



# 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](http://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](https://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](http://www.acf-film.com)) or Criterion Pictures ([www.criterionpic.com](http://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.

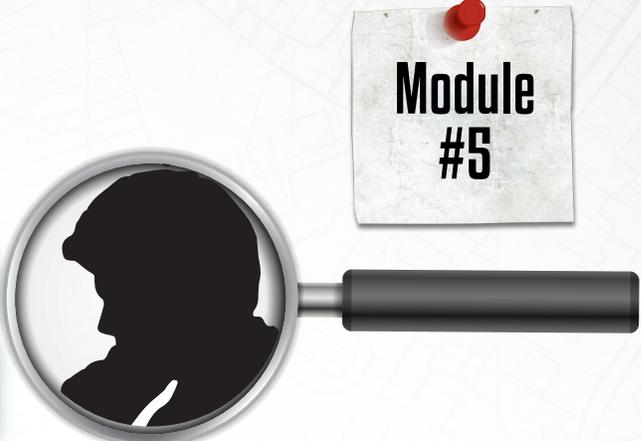
## Final Thoughts

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

*Special thanks to Colleen Carkner, Jeff Baker and Paige Byrne-Mamahit as writers with contributions from Dr. Alfred Yuen, Lindsay Tweedle, David Fretz and Steve Martins.*





Module  
#5

DISCOVER

# *Discover the Reason*

*Being a Christian is about living life to the fullest and embracing God's best for us right now, as well as sowing seeds of hope for the future. By now your students should have a pretty good grasp on some important spiritual concepts and this module is designed to cement those into practice by understanding just what the hope and expectations of the Christian life are.*

- In **Lesson 1**, New Creation, we talk about the road to perfection that Jesus has put us on and how each day we are to die to our old selves and rise again in Christ. Who we were before Jesus is no longer a factor because he has paid the price for us and set us free.
- In **Lesson 2**, Dead to Sin, we explore the concept of sin and reject our former slavery to it. Jesus has set us free and so we encourage students to embrace that freedom and symbolically bury their sin
- In **Lesson 3**, Face of Christ, we look at Jesus' commands for us to serve him by serving others, and how when we do that we enter into the servant leadership ideals of the Kingdom of God.
- In **Lesson 4**, Making Disciples, we examine the command to make disciples from all nations and ask what it means for Christians today. We also ask important questions about when someone is ready to make disciples and how we should do it.

# Module: Discover the Reason

## Lesson 1: New Creation

### *Spiritual Aims*

Hopefully students will be able to ...

- comprehend the redemptive power of the cross.
- embrace the miraculous work Jesus is doing in our lives.

### *Lesson Objectives:*

- Students will be able to...
- identify points of grace/healing God has given them.
- identify areas where they need Him to keep working.

### *Materials Needed:*

- 1 small canvas per student (suggestion: your local dollar store may have them)
- 1 paint brush per student
- variety of paints
- 1 roll of paper towels per 5 students
- 1 bowl of water per 3 students
- Min. 1 mirror (see Leader's note in first Action activity)
- 1 permanent marker
- 1 journal per student student (Leader's note: If you used journals for Module 1 lessons, you can continue to use those same journals here.)
- 1 Bible with Philippians 1:6, 2 Corinthians 5:16-21 bookmarked
- optional: recording paper

### *Pre-lesson preparation:*

- Before you start, hold the mirror at arms-length so you can see your whole face. Use the permanent marker to draw long hair and a beard around your reflection so that anyone holding the mirror sees themselves with long hair and a beard.
- Leader's note: There is a similar activity in Jr. High module 2, Lesson 1. If you are using both curricula for the same group, you can refer to that lesson.
- If your lesson time is short, set up the painting stations before students arrive. Otherwise, have all the materials accessible to the students before they arrive.

### Minds On (approx. 15-20 min.)

Ask: What does it mean to be perfect? Have you ever met a perfect person? Does it sometimes feel like people expect you to be perfect?

**Leader's note:** You can decide whether you choose to use these questions rhetorically or as a large group discussion. If the former, go straight to the prompt.

 **Prompt:** Today we are going to spend some time painting what you think is the perfect "you."

Hand out one canvas and paintbrush to each student. They can paint what they think is "the perfect me." Give students at least 5 min. TT#11  
**Leader's Note:** If they don't feel like they are good painters, encourage them to experiment with different colours and symbols, or paint words that represent the "perfect me." The goal of the exercise is to get an idea of what students think of when they think of perfection and how they view themselves now.

**Think/Pair/Share:** How is their painting is different from how they feel about themselves now? 

Have a student read Philippians 1:6.

TPS: What does this verse means? (What is it saying?)

## Action (approx. 5-10 min.)

Have everyone gather again in a large group. Pass around the mirror. As it goes around the circle, ask: Why do you think I wanted you to see yourselves with long hair and a beard?

**Leader's note:** If you feel your group is too large to do this together, separate into smaller groups and use multiple mirrors.

 **Prompt:** As believers in Jesus we are meant to be his reflection to the world. While we are not perfect, Jesus is. When we accept Jesus as our Lord and Saviour, He begins the transformation process to make us perfect. Since we are not perfect yet and we are on the road where God is transforming us, we are considered new creations in God.

Have a student (or up to 6 students if you need to break up the verse) read 2 Corinthians 5:16-21.

### Jigsaw

Divide students into groups of 3. These groups are the “home groups.” If you do not have multiples of 3, allow up to 2 groups of 4.

1. Within the home group, have each student numbered 1, 2 or 3 (no duplicates unless they are a group of 4).
2. Have students gather with others of the same number. These are the “Expert Groups.” They will discuss their assigned question and have a spokesperson. TT#48.
3. Group 1 question: What do you think a “Ministry of Reconciliation” is? How do we engage in it? (Possible Answers: Helping people encounter and know God. Understanding and preaching the forgiveness of sins through Jesus.)

4. Group 2 question: What is an Ambassador to Christ? (Possible Answers: Someone who

5. represents Jesus. Someone who speaks on behalf of Jesus.)

6. Group 3 question: What does it mean to be “The Righteousness of God”? (Possible Answers: Just being new creations. Striving for perfection, but embracing grace when we sin, stumble, or mess up. Showing God’s grace in our own lives as something attainable to everyone.)

7. Have all the numbered people return to their home groups and share their answers.

**Leader's Note:** You may want to summarize as a large group and write down the questions and answers on recording paper. If you do this make sure students feel like they can ask questions about this.

## Consolidate/Debrief (approx. 5 min.)

**Leader's note:** This activity can either be done in their jigsaw groups, as a large group, or you may wish to send people off to their own space in the room for a time of solitude and meditation. Either way, it may be a good idea to have this affirmation statement (Every day I become a new creation, forgiven and loved by God) written on chart paper or a PowerPoint presentation so students can reference it if they forget what they are supposed to write.

1. Have the students pull out their journals.
2. In them, have each student write "Every day I become a new creation, forgiven and loved by God."
3. Each student can write down a reason they are grateful for God's grace in their lives.
4. Each student can write down an area they still need God to work on in their lives.
5. Have students pair up as Accountability partners (these can be the same partners from Module 1 or different ones).
6. Have the students work out a time when they can be in contact with their accountability partners throughout the week to encourage them.

**Leader's note:** If you feel your group would find the idea of accountability uncomfortable, or if you feel they won't follow through, rephrase it as a prayer partnership, so that they can call each other and ask what the other one needs prayer for.

# Module: Discover the Reason

## *Lesson 2: Dead to Sin*

### *Spiritual Aims*

Hopefully students will be able to ...

- accept God's grace and reject guilt.
- embrace our righteousness through Christ.

### *Lesson Objectives:*

Students will be able to...

- describe the relationship between death and sin.
- assess how we are doing in our faith/walk/relationship with God today.
- visualize how we gain new life in Christ.

### *Materials Needed:*

- Min. 1 Bible per 2 students
- 1 large Tupperware container
- Sand or dirt or rocks (to fill the Tupperware container)
- 2 scraps of paper per student
- 1 pen/pencil per student
- 1 Bible with Romans 6:1-7 bookmarked.

### **Minds On** (approx. 15-20 min.)

#### *Dr. Dodgeball*

This is a common variation on regular dodgeball, except, in this instance we will be using the game to look at how sin affects us and how Christ frees us.

1. Divide students into two teams.
2. Have each team secretly select a “doctor” (doctors can bring people who are “out” back into the game).
3. The game works just like regular dodgeball, except when you are hit by the ball you sit down instead of exiting the court. (For rules of the game, go to <http://playdodgeball.org/easy-dodgeball-rules/>.)
4. When a player is out, the doctor can touch them on the shoulder or head and bring them back into the game. However, when the doctor brings someone back into the game the doctor must then be out for 1 minute in the person's place.  
Leader's Note: Have a leader on each team timing this last step and be the judge of when the doctor can come back in the game. This will help to avoid arguments between competitive players.
5. Players can use balls to block other balls and stay in the game.
6. If you catch a ball thrown at you the thrower is out.
7. In this version, the doctor is invincible and can only be out when he takes another player's place. This means the doctor will be discovered pretty quickly; that is acceptable because

if they are hit during the regular game they are invincible.

8. When you determine the game to be done (either after one person is left in the game or after the assigned time has elapsed), hold the ball up.

Option: If you don't have enough space to play dodgeball then you may want to try a game called "Silent Seat Ball" instead.

1. Have everyone find a chair or seat in the room (cannot be the floor)
2. The goal of the game is to pass the ball back and forth without talking or leaving your seat at all. The person is out if:
  - a. they talk
  - b. their bum leaves their our seat
  - c. they fumble the ball
  - d. If they throw the ball so poorly that no one can catch it
  - e. pass the ball back to the person who passed to you
  - f. pass to someone who is out
3. When the student is out, they sit on the floor.
4. As students start to get out, have leaders/volunteers take their place being "out" so the students can stay in the game. Do this until all your leaders are out. (If you do not have enough leaders for this, then you may want to designate some of your more mature students as "out" stand-ins.)
5. After the game is over, hold up the ball.

 **Prompt:** This ball is like the sin in our lives. Sometimes we see it coming, sometimes we don't. The times we see it coming we can sometimes avoid it or deflect it, but it's always a danger for us, and it can take us out in an instant. <point at a doctor in the first game or the leader/volunteers in the second game> They are like Jesus. They took our place and our punishment for sin. Jesus was able to take our place by dying on the cross for our sins but death couldn't hold him.

## Action (approx. 20 min.)

Have someone read Romans 6:1-7.

### Jigsaw TT# 21

1. Divide students into home groups of 3. (Leader's note: If you don't have multiples of 3, you may have 1-2 groups of 4.)
2. Within each group, have each student numbered with 1, 2, or 3. These are the expert groups. Once they are numbered off, have students gather in their #s/expert groups.
3. Assign each group their question. They have 5 minutes to discuss it. Each student should know their expert group's answers.
  - a. Group 1: What is the difference between being dead IN sin and being dead TO sin? (Possible answers: Dead IN sin means that sin has infected your whole life, dead TO sin means that, while we might sin, it does not rule us, because Jesus rules us.)
  - b. Group 2: Do you think someone who is dead to sin can still commit sins? How does it work? (Possible answers: being dead to sin means that sin can no longer rule you, because Jesus has forgiven your sins.)
  - c. Group 3: How should we live as people freed from the bonds of sin? (Possible answers: be humble, be understanding, don't be judgemental, but also, stand for what's right, Be excited about what God is doing in you, and share it with your actions and words)
4. Have the 3 expert groups return to their home groups to share their new insights.

**Leader's Note:** It would be wise to have a leader in each expert group to help guide the conversation and help the students be productive.

### **Symbolic Activity**

5. Pass out two scraps of paper per student.
6. On one paper have the students write “Dead to Sin” and on the other have them write “I am Alive in Christ.” Students can choose to write a particular sin they are struggling with on the “Dead to Sin paper” or leave it generic.
7. Have them fold up the “Dead to sin” paper and place it in the large Tupperware container.
8. After all the papers are in there, fill the container with the dirt, sand, or rocks.

 **Prompt:** This is our sin; we are burying it because it represents a world we no longer live in. We are not burying ourselves, because while we are dead to sin, we are alive in Christ. Sin can cause us to stumble, but it has no hold on us.

Invite the students to put the “I am alive in Christ” paper somewhere they will see it and it can encourage them (e.g. in their wallet, on their bedroom mirror, a picture on their phone).

## **Consolidate/Debrief** (approx. 10 min.)

Have the students pull out their journals and write a reason they have trouble accepting God’s grace. (If they feel they don’t have a problem with this, invite them to simply write why they are thankful for God’s grace.)

**Leader’s Note:** It would be wise to make sure your leaders are prepared to deal with some heavy conversations and issues that arise from this activity. Youth are often harder on themselves than they need to be and might not see any reason for God to show them His grace. It becomes our job to convey God’s love in those times.

Underneath, have them write “I accept that I am flawed, I believe I am being made perfect, I accept God’s perfection for me.” TT#25

Close in prayer.

# Module: Discover the Reason

## Lesson 3: Face of Christ

### *Spiritual Aims*

Hopefully students will be able to ...

- serve Christ in and through whatever activity they are engaged in.
- see the face of Christ in the people around us.

### *Lesson Objectives:*

Students will be able to ...

- identify and serve “the least of these brothers and sisters” of Jesus.
- theorize how we can better serve Christ through the people around us.

### *Materials Needed:*

- 1 bucket or basin full of water per 2-5 students
- 1 sponge or washcloth per basin
- 1 chair per basin
- optional: Epsom salts
- Min 1 towel per basin
- YouTube video ([https://youtu.be/u17A7NSr\\_5Y](https://youtu.be/u17A7NSr_5Y)) with video equipment
- 1 Bible with Matthew 25:34-40 bookmarked
- 1 Bible per 2 students

### *Pre-lesson preparation:*

- Fill basins with warm water a few minutes before students arrive. Set them up in front of the chairs (add Epsom salts if you want). Have the sponges/washcloths in the basins and have a towel nearby.

### Minds On (approx. 5-10 min.)

1. As students come in, have the leaders paired up and waiting by the washing basins.
2. Have the leaders begin to wash each other's feet while you (possibly while washing feet) say the following prompt:  
 **Prompt:** In the Bible there is a story of Jesus washing his disciples' feet. This was unheard of at the time because feet were considered one of the grossest parts of the body and washing feet was a job reserved for lowly servants. Yet Jesus, a respected teacher, was washing the feet of his servants. Today we are washing each other's feet because as believers in God we are meant not only to be Jesus' reflection to the world, but also to see Jesus in the faces of the people we serve.
3. Invite students who are comfortable to join in either to wash someone's feet or to have their feet washed.
4. Have students who do not want to join in (and even the ones who do if they are waiting in the cue) tell a story of the worst or grossest thing/task they've ever had to do.
5. After several people have shared, ask, “is there a way you could have been serving Jesus while doing that?”

Have a student read Matthew 25:34-40.

**Think/pair/share:** Who do you think Jesus is talking about when he says, “the least of these”?



## Action (approx. 5-10 min.)

Have the youth take a seat and play the video.

 **Prompt:** When we serve Jesus by serving others we enter into these profound moments where we are both representing and serving Jesus at the same time.

Ask the large group: 

1. Have you ever served someone that society might call “the least of these”?
2. Have you ever experienced someone serving you with the love and compassion of Christ?
3. What are some things we can do to make sure we are living verse 40?

**Leader’s Note:** It would be a good idea to have one of the leaders be prepared to share some experiences related to the above questions in case your group hasn’t had these types of experiences yet (or if they are feeling super shy that day).

### **Brain Tickler:**

Divide students into groups of 2-3. Within their groups, have the students read Matthew 25:41-45 and discuss the following questions. Each group will have one spokesperson to share their group’s answers.

1. Given what we have talked about so far, how does God view it when we behave negatively or treat people in a negative way? (Suggested answer: God sees it as us rejecting Jesus.)
2. What are some things we can do to make sure we are NOT living verse 45?

**Leader’s Note:** Have one or two groups share their answers depending on how much time you have left. Ideally their answers should sound something like, “we should not be so quick to dismiss people who might need our help. We should treat everyone as if we were talking directly to Jesus.”

## Consolidate/Debrief (approx. 5-10 min.)

1. Have the students find their accountability/prayer partners and pull out their journals.
2. Have the students discuss people in their lives who they need to treat better and/or view with more understanding and write their names in their journals. (Remember: These people are Jesus to us.)
3. Have them discuss a practical way they can serve that person this week and write it down in their journals. (Even if it’s just saying “hi” in the halls and being polite to them instead of ostracizing them)
4. Have the students work out a time and a way that they can be in contact with each other mid-week and see how their mission is going.

 **Prompt:** We all have people in our lives who annoy us. Sometimes it’s one of our siblings, sometimes it’s a kid at school, maybe it’s your parents or a teacher, maybe it’s me! But whoever it is, they are loved by God in the same way that God loves you and Jesus asks us to serve him by serving them in honourable ways that will lift them up, as opposed to bringing them down.

Close in Prayer

# Module: Discover the Reason

## *Lesson 4: Making Disciples*

### *Spiritual Aims*

Hopefully students will be able to ...

- accept the cost of discipleship and what it means to be a disciple.
- start making disciples.

### *Lesson Objectives:*

- Students will be able to...
- identify themselves as modern disciples
- list ways we can be better disciples.
- devise a plan on how to make disciples like Jesus commanded

### *Materials Needed:*

- 1 YouTube video (<https://youtu.be/CbvXWH-1VyMQ>) with video equipment
- Student journals
- 1 pen per person
- 1 Bible with Philippians 1:3-5, 13:34-35 book-marked
- 1 roll of masking tape
- Min. 1 Bible per 5 students
- 1 copy of Appendix A per 5 students OR a way to project or display Appendix A.
- A projection of the questions in Appendix B.

### *Pre-lesson preparation*

- For Appendix A and B, you may choose to write the questions on recording paper and display at the appropriate times. You may also choose to project it electronically.

### **Minds On** (approx. 10-15 min.)

#### ***Blob Tag***

Blob tag is just like regular tag except when you get caught you join the blob. It's a fun way to introduce the topic of discipleship.

1. Start a game of tag with one person who is "it."
2. As the "it" person tags others, they link arms and become an "it" blob.
3. The game goes on until everyone is caught.
4. If the game ends too early you can assign two people who are "it" and on opposing teams, each trying to get a bigger blob than the other team.
  - a. To make things really interesting, say that blobs can steal end people from the other team.

Ask the large group: What does Blob Tag have to do with being or making disciples? (Suggested answer: Everyone you touch becomes a part of your group.) TT#9

Option: If you don't have enough space to play blob tag here is an alternative

1. Use masking tape to make a 2x3 foot square on the floor.
2. Try to fit as many people on in the square as possible.

Not everyone needs to be standing in the square, but try your best to not have anyone standing on the floor outside of the square (this can include lifting some people).

If you did the square instead of the blob, prompt: What did this activity have to do with discipleship? (Suggested answer: In order for us all to fit in the square we had to work together and support each other.)

### **Polling Question**

Students can raise their hands for their selection. They may vote more than once.

Ask the large group: How long do you think someone should be a Christian before they start trying to make disciples of other people?

- a. 10 years
- b. 1 year
- c. 3 years
- d. immediately
- e. 2 months
- f. 5 years
- g. 7 days
- h. when you finish seminary and become a pastor

**Leader's note:** The answer to the previous poll will be revealed in the scripture they are about to read.

Have a student read Philippians 1:3-5.

Prompt: This verse is from a letter that the apostle Paul wrote the church in Philippi.

**Think/Pair/Share:** What is Paul saying here to the Philippians? How does that change your answer from the previous question?



**Leader's Note:** This verse and question should lead the discussion to the idea that we are equipped to serve God and make disciples from the moment we believe and accept Jesus as our Lord and Saviour. You may want to say something like, "some of the most powerful and convincing testimonies are from people who are brand new Christians."

### **Action** (approx. 10 min.)

Present the YouTube video.

**Writers note to editor:** again, still working on this. In this video, similar style to the last one, except it tells the fictional story of a guy who learns his father is a billionaire and will give a million dollars to anyone who asks him. He tells some of his friends about it, but with others he is embarrassed about how wealthy he is. When they find out that he didn't tell them they get mad. If you had a father giving away an amazing gift to anyone who asked, wouldn't you tell everyone?

**Prompt:** If you had the billionaire dad giving away millions of dollars, who would you tell? How far would you travel to tell people? Well, you may not have a billionaire dad, but you do have a Heavenly Father giving away an amazing gift to anyone who asks.

### **Discussion Time**

1. Divide students into groups of 5. 
2. Have each group read Matthew 28:16-20.
3. Have groups discuss Appendix A.

**Leader's Note:** The goal of this discussion is to have the students see that Jesus IS giving a direct command, and that we need to be making disciples wherever we are. If that's Africa, it's Africa. If it's math class, it's math class. A disciple is anyone who follows Jesus.

### **Consolidate/Debrief** (approx. 5-10 min.)

Have the students pull out their journals. Have a student read John 13:34-35 out loud. Afterwards have the youth write responses to the questions in Appendix B. Project the questions and read them out loud. (Make sure there's an adequate pause between each question.)

- Who am I showing love to?
- Who do I need to show more love to?
- Are people seeing me as a disciple based on my love?
- How can I improve in this area?

Close in prayer.



## APPENDIX A

*Is this command clear or ambiguous?*

*Why do you think we need to baptize people?*

*Does this mean everyone needs to go to Africa and hand out Bibles?*

*How does the meaning change if it says, “in your going (or “As you go”), make disciples of all nations”? (That is an acceptable variation on the*

*Greek wording here)*

*What is a disciple anyway?*

## APPENDIX B

*Who am I showing love to?*

*Who do I need to show more love to?*

*Are people seeing me as a disciple based on my love?*

*How can I improve in this area?*

# 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.)
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](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.

