian stereotypes.

Leader’s note: Be sure to end on statements #5 and #6 even if you skip some of the other statements so as to enable a transition to the Action portion of the lesson.

Transition now to your “Action” by having the students sit again as they usually would in the room.

 **Prompt:** I would like us to explore more about stereotypes and stereotypes about Christians. As a result of these, as Christians, our own identities are influenced, or even hampered by the acceptance of, or fear of, these stereotypes, which can be flattering, or may paint Christians in a negative light.

Action (approx. 20 min.)

This action is an activity that will flesh out the stereotypes that students have heard, or are concerned about. Begin with a brief discussion about stereotypes in general.

Ask the large group: Who creates and perpetuates stereotypes? (How they learned specific stereotypes?) Is there any “truth” in these stereotypes?

Placemat Activity

1. Divide students into groups of 3-4.
2. Hand out 1 11x17 paper to each group, with a marker for each student.
3. Give the instructions that each student (on their own portion of the place mat) should list 3 specific Christian stereotypes and try to present possible reasons as to the cause of these stereotypes (e.g. Christians are rather silly and act silly. This is often portrayed on sitcoms and in movies as absurd characters for comedic effect). The stereotypes do not have to be true or positive. Allow 2-3 minutes for each person to write an answer.
4. Each group will share their answers with each other. Take as much time as needed for this.
5. Each group will choose their “top 2” and write those stereotypes in the middle of the place mat.



Leader’s Note: Be careful in all your discussions not to alienate any students with comments towards any people groups, whether pro-life, homosexuals, other races and alternative life styles.

Possible answers might be:

- Christians are judgemental – reason is that some groups who loudly identify as Christians proclaim loud and disapproving statements against certain people groups.
- Christians go around quoting scripture – the reason is that some groups who identify as Christians try to use the Bible as a final authority towards people groups who don’t believe in the Bible as any kind of authority.
- Christians are stupid because Christians profess to believe in things that can’t be seen and quantified.

Gather the students back into a large group.

Ask: How does it feel to be associated with the stereotypes that we see all around us?

TT# 9 TT# 38

Ask: How does it feel to be linked to stereotypes that make fun of Christians, or that vilify Christians? (Possible answers: “At times I am embarrassed to be associated with Christians because I don’t act like.. and don’t want to be thought of in that way.” “I don’t self-identify in certain groups as a Christian because I am afraid they will think I am silly, stupid, judgemental...”)

Ask: Just because the stereotype says we are ... does that mean we are?

Ask: Is this an inevitable part of our identity? Can we see ourselves as Christians and separate ourselves from the stereotypes and remain confident in our own identity?

(Suggested answer: We don’t need to be identified as those stereotypes, but confident in the identity God defines us by.)

Have a student read from Romans 8:31–35.

Ask: This verse says that if “if He is for us, who can be against us?” What do you think the author meant by this?

Use Mind Map to draw out answers from the large group on this question: Does it make a difference to hear God say, “that if He is for us, who can be against us?” **TT# 17**

- Possible answers (**Leader’s note:** While these are answers you’re looking for, allow the students to come up with these answers; don’t feed them the responses.)
- If God is for us, it doesn’t matter what stereotypes are being portrayed about us.
- God loves us so much that He died for us, so even if we are made fun of, we are still secure in His salvation and in His love.

- No one (including media) can define or condemn us, only Christ defines us.
- We need to live a lifestyle and have a witness that breaks stereotypes, and change the negative way that people see Christians.
- We need to have confidence to live the life that Christ called us to in full view of the world, with love and compassion towards all.

TT# 18

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

Keep the place mats visible for this section.

Prompt: It can be quite disheartening to watch movies, TV shows, read books and see Christians depicted using negative stereotypes. This can have a detrimental effect on our identity as believers and make us not want to be associated with these negative stereotypes.

Think/Pair/Share: Look back at the stereotype you listed for Christians. Are you like that? Is this stereotype true of you? Explain why you agree or disagree.

TT# 7

Hand out Appendix A to each student with a pen/pencil, and have them fill in the responses individually.

Leader’s note: You can extend the lesson by having students present their own answers to the class, should they choose to do so.

Close in prayer.

Module: Discovered by Others

Lesson 2: Expect to be Disliked

Spiritual Aims:

Hopefully students will be able to ...

- be prepared for some people disliking Christians and why that might be.
- remain strong in their identity in Christ despite the world “hating” them.
- develop a discerning spirit in dealing with situations that challenge faith and identity in Christ as they deal with a hostile world.

Lesson Objectives:

- Students will be able to...
- think about and prepare ways they will manage rejection from some people.
- distinguish between situations where they may be “hated” and need to distance themselves, and situations where they need additional help.
- verbalize their confidence in their identity in Christ despite rejection.

Materials Needed:

- Min. 1 Bible per 4 students
- Labels for “home groups” (see Pre-lesson Preparation)
- 1 copy of Appendix B per 4 students (i.e. 1 copy will be divided between 4 students)
- optional: 1 copy of Appendix C per 2 students (i.e. 1 copy will be divided between 2 students)
- 1 Bible with John 15:18-19, Matthew 10:22, Genesis 12:3 bookmarked

Pre-lesson preparation:

- Decide on the names for your home groups of 4 (e.g. if you have 20 students, then you’ll need 5 home groups with 4 in each), and make labels for the home area (e.g. chairs around a table, a circle on the floor, etc.). TT#19
- If you want to organize your home groups beforehand, you should write student names on a sheet of paper for table groupings. Be prepared to add students to home groups who were not accounted for ahead of time.

Minds On (approx. 10 minutes)

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

When students enter the room, have them sit in their home groups.

Modified Think/Pair/Share (TPS) Activity

Leader’s note: Your team is in groups of 4 so the TPS format works well with two groups of two. Also, the difference between this and the standard TPS format is there is no sharing with the larger group. Rather, they will go from one question to the next.



Leader’s note: Give students a few minutes in between questions. You will also gauge the conversations and ensure each partner is taking a turn.

Leader’s note: Because of the potentially sensitive issues that may arise, your leaders should be prepared to intervene appropriately, in accordance with your church’s child protection policy, and with great discernment.

1. Think of a time when you were suddenly in a situation that you felt unprepared for. How did you react? Think of a situation you are comfortable sharing with your partner.

2. At that time, how could you have handled the situation differently if you had known in advance that the event was about to unfold as it did?
3. Now think of a time when you felt “hated” (other alternative words: rejected, scorned, belittled, patronized...) by others because you are a Christian. Describe how you felt in this situation? Think of a situation you feel comfortable sharing with your partner. If you have not had such an experience, then think of a time you were hated/rejected/scorned for something you believe in or a time you witnessed another person in that situation.
4. How did that same situation impact your identity in Christ, or your confidence as a child of God? If it did explain that now to your partner.
5. How could the impact of this situation have been affected if you had been more prepared to face others who don't like you?

Action (approx. 20 min.)

Leader's note: Your teams are sitting in their “home groups” for this opening portion of the action.

Have two students read the following verses: John 15:18-19, Matthew 10:22.

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

Jigsaw Activity TT# 21

Leader's note: Be sure to explain the activity, as the membership in two groups and the movement around the room can be confusing.

6. Ensure students are already sitting in their home groups.
7. Assign each student in their home groups a number from 1 -4. If you have more than 4 students in a home group, begin again with the number 1 after you reach the number 4 (i.e. if you have 5 students in a group, you will end up with two number 1s). If you have 2 groups with 5 people, have the repeat number be #2.
8. Have the students group together based on their number: all the 1s become a group together, all the 2s together, and so on. These are the expert groups.
9. Distribute the appropriate questions from Appendix B to the expert groups (i.e. group 1 gets question 1, group 2 gets question 2, etc.). Give groups 7-8 minutes for discussion. Remind students that each member of the expert group needs to know the answers for their home groups. TT# 10
10. After about 7-8 minutes, students return to their home groups. TT# 7
11. Each student presents their expert group findings to their home group. This should take about 10 minutes, allowing each person to talk for about 2 minutes.

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

Students remain in their home groups for the next TPS activity.

Have a student read Genesis 12:3.

Using the TPS method outlined earlier, ask the following question, give students time to discuss with their partners, and then you may gather answers from some of our students.

Leader's note: This discussion can be longer or shorter depending on your time. Your goal is to get students to verbalize a strengthening or solidification of their identity in Christ despite being hated or rejected by the world.

Questions

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

Optional: You can end today's lesson with an "Exit ticket" (Appendix C). This is a personal reflection on today's lesson. TT#29

Leader's note: Collect the exit tickets on the way out the door, read them and put comments on them. Alternatively, just a check mark and return them to the students at your next event.

Close in prayer.

Module: Discovered by Others

Lesson 3: God has a plan for all his people.

Spiritual Aims:

Hopefully students will be able to ...

- identify the contradiction between Christian values that lead us to pursue different lifestyles and not the world's definition of success
- develop a strong identity in Christ, recognizing that God uniquely creates and blesses and provides experiences for His purposes
- have confidence that, as believers, comes from our relationship with Christ, and His unique creation of us, rather than any worldly definition of success

Lesson Objectives:

Students will be able to...

- examine adjectives used to define success and values associated with them
- recognize at least three Bible people the world may view as unsuccessful who were created and used by God for His purposes
- recognize themselves as being uniquely created by God

Materials Needed:

- Min. 1 Bible per 4 students
- 1 copy of Appendix D, one for every group of students
- 1 copy of Appendix E per student
- Coloured pens/pencils enough for each group of three to share
- Other creative materials you have available (e.g. stickers, yarn, etc.)
- 1 chart paper with the names of the Bible characters in Appendix D listed
- 1 marker for chart paper
- 1 Bible with Jeremiah 29:11, Psalm 139:13 bookmarked

Pre-lesson preparation:

- If possible, arrange who will be in each group ahead of time.
- Post the chart paper so it's visible for everyone.

Minds On (approx. 7 minutes)

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

Inside/Outside Circle Activity

In this activity, students will end up being paired with multiple other students to discuss questions you will be asking them. If you don't have enough students for two circles (e.g. min 8 students), then find a way to have the students change partners for each question and answer.

Have students form 2 equal groups (i.e. same numbers in each group; if not, add a leader to even the numbers). The first group is Circle A and will stand in the middle facing outwards. The other group is Circle B and will surround Circle A with students facing inward. This means that the students are standing facing each other and will be partners for this activity. Make sure that the same number of students are in each circle.

1. Ask: Give three adjectives that would describe someone who is successful. (Circle B answers first, then Circle A). (Possible answers: popular, wealthy, etc.)
2. Circle A moves 1 spot to the right.
3. Ask: Give three adjectives that would describe you when you become successful. (Circle A first, then Circle B)
4. Circle B moves 1 spot to the right.
5. Ask: Think of a Christian person you know that has helped you, picture them in your

mind. Now give a few adjectives that would describe them. (Circle B first, then Circle A).

6. Circle A moves 1 spot to the right.
7. Ask: Name a Bible person who you like, or can relate to, and why you like this person. Use adjectives to describe this person. If you can't think of a Bible person, feel free to pass. (Circle A first, then Circle B.)
8. Remain with the same partner and ask: Why do you think that the adjectives used by the world to define success and those adjectives we recognize as Christians are different?
9. Have students return to the large group and discuss answers to the last question. They can choose to share their own answer or their partner's answer.

Action (approx. 20 min.)

Leader's note: For this activity, you will need to group the students in groups of 2-3. If you have pre-determined your groups, you simply need to announce your group names and members. If not, then use the numbered heads method (or some other methodology of your choice) and group the class appropriately. **TT# 4** Appendix D is available for your reference of Bible folk and their circumstances.

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

Divide the students into their groups. Each group will choose one of the characters listed to research/examine and write their group name beside it.

Leader's note: If you have fewer groups than names, then there should only be one group per character. If you have more groups than names, then you may allow more than one group to look at the same character, at your discretion.

Prompt: You will work in groups and think of two examples of Bible people chosen by God to accomplish His purpose. Briefly explain the circumstances and why we might not think the character would be the first choice during Appendix D. For example, God chose to announce the birth of Christ to shepherds in a field near Bethlehem. They were not rulers who could make some kind of formal announcement or proclamation. They were not rich, and so could not have a big celebration and party. They were not popular or famous and didn't have a huge following or sphere of influence. Shepherds spent their time in fields, away from people and towns, with their sheep. They were considered amongst the lowest part of society. They were often ex-cons and their testimony was not valid in the Sanhedrin (i.e. the Jewish courts). They are not the most obvious choice, but God chose them.

Hand out Appendix D (student edition) and pen/pencils for students to write down and organize their thoughts. Have each group choose one person to be their "spokesperson" who will present their thoughts to the whole group at the end. Student have 10-12 minutes to formulate their response. **TT# 10** **TT# 27**

Bring the groups back together and have each group present their ideas. You can "add to their findings" and encourage them as they present. You may want to say something like, "well done ... Group, that was excellent thinking, yes God used

... in a powerful way”.

Consolidate/Debrief (10 approx. min.)

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

Have a student read Jeremiah 29:11 and another read Psalm 139:13.

Prompt: As Christians, we live in constant tension between the world where we have to function, work, and engage, and our identity in Christ, which is based on Him uniquely creating and calling us into service. Often we feel unsuccessful in the world, as our values are different, and yet at the same time, not good enough for God’s purposes. We have seen today how God chooses and uses people that the world is surprised by. He choose shepherds, fishermen, a run-away, a Christian hater, a tax collector..

Hand out Appendix E and markers and/or pencil crayons.

 **Prompt:** With your handout and markers/ pencil crayons, listen to some of these phrases. You can write a word or two, or draw a little doodle on your unique image as you answer. Be creative, use

colours, use images and use words. God created you in a wonderful and unique way. It is his will that you develop as someone with a Christ-like character who has a magnificent ministry.

Questions for Appendix B.

1. Write a word or draw an image of something you are good at
2. Write a word or draw an image of your favourite thing to do
3. Write a word or draw an image of a time when you surprised yourself by being good at something you didn’t know you were good at
4. Write a word or draw an image of a time God surprised you with an opportunity you never anticipated would come to you.
5. Write a word or draw an image of a time you changed your mind about some significant thing in your life.
6. Write a word or draw an image of a time when you worked hard and accomplished something you thought you could not.
7. Write a word or draw an image of a good friend
8. Write a word or draw an image of a place that you like to hang out
9. Write a word or draw an image of a Christian mentor or friend who helped you
10. Write some words from your favourite Bible verse (it does not need to be perfect).

TT# 40

The students may take their completed image home.

Leader's Note: You can choose to have some students present their images to the entire class. If you do this, choose a student who is confident.

Optional: You can use this as an "Exit ticket" if you would like to see the final product and get to know your students, but be sure to return this image to them at your next meeting.

Close in prayer.

Module: Discovered by Others

Lesson 4: What Should Our Response Be?

Spiritual Aims:

Hopefully students will be able to ...

- understand why reactions to non-believers must be consistent with their identity in Christ and Biblical teachings
- develop a discerning spirit as to what the Bible teaches about reactions and various situations that are presented, especially when verses may seem to contradict each other
- know their strengths and weaknesses in reacting to various situations

Lesson Objectives:

Students will be able to...

- examine several verses that speak directly to how, as believers, we should react in specific situations with non-believers
- examine adjectives underlying appropriate reactions as believers
- self-evaluate their strengths and weaknesses in dealing with various situations

Materials Needed:

- Min. 1 Bible per 4 students
- 1 copy of Appendix F
- Recording paper
- 1 roll of masking tape
- Projection of verses in Action (you can choose to print out the passages in large print with Appendix H, write them on chart paper, or use an LCD projector with laptop to display them)

Pre-lesson preparation:

- Cut Appendix F into individual slips for the matching activity in “Minds On”
- Set up your location for the “value line” with the masking tape

Minds On (approx. 10 min.)

This “Minds On” will prepare students to begin thinking about how in every situation we make a series of decisions and then an appropriate reaction. The game is simple. Using the slips from Appendix F, mix up the “situations” and the “reaction” statements. Give each student one slip. Students need to find their “best fit” match. Although several situations and reactions might fit together, there will be a best fit.

After several minutes ask the students to stand in pairs and read to see if it is the best fit.

Leader’s Note: If you don’t have 20 youth, then change the game to a memory game by placing the papers facedown and playing like a memory game. You could also divide the group into two and make it a game of speed to see who can complete the game the fastest.

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

Action (approx. 20 min.)

Modified Think/Pair/Share Activity

Have students choose one partner (if you have an odd number of students, you will have 1 group of 3). Display the Bible verses from Appendix H one at a time.

Leader's note: Use the TPS activity followed by soliciting answers from the students after each question. Follow the same pattern for each verse listed below. Choose as many verses as your time allows. Try to choose a variety of verses.

Follow the same pattern for each verse listed below.

1. Have a student read the passage and, if possible, show the verse on some kind of projection. (This helps students who are visual learners)
2. Ask the 3 questions, and have one person speak 1st, then switch and have the 2nd person speak.
3. On the recording paper, record the adjectives that the students come up with to describe the characteristic they find (e.g. respectful, kind, considerate). If the adjective is presented again, add a check mark behind it.

Leader's note: Some passages may require a short explanation depending on the average age and maturity level of your students. If you need to explain, do so in a minute or less. Don't oversimplify your lesson; allow even young students to hear difficult passages.

Luke 6:27 – 36
Luke 9: 3-5
Romans 12:20
Mark 12:29-31
1 Peter 3:9
Philippians 2:3

Matthew 25:34-40
Matthew 10:16
Matthew 7:6-7
Ephesians 4:29-32
Proverbs 24:17
Matthew 7:12
Hebrews 13:2

Questions:

4. In what situations do you think this verse is an appropriate reaction?
5. Why is this reaction important enough for God to give a directive on it?
6. Give some adjectives that you think would describe how we are being instructed to react in this verse.

Leader's Note: At the end of the action portion of the lesson you will have reviewed as many as 13 Bible passages, and have come up with several adjectives describing characteristics of our behaviour towards others. You will need this list of adjectives for the consolidation/debrief portion of the lesson. You can shorten or lengthen your lesson by adding or deleting verses.

 **Prompt:** We have studied several Bible passages, discussed when and where these reactions might be appropriate, why it is an important part of our identity, and we have recorded adjectives that we think describe how we should react in specific situations. Now let's look at our own reactions to these adjectives. We are going to evaluate how well or not well we as individuals do in our own reactions towards others. Before we move on, are there any questions, concerns, or comments?

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

 **Prompt:** We all have areas where we are strong and areas that we need to work on. A value line is a way we can self-evaluate and think about how well we are doing.

Value Line Activity

 **Prompt:** We are going to line up along this line, and you can move forward or backwards depending on how well or not well you think you do in the statement I will read. For example, I say, “I am good at showing kindness to non-believers around me.” If you think you do well then move as far forward as you can. If you think you do just OK, then move only halfway forward. If you don’t do well, then you can move backwards. If you need to work on this, move all the way back. This is a self-evaluation. We are not here to judge you. This isn’t about what your friends think, it is what you think of your own reactions. As I read the statement, you move forward or backwards depending on how you evaluate yourself. After each statement, I’ll ask why you evaluated yourself that way. You can choose to pass if you wish.

Leader’s notes:

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

- Don’t worry where the students move. Don’t evaluate or judge, there are no right or wrong answers; this is a self-evaluation. Also note that younger students tend to move in groups, and that is OK. Self-evaluation and consolidation of the lesson material still happens.
- You will need to use the adjectives identified by the students in formulating your value statements. Take the adjectives identified most often and insert those adjectives into the statements. Not every group will have an adjective for every verse, but try to elicit at least three per verse.

Value Line Game Statements

Substitute in the adjectives that your group of students have come up with.

Leader’s note: Some statements are in the negative, and that is so there can be an element of fun as the students move forward and backwards. It is the movement that makes the Value Line a fun and kinesthetic learning experience.

- We can see that (for example kindness) is an adjective that came up often as we looked at the Bible passages. “I am good at showing (kindness) to non-believers around me.” Agree or disagree about how well/not well you personally do at showing kindness and move forwards or backwards.
- In some passages we see God instructing us to be (example forgiving) —“It is easy for me to forgive non-believers when I think they have sinned against me.”
- Being “gracious” is a theme that comes up in several verses – “It is hard for me to be gracious towards others“

- “When someone I don’t like ‘falls’ or has a problem, secretly I am happy.”
- “Some Bible passages are difficult to understand. I am OK with this and am anxious to develop insight into my own reactions.”
- “Sometimes unwholesome talk comes out of my mouth.”
- “I consider myself as shrewd as a snake and as innocent as a dove.”
- “I waste wise words on people who don’t believe because I often quote scripture to my friends who I know don’t believe in the Bible and they ridicule God and His word.”
- “I am not respectful of all those around me, especially to my friends who are not Christians.”
- “I can leave things for God to avenge. I don’t need to seek revenge on people who have wronged me.”

Afterwards, have students sit where they are.

 **Prompt:** I am proud of how well all of you did today. We covered a lot of material and a lot of good thinking. As we mature in our Christian lives, we will develop the insight and discernment to react in a way that is consistent with our testimony. In the areas where you identified you need to improve, focus your prayer and your attitude and insight.

Close with prayer.

APPENDIX A

Even though some Christian people may be

and

I'm not a stereotype!

I define myself as

and

APPENDIX B

1. Who is “the world” in the above verse? ... Is this one particular people group, or age group?

Does everyone in the world who is not Christian fall into this category? Why or why not?

Why do you think “the world” hates people who believe in Jesus?

2. What does hate look like? Describe at least five situations that represent the world hating Christians.

What other words can you use to describe hate as it appears in Christian experience?

3. Explain four practical ways you can prepare yourself for a world that will “hate” you.

Describe how preparing yourself in each of the four ways will help you face situations that arise.

4. Examine Romans 8:36. In light of today’s lesson, what meaning could this verse have?

APPENDIX C

Exit Ticket

Write a few words to answer each of the following. It can be point form.

1. The most meaningful thing I learned today is:

2. I wish we had spent more time discussing ..., as I would have liked to learn more about that.

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APPENDIX D

Appendix D – Graphic Organizer (student edition)

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

Graphic Organizer Appendix D – (Leaders edition)

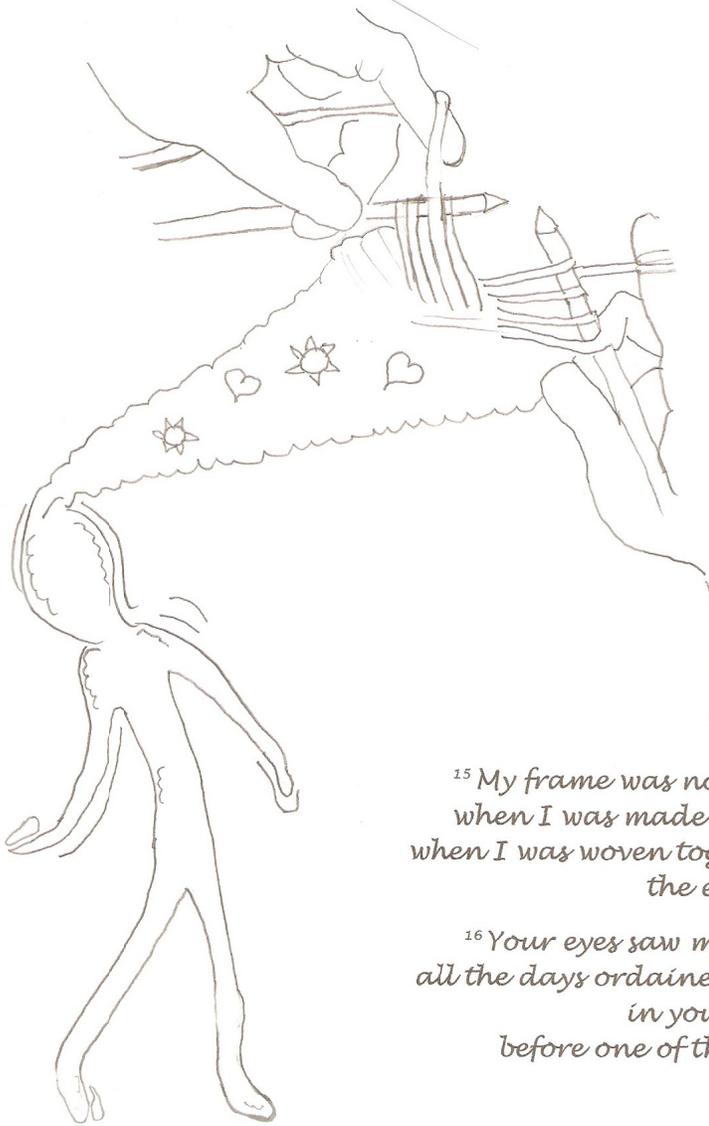
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Paul (Saul)	<ul style="list-style-type: none"> -penned what became 13 or 14 books of the Bible -took gospel to countless Gentiles on 3 missionary trips -founded several churches 	<ul style="list-style-type: none"> -hated Christians - Spent years finding and persecuting Christians -was not a disciple of Jesus -was a witness to the stoning of Stephen, the first recorded Christian martyr in the New Testament.
Esther	<ul style="list-style-type: none"> -became queen of Persia -braved death and took her request to the King -saved the Jewish people 	<ul style="list-style-type: none"> -was an orphan girl -was a woman in a man's world -hid her Jewish identity -was sentenced to death by a decree she could do nothing to stop
Moses	<ul style="list-style-type: none"> -performed many miracles in Egypt -lead the Hebrew people out of slavery and out of Egypt -performed miracles including parting the Red Sea as he lead his people in the wilderness -was blessed by God, had a close relationship with God 	<ul style="list-style-type: none"> -may have had a stutter or a speech impediment -killed a man -fled Egypt -grew up Egyptian rather than Hebrew

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

Disciples	<ul style="list-style-type: none">-part of Jesus' inner circle-were friends with our Savior-witnessed many miracles-received Jesus' teachings-went on to record the gospels-brought the good news to countless people-performed miracles	<ul style="list-style-type: none">-were not scholars-were not wealthy-were not powerful-were not part of priesthood-few were tax collectors, despised by society-some were fishermen and so from a poor socio-economic class
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APPENDIX E

Psalm 139:13-16



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

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

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

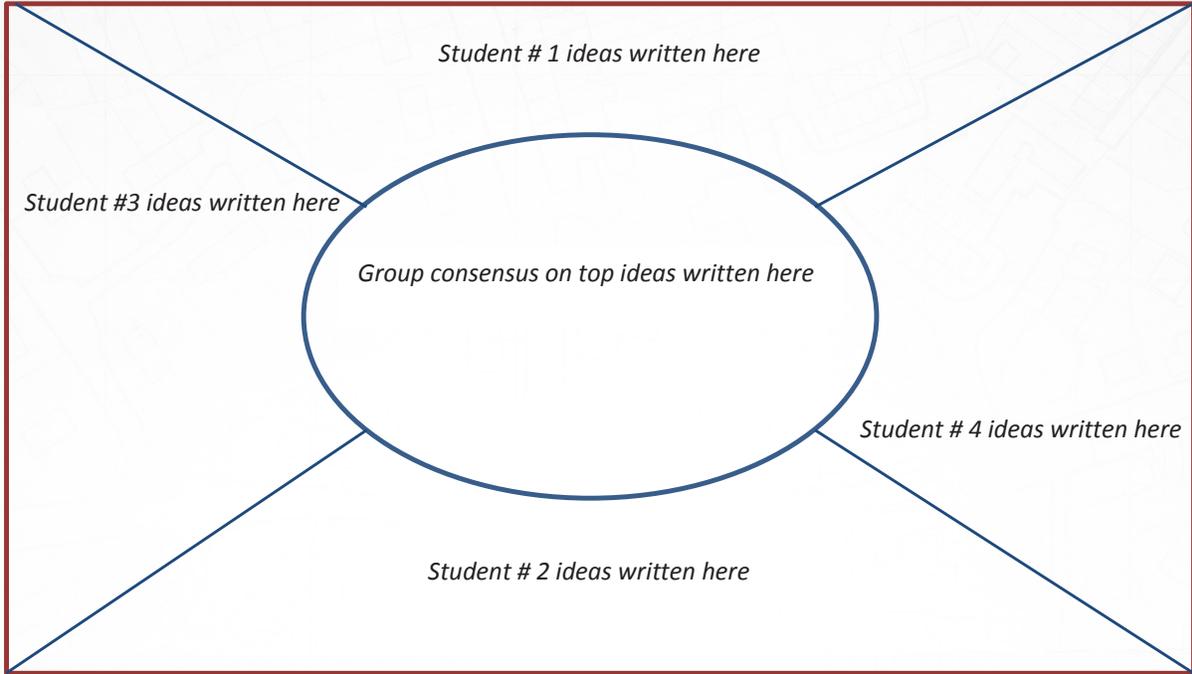
¹⁶ Your eyes saw my unformed body; all the days ordained for me were written in your book before one of them came to be.

APPENDIX F

Minds On Game – Choose the appropriate response

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

APPENDIX G



APPENDIX H

Luke 6:27 – 36

But to you who are listening I say: Love your enemies, do good to those who hate you, bless those who curse you, pray for those who mistreat you. If someone slaps you on one cheek, turn to them the other also. If someone takes your coat, do not withhold your shirt from them. Give to everyone who asks you, and if anyone takes what belongs to you, do not demand it back. Do to others as you would have them do to you.

Luke 9: 3-5

He told them: “Take nothing for the journey—no staff, no bag, no bread, no money, no extra shirt. Whatever house you enter, stay there until you leave that town. If people do not welcome you, leave their town and shake the dust off your feet as a testimony against them.”

Romans 12:20

Do not take revenge, my dear friends, but leave room for God’s wrath, for it is written: “It is mine to avenge; I will repay,” says the Lord. On the contrary: “If your enemy is hungry, feed him; if he is thirsty, give him something to drink. In doing this, you will heap burning coals on his head.”

Mark 12:29-31

“The most important one,” answered Jesus, “is this: ‘Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbor as yourself.’ There is no commandment greater than these.”

1 Peter 3:9

“Do not repay evil with evil or insult with insult. On the contrary, repay evil with blessing, because to this you were called so that you may inherit a blessing.”

Philippians 2:3

“Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves ...”

Matthew 25:34-40

“Then the King will say to those on his right, ‘Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.’ “Then the righteous will

answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?'

"The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'

Matthew 10:16

"I am sending you out like sheep among wolves. Therefore be as shrewd as snakes and as innocent as doves."

Matthew 7:6-7

"Do not give dogs what is sacred; do not throw your pearls to pigs. If you do, they may trample them under their feet, and turn and tear you to pieces".

Ephesians 4:29-32

Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen. And do not grieve the Holy Spirit of God, with whom you were sealed for the day of redemption. Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

Proverbs 24:17

Do not gloat when your enemy falls; when they stumble, do not let your heart rejoice.

Matthew 7:12

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Hebrews 13:2

Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it.

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.

