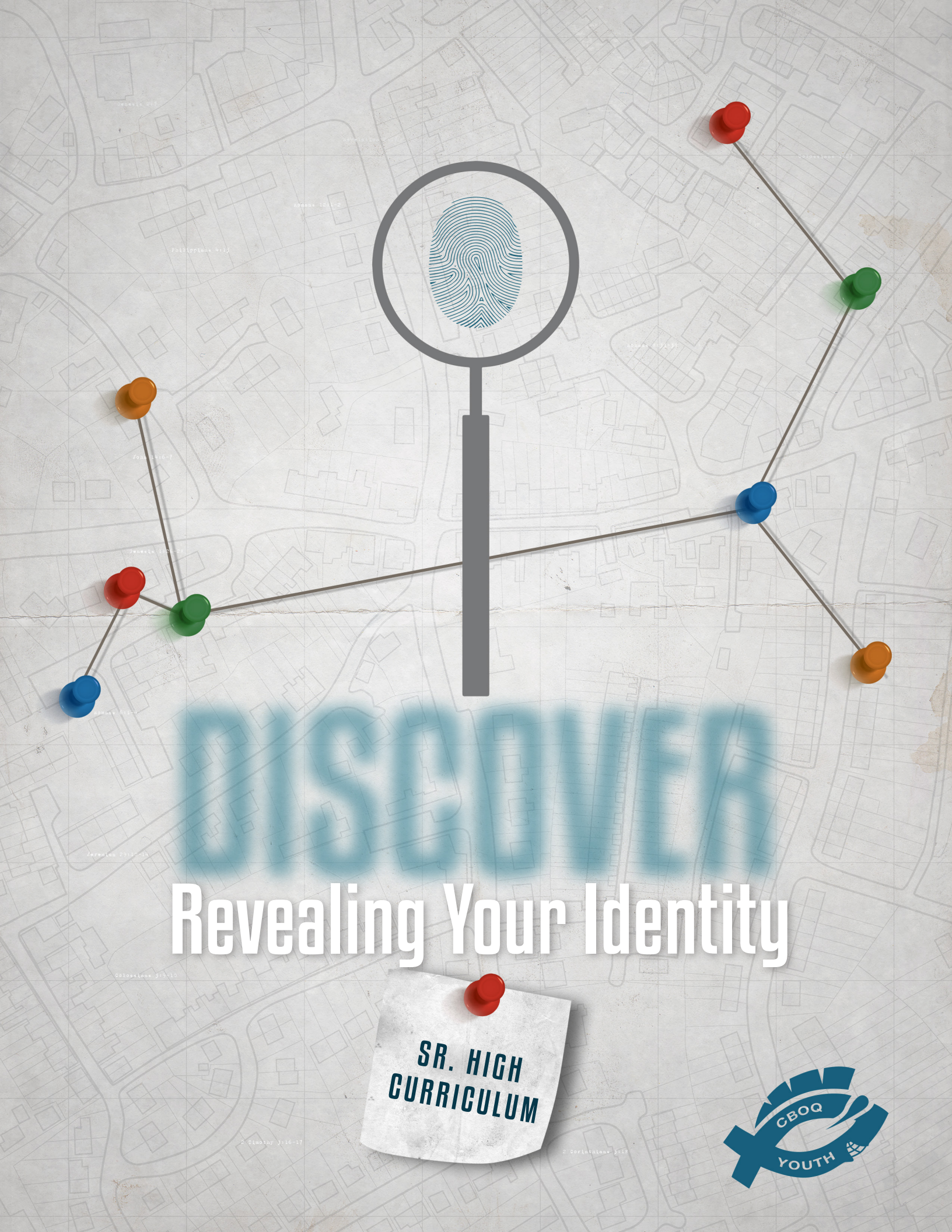
DISCOVER
Revealing Your Identity
SR. HIGH
CURRICULUM
CBOQ
YOUTH

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DISCOVER
Revealing Your Identity

Introduction

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

With high school students, this identity formation is critical. As they journey through adolescence, these questions become that much more important. Erik Erikson, a noted psychologist, theorized how the teen years are about identity formation. It's a key component in adolescence.

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

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

What's Behind The Curriculum?

In this curriculum, we have tried to focus on conveying important biblical and spiritual truths through well-structured and thought-provoking lessons. We have also taken great efforts to write our lessons in such a way

as to improve your teaching practice. Lesson flow, wording of instructions, transitions and other details have been explicitly expressed. We have also included teaching tips. These brief lessons on instructional practice and teaching strategies help to model the pedagogical practice behind the lessons so that you can improvise, adapt and create your own lessons using research-based practice. The lessons are laid out so that you know everything you need before you start.

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

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

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

Structure

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

Spiritual Aims

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

Lesson Objectives

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

Materials Needed

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

Video equipment: To show a video, ensure you have a projector or TV screen, the appropriate cables (e.g., HDMI cable or VGA cable), a computer or applicable device (e.g., DVD player) and speakers. If possible,

ensure this is set up at least 20 minutes before start time and play at least part of the clip to ensure all the video and sound are working properly.

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

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

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

Pre-Lesson Preparation

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

Minds On

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

Action

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

Consolidate/Debrief

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

How To Use The Curriculum

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

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

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

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

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

Some common terms used include:

- Prompt: These are words you can speak verbatim or in your own words
- The numbered instructions are meant to give clear directions to students. Providing clear details for what students will be doing is vital in smooth transitions and accepted expectations. The title gives you the aim of the set-up. Some common set-ups will include:
- Placemat TT# 17
- Think/Pair/Share TT# 7
- Jigsaw TT# 21
- If there are instructions that are repeated often through the module, only the title will be shown with the topic/question.

Media Use

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

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

Final Thoughts

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

Special Thanks

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: How to Discover

Being a Christian is a hard, sometimes confusing thing to do. As teachers of the Word we often assume a level of knowledge about terms, scriptures or practices; but often even lifelong Christians don't fully understand or have the right background to know how or why we do certain things. This module will walk through some basic practices and principles of the faith that will assist in helping everyone from non-believers to experienced Christians get a better understanding of who Jesus was, and why we do what we do.

- In ***lesson 1,*** How to Pray, we look at the purpose and importance of prayer. What and who it is for, why and how we do it. The goal in this lesson is simply to increase each person's comfort level with talking to God.
- In ***lesson 2***, How to Read the Bible, we explore what kind of book the Bible is, why it's important and how we should approach reading it.
- In ***lesson 3***, How to Worship, we look at the different formats of worship, how and when we should do it, and what worship really means. Worship is not so much an action; it is a state of being.
- In ***lesson 4***, The Kingdom of God, students will gain an understanding of what and when the Kingdom of God is, and how we can participate in it now and sow seeds for eternity.

Module: How to Discover

Lesson 1: How to Pray

Spiritual Aims

Hopefully students will be able to …

- understand what prayer is.
- be more comfortable praying by themselves, for other people, or in front of people.
- pray confidently.

Lesson Objectives:

Students will be able to…

- identify the purpose of prayer.
- discuss the importance of prayer.
- compose a personalized version of the Lord's prayer that they identify with.

Materials Needed:

- Min. 2 Bibles (preferably 1 per student)
- 1 sheet of Bristol board and craft supplies to decorate it per small group (Min. 1 per 4 students)
- 1 Tell-A-Draw paper packets per student (see Pre-lesson Preparations)
- 1 pen/pencil per student
- 1 journal per student
- 1 Bible with Matthew 6:5-15, James 5:14-16 bookmarked
- Recording paper

Pre-lesson preparation

- Tell-A-Draw requires packets of paper. Best solution is to grab a bunch of scrap paper out of the recycling bin (needs to have a blank side) and tear 8.5x11 sheets into quarters. The packets need to have the same number of papers as number of people playing (i.e. 10 players means 10 packets with 10 pages each).

Minds On (approx. 15 m.)

"Tell-A-Draw" (aka "Fax Machine")

This game is a mixture between Pictionary and Broken Telephone. The goal of the game is to see how jumbled the message gets through alternating drawing and writing. If students say that they can't draw, tell them "Don't worry about it being perfect, just draw what you think it is as best you can and keep the game going." This game is ideal for 5-10 people; if you have a bigger group than that you might want to split into smaller groups.

Leader's Note: This game is a good intro to a discussion on prayer because it's all about communication and how we interpret things. Students will get an idea of the ways they interpret words or drawings and see the world.

Tell-A-Draw Instructions:

Have students sit in a circle

Give each player a packet of papers where the number of papers in each packet is equal to the number of players (so, if you have 5 people playing, you need 5 packets with 5 pages each).

Each student will write a word or a sentence on the 1st paper (e.g. "My cat ate my homework"). Insert that page in the front of the package and pass the packet to the person to their left. Make sure they pass the whole packet.

Each student will read the words on the 1st page and move it to the back of the package. Make sure the paper is NOT flipped over (i.e. still facing the same direction).

Using the 2nd paper, each student draws whatever was written on the 1st paper. When complete, place the 2nd paper in the front of the packet (i.e. so that's the page the next person will see) and pass the packet to the person on their left.

When received, each student will review the drawing on the 2nd paper and move it to the back of the packet.

On the 3rd paper, each student describes the drawing with words. After that's complete, insert the 3rd page in the back of the packet and pass the package to the left.

Repeat steps 4-7 (alternating between drawing or writing) until everyone ends up with their original packet

Each student can review all the contents of their packet.

As a large group, ask the students: What does this game say about how we communicate or interpret things?
TT# 9

Action (approx. 20 min.)

Have a student read through Matthew 6:5-15 slowly. As they read, other students can raise their hand and suggest what they notice about how and why we should pray, and the benefits of prayer. Have another student record their answers on the recording paper. Do the same thing with James 5:14-16.

After you have a good reference list, divide students into groups with at least one adult leader per group. TT# 9 (Leader's note: If you already have small groups established, you can use them here.)

As a small group, compose a prayer that they can identify with and that they could say each day to get them in the habit of praying more. They can choose to use words, visuals (e.g. www.prayingincolor.com) or physical movements (e.g. www.1ststeps.net/Resources/PrayerBlessingBasedSpirituality/MovementPrayers/tabid/1053/Default.aspx). Remind students there is no pressure to be very eloquent or poetic, but it needs to be something they can remember and identify with.

Once it is composed, each group can write it out on the coloured Bristol board, and tell them to decorate it as well. You can put these up in your youth rooms throughout the unit (or longer if you want) to help them remember and refer back to it.

After 12-15 minutes, gather everyone into a large group and have one spokesperson present their prayer to the large group.
TT# 28

Leader's note: If they need to, tell them to use the Lord's Prayer in Matthew 6:9-13 as a reference or launching point to get ideas going.

Consolidate/Debrief (approx. 5 min.)

Prayer Circle

Have students return to their small groups and sit in a circle

Let students know they will have a chance to pray for the person on their right.

Allow students to share any prayer requests.

Remind students that praying isn't about making a speech, but talking honestly with God. They can choose to pray out loud or silently. If they are praying silently, when they are done, they can gently tap the next person on the shoulder. One person can choose to start and then the next person on their right goes next, in that order until everyone has an opportunity to pray.

Prayer Partner

After the prayer time, have them take note of who's sitting on their right (the person they prayed for) and on their left (the person who prayed for them). Encourage them, if they haven't done so, to exchange contact information so they can send prayer requests (to the person on the left) and ask for prayer requests (to the person on the right) during the week.

Hand out the journals and ask the students to take some time this week to pray and write down what their experience with prayer was like. This isn't homework to be returned, but an opportunity to collect their thoughts on prayer. Encourage students to share with their prayer partner what their experiences were like.

Prompt: Prayer comes in many different ways, and some people feel most comfortable by praying through writing out their prayers, or by singing them, or sitting in silence. Prayer should be an intimate personal thing that allows you to talk with God the way He designed you to talk. So talk with God this week and listen to what he might be saying.

Leader's note: Remind students they can discuss with you or another trusted Christian adult their questions regarding prayer.

Module: How to Discover

Lesson 2: How to Read the Bible

Spiritual Aims

Hopefully students will be able to …

- embrace the nature and purpose of scripture
- understand who the Bible was written to and who it is written for
- passionately read the Bible

Lesson Objectives:

Students will be able to…

- understand what the Bible is.
- categorize different biblical genres.
- examine the Bible's purpose.

Materials Needed:

- 1 copy of Appendix A
- Recording paper
- 1 Bible per student (preferably all the same edition, such as your church's pew Bible)
- Candy (as prizes for Sword Drill)
- Students' Journals (extras for any visitors)
- 1 copy of Appendix B
- 1 copy of Appendix C per 4 students

Pre-lesson preparation:

- Print off all the materials in Appendix A. Post the large font genre pages around your meeting room and hide the verses around the church. If you are splitting up into groups you may want to print off 2 or more copies of Appendix A on different coloured paper and make it a competition.
- Remind students at least 2 days before the meeting to bring their journals to youth group.

Minds On (approx. 20 min.)

Scavenger Hunt

Have the students go around the church hunting for all 7 verses in Appendix A. For larger groups you may want to print off multiple copies in different colours and have a team competition. Once all the verses have been found, gather the students into the meeting room where the different biblical genres are posted. With their verses, as a large group, have them match the appropriate verses to their biblical genres.

Leader's Note: This may be the first time a student has really looked at scripture, or thought of the Bible as being composed of different books. Don't be afraid to field questions and help out. The goal of this exercise is to get them thinking about what the different genres can tell us individually as well as in a whole.

Ask the large group: TT# 9

1. What is your favourite genre of book/movie/music?
2. What ideas/sentiments/emotions do those genres communicate to us?
3. How do you think the different genres in the Bible are able to communicate ideas / sentiments / emotions to us?

Think/pair/share: Each student chooses 2 Bible genres discussed so far. How does God express himself to us through those genres?

TT# 7

Action (approx. 30 min.)

Prompt: So, what's the point then? Why do we have all these genres of writing compiled into one book? What's it for?

Leader's Note: You may take some answers from your students. If you do, it might be helpful to write them on recording paper.

Sword Drill

Leader's Note: If you have students who have not grown up in the church it might be a good idea to say the page numbers of the verses as well.

Prompt: We're going to have a race to find Bible passages. If you're not familiar with using a Bible, don't worry, I'll also be giving the page numbers.

Give each student a Bible

Have them place the Bible on their laps and put their hands on their heads.

You will call out one of the following Bible passages (and, if applicable, the page number). Then you will say "GO" at which point they can grab the Bible and begin to search (not before you say "go"). Once they find it, they can stand up.

- 2 Timothy 3:16-17
- Proverbs 2:6
- Joshua 1:7-9
- Hebrews 4:2
- 2 Kings 23:2-3
- Revelation 1:3

When the first person stands up, call their name and they can read the verse. If they get the correct verse, give them candy.

Leader's note: As an alternative, you could set up a countdown clock and everyone has to find the verse in a set time interval. Those who find it in time read it all together, and everyone who reads gets candy.

After all the verses have been read, have the students break up into small groups (4-5 people). Give each group a copy of Appendix C and ask them to break down the main points of the different scriptures they read. One person can record the group's answers Depending on time, you can have each group review all the passages or assign specific passages to each group.

Leader's note: As students brainstorm about different aspects of the verses you may want to pass out more candy to those who participate.

Leader's note: You can provide Appendix B if students are still unfamiliar with the different genres.

After 10 minutes, gather students together and have each spokesperson give their group's answers for one of the passages. If others reviewed the same passage, ask them which answers they agreed with and what differing answers they had. Continue until all 6 verses have been reviewed.

Consolidate/Debrief (approx.10 min.)

Prompt: In the secular world, different genres exist to reach different audiences of people. It's sort of the same with the Bible. While all of the Bible is written FOR us, it's not necessarily written TO us.

Have the students return to the prayer circles from the first lesson and have their journals available. Leader's note: If you have any newcomers, assign them to a prayer circle and provide a journal for them.

Have them quickly recap their goals from last week and how they think they did.

Have them discuss the following and write them down in their journals

- Which biblical genre they have never read before?
- Which biblical genre they are interested in (it can be the same one)?
- What kind of person was that book/genre written to?
- What did you learn today (in light of the verses we "sword drilled" earlier)?

Close in prayer.

Module: How to Discover

Lesson 3: How to Worship

Spiritual Aims

Hopefully students will be able to …

- embrace a deeper understanding of worship
- submit more fully to God
- worship with more than just words

Lesson Objectives:

Students will be able to…

- analyze what it means to worship.
- evaluate areas of our lives where we could be submitting to God.
- identify at least one area where they can implement change.

Materials Needed:

- 1 Bible per student
- Recording paper
- 1 copy of Appendix D (alternatively, place all the pictures in a PowerPoint presentation)
- optional: LCD projector with screen and a computer
- students should bring their journals
- 1 Bible with Romans 12:1-2 bookmarked

Pre-lesson preparation:

- Remind students 2 days in advance to bring their journals.

Minds On (approx. 10 min.)

Outbreak

This game is designed to show students how we emulate what we devote ourselves to.

To Play the Game:

1. Have students gather in a big circle
1. Select one student to be the detective and ask them to leave the room momentarily.
2. Select one student to be the leader (everything they do, everyone else in the circle copies)
3. Invite the detective back in and have them stand in the middle of the circle.
4. Without the detective seeing, the leader starts doing an action (like waving); everyone else in the circle copies the action.
5. The leader should switch the actions whenever possible without getting caught.
6. The detective keeps examining the room until they guess who the leader is.

Alternate to Outbreak: A variation on "Charades"

Divide the students into groups of 3-4.

Ask each student to think of a real person (i.e. not fictional) they admire either currently living or from history. They are not to share this with anyone.

One by one they can act out who the person they admire is and the others in their group can guess/ (e.g. If someone admires Carey Price, the Montreal Canadiens goalie, the student might pretend to be a goalie.)

Prompt: We all have someone we follow (whether we realize it or not). We need to be aware of where our devotions lie, because we always start to resemble and emulate the behaviours and attitudes of what or who we are following.

Think/pair/share: What is worship?

Have a volunteer record students' answers down on a recording paper.

TT# 7

Action (approx. 20 min.)

Leader's Note: You will want to have either printed off Appendix D, or have it ready in a slideshow format.

1. Go through each picture one at a time.
2. Ask students if that picture is of someone who's worshipping God.
3. Have a student read Romans 12:1-2 and then go through the pictures in Appendix D again and see if the answers have changed.

Prompt: The truth is, worship is about so much more than singing songs on Sunday mornings. It needs to be about who we are at our core, in our hearts; and we need to be able to worship God no matter what we are doing.

Jigsaw

1. Have the students gather in "home" groups of 3.
2. With each home group, assign each person the numbers 1, 2 or 3.
3. Designate areas around the room for "expert" groups.
4. Have the home groups separate into their expert groups (i.e. all the 1s, all the 2s, all the 3s).
   a. The 1s will discuss: "How can you offer your body as a living sacrifice? What does that mean? what does it look like?"
   b. The 2s will discuss: "How does someone become 'conformed to the pattern of this world'? (Leader's note: You may want to rephrase that question depending on the translation you used) What does that mean? what does it look like?"
   c. The 3s will discuss: "How do we become transformed by the renewing of our minds? What does that mean? What does it look like?"
5. After about 5 minutes allow each student to go back to their "home group" and share what they learned.

Consolidate/Debrief (approx. 10min.)

Ask: What do you guys think of when you hear "the will of God"?

Leader's note: Allow some time for them to answer; you may write them down if you wish.

Prompt: The truth is, a lot of people think the will of God is about specific events in our lives, but it's more about an attitude. When we worship God with all that we are, we submit ourselves to following his attitude instead of the world's. That's what worship is, that's what God's will is: to help people, to pray for people, to love each other, and to trust God in all things.

Have the students return to the prayer circles from Lesson 1. Together, have them review how the last week's goals went. Leader's note: If you have any newcomers, assign them to a prayer circle and provide a journal for them.

Have them pull out their journals and write down a worldly attitude they want to change, and a godly attitude they would like to work on.

Have them plan a time they can be in contact with each other mid-week to encourage one another in their goals.

TT# 29

Close in prayer.

Module: How to Discover

Lesson 4: The Kingdom of God

Spiritual Aims

Hopefully students will be able to …

- comprehend the now and not yet of the Kingdom
- live in the Kingdom now
- embrace the difference between Kingdom values and earthly values

Lesson Objectives:

Students will be able to…

- define the Kingdom of God
- Reflect on, for example, 5 ways we can live Kingdom lives now
- isolate one kingdom value to embody

Materials Needed:

- 1 Bible per student
- Obstacle course materials (e.g. tables, chairs, etc.)
- Heavy objects for people to carry (e.g. bowling ball, box of books, anything around 10lbs)
- A cross or other symbol of Jesus
- A Bible with Mark 12:28-34 bookmarked

Pre-lesson preparation (if applicable):

- Set up an obstacle course for a relay race. This can be done however you want — putting tables, chairs and other things in the way, having specific areas where they need to hop or crawl, having a place where they need to answer Bible trivia to proceed — it's totally up to you. You know your group best. Place the cross (or other symbol of Jesus) at the finish line.

Minds On (approx. 15 min.)

Obstacle Course

Students will complete the course a few times in different ways. The purpose of the race is to show the backwards nature of the kingdom (compared to the world).

When Running the Course:

1. Have the students line up at one end of the room
2. In a free-for-all, safe, style, have them all run the course at the same time.
3. Once everyone has made it across (they should all be going at the same time), declare the person who finished last the winner.
4. Have them line up again and repeat the course and see how their strategy to winning changes. If they are still running all out, then declare the last person to finish the winner. If they are all trying to come in last, declare the first person to finish the winner.
5. Have them line up again, this time in groups of 2-4.
6. Give one person in each group a heavy object that they have to carry (the smaller the person the better).
7. Have them run the course one group at a time and see if anyone stops to help the person with the heavy object. If they do, declare the person who helped and the person who had the object to begin with the winners, regardless of where they finish.

Prompt: This obstacle course was not about winning, or trying to win; it was simply about running it in community with the people around you, and helping others when they need it. That's how you win in the Kingdom of God.

Action (approx. 20 min.)

Ask: Do you think it's possible for something to exist right now, but also not yet? TT# 9

Leader's Note: Take some answers from the group, but expect confusion and possibly blank stares.

TT# 30

To explain the Kingdom we are going to use an analogy of high fives. Everyone likes getting high fives. If you have students who are good at improv or big into drama then invite them forward to act out the following prompt. If not, have a group of adult volunteers act out the following prompt.

Prompt: There will come a day when everyone gets all the high fives they want. High fives everywhere, it'll be awesome. Let's call this time, "The Kingdom of High Fives." And the king of this Kingdom, Johnny High-Five, wants us to start living with these values now, so what do we do? We high-five each other! And while we are not yet living in the full Kingdom of High Fives, we can enter the kingdom in some ways by high-fiving each other. So, the high-five kingdom is both now (whenever we high five each other) but not yet, because not everyone is getting high-fived.

Ask: How do you think the Kingdom of God is like the Kingdom of High Fives? TT# 9

Leader's note: Possible answers can include:

- It's something that's for everyone.
- It's something that people would encourage.
- It's a positive thing.

Have a student read Mark 12:28-34.

Ask the large group: Why was this man close to the Kingdom?

Leader's Note: Possible answer — because he understood what Jesus was saying and that it truly was the greatest commandment.

Inside/Outside Circle

1. Divide students into 2 groups. The first group makes a circle facing outwards. The second group makes a circle around them facing inward. (You should have two circles where each person on the inside circle is paired with someone on the outside circle. If you have an odd # of people, have a leader join.)
2. For each question, the inside/outside pairs discuss their answers
3. After 2 minutes, ask students to thank their partner and the inside circle moves 1 person to the right. The new pairs answer the next question.
4. Continue until all 4 questions have been discussed.
    - What does it mean to love God with all your heart, soul, and strength?
    - What does it mean to love your neighbour as yourself?
    - Is it possible to love God without loving your neighbour?
    - What are some things we can be doing to make sure we are living this verse?

Afterwards, have students volunteer answers they heard (not their own) to some of the questions. If time allows for it, you may want to ask if anyone had an "A-ha!" moment during their question time, or if they realized something new about God, themselves, or His Kingdom.

Consolidate/Debrief (approx. 10 min.)

1. Have the students pull out their journals and meet with their prayer circle (from the first lesson). Leader's note: If you have any newcomers, assign them to a prayer circle and provide a journal for them.
2. Have them discuss some way they would like to try and live in the kingdom this week and write their answers down in the journal.
3. Have them also discuss some kingdom values they hope to be able to embody more in the coming months and to write those down too.
4. Encourage them to put the list of values somewhere they can see it each day (e.g. their locker, their desk at home, their bathroom mirror, as a wallpaper on their phone, etc.) so they can be reminded of what they are aspiring to.
5. Have the students discuss a way to be in contact during the week and check on their progress.
6. Close in prayer.

Prophecy

History

Gospel

Poetry

Law

Letters

Apocalyptic

Mark 1:1-8

1 The beginning of the good news about Jesus the Messiah, the Son of God, 2 as it is written in Isaiah the prophet:

"I will send my messenger ahead of you, who will prepare your way"—

3 "a voice of one calling in the wilderness, 'Prepare the way for the Lord, make straight paths for him.'"

4 And so John the Baptist appeared in the wilderness, preaching a baptism of repentance for the forgiveness of sins.

5 The whole Judean countryside and all the people of Jerusalem went out to him. Confessing their sins, they were baptized by him in the Jordan River.

6 John wore clothing made of camel's hair, with a leather belt around his waist, and he ate locusts and wild honey.

7 And this was his message: "After me comes the one more powerful than I, the straps of whose sandals I am not worthy to stoop down and untie. 8 I baptize you with water, but he will baptize you with the Holy Spirit."

Psalm 139:1-18

1 You have searched me, Lord, and you know me.

2 You know when I sit and when I rise; you perceive my thoughts from afar.

3 You discern my going out and my lying down; you are familiar with all my ways.

4 Before a word is on my tongue you, Lord, know it completely.

5 You hem me in behind and before, and you lay your hand upon me.

6 Such knowledge is too wonderful for me, too lofty for me to attain.

7 Where can I go from your Spirit? Where can I flee from your presence?

8 If I go up to the heavens, you are there; if I make my bed in the depths, you are there.

9 If I rise on the wings of the dawn, if I settle on the far side of the sea,

10 even there your hand will guide me, your right hand will hold me fast.

11 If I say, "Surely the darkness will hide me and the light become night around me,"

12 even the darkness will not be dark to you; the night will shine like the day, for darkness is as light to you.

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.

17 How precious to me are your thoughts,[a] God! How vast is the sum of them!

18 Were I to count them, they would outnumber the grains of sand— when I awake, I am still with you.

Isaiah 53:1-6

Who has believed our message and to whom has the arm of the Lord been revealed?

2 He grew up before him like a tender shoot, and like a root out of dry ground. He had no beauty or majesty to attract us to him, nothing in his appearance that we should desire him.

3 He was despised and rejected by mankind, a man of suffering, and familiar with pain.

Like one from whom people hide their faces he was despised, and we held him in low esteem.

4 Surely he took up our pain and bore our suffering, yet we considered him punished by God, stricken by him, and afflicted.

5 But he was pierced for our transgressions, he was crushed for our iniquities; the punishment that brought us peace was on him, and by his wounds we are healed.

6 We all, like sheep, have gone astray, each of us has turned to our own way; and the Lord has laid on him the iniquity of us all.

2 Chronicles 5:2-10

Then Solomon summoned to Jerusalem the elders of Israel, all the heads of the tribes and the chiefs of the Israelite families, to bring up the ark of the Lord's covenant from Zion, the City of David. 3 And all the Israelites came together to the king at the time of the festival in the seventh month.

4 When all the elders of Israel had arrived, the Levites took up the ark, 5 and they brought up the ark and the tent of meeting and all the sacred furnishings in it. The Levitical priests carried them up; 6 and King Solomon and the entire assembly of Israel that had gathered about him were before the ark, sacrificing so many sheep and cattle that they could not be recorded or counted.

7 The priests then brought the ark of the Lord's covenant to its place in the inner sanctuary of the temple, the Most Holy Place, and put it beneath the wings of the cherubim. 8 The cherubim spread their wings over the place of the ark and covered the ark and its carrying poles. 9 These poles were so long that their ends, extending from the ark, could be seen from in front of the inner sanctuary, but not from outside the Holy Place; and they are still there today.10 There was nothing in the ark except the two tablets that Moses had placed in it at Horeb, where the Lord made a covenant with the Israelites after they came out of Egypt.

Deuteronomy 12:5-7

5 But you are to seek the place the Lord your God will choose from among all your tribes to put his Name there
for his dwelling. To that place you must go; 6 there bring your burnt offerings and sacrifices, your tithes and
special gifts, what you have vowed to give and your freewill offerings, and the firstborn of your herds and flocks.
7 There, in the presence of the Lord your God, you and your families shall eat and shall rejoice in everything you
have put your hand to, because the Lord your God has blessed you.

Philippians 1:1-11

1 Paul and Timothy, servants of Christ Jesus,

To all God's holy people in Christ Jesus at Philippi, together with the overseers and deacons:

2 Grace and peace to you from God our Father and the Lord Jesus Christ.

3 I thank my God every time I remember you. 4 In all my prayers for all of you, I always pray with joy 5 because of your partnership in the gospel from the first day until now, 6 being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.

7 It is right for me to feel this way about all of you, since I have you in my heart and, whether I am in chains or defending and confirming the gospel, all of you share in God's grace with me. 8 God can testify how I long for all of you with the affection of Christ Jesus.

9 And this is my prayer: that your love may abound more and more in knowledge and depth of insight, 10 so that you may be able to discern what is best and may be pure and blameless for the day of Christ, 11 filled with the fruit of righteousness that comes through Jesus Christ—to the glory and praise of God.

Revelation 21:1-8

21 Then I saw "a new heaven and a new earth," for the first heaven and the first earth had passed away, and there was no longer any sea. 2 I saw the Holy City, the new Jerusalem, coming down out of heaven from God, prepared as a bride beautifully dressed for her husband. 3 And I heard a loud voice from the throne saying, "Look! God's dwelling place is now among the people, and he will dwell with them. They will be his people, and God himself will be with them and be their God. 4 'He will wipe every tear from their eyes. There will be no more death' or mourning or crying or pain, for the old order of things has passed away."

5 He who was seated on the throne said, "I am making everything new!" Then he said, "Write this down, for these words are trustworthy and true."

6 He said to me: "It is done. I am the Alpha and the Omega, the Beginning and the End. To the thirsty I will give water without cost from the spring of the water of life. 7 Those who are victorious will inherit all this, and I will be their God and they will be my children. 8 But the cowardly, the unbelieving, the vile, the murderers, the sexually immoral, those who practice magic arts, the idolaters and all liars—they will be consigned to the fiery lake of burning sulfur. This is the second death."

APPENDIX B

Bible Books and their Genres

- Pentateuch: Genesis, Exodus, Leviticus, Numbers, Deuteronomy
- Historical narrative/epic: Genesis and the first half of Exodus, Numbers, Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, Nehemiah, Esther, Jonah and possibly Acts
- The Law: the last half of Exodus; also Leviticus, Deuteronomy
- Wisdom: Job, Proverbs, Ecclesiastes
- Poetry (Psalms): Psalms, Song of Solomon, Lamentations
- Prophecy: Isaiah, Jeremiah, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi
- Apocalyptic: Daniel, Revelation
- Gospel: Matthew, Mark, Luke, John, and possibly Acts
- Epistle (letter): Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, Philemon, Hebrews, James, 1 and 2 Peter, 1, 2, and 3 John, Jude

APPENDIX C

Verses Used

- 2 Timothy 3:16-17
- Proverbs 2:6
- Joshua 1:7-9
- Hebrews 4:2
- 2 Kings 23:2-3
- Revelation 1:3

Starting Questions

- What do you think it says?
- What is it about?
- What did it mean for the first readers/hearers (aka the original audience)?
- What does it mean now?
- What are some common themes you notice between the verses? etc.

Note: You may not know all the answers to each question. The key is to see if you can find it.

APPENDIX D

Module #2

DISCOVER

Discover the Power Within an Image

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

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

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

Spiritual Aims

Hopefully students will be able to …

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

Lesson Objectives:

Students will be able to…

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

Materials Needed:

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

Minds On (approx. 10 min.)

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

Milling to Music – Activity

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

TT# 31

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

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

or find interesting in your conversations? TT# 9

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

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

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

What makes these celebrities so important?

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

Action (approx. 30 min.)

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

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

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

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

TT# 6

Imagining the Image of God – think/pair/share

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

TT# 7

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

Drawing the Image of God

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

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

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

Provide students with 3-5 minutes to draw.

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

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

Adding in Characteristics

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

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

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

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

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

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

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

TT# 36

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

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

Have students come back to their seats when they

are done with the gallery walk.

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

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

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

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

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

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

Consolidate/Debrief (approx. 5 min.)

Have a student re-read Genesis 1:27.

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

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

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

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

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

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

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

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

Spiritual Aims

Hopefully students will be able to …

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

Lesson Objectives:

Students will be able to…

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

Materials Needed:

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

Pre-lesson preparation

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

Minds On (approx. 15 min.)

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

Mirrors Activity

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

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

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

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

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

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

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

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

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

Action (approx. 25 min.)

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

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

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

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

TT# 8 TT# 10

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

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

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

Have a student read John 14:5-11.

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

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

Consolidate/Debrief (approx. 5 min.)

Have a student read Colossians 1:15-20.

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

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

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

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

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

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

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

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

Spiritual Aims

Hopefully students will be able to …

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

Lesson Objectives

Students will be able to…

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

Materials Needed:

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

Pre-lesson Preparation

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

Minds On (approx. 15 min.)

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

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

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

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

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

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

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

Action (approx. 20-30 min.)

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

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

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

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

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

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

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

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

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

Have a student read Romans 7:21-25.

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

Consolidate/Debrief (approx. 5 min.)

Transition into the consolidation by tying in the opening activity.

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

Have a student read 2 Corinthians 3:18.

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

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

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

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

Module: Discover the Power Within an Image

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

Spiritual Aims

Hopefully students will be able to …

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

Lesson Objectives:

Students will be able to…

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

Materials Needed:

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

Pre-lesson preparation:

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

Minds On (approx. 5 min.)

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

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

TT# 98

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

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

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

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

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

Action (approx. 20 min.)

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

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

Have a student read Ephesians 4:12-13.

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

Show the video.

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

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

TT# 27

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

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

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

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

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

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

Have a student read John 1:18.

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

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

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

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

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

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

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

APPENDIX A

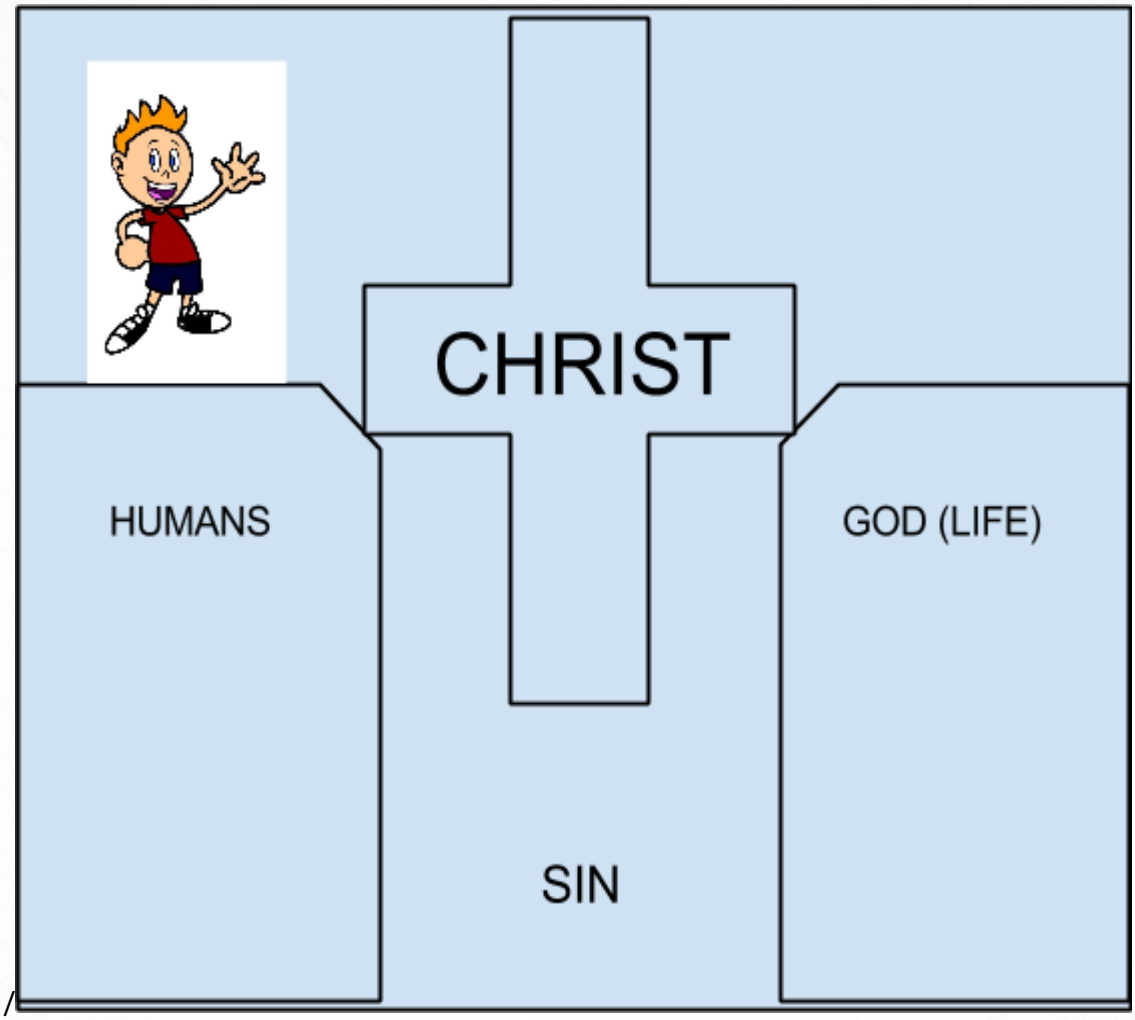
1. Who is your favourite celebrity at this time? Why?

2. What makes celebrities attractive to us?

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

4. What tarnishes or ruins someone's image?

APPENDIX B



APPENDIX C

Scripture Story #1:

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

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

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

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

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

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

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

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

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

"I have no husband," she replied.

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

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

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

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

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

Scripture Story #2:

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

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

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

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

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

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

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

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

Scripture Story #3:

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

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

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

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

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

Scripture Story #4:

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

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

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

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

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

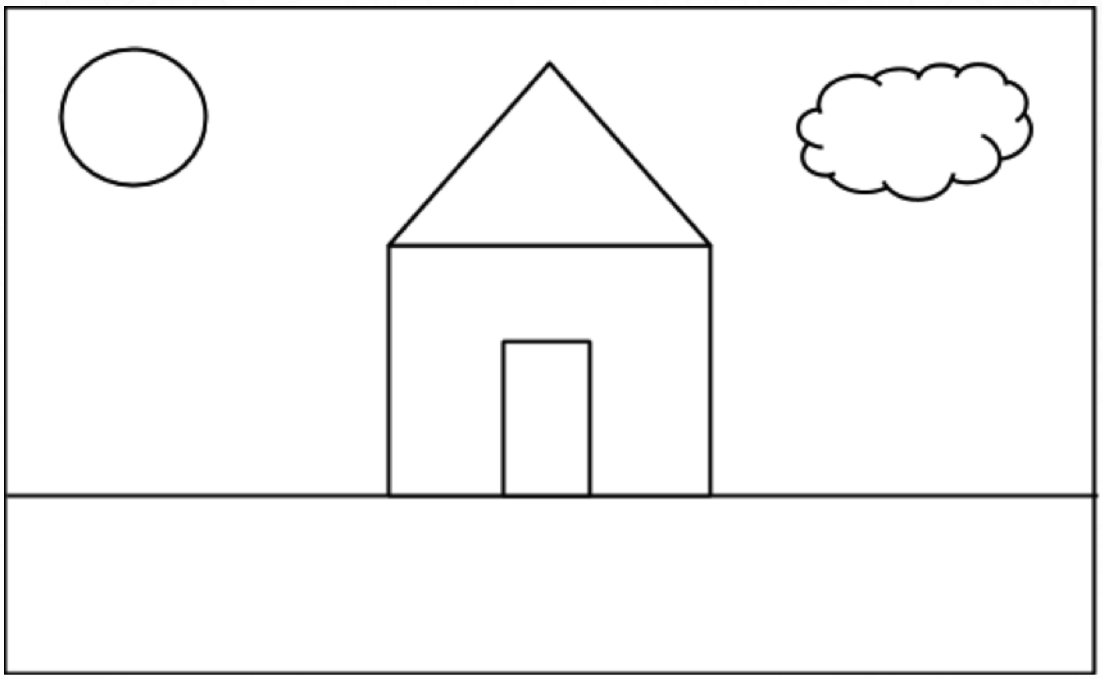
Jesus answered, "Unless I wash you, you have no part with me."

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

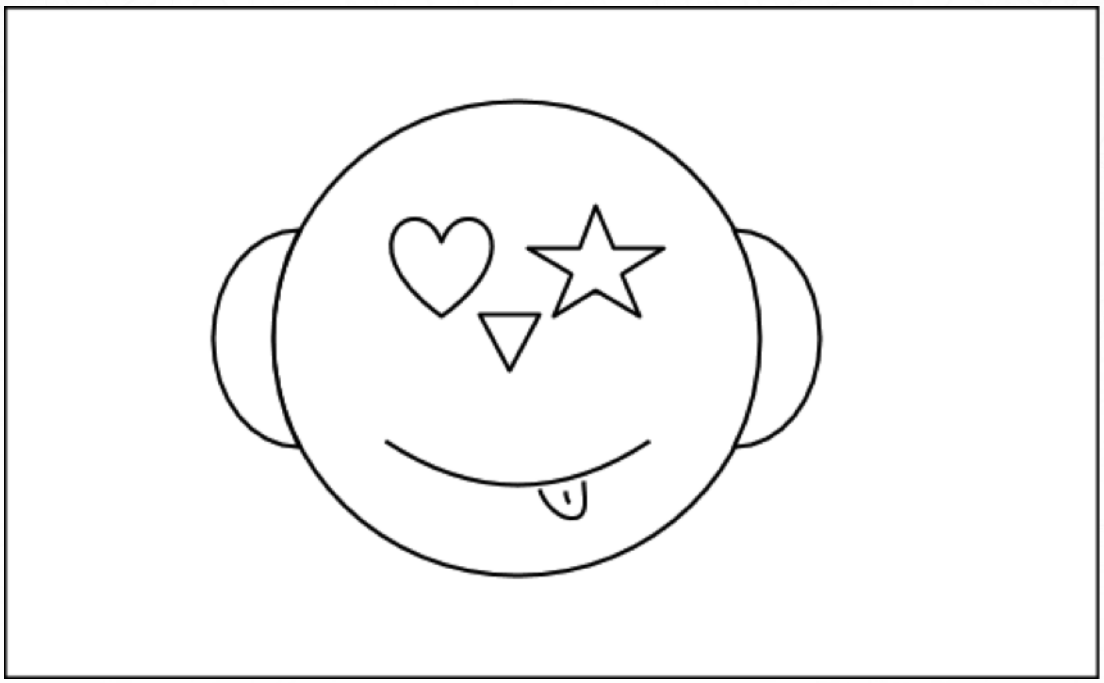
Jesus answered, "Those who have had a bath need only to wash their feet; their whole body is clean. And you are clean, though not every one of you." For he knew who was going to betray him, and that was why he said not everyone was clean.

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

APPENDIX D

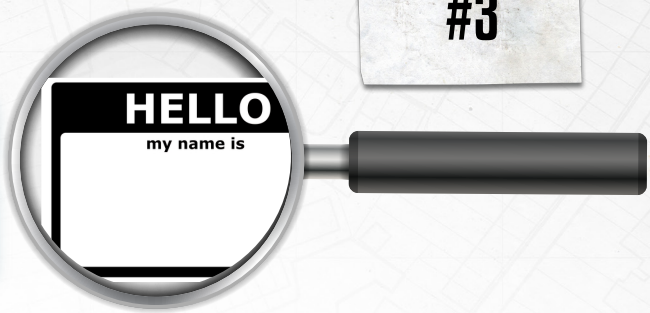


APPENDIX E



Module #3

DISCOVER



Discovered by Name

In this module, students explore what it means to have an identity in Christ. In order to do that, the lessons follow a gradual release of information that helps them to grasp the concepts and personalize it in their own lives. Looking to scripture, specifically people in the Bible who have a strong relationship with Christ, students will read stories that examine the characteristics God desires to see in those who follow Him. Whether these lessons are used on their own, or in order, students will get the sense that God wants them and has called them by name to follow Him and to seek out His Kingdom.

- In ***lesson 1***, What's in a Name?, students will explore people in the Bible who had a significant name change and what that meant for them. This will lead them to look at the concept of identity in Christ, what that means in relation to their faith journey, and how they live out their lives every day.
- In ***lesson 2***, The Clothes Make the Person, students will examine different attributes of Christians and how, when they make the decision to follow Christ, they are a new creation. Analogies involving clothing to represent different attributes are used to express that we have to "wear" these attributes for others to see how Christ is living in and through us.
- In ***lesson 3***, What is True of Christ is True of You, students rotate through stations to examine different truths that God has promised for us. Those promises were proclaimed through Christ His son and became our own when Jesus died on the cross for our sins. Students are challenged to show God's truthfulness through their actions and words to others around them.
- In ***lesson 4***, Embrace Who You are in Christ, the focus is on each person as a unique individual made in Christ's image. Students look at Abram and how God used his talents to further His Kingdom and how Abram felt when God wanted him to do things he never imagined doing. They are then asked to consider ways they may use their gifts both inside and outside of the church walls.

Module: Discovered by Name

Lesson 1: What's in a Name?

Spiritual Aims

Hopefully students will be able to …

- correlate their actions with who they are and what they believe
- seek God's help in understanding their identity in Him

Lesson Objectives:

Students will be able to…

- name at least 3 people in the Bible whose names were changed by God to match the identity He wanted for them
- name at least 5 different names for God/Christ
- develop an understanding that God has a true identity for each person that He hopes we will aspire to

Materials Needed:

- 1 blank white paper per student
- 1 pen/pencil per student
- Min. 1 Bible per 2 students
- Min. 1 chart paper per 3 students
- 1 marker per 4 students
- 1 copy of Appendix A and cut into sections
- 1 small stone/pebble painted white per student
- 1 bigger, dirty stone
- Min. 1 permanent marker per 3 students
- 1 bucket of water
- 1 copy of Appendix B
- 1 Bible with Matthew 1:20-23, Revelation 2:17 bookmarked

Pre-lesson preparation:

- Create your own Name-Acrostic Poem (for the Minds On) to show as an example for youth to see as they create their own.
- Take all of your small pebbles/stones, wash them and paint them white prior to the evening. Make sure they will be dry before the lesson begins.

Minds On (approx. 10-15 min.)

Optional: Bumpity-Bump-Bump-Bump Energizer

This is an activity that is very fast-paced and is a good "get-to-know-you" game (in terms of names) for any new students. The lesson today is focused on the importance of names and how who you are is really what gives credit to your name. This activity is just a fun activity that involves names and gets people energized and focused. (An example can be seen at https://www.youtube.com/watch?v=B8J1U39quKQ.)

1. Have students stand in a circle. Leader is in the middle giving instructions and doing exemplars.
2. Leader tells the students the name of the game, "Bumpity-Bump-Bump-Bump," and how that is an important phrase for everyone to remember. Repeat it together, starting slowly and then increase in speed until it is a quick, off the tongue saying.
3. The person in the middle is the "it" person.
4. The "it" person chooses another person and will be in front of them and point to them, followed by a direction (either "right", "left", "me", or "you")
5. Once the "it" person has said the direction, they will continue by completing the phrase "Bumpity-Bump-Bump-Bump"
6. The person they are getting the direction from must come up with the correct name prior to the "it" person completing the phrase "Bumpity-Bump-Bump-Bump" → if it's to the "right"

they say the person's name who is standing to their right (not the "it" person's right), if they say "left" it's the person to the left of them, if they say "me" then they name the "it" person, and if they say "you," then you name yourself

7. If the person is successful, the "it" person moves on to the next person. They may, however, choose to ask the same person two things in a row, but no more than two.
8. If the person is unsuccessful, they become the "it" person in the middle.

Play for as long as you would like, as long as the students are generally having a good time.

If you play the game, have them settle down afterwards and find a spot. If you are starting from here, have them settled before you begin.

Name-Acrostic Poem

In this activity, you will be getting students to think about their names and the personal qualities they hold that match with their name.

Prompt: For the following activity, you each receive a blank piece of white paper and a pen. You are to write your name one letter at a time down the side of the page. Then, for each letter that your name has, write a word or phrase describing yourself. It could be things you enjoy, characteristics you have or people in your life that are important to you. Take your time to think, but at the same time, don't think too hard! This is about who you are and what you already know about yourself.

Hand out paper and writing utensils. Let students have 5 or so minutes to complete the activity. Use Appendix B as an example if needed.

TT# 34

Leader's note: Some students may not enjoy this and may find it difficult thinking about themselves. Suggest that they choose their favourite sports player, movie star or celebrity and to write down words that describe them and what they do.

When you feel they are done, have them form groups of 2-3 to share their poems with each other. If they haven't finished, let them know they may finish it later and it is theirs to keep.

Action (approx. 30 min.)

Open in prayer, asking God to open the hearts of the youth as they hear and participate in the lesson today.

Prompt: We are going to be looking at the importance of names in the Bible. The most important name that was given in the Bible was Jesus.

Have a student read Matthew 1:20-23.

Prompt: Jesus is also known as Immanuel, which means "God with Us." It is the truest definition of what Jesus was here on earth.

Ask: What are some other names that Jesus or God are called or referred to in the Bible (or even here on Earth)? TT# 9

Have students brainstorm names that people call God (whether from the Bible or not). Ask a volunteer to write them down on the recording paper.

Leader's note: Ten names is sufficient, although if they are still coming up with names then keep jotting them down. (Possible answers: Father,

Yahweh, Jehovah, Alpha and Omega, Adonai, Messiah, King of Kings, Abba, Lord, El-Shaddai, etc. For a more in-depth alphabetical list and verse reference, visit: http://www.smilegodlovesyou.org/names.html)

Prompt: All of these names describe God's characteristics. They are all important names for God, for without them He wouldn't be well-described or named. God also felt that names were very important and a few times when someone chose to follow Him, He changed their name to reflect their new persona. In a moment, we are going to be breaking apart into groups to examine people's names that were changed and the importance of that change in their life.

Have students find one friend to be their partner. Once they have a partner, have them join up with another group to make a group of four. Make sure they have at least one male and one female in their group.

Leader's note: If your group has more of one gender than another, this might not be possible. It is a way to get them to potentially work with groups they wouldn't normally think to work with. If the groups are still not well-mixed, you can switch up groups; try to keep the original pairs together so they are always with someone they originally chose.

Have the groups number each member off as 1-4 (or 5 if you have an odd-numbered group). Each member of the group has a task to do.

1. recorder: to record the group's thoughts and final answers on chart paper
2. time checker: making sure that you are on time and not taking too long— — they are also to check in with the leader who is determining the length of time
3. reader: to read the passage
4. task manager: making sure everyone is on task and participating/getting to say what they want to say
5. (if you have it) presenter

Leader's note: If you do not have groups of 4 or 5, you may combine 3+4 into one number and then they can choose who presents their information at the end.

Hand out 1 story from Appendix A, 1 marker and 1 chart paper to each group to read through the scripture and discuss the questions. They can record their answers on the chart paper.

Leader's Note: This activity as it stands requires 9-12 students. If you have a smaller group, you may do it in smaller groups or have the groups look at the first two scenarios and as a whole group you can look at the third scenario together. Make sure at least one leader is with every group to keep them on track and focused (they are not considered part of the group for task purposes). If you do not have enough leaders, have leaders circulate between groups to make sure they are on task. If you have more students, then have multiple groups review a story.

When they have completed the questions, bring the group back together. Have each group present the person they were reading about and their answers. Allow for discussion about each person if need be.

Consolidate/Debrief (approx. 5-7min.)

Have a volunteer or leader read Revelation 2:17.

Prompt: In the examples we looked at, God gave them each a new name because their old name was unworthy of their new characteristics and personality. Thinking back to our name poem earlier, whether we wrote our own name or someone else's, we can see that our names aren't just something people call us by, it's also how they describe us. Our names become the definition of who we are, as did the names that God gave those people when they changed.

Hand out white stones to students. Have a dirty stone, an unwashed one and a white one for you to use as an example.

Prompt: While we cannot change our names, when we accept Christ into our lives, he gives us a white stone to start fresh with. Prior to that, we look like this dirty stone (hold up the dirty stone). We are not pleasing to look at, we aren't very fun to play with and we are held back by all the bad things people think of us. Instead, God sent His son Jesus to die for us and made us clean (start to scrape off the dirt). He forgives us for our past mistakes and choices and wants us to make better choices (put in water to get as clean as possible). He rinses us clean so we can start fresh with our eyes focused on God, not on ourselves or things or other people. While we are not perfect, we should be trying our best to do and say what is pleasing to God, not for our friends, or to be someone we're not. When we do mess up, He washes us clean again as long as we are willing to keep trying and sacrificing ourselves to focus on Him (pick up a white stone). Take this stone as a representation of the new life you can live with Christ in your life. If you haven't made a decision to follow Christ yet, I encourage you to talk to someone after, whether it's a friend who already follows Christ, one of the leaders, your parents, or myself. Keep this stone somewhere as a reminder of God's love for us, that he can cleanse us from our sins and make us whole again.

Ask students to reflect for a moment about the stone that they hold in their hands and the dirty stone that you have. Have them think about their own lives and what type of stone they are on their own.

After a minute or two of silence, remind students that no matter how dirty they think their own "stone" should be, God accepts us as we are and forgives us, making us clean as snow.

Pass around markers and have students write their name on the stone as a keepsake from today.

Leader's note: Even if students haven't made a decision to follow Christ, it is a way for them to visually be reminded of what they heard today so they should not be excluded from this activity. Some may choose not to participate and that is a choice you have to respect.

Close in prayer, asking that God will stir in their hearts a desire to honour Him through all that they do.

Module: Discovered by Name

Lesson 2: The Clothes Make the Person

Spiritual Aims

Hopefully students will be able to …

- Examine Bible verses that speak to the attributes of those who believe in Christ.
- Understand the importance of having good Christian guidance and fellowship in their lives and choose to pursue this for themselves.
- Study Bible folk who have changed their lives and "clothed themselves" in a Biblical way.

Lesson Objectives:

Students will be able to…

- Choose one attribute of themselves that they would like to become more Christ-like and set a goal to attain that attribute.
- Find a friend or mentor who will help them become more accountable in their everyday walk with God
- Describe at least one character in the Bible who was able to change their ways and follow Christ, and who had an impact on many people's lives

Materials Needed:

- 1 bag full of wacky clothes
- 1 camera
- Christian music with audio speaker
- Min. 1 Bible per 2 students
- 1 small piece of coloured paper per student
- 1 pen/pencil per student
- Min. 3 copies of Appendix C
- 1 Bible with Galatians 3:26-27, Colossians 3:9-10, Ephesians 4:22-24 bookmarked

Pre-lesson preparation (if applicable):

- Have students bring in clothes they think are funny or rummage your own closet to find the silliest clothes/costumes. Place them in one large garbage bag (or for larger groups, in multiple bags).

Minds On (approx. 10 min.)

This "Minds On" activity is a silly way to incorporate the theme of "clothes" into a fun activity. There is not much of an analogy, but it will be touched upon in the lesson.

Musical Clothes

For this game, you need a garbage bag full of old/silly clothes or pieces of costume. The idea is like musical chairs/hot potato — when the music stops, they have to do something.

1. Sit the students in a circle.
2. Play some music.
3. Have the students pass the bag of clothes around the circle.
4. Randomly stop the music
5. Whoever is holding the bag has to pull an item of clothing out of the bag (without looking) and put it on.
6. Start the music again until the bag is empty or people look crazy with what they are wearing.
7. Take pictures! TT# 30

A few tips:

- the crazier clothing you can get, the better
- if you have a big group, have a few bags going at once
- have a camera ready to take the photos at the end of the game

Action (approx. 20 min.)

As a transition from the silly game to this section, have students return all garments taken out of the bag back to the front and ask them to sit down in the designated area.

Open in prayer, asking that God will speak through you and that the students will have open minds and hearts to hear what is being taught.

Think/Pair/Share: "How do clothes represent who we are? What are some examples of that?"

TT# 7 TT# 35

During the discussion, the main point to raise is that people determine who you are by the way you dress, or think they know all about you. Some examples may be jocks/sporty people, "popular" people, geeks, etc.

Leader's note: Be careful here about perpetuating harmful stereotypes. You may want to say that people wear different clothes for different activities such as uniforms for sports teams, uniforms for police, hospital and ambulance staff, wait staff, store clerks, soldiers…the same point can be made — that gives people information about who you are, your profession, your skills and what you do.

Prompt: Clothing is something we all have to wear and often we use it to express something about ourselves. In the Bible, many writers use clothing as a way to describe different characteristics. We're going to be exploring a few of these examples.

Divide students into 3 groups by numbering them off (e.g. all 1s are a group, all 2s are a group, etc).

Leader's note: You may number off randomly if you see people moving around in order to be in the same group as their friends, but make sure you always number off so the groups turn out as evenly as possible based off your overall evening numbers.

TT# 8 TT# 10

Give out the sections of scripture that groups are to examine from Appendix C. Give them 3-5 minutes to read it and brainstorm answers to the question. When you feel they have finished, have them present their scripture and what they thought was the answer.

Leader's note: There is no "right" answer here, but lead the students towards the idea that the 'clothing' described in the Bible is really based off of your intentions, words and actions that are portrayed through your interactions with others.

Prompt: God wants us to put on "righteous" clothing so that we may show others that we follow Him, a righteous God.

Have a student read Galatians 3:26-27.

Think/Pair/Share: What does this mean for you? What do you understand about these verses?

Share with the group and have a quick discussion.

TT# 7

(Optional prompt: He wants us to know that when we accept to follow him, we are a new person, one who can start fresh and learn new ways.)

Have a student read Colossians 3:9-10.

Think/pair/share: What does this mean for you? What do you understand about these verses?

TT# 7

(Optional prompt: God is all knowledgeable, and He wants to guide you to the knowledge that you need in order to be clothed righteously, and despite being human. That means when we fail, He will always forgive you and 're-clothe' you when you seek forgiveness.)

As you transition from the Action to Consolidation, the tone will become more serious, and self-reflection will be highly encouraged. Have leaders prepared to leave the room with any students who may need to talk or ask questions.

Consolidate/Debrief (approx. 10 min.)

Have a student read Ephesians 4:22-24.

Prompt: We are instructed to put on a new self. Even if we have accepted Jesus long ago or if we are new believers, we have to make that decision to put on a new self every single day. We are continually trying to improve ourselves so we can be better Christians, spreading the good news of Jesus Christ in our lives.

Hand out one small coloured piece of paper to each student along with a pen/pencil. Have them close their eyes and reflect on their everyday interactions with friends, family members, neighbours, teachers, etc., and to think about how those people see them 'clothed' based on their actions and words. Ask them to write down one characteristic about themselves that they feel doesn't best represent who they are to the world. Provide some examples if you feel the students are having a hard time with this (e.g. swearing, stealing, lying, judging). Ask them to write down how they are going to change that aspect of their life (i.e. how they are going to "take off their old self" and what they are going to do that will make them "new?) Give them 1-2 minutes to think and write something down.

When they are done, suggest that they put the piece of paper in a place where they will see it again (such as a wallet, coat pocket, purse, take a picture on their mobile device, etc.). This will help to create a visual reminder.

Prompt: A great way to stay accountable for these changes you want to make in your life and your walk with Christ is to seek out someone you feel comfortable with, who is older and more knowledgeable or experienced in their faith. They should be someone who you can share your goals with, be honest with them if you fail, and they will in turn encourage you to become stronger. These accountability partners will help be a guide to you as you learn how to live your life for Christ.

Prompt: I'm going to give you a moment to pray to God and ask for him to change your heart and to change you to be a better representation of yourself. Pray specifically for what you wrote down on the piece of paper, that He will give you the strength to change that part of you. We will sit in silence for a minute or two to give you that chance and I will close in prayer. After I finish praying, a leader will hang back and be available to pray with you about what you want to change, or talk to you about any questions you may have.

Give students 60-90 seconds of silence.

Close in prayer, thanking God for each of the youth in your group and for all the wonderful qualities that they possess. Ask that He will guide their actions, words and thoughts in the coming days as they listen and grow closer to Him.

Module: Discovered by Name

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

Spiritual Aims

Hopefully students will be able to …

- accept that we are made pure through Jesus' sacrifice.
- feel worthy of Jesus' ultimate sacrifice and love.

Lesson Objectives:

Students will be able to…

- examine multiple scriptures that confirm their identity in God.
- discuss the importance of this knowledge and how it affects your life.

Materials Needed:

- 1 Bible per 2 students
- 1 pen/pencil per student
- 3 chart paper (or more if additional stations are used)
- 1 copy of Appendix D separated into the 3 stations
- 1 copy of the card in Appendix E per student
- 3 tables (or 3 separate rooms)
- 1 Bible with Ephesians 1:1-10 bookmarked
- Recording paper

Pre-lesson preparation:

- Prior to the lesson, ask 2 students to help you. One will play the part of the liar who can't tell the truth. The other will play the part of the truth-teller who can't lie. Explain to both that during the game you'll ask them if they're liars. They liar should say, "No, but the next person is because he (or she) admitted it me." The truth-teller should simply say, "No, I certainly am not."
- Set-up three tables in the room (if large enough) or in three different areas of the church. Enough to hold your three groups that will go around to the different stations. Each table will have a section of Appendix D, pens/pencils and a chart paper on it (ensure the chart paper has the same title as the Appendix D worksheet).
- If your students are not comfortable navigating through the Bible, either have the Bible passages bookmarked on each table or print out the passages.

Minds On (approx. 5 min.)

This "Minds On" activity transitions into the focus on God being a truth-teller and a discussion on different truths God has in store and ready for us when we choose to follow him.

When you have the group gathered, have the two volunteers wait in another room while you tell the rest of the group the following story:

Prompt: In the mythical town of Knowledgeville, there are only liars and truth-tellers. The liars can tell only lies and the truth-tellers can tell only the truth. We happen to have two of their citizens with us tonight. I am going to bring them in one at a time and ask them each one question. It will be your job to determine if each person is lying or telling the truth.

Bring in the liar, and ask if s/he is a liar. Send them back out again.

Bring in the truth-teller, as ask if s/he is a liar. Send them back out again.

Have the students form groups of 3-4 and determine whether your volunteers were liars or truth-tellers. After 2 minutes of discussion, have groups offer answers. Bring in your volunteers before giving answers.

If students get stuck, remind them that the first person said the second person admitted to being a liar. If the second person were a liar, s/he couldn't admit to being a liar because that would be the truth. That means the first person is a liar and the second person is a truth-teller

Action (approx. 40 min.)

Open in prayer, asking that God will open up the hearts and minds of the youth to hear the lesson tonight.

Prompt: Just like the truth-tellers in Knowledgeville (which is fictional, of course), our God (who is real) is also a truth-teller. He has many truths for us which we will explore in depth through rotation of stations.

Station Groups

1. We will be rotating between 3 stations. Each station has a list of scripture readings.
2. Each station also has a "Title" — make sure that everyone knows the title.
3. In the first round, have the students read the first three scriptures listed.
4. Afterwards, each student can write down on the chart paper what they mean to you in relation to the title. This could be specific words or phrases. Make sure to write down what scripture is associated with specific words.
5. When hear the signal, move to your next station. (Station 1 to Station 2; Station 2 to Station 3; Station 3 to Station 1).
6. At the next station, the group will review what has already been written on the chart paper for 2 minutes.
7. After, each group will read the next two scriptures and repeat steps #4-5.
8. During the final round, the group will read the final 2 passages, complete their task and then bring the chart paper back to the large group.

TT# 8

Leader's note: You will want to ensure that one leader is with every group to keep them focused and appropriate during the activity. There is a lot to do, process and think about in a short period of time.

Allow for approximately 7 minutes per station (adapt if they are done faster or slower than anticipated).

After the stations are complete, gather the group back together again. Review each chart paper and allow for open discussion about their insights, questions and comments for each title/topic.

Some guiding questions for you if people are unsure of what to comment on (make sure you go over the chart paper and the title before utilizing the guiding questions):

- How did you feel when you read the title 'I am accepted/secure/significant'?
- What words or phrases surprised you/made you think/challenged you/changed your mind?
- Did the scriptures add/challenge/change to your understanding?

Consolidate/Debrief (approx. 10 min.)

Have a volunteer or leader read Ephesians 1:1-10

Prompt: When Jesus came to this earth he preached the many truths of God. Through those truths we see and experience God in many miraculous ways. God sent His Son to proclaim those truths so that we would learn all about them and then when Jesus died those truths became our own personal truths. Now, it is our turn to show others those personal truths.

Brainstorm ways we can show others God's truths and desires for our lives. Write down the answers on recording paper. (Possible answers: being considerate, being in service to others, making a point of including new people or visitors, finding ways to visit with those who are lonely or shut in.)

After you have a significant number of responses and options to choose from, have students reflect on one of the items that they think they can intentionally implement in their daily lives or in the coming week.

Hand out a card (from Appendix E) to each student with a pen/pencil. Ask students to write down their one or two choices in the provided box. Ask them either to:

- keep it in a safe place and pull it out later in the week or before youth next week and reflect on how well they were able to complete their task
- give it to someone else who will then ask them in a week's time how well they were able to complete their task.

Prompt: God has many things He promises you, should you choose to follow him and accept him into your life fully. God is a truth teller; He has never gone back on His word. I hope that you will believe this truth and help it to change your life, and perhaps the lives of others who you come into contact with through truthful interactions.

Close in prayer, asking that God will show the students His truthfulness through the coming week in ways they weren't expecting.

Module: Discovered by Name

Lesson 4: Embrace Who You Are in Christ

Spiritual Aims

Hopefully students will be able to …

- embrace their relationship with Christ
- be mindful of their actions and words and how they affect how others see them as a person
- remember God in every aspect of their life

Lesson Objectives:

Students will be able to…

- choose one skill/talent that they would like to use to glorify God and think of a way to utilize that skill/talent in their current church family.
- identify several ways they can improve their communication with others to reflect the character of God.
- recognize it is not always easy following God, but there are rewards for putting Christ first.

Materials Needed:

- Min. 1 slip of blank paper per student
- 1 pen/pencil per student
- 1 copy of Appendix F per student (note: there are 2 copies per sheet)
- 1 copy of Appendix G per 4 students
- optional: candy prize for Minds On activity
- 1 chart paper per 4 students
- 1 marker per student
- Min. 1 Bible per 4 students
- 1 Bible with Galatians 2:20 bookmarked
- Min. 1 blank paper per student

Minds On (approx. 10 min.)

This 'Minds On' is a way for students to think about their individuality. You may find some people take it seriously while others will be silly. Encourage students to be themselves through this process and to be encouraging to others. Stop any negative talk that may come out, even if someone seems to be joking. You don't want anyone to be offended or upset.

Who is It?

This is a good game for small group interaction. The object is to get students to share unknown things about themselves in a safe environment.

1. Distribute a small slip of paper to each student.
2. Each student writes down a little known truth about him/herself and hands in the paper to the leader. (e.g. my ear twitches when I'm nervous; something they like that they've never told people)
3. Read the paper slips aloud one at a time.
4. Distribute a copy of Appendix F to each student with a pen/pencil.
5. Read the slips a second time. Students can write down who they believe wrote that particular statement.
6. After everyone has guessed on the slips, have each student reveal which one was theirs.

Leader's note: If you have more than 11 students, you can choose to have 2+ simultaneous rounds.

Each player gets a point for every correct guess. If no one guesses a person's slip correctly, that person gets five points. Total the points and the winner can have a prize of your choice (or gets a pat on the back).

Optional: Depending on timing and enjoyment of the activity, you can continue to play this for another round or two so the youth get more creative in what they put for their information.

Action (approx. 320 min.)

Open in prayer, asking that God will open up the hearts and minds of the students to hear what He has to say to them tonight.

Prompt: God has made each one of us unique individuals, all with strengths and weaknesses. He loves us so much, all the good and the not as good! We need to realize this love and embrace that God is using us and our talents to further His Kingdom.

Divide the students into groups of 4-5. Give each group 1 chart paper, 1 marker per person and a copy of Appendix G. Make sure each group has one or two Bibles and a leader accompanying them.

Bring groups back together after 10-12 minutes of answering the questions.

Gallery walk: Have them place their pieces of chart paper up on the wall. Ask students to do a gallery walk of all the other chat papers to see what other people wrote down.

TT# 36

Gather them up again. Ask the students to share their thoughts on why Abram might have been chosen and why he followed through with the Lord's request/command despite how difficult it probably would have been.

TT# 9

Prompt: It's not like Abram had the planes or cell phones like we do today to get places quickly and stay in touch with family, but yet He still got up and followed the Lord's calling. Abram was confident in his relationship with God and that God would always prevail in any bad situation. Abram exemplified what having God in your life can do for you.

Consolidate/Debrief (approx. 5 min.)

Have a student read Galatians 2:20.

Prompt: God wants us to love Him more than anything else in this world. The easiest way to do that is to dedicate our lives to him and to use those talents he has given to us in a way that will glorify his name. The leaders who are here tonight, they are using their gift of working with and relating to youth in a way that glorifies the kingdom of God.

Have students reflect on their talents and how they could potentially use that talent in the church. Also challenge them to use them outside of the church, in a way that is honouring to God. You may want to give examples of ways other people are already doing it in your church. Suggest they write some ideas down (ensure paper is accessible for them to use).

TT# 37

Express your interest to hear their ideas individually or to answer any questions they may have about how to use their talents in the church.

Prompt: God loves you all so much. Remember Him through your daily lives and use those unique abilities to strengthen your daily walk of faith.

Close in prayer, asking God to give the students strength to live their daily lives to honour him and to go out of their comfort zone to show others his love for everyone in this world.

APPENDIX A

Scripture Story #1:

The story of Saul is a long one. He did terrible things but then realized they were terrible. You will be reading a couple short portions of the story.

Acts 9:1-9

Meanwhile, Saul was still breathing out murderous threats against the Lord's disciples. He went to the high priest and asked him for letters to the synagogues in Damascus, so that if he found any there who belonged to the Way, whether men or women, he might take them as prisoners to Jerusalem. As he neared Damascus on his journey, suddenly a light from heaven flashed around him. He fell to the ground and heard a voice say to him, "Saul, Saul, why do you persecute me?"

"Who are you, Lord?" Saul asked.

"I am Jesus, whom you are persecuting," he replied. "Now get up and go into the city, and you will be told what you must do."

The men traveling with Saul stood there speechless; they heard the sound but did not see anyone. Saul got up from the ground, but when he opened his eyes he could see nothing. So they led him by the hand into Damascus. For three days he was blind, and did not eat or drink anything.

Acts 9:17-19

Then Ananias went to the house and entered it. Placing his hands on Saul, he said, "Brother Saul, the Lord—Jesus, who appeared to you on the road as you were coming here—has sent me so that you may see again and be filled with the Holy Spirit." Immediately, something like scales fell from Saul's eyes, and he could see again. He got up and was baptized, and after taking some food, he regained his strength.

Acts 13:9

But Saul, who was also called Paul, filled with the Holy Spirit, looked intently at him.

Saul — meaning "asked for" or "prayed for"

Paul — meaning "humble"

What was the original name and what did it change to?

What was their new purpose in life/reason for the name change?

Why was it important that their name changed?

Scripture Story #2

The man in this story was a close friend of Jesus', but sometimes had trouble telling others that.

Matthew 16:13-19

When Jesus came to the region of Caesarea Philippi, he asked his disciples, "Who do people say the Son of Man is?"

They replied, "Some say John the Baptist; others say Elijah; and still others, Jeremiah or one of the prophets."

"But what about you?" he asked. "Who do you say I am?"

Simon Peter answered, "You are the Messiah, the Son of the living God."

Jesus replied, "Blessed are you, Simon son of Jonah, for this was not revealed to you by flesh and blood, but by my Father in heaven. And I tell you that you are Peter, and on this rock I will build my church, and the gates of Hades will not overcome it. I will give you the keys of the kingdom of heaven; whatever you bind on earth will be bound in heaven, and whatever you loose on earth will be loosed in heaven."

John 1:42

Jesus looked at him and said, "You are Simon son of John. You will be called Cephas" (which, when translated, is Peter).

Simon — meaning "He (God) has heard."

Peter — meaning "stone" or "rock"

What was the original name and what did it change to?

What was their new purpose in life/reason for the name change?

Why was it important that their name changed?

Scripture Story #3

The story of Abram is told through many chapters in Genesis. You are only reading a small portion of his great story.

Genesis 17:1-7

When Abram was ninety-nine years old, the Lord appeared to him and said, "I am God Almighty; walk before me faithfully and be blameless. Then I will make my covenant between me and you and will greatly increase your numbers."

Abram fell facedown, and God said to him, "As for me, this is my covenant with you: You will be the father of many nations. No longer will you be called Abram; your name will be Abraham, for I have made you a father of many nations. I will make you very fruitful; I will make nations of you, and kings will come from you. I will establish my covenant as an everlasting covenant between me and you and your descendants after you for the generations to come, to be your God and the God of your descendants after you."

Abram = meaning exalted father

Abraham = father of many

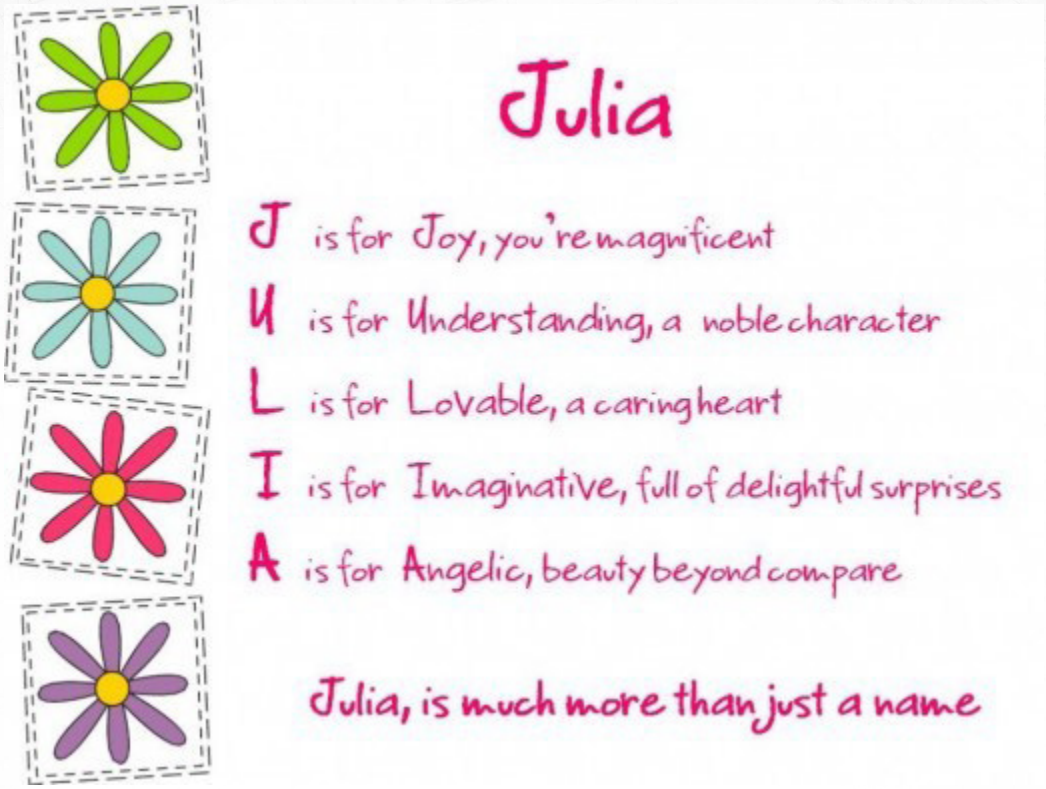
Questions to consider/answer:

What was the original name and what did it change to?

What was their new purpose in life/reason for the name change?

Why was it important that their name changed?

APPENDIX B


Julia
J is for Joy, you're magnificent
U is for Understanding, a noble character
L is for Lovable, a caring heart
I is for Imaginative, full of delightful surprises
A is for Angelic, beauty beyond compare
Julia, is much more than just a name

APPENDIX C

Scripture #1:

Isaiah 52:1

Awake, awake, Zion,
clothe yourself with strength!
Put on your garments of splendor,
Jerusalem, the holy city.

How do you put on garments of splendor? How do you clothe yourself with strength? How can someone do that?

Scripture #2:

Isaiah 61:1-3

The Spirit of the Sovereign Lord is on me,
because the Lord has anointed me
to proclaim good news to the poor.
He has sent me to bind up the brokenhearted,
to proclaim freedom for the captives
and release from darkness for the prisoners,
to proclaim the year of the Lord's favor
and the day of vengeance of our God,
to comfort all who mourn,
and provide for those who grieve in Zion—
to bestow on them a crown of beauty
instead of ashes,
the oil of joy
instead of mourning,
and a garment of praise
instead of a spirit of despair.
They will be called oaks of righteousness,
a planting of the Lord
for the display of his splendor.

How do you put on a garment of praise? How can someone do that?

Scripture #3:

Isaiah 61:10

I delight greatly in the Lord;
my soul rejoices in my God.
For he has clothed me with garments of salvation
and arrayed me in a robe of his righteousness,
as a bridegroom adorns his head like a priest,
and as a bride adorns herself with her jewels.

How do you put on a garment of salvation/robe of righteousness? How can someone do that?

APPENDIX D

Station 1: I am accepted…

Scriptures:

Group 1

John 1:12

John 15:15

1 Corinthians 6:17

Group 2

4. 1 Corinthians 12:27

5. Ephesians 1:3-8

Group 3

6. Colossians 1:13-14

7. Colossians 2:9-10

Station 2: I am secure…

Scriptures:

Group One

Romans 8:1-2

Romans 8:28

Romans 8:31-39

Group Two

4. Philippians 1:6

5. Philippians 3:20

Group Three

6. 2 Timothy 1:7

7. 1 John 5:18

Station 3: I am significant…

Scriptures:

Group One

John 15:5

John 15:16

1 Corinthians 3:16

Group Two

4. Ephesians 2:6

5. Ephesians 2:10

Group Three

6. Ephesians 3:12

7. Philippians 4:13

APPENDIX E

Name: _____

I want to show God's truths this week by:

Name: _____

I want to show God's truths this week by:

Name: _____

I want to show God's truths this week by:

APPENDIX F

Who is it? Game	
Round 1:	Round 2:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Total points:	Total points:

Who is it? Game	
Round 1:	Round 2:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Total points:	Total points:

APPENDIX G

Genesis 12:1-5

The Lord had said to Abram, "Go from your country, your people and your father's household to the land I will show you.

"I will make you into a great nation, and I will bless you;

I will make your name great, and you will be a blessing.[a]

I will bless those who bless you, and whoever curses you I will curse;

and all peoples on earth will be blessed through you."

So Abram went, as the Lord had told him; and Lot went with him. Abram was seventy-five years old when he set out from Harran. He took his wife Sarai, his nephew Lot, all the possessions they had accumulated and the people they had acquired in Harran, and they set out for the land of Canaan, and they arrived there.

On your chart paper, create the following chart and answer the questions in each section.

Write any words you think of, phrases you've heard, knowledge that you have or your feelings depending on the question.

If you know of any verses, please write them also.

If you are unsure of an answer, you can look to Genesis chapters 11-13 for more information.

1.	2.
3.	4.

1. How do you think Abram felt leaving his familiar settings and family with an unknown destination?

2. What characteristics would you describe Abram as having by following this request?

3. Why would God choose Abram for this journey?

4. How did Abram know that everything would work out? Did he know it would work out?

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.)

TT# 9

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, judgemental 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.

TT# 10

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.

TT# 39 TT# 7

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/scored 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.

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.

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	- 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	- 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)

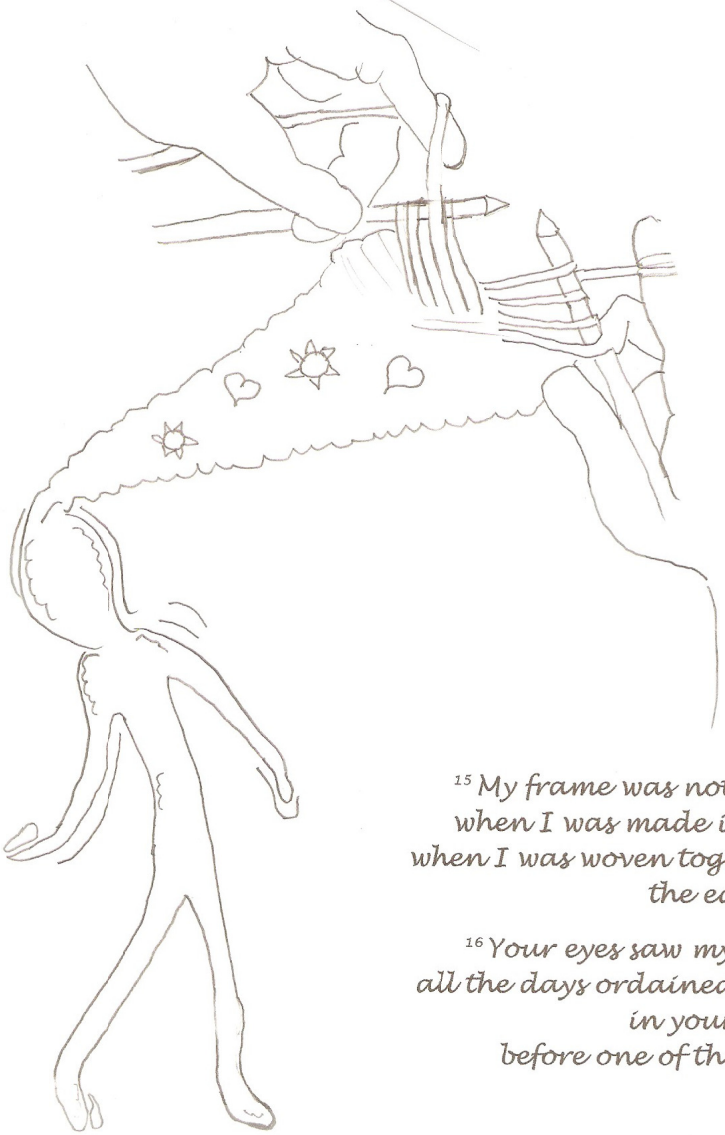
Name of Bible person/s	What this person accomplished	Why this is a surprising choice
Shepherds in the field	- received the heavenly announcement of the birth of the Messiah -had the incredible opportunity to meet the baby who would be Saviour -their role is recorded in the Bible and read by millions of believers down through the generations	- 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
Paul (Saul)	-penned what became 13 or 14 books of the Bible -took gospel to countless Gentiles on 3 missionary trips -founded several churches	-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	-became queen of Persia -braved death and took her request to the King -saved the Jewish people	-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	-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	-may have had a stutter or a speech impediment -killed a man -fled Egypt -grew up Egyptian rather than Hebrew

Moses	-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	-may have had a stutter or a speech impediment -killed a man -fled Egypt -grew up Egyptian rather than Hebrew
Samaritan Woman at the well	- met and talked personally with Jesus -brought salvation to her village -she is recorded in the Bible and studied by countless people throughout history	-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	-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	-was ridiculed for being very short -was a tax collector and probably a thief -was probably hated by the people around them
Joseph	- from a slave, rose to a household manager - saved Egypt from the drought -saved the Hebrew people and his own family from certain death	-was prideful and insulted his brothers -was spoiled by his father -felt entitled -was sold into slavery -ended up in jail
Rahab	-saved the Hebrew spies from discovery -was clever and a quick thinker -Jesus' ancestor	-was a prostitute -was only an innkeeper -was a liar

Disciples	-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	-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

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.

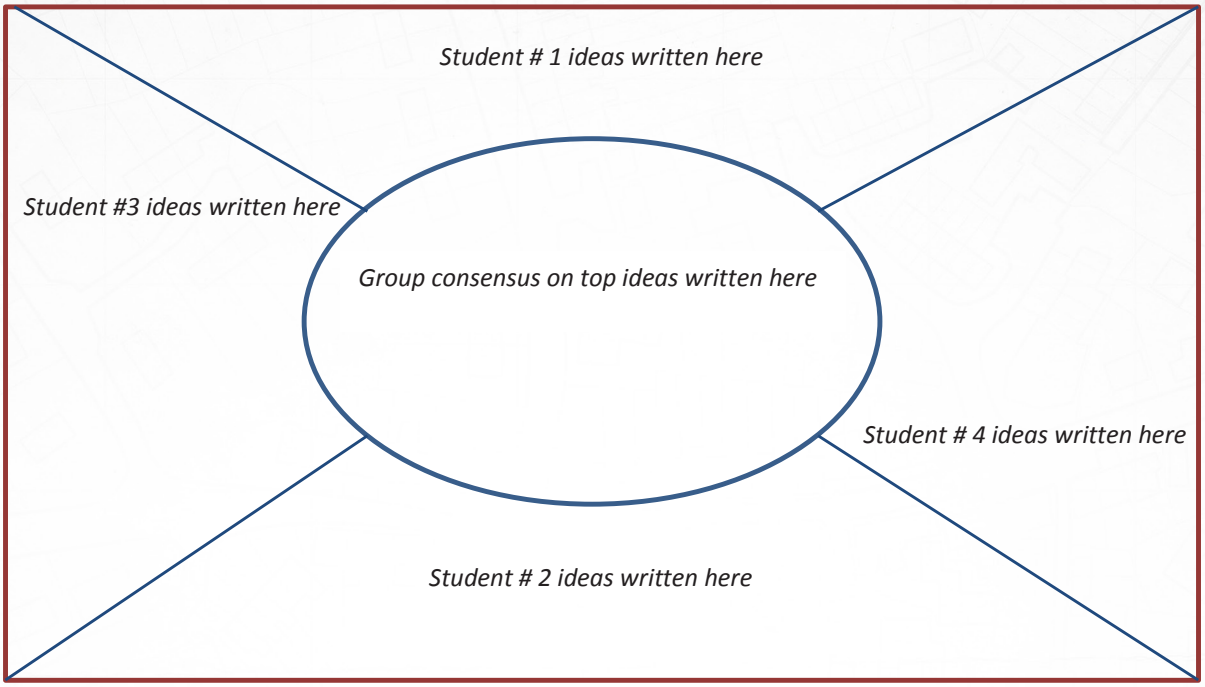
15 My frame was not hidden from you
when I was made in the secret place,
when I was woven together in the depths of
the earth.

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


Student # 1 ideas written here
Student #3 ideas written here
Group consensus on top ideas written here
Student # 4 ideas written here
Student # 2 ideas written here

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.

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 Philippains 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? TT#7

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 TT# 21

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) with video equipment
- 1 Bibleith 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"?

TT# 7

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: TT# 9

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

Blog 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?

TT# 7

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. TT# 49
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.)
   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.

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