



ANSWER

Revealing Your Identity

**JR. HIGH
CURRICULUM**





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

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

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

WHAT'S BEHIND THE CURRICULUM?

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

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

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

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

STRUCTURE

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

Spiritual Aims

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

Lesson Objectives

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

Materials Needed

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

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

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

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

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

Pre-Lesson Preparation

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

Minds On

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

Action

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

Consolidate/Debrief

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

HOW TO USE THE CURRICULUM

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

MEDIA USE

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

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

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

SPECIAL THANKS

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

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

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

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

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

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

Some common set-ups will include:

Place mat 

Think/Pair/Share 

Jigsaw 

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

HOW TO DISCOVER



This module aims to lay out the process whereby students can discover who God has made us to be, who God has called us to be, and how that changes our lives. This process involves recognizing and accepting God’s offer to help us through hard times, learning to study scripture, praying with confidence, and partnering with a godly mentor. Focusing on process means that this module does not provide concrete answers to the questions of “Who am I?” and “Who should I be?”, but it will equip students to reflect on and explore these questions from a Christian perspective.

- ▶ **Lesson 1** gives students a foundation to explore their identity and provides an opportunity to get their feet wet in faith by asking God for help.
- ▶ In **lesson 2** students learn practical skills to study the Bible and practice them on 1 Peter 5:5-10, a passage on humility.
- ▶ **Lesson 3** investigates Jesus’ teaching on prayer to instill confidence that God hears our prayers and to explore the role of the Holy Spirit.
- ▶ **Lesson 4** will provide students the opportunity to reflect on the value of a godly mentor through the story of Esther and Mordecai. This lesson provides a framework for you to connect students with potential mentors if you wish.

Module: How to Discover

Lesson 1: Ask God for Help

Spiritual Aims

Hopefully students will be able to ...

- *reflect on what shapes their identity*
- *ask for Jesus' help with a specific struggle*
- *receive God's help in a specific area of challenge*

Lesson Objectives:

Students will be able to...

- *name five aspects of their identity with specific words*
- *identify Jesus as a source of strength in hard times*
- *choose an area of struggle where they need Jesus' help*

Materials Needed:

- *2 pieces of chart paper and marker for brainstorming*
- *1 blank 8.5 x 11 paper per student*
- *Min. 1 marker/pencil crayon/pen per student*
- *tape or sticky tack to mount paper on walls*
- *Min. 1 small note paper per student*
- *1 copy of Appendix A*
- *1 copy of Appendix B per 4-5 students*
- *1 index card with Jeremiah 29:13 printed on it per student*
- *1 Bible (for large group readings)*

Pre-lesson preparation

Write the word IDENTITY in the centre of 1 piece of chart paper.

- *Draw a large stick figure on the second piece of chart paper and write below it, "I can do all things through him who strengthens me. Philippians 4:13."*
- *If you do not have time to write Jeremiah 29:13 on the index cards for your students, they may copy it themselves off the chart paper when they do the closing activity.*

Minds On (approx. 10 min.)

 **Prompt:** What do you think of when I say the word identity? Raise your hand to tell me something that comes to mind.

Take 4-5 answers. Some phrases to help get discussion going could include identity theft, mistaken identity, identity crisis.

 **Prompt:** Now think about your own identity. What makes you different from others, and what helps you relate to others? These can be things you control and work on, or they may be things you have no control over. Take a minute to think about it, then I'll have a person write our answers on this chart paper.

Ask students one by one for their one or two-word answers and have a volunteer record the responses on a large piece of chart paper. Keep going until every student has shared or until the group runs out of answers. Hopefully you will have 30 words or so. Keep this brainstorm posted and as visible as possible for the next activity.

TT# 1

Distribute a blank 8.5x11 piece of paper to each student along with pens/markers, and instruct your students to each draw a stick figure of themselves and label it with 5 words that speak to their identity without writing their name on the paper. Post the pictures around the brainstorm.

Leader's note: If you have less than 8 students, let them try and guess who is who. If your group is larger than 8, simply move on to the Bible study. You can return to the "guess who it is" activity if you have time at the end.

Action (approx. 25 min.)

 **Prompt:** In our life, times get tough sometimes. That affects our identity. How we deal with it also affects our identity. Today our lesson looks at two passages from the Bible about suffering so we can study how God is shaping our personal identities.

Jeremiah 29

Distribute note paper and pens to your students and ask for a volunteer to read Jeremiah 29:10-14. Ask students to listen or read along, and write down on their piece of note paper something that stands out to them. Ask your volunteer to read the passage twice with a short break in between, and after the second time, invite several students to reveal what they wrote down.

Leader's Note: This is not an easy passage to understand, especially without any background info, so don't expect students to interpret the passage; just have them share what words they noticed most, or what verse stood out to them.

After some students have shared what stood out to them, Prompt: This passage is hard to understand if you don't know what is going on around it, so let's hear some background.

Ask another volunteer to read Appendix A.

Ask your students to turn and face each other in groups of 3-4 and discuss:

Have you ever had to move away from home? How did you feel?

Have hard times ever caused you to reach out to God?

Do you think the exiles felt better knowing they could go home eventually? (Seventy years is a long time; most people would die before God freed them from exile. Does that change things?)

TT# 2

TT# 14

 **Prompt:** Hard times don't always come as a punishment from God. Sometimes the world is just a broken place, but often hard times do cause us to seek God, to try to find relief and answers. When we go through hard times, one of the most important aspects is not just getting through them but understanding how our identity is shaped. Sometimes the surface things fall away, or we find that even our inner identity is not as strong as we thought. If our identity is grounded in appearances, accomplishments, or others' acceptance, we can be easily shaken because those things come and go. Now let's read about a Christian who faced hard times and came through everything with Jesus' help.

Philippians 4

Ask a volunteer to read Philippians 4:11-13.

 **Prompt:** stances came, he stayed true to himself, kept obeying God and ultimately he came through. Let's look at the words he wrote leading up to the passage we just read and look for clues that will help us in our own lives.

Divide your students into groups of 4-5 and give each group a copy of Appendix B (Philippians 4:4-7 with questions). Ask them to read the passage in their groups and answer the questions. They can write their answers on the paper. Each group should have 1 person ready to report their findings to the large group.

TT# 2

TT# 5

After 5 minutes, call the groups together and go through the answers. Ask a volunteer from a different group for each question (unless you have less than four groups).

With the students still sitting in their groups, draw their attention to the chart paper you drew a stick figure on before the lesson. Remind your students of Paul's words in Philippians 4:13—"I can do all things through him who strengthens me." Ask a volunteer to tell you, "Who is HIM who Paul says gives him strength?" (Jesus)

 **Prompt:** In Jeremiah, we saw God's promise to his people that they were not abandoned even in hard times, and now we see that Paul says to rejoice even when we are in trouble. In your groups, take five minutes to brainstorm how to trust in God when things are not going easy. What will help you hold on to God's promises?

Ask a volunteer from each group to share an idea, and if applicable, add it to the chart paper with the original brainstorm about identity.

Leader's note: This may take some flexibility on your part. If a group says to pray, you can add to the identity brainstorm "pray-er" etc.

TT# 3

Consolidate/Debrief (approx. 10 min.)

Have a volunteer distribute the index cards with Jer. 29:13 on it. Ask your students to think about a challenge they are facing and how Jesus can strengthen them. Let each student take a marker or pen (whatever you used in the Minds-On) and ask them to write on the back of the index card a challenge or struggle they are seeking God's help with. You may ask them to put their name or to leave it anonymous, but let them know you will collect them afterward. Collect the cards and close in prayer for Jesus to strengthen your students and to shape their identity so that they can find joy and peace in every circumstance.

Leader's note: If your ministry uses a small group model, you may ask your small group leaders to take prayer requests and close in prayer instead of praying generally for your whole group.

Keep the index cards and use them to guide your personal prayer for your students throughout this module.

Module: How to Discover

Lesson 2: Study the Bible



Spiritual Aims

Hopefully students will be able to ...

- *study the Bible independently, using resources from this lesson guard against arrogance, anxiety and doubt in suffering*

Lesson Objectives

Students will be able to...

- *co-operatively study a Bible passage*
- *identify three threats to building a strong identity*
- *define at least three strategies to stand firm in faith*

Pre-lesson preparation:

- *Tape yarn or twine across one corner of your room to make a clothes line. It must be long enough to hold six t-shirt cut-outs in a row and strong enough to hold the weight of the cutouts and clothes pegs.*

Materials Needed:

- *3 blindfolds*
- *1 copy of Appendix C per 3 students*
- *Min. 1 coloured marker per student*
- *Recording paper*
- *at least 6 pairs of scissors*
- *Min. 6 copies of Appendix F*
- *optional: stickers, feathers, jewels or beads and glue for decorating t-shirt cut-outs*
- *1 roll of tape*
- *1 long piece of twine or heavy-duty string (at least the length of the meeting room)*
- *2 small clothes pegs per copy of Appendix F you're using*

Minds On (approx. 10 minutes)

Ask for three volunteers to stand in front of the group and be blindfolded. Once blindfolded, ask them one by one to describe the clothes they are wearing. Do they remember what they put on that morning? After all the students have gone ask for three new volunteers to come up front and be blindfolded. After they are blindfolded ask them to describe the outfit of the person next to them.

When they are done, ask your students to think about how long it takes them to get ready in the morning. Have them all raise a hand in the air if it takes five minutes or more and keep their hand up if it takes ten minutes or more, 20 mins or more, 30 mins or more, an hour or more.

 **Prompt:** So we know how long it takes to get ready for how you look, but does anybody take time to prepare your attitude for the day? [Allow students to raise their hand and share an example if they wish.]

 **Prompt:** Today we are going to look at a Bible passage that tells us to clothe ourselves with humility. What does humility mean? Turn to the person next to you and see if you can figure out a definition. Be prepared to share your answer with the large group.

Give students a minute to discuss, then ask for some volunteers to offer their definition. Record key words or definitions on the recording paper.

 TT# 1

Leader's note: Humility means acting humble. Humble means not proud or arrogant; modest.

 **Prompt:** We'll talk more about this after we actually see the passage. Last time we read a verse in Jeremiah 29:13 says "You will seek me and find me, when you seek me with all your heart." One way that we can seek God is to read the Bible. In our lesson today we will learn one way of studying the Bible that is very interactive, repetitive and co-operative, and I hope it will help you study the Bible on your own!

Action (approx. 30 min.)

Divide students into groups of 3. Give each group a copy of Appendix C and some different coloured pens or markers, and allow the groups to spread out around the room to work independently.

 TT# 4

Each student will take a turn either reading, listening or writing on the paper as the group studies 1 Peter 5:5-10. If all students are comfortable reading aloud, each will read through the passage once while the others listen. After they will work together to complete the marking-up described below the passage. If a student in the group cannot read well, another group member may read twice, but all students should participate in marking the passage. Each group will have a spokesperson to share the group's answers.

 TT# 5

Leader's note: This activity is very similar to manuscript Bible study and is designed to accommodate different learning styles—let students know they can move around while listening or listen with their eyes closed. Circulate while the groups are working to answer questions and help keep students on track.

After 15 minutes, draw everyone's attention to yourself and ask students to stay in their groups. Ask a spokesperson from each group to share any words they did not understand and one thing that stands out to their group.

 TT# 6

On chart paper, record each group's responses to the questions of "What we do," "What God Does," and "Threats We Face."

 TT# 1

Ask your students to discuss in their groups how these different elements relate (for example, God shows favour to the humble, so when we humble ourselves we receive God's favour and we also see that he will lift us up in due time, vs lifting ourselves up in arrogance). Circulate amongst the groups while they discuss to hear the connections they are making and help them stay on track.

Ask students to share ideas of what it means to clothe ourselves with humility.
Think/pair/share: "How can we stand firm in our faith?"

TT#7

Consolidate/Debrief (approx. 10 min.)

Depending on your numbers, provide each group or student with a t-shirt cut-out (Appendix F). Ask them to write one verse from the passage on the front side of the shirt and decorate it however they want.

Leader's note: verses can be copied from Appendix C. Assign verses so you have all the verses written out. On the back of each cut-out have them write one way to stand firm. Using coloured markers and any additional decorative elements you've provided, students can personalize designs on the t-shirts.

When the groups/students have finished, hang the cutouts by clothes pegs so that the verses are in order on a clothes line.

If you have a large group you may opt to make multiple clotheslines.

When complete, close in prayer.

Module: How to Discover

Lesson 3: How to Pray



Spiritual Aims

Hopefully students will be able to ...

- *have confidence God hears their prayers*
- *ask the Holy Spirit to help them pray*

Lesson Objectives:

Students will be able to...

- *observe Jesus' model of prayer*
- *identify 3 elements of prayer (worship, requests, confession)*
- *contrast human relationships with a divine relationship*

Materials Needed:

- *1 copy of Appendix G per 2 students (optional: the image can be projected to half the group.)*
- *1 copy of Appendix D per student*
- *1 pen/pencil per student*

Minds On (approx. 5 min)

Pair students off by counting 1-2-1-2 and instruct them to remember their number. Give a copy of Appendix G to the 2s and tell them they will need to describe the picture only with words to their partners. The 1s will attempt to draw the picture. They may ask questions to clarify. Give 3-5 minutes for this activity.

Leader's note: If you have a very large group, you can have 5 pairs of volunteers where the 2s (along with the rest of the group) can see a projection of the picture while the 1s draw the picture without seeing it.

Action (approx. 35 min.)

 **Prompt:** With many things, unless you have experienced it, it is really hard to imagine. Prompt: When Jesus taught his disciples how to pray, he wanted them to understand what God is like, but God is perfect and completely good, unlike sinful human beings. To teach what God is like, Jesus gave some human examples that emphasize God's good character compared to human selfishness. We'll look at those examples. Jesus also taught that in order to pray effectively, we need the Holy Spirit to help us and Jesus says we get the Holy Spirit simply by asking God. Let's take a look at the passage.

Leader's Note: Depending on your context, you may also need to explain the Holy Spirit to your students; don't just assume they know who you're talking about. Here are some key facts about the Holy Spirit: After Jesus rose from the dead, the Holy Spirit was given to the disciples (John 20:21-22) and is given to all believers (Acts 2:38).

The Holy Spirit is God's presence with us (John 16:7-11).

The Holy Spirit helps us understand the Bible, grow in faith and maturity, make wise decisions and tell others about Jesus (Acts 1:8).

Distribute copies of Appendix D and have a volunteer read the passage aloud without rushing. Tell your students to follow along and use a pen or pencil to underline words they don't know, circle and connect any related words they notice [similar to the activity in Lesson 2].

After the passage is read, ask students to reread the passage silently. Then ask if they understand what happened.

Leader's notes: hallowed means “holy; sacred” the phrase “hallowed be your name” is a statement of worship and respect. cultural note: In Jesus' day homes were much smaller and families often shared a single bedroom and even a family bed. This was the norm, so for the friend who is “in bed with his children,” that means settled in for the night.

Divide students into groups of 3-4 to create skits, acting out one of the scenarios Jesus describes in verses 5-8, 9-10, and 11-12. You may assign a passage to each group or allow them to choose their own. You may also provide the option for students to act out their own brief scenario in which someone grants a request to someone else. Remind the groups that Jesus gave his examples to emphasize that if sinful human beings can do good to one another, how much more will our completely good God answer our prayers.

Give the groups 10 minutes to plan and practice their skits, then let them perform in front of each other.

Option for large groups: If you have more than 4 groups, you may assign 3-4 groups together into a cluster and have each cluster perform their skits for each other to save time. Not every student will see every skit, but they will still be exposed to different perspectives on the stories and get to share what they have created with their peers.

Still working within their groups, ask students to look together at verses 2-4. As a group, they should identify at least one example of the following elements of prayer: worship, confession (acknowledgement of sin), and asking for help. Let students know they will refer to this later in the lesson.

Now, still remaining seated in their groups, have them look at verse 13. Together, they will formulate an answer to this question: What does it mean to ask God for the Holy Spirit, and what does the Holy Spirit mean for us when God gives it to us? Each group will have 1 spokesperson to report their group's answer to the larger group.

Consolidate/Debrief (approx. 10 min.)

On the back of Appendix D, have each group write a prayer together, following the structure of Jesus' example prayer in verses 2-4, including elements of worship, confession, and asking for help, and also asking for the Holy Spirit. Students' prayers may be longer than the example as the group incorporates each other's suggestions for each element. Ask each group to pray their prayer together. If you have volunteers helping you lead, it would be ideal to have a leader observing and supporting each group, but you may also circulate.

After the groups have finished praying, or if 8 minutes have passed, call your students together to close the session in a brief prayer of thanks and blessing for your students as they continue to learn to pray and grow closer to God.

Module: How to Discover

Lesson 4: Find a Mentor



Spiritual Aims

Hopefully students will be able to ...

- *evaluate their own spiritual health*
- *find a mentor to support their spiritual development*

Lesson Objectives:

Students will be able to...

- *describe at least 3 characteristics of a godly mentor*
- *identify 1 spiritual role model in their own life*
- *analyze the benefits/challenges of having a mentor*

Pre-lesson preparation:

- *Set up an obstacle course*
- *Reach out to people in your congregation to see if they would be willing to mentor a student in the faith.*

Materials Needed:

- *chairs, hula hoops, dodge balls, buckets, etc to create an obstacle course*
- *1 blindfold per 2 students*
- *chart paper and marker for brainstorming*
- *1 copy of Appendix E per 4 students*
- *1 pen per student*
- *YouTube video (www.youtube.com/watch?v=QOPgxCeg0ow) with video equipment*
- *1 quarter of a blank or lined 8.5x11 paper per student*

Minds On (approx. 15 min.)

Tell your students to partner up and decide which partner will wear a blindfold to go through the obstacle course. The non-blindfolded partner can help their partner by giving directions and hints to complete the obstacle course, and they may provide physical guidance and support if needed, but the blindfolded person must complete the course and any tasks associated with it (e.g. pour a glass of water into a pitcher or throw a ball through a net)

Option: Depending on the size of your group and the facilities/equipment you have available, this activity can be done as a challenge with two or more identical courses set up for pair to race through. It can also be done as a relay with pairs passing off their blindfold to the next pair after completing the course.

After the activity is finished, ask your students to identify what the challenges they faced. Students who were blindfolded will have a very different perspective than those who could see. On the chart paper, create a T chart (the left side labelled “Challenges” and the right side labelled “Helpful”) to brainstorm challenges and helps of working with a partner to get through the course. Write down students’ answers of what they found hard or frustrating, and what they found helpful about having a partner.

 **Prompt:** Last week we learned about prayer, but even when we have the Holy Spirit to help us, having another person speak into our life can help us get through life's obstacles and challenges. Today we are going to look at an example from the Bible of a person who helped someone through a big challenge. They acted like a mentor by giving direction and encouragement.

Action (approx. 25 min.)

Introduce the Bible study by showing the YouTube video which gives an overview of the story of Esther.

 **Prompt:** Esther faced a lot of challenging obstacles, and having a mentor like Mordecai helped her get through them all. From this overview you can tell that Esther was very courageous and that she had an important role to play! We're going to look at one chapter of her story from the Bible, in the book that is named after her. Esther chapter 4 begins after Mordecai learns Haman has a plot to kill all the Jews in the kingdom. He is dressed in sackcloth and wailing outside the palace, so Esther sends a servant, Hathak, to find out what's wrong.

Ask a volunteer to read Esther 4:6-17.

Think/pair/share: How would you react if a law was made that said your ethnic group was going to be killed? Would you try to hide or fight?



Think/pair/share: Nobody knew that Esther was a Jew except for Mordecai, so it's possible she could have avoided the slaughter by simply keeping her mouth shut. Yet Mordecai encouraged her to risk her life and speak to the King. What would you have done in that situation?

 **Prompt:** The book of Esther is the only book in the Bible that does not directly speak about God; the word God doesn't appear in the whole book! Yet it clearly shows God working through his people. In verse 14, Mordecai tells Esther, "If you remain silent at this time, relief and deliverance for the Jews will arise from another place, but you and your father's family will perish. And who knows but that you have come to your royal position for such a time as this?" Mordecai is able to see how God can use the circumstances of Esther's life to accomplish a greater purpose, and this shows us the value that can come from having a godly mentor.

Divide students into groups of 4 and give each group a copy of Appendix E and four pens. Tell each student to write in their section what verse numbers from Esther 4 show Mordecai being a mentor to Esther in each particular way. After 3 minutes (this is flexible, gauge how your students are handling the task by their level of focus and feel free to extend by a minute or two if they are working well or rotate sooner if they are distracted) tell students to rotate the paper, look at what the person before them wrote in that section and add anything they may have missed. Continue rotating three more times so students end up back with their original section facing them to see what others have added. Then bring the group back together.

Ask students to think about Mordecai's relationship with Esther and consider if they have anyone in their own life who acts as a mentor to them. Invite them to pair up and share their answer with someone sitting near to them.

Consolidate/Debrief (approx. 10 min.)

Go back to the T chart of students' thoughts on the obstacle course. Ask if any of the challenges/helps applied to the story of Esther and Mordecai; they will vote by raising their hand when you say that word/phrase. If a majority vote then circle the word/phrase.

Have students reflect on a situation in their lives that could benefit from having a more experienced person's perspective. Ask them to write on a ¼ piece of paper what that situation entails. They may hand the paper in to you if they wish, or they may choose to keep it private.

If you were able to connect with adults in your congregation who are willing to mentor a student, invite students to tell you if they want a mentor so you can facilitate those connections.

Leader's note: Be familiar with your church's child protection policy and the requirements that policy has regarding one-on-one meetings and if background checks are required by adult volunteers, and be sure to inform parents and guardians. For additional training, refer to CBOQ Youth resource "Sharing Life" <http://cboqyouth.ca/training/seminars/>.

Close the lesson by praying for your group, especially for whatever students wrote on their paper. Ask God to provide them with godly mentors and wisdom to navigate their challenges.

APPENDIX A

Jeremiah is telling the people of Israel that they are going through a really hard time as judgment for disobeying God. They were taken captive and forced to move to another country called Babylon, and Jeremiah is saying they'll have to stay there for 70 years. But he also tells them that they will return to God and God will end their punishment and bring them back to their home.

APPENDIX B

Philippians 4:4-7

Rejoice in the Lord always. I will say it again: Rejoice! Let your gentleness be evident to all. The Lord is near. Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

1. **When does Paul say to rejoice?**
2. **Where is the Lord?**
3. **When should we pray?**
4. **What will Jesus guard for us?**

APPENDIX C

1 Peter 5:5-10

⁵ In the same way, you who are younger, submit yourselves to your elders. All of you, clothe yourselves with humility toward one another, because, “God opposes the proud but shows favor to the humble.”

⁶ Humble yourselves, therefore, under God’s mighty hand, that he may lift you up in due time. ⁷ Cast all your anxiety on him because he cares for you.

⁸ Be alert and of sober mind. Your enemy the devil prowls around like a roaring lion looking for someone to devour. ⁹ Resist him, standing firm in the faith, because you know that the family of believers throughout the world is undergoing the same kind of sufferings.

¹⁰ And the God of all grace, who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm and steadfast.

Mark-up Instructions:

- a. Underline what Peter says we should do*
- b. Underline with a zig-zag what Peter says God does*
- c. Double underline any words you don’t understand*
- d. Circle and connect related words*
- e. Draw a box around words that threaten or challenge our identity*
- f. Put a * by a verse or phrase that stands out to you*

APPENDIX D

Jesus' Teaching on Prayer

11:1 One day Jesus was praying in a certain place. When he finished, one of his disciples said to him, "Lord, teach us to pray, just as John taught his disciples."

² He said to them, "When you pray, say:

"Father,
hallowed be your name,
your kingdom come.

³ Give us each day our daily bread.

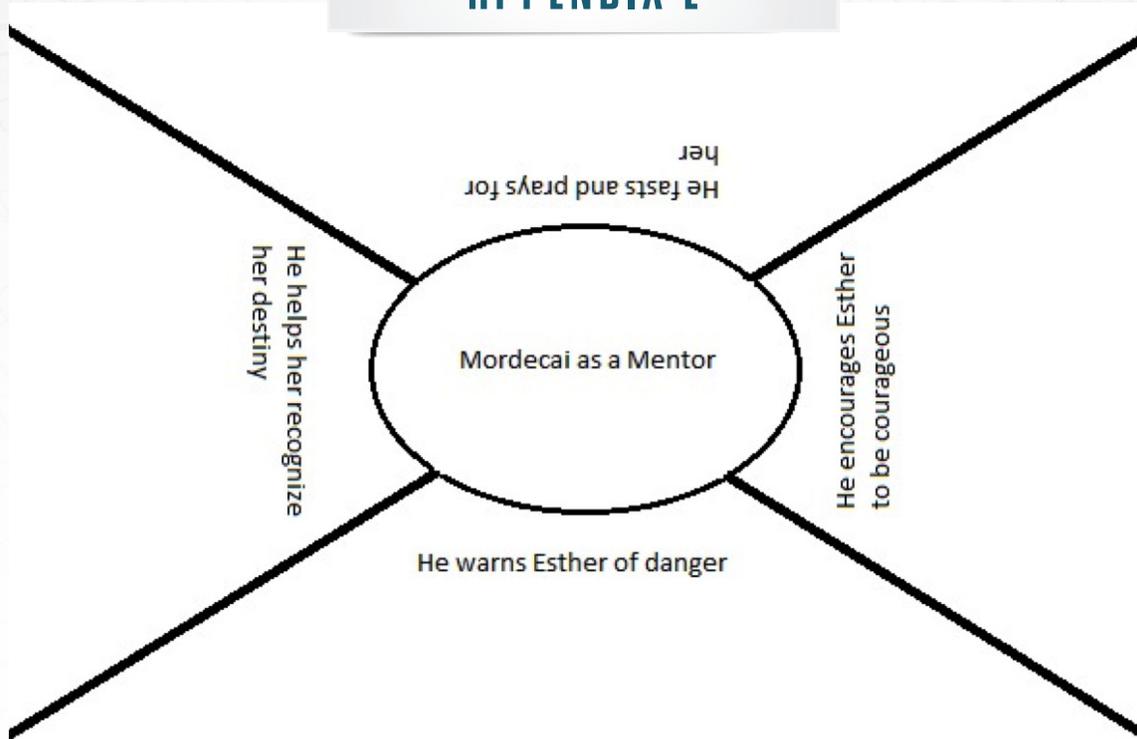
⁴ Forgive us our sins,
for we also forgive everyone who sins against us.
And lead us not into temptation."

⁵ Then Jesus said to them, "Suppose you have a friend, and you go to him at midnight and say, 'Friend, lend me three loaves of bread; ⁶ a friend of mine on a journey has come to me, and I have no food to offer him.' ⁷ And suppose the one inside answers, 'Don't bother me. The door is already locked, and my children and I are in bed. I can't get up and give you anything.' ⁸ I tell you, even though he will not get up and give you the bread because of friendship, yet because of your shameless audacity[e] he will surely get up and give you as much as you need.

⁹ "So I say to you: Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. ¹⁰ For everyone who asks receives; the one who seeks finds; and to the one who knocks, the door will be opened.

¹¹ "Which of you fathers, if your son asks for a fish, will give him a snake instead? ¹² Or if he asks for an egg, will give him a scorpion? ¹³ If you then, though you are evil, know how to give good gifts to your children, how much more will your Father in heaven give the Holy Spirit to those who ask him!"

APPENDIX E



Esther 4: ⁶ So Hathak went out to Mordecai in the open square of the city in front of the king's gate. ⁷ Mordecai told him everything that had happened to him, including the exact amount of money Haman had promised to pay into the royal treasury for the destruction of the Jews. ⁸ He also gave him a copy of the text of the edict for their annihilation, which had been published in Susa, to show to Esther and explain it to her, and he told him to instruct her to go into the king's presence to beg for mercy and plead with him for her people.

⁹ Hathak went back and reported to Esther what Mordecai had said. ¹⁰ Then she instructed him to say to Mordecai, ¹¹ "All the king's officials and the people of the royal provinces know that for any man or woman who approaches the king in the inner court without being summoned the king has but one law: that they be put to death unless the king extends the gold scepter to them and spares their lives. But thirty days have passed since I was called to go to the king."

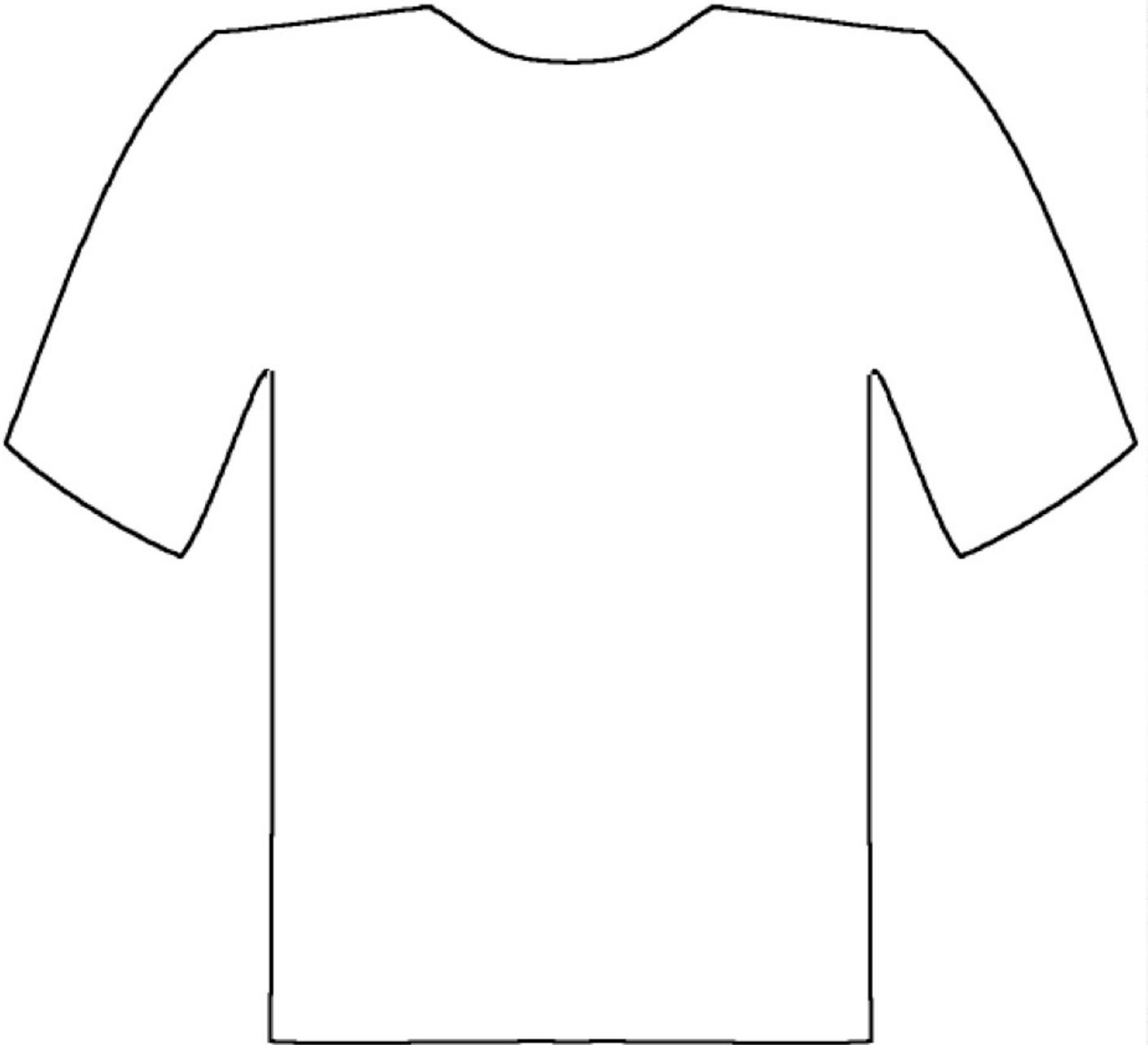
¹² When Esther's words were reported to Mordecai, ¹³ he sent back this answer: "Do not think that because you are in the king's house you alone of all the Jews will escape.

¹⁴ For if you remain silent at this time, relief and deliverance for the Jews will arise from another place, but you and your father's family will perish. And who knows but that you have come to your royal position for such a time as this?"

¹⁵ Then Esther sent this reply to Mordecai: ¹⁶ "Go, gather together all the Jews who are in Susa, and fast for me. Do not eat or drink for three days, night or day. I and my attendants will fast as you do. When this is done, I will go to the king, even though it is against the law. And if I perish, I perish."

¹⁷ So Mordecai went away and carried out all of Esther's instructions.

APPENDIX F



APPENDIX G



http://upload.wikimedia.org/wikipedia/en/f/f6/Swans_reflecting_elephants.jpg

DISCOVER the Image of God



Human beings were created in the image of God, and though sin has marred that image, it is still there in every human who has ever lived. It is the core of our identity as humans and it is universally true of human beings whether they believe in God or not.

- ▶ **Lesson 1:** The Image of God: This module begins at creation and explores the concepts of the image of God and the cultural mandate – the job humans are given in Eden as an expression of God’s image in us.
- ▶ **Lesson 2:** Jesus as the Image of God: We continue to look at Jesus as the ultimate expression of the image of God.
- ▶ **Lesson 3:** The Image of God in Us: This lesson takes these large concepts and brings them to a more personal level. By examining the theory of multiple intelligences, we start to recognize how God’s image is visible in us as individuals. The module concludes with individuals identifying a talent they possess and using that to glorify God.

Module 2: Discover the Image of God



Lesson 1: Created in the Image of God

Spiritual Aims:

Hopefully students will...

- *Recognize the image of God in others*
- *Recognize that their own sin has affected how well they reflect God*
- *Confess their sin to God and receive His forgiveness*

Lesson Objectives:

Students will...

- *Articulate the meaning of the phrase “image of God”*
- *Recognize how sin has marred but not destroyed the image of God in humanity*
- *Articulate the meaning of the phrase “cultural mandate”*

Pre-lesson Preparation:

- *Get 2 mirrors and carefully break one to the spider-web like state. If it breaks further, don't worry about it. (suggestion: you can purchase them from a local dollar store.)*

Materials Needed:

- *1 Bible per student*
- *Song “The Image of God” (image of God.m4a)*
- *Lyrics for song (either as a handout per student [Appendix A] or shown as a PowerPoint presentation [image of god.ppt])*
- *2 Mirrors: 1 whole, 1 broken*
- *Chart paper or large Bristol board with markers*
- *Multi-coloured Post-It notes*
- *1 pen per student*
- *Pile of scrap paper (if applicable)*

Minds On: (approx 15 min)

Think/Pair/Share the question: Where do you see God in this world?



Leader's note: You are likely to get lots of “nature” answers and this is very true. You might also get some answers like people being kind to one another, or possibly you will get the religious “in church” answer. You will get a variety of answers. All answers pertaining to nature (e.g. trees, mountains, oceans, etc.) as well as how people treat each other (e.g. kindness, love, etc.) are all acceptable. You may also get the typical response of “in church,” and you should challenge the students to think more deeply and to find out “where” and “how” people in church can see God.

Handout Appendix A or show the PowerPoint presentation. Ask the students to follow the lyrics as they listen to the song. Play the song.

Ask students to think about this question: “Does this song make you rethink your previous answer? If so, what's your answer now?” By themselves and then, as a large group, have 3-4 students volunteer their answers.

Action: (Approx 35 min)

 **Prompt:** In the beginning when God was deciding to make people, He said He would make people in “His own image” from Genesis 1:26, 27. This makes people distinct from all the other creatures He made. Separate students into 2 groups with no more than 5 students.

TT# 8

Group 1 is to come up with all the tasks that humans have that are similar to tasks God has. Each idea is to be written on a Post-It note and will be stuck onto the chart paper or Bristol board. (possible answers: naming things; God names light, seas, etc. but Adam names the animals, God creates; so do we, just not out of nothing. God cares for the world, so should we, etc.)

Group 2 is to come up with as many characteristics of God that humans seem to possess. Each idea is to be written on a Post-It note and will be stuck onto the chart paper or Bristol board.

Once they seem to have exhausted their ideas, gather everyone around the list. Similar ideas can get clumped together. This should yield a fairly comprehensive list of what the image of God entails. Make sure that things like “creativity,” “ability to choose,” and “wisdom” are on the list. If they aren’t there, say that you thought of a few things you’d like to add and put them up.

 **Prompt:** After making people in His image, God gives the people a particular task. It is articulated in Genesis 1:28 and again, slightly differently, in Genesis 2:15. This job is closely linked to being in the image of God. Genesis 1:28 states that humans are to rule; this is being like God because He rules. Genesis 2:15 states that humans are to work the garden and care for it, being a servant; this too is like God because He serves. This two-fold job of being a human being, to oversee and to care for creation, has a fancy name: the “cultural mandate.” Being in the image of God and having the cultural mandate as our job is true for all humans, whether they believe in God or not. So far we have only looked at Genesis chapters 1 and 2. The problem is what happens in Genesis 3: sin, which we’ll define as any action that opposes God’s will.

Ask students to think about this question and to keep their answer in their mind: How does sin affect the image of God in us? If students want, they can write their answer down on scrap paper if they feel they will forget it. Hold up the intact mirror. Ask if they can see themselves. Move around the room so everyone gets a chance to see themselves in the mirror.

Then hold up the cracked mirror.

Leader’s note: Someone may ask if you broke the mirror yourself or comment that it’s bad luck to break a mirror. You can respond with, “As Christians, we believe Jesus’ power is stronger than any superstition.” Ask students if they can still see themselves. Again, move around so they all have a chance. Ask how their image is different between the two mirrors. (possible answers: broken, cracked, distorted)

 **Prompt:** Before Adam and Eve sinned, they were like the first mirror – a perfect reflection of what God is like. This doesn’t mean they were like God, but they mirrored similar characteristics with him. After they sinned, they were like the cracked mirror. God is still reflected there, but is harder to see. There are distortions. Since Adam and Eve, we are all like the cracked mirror – we don’t reflect God as well.

Have students return to the groups they were in at the beginning of “Action.” Each group can choose 3 Post-Its

from its original selection (i.e. group 1 from the group 1 Post-Its; group 2 from the group 2 Post-Its). Group 1 will answer the question, “how might sin impact our ability to reflect that aspect of the image of God?” and Group 2 will answer, “how might sin affect our ability to do the job God has given us?” After 5 minutes, each group can have 1 spokesperson report their insights.

TT# 10

Consolidate/Debrief: (Approx 10 min)

 **Prompt:** We have all sinned and the mirror of our lives is cracked, but when we confess our sins to God and ask His forgiveness and healing, the cracks aren't as visible and we are able to better reflect the image of God. Give each student a piece of scrap paper. Ask them to write down any sins (i.e. actions that oppose what God wants). After 1 minute, offer to lead those who want to confess those sins in a prayer of forgiveness. They choose to pray this out loud or pray silently by repeating after you.

 **Prompt** (with appropriate space for students to repeat): Father God, I recognize I have done things that cracked the mirror. I recognize the items I wrote down were wrong. I want to reflect who you really are. Thank you Jesus that you are willing and able to forgive me for these sins. Help me to reflect you well to others. Thank you Jesus for helping me to do that. Amen.

After they are dismissed, students can throw out that paper in the recycling bin.

Module 2: Discover the Image of God

Lesson 2: Jesus as the Image of God



Spiritual Aims:

Hopefully students will...

- *modify the picture of God they have in their head*
- *see God through the lens of Jesus*

Lesson Objectives:

Students will...

- *Draw connections between the original intention of humanity and the life of Jesus*

Materials Needed:

- *1 blank paper per student*
- *1 copy of Appendix B per student*
- *Min. 1 coloured pencil/marker per student*
- *Recording paper*
- *1 Bible with John 14:9, 2 Corinthians 4:4 and Colossians 1:15 bookmarked*
- *1 Bible per 4 students*

Minds On: (Approx 35 min)

Hand out blank paper to each student with markers and pencils available for use. Have students fold the paper in half. On the left half, ask them to draw God, however they picture Him. Remind them that they are not being evaluated on artistic ability, but encourage them to visualize the image they have as best as possible. Give them 3-5 minutes to complete this.

TT# 11

When they are done, fold the paper so the picture is inside and put their names on the outside and collect them; set the pictures aside.

Action: (Approx 35 min)

Think/Pair/Share the question: Do you think Jesus was normal? Why or why not? TT#7

Leader's note: Some will respond with either Yes or No. Here are some possible reasons:

NO

- *He was the Son of God*
- *He performed miracles that normal people do not*
- *He said things that normal people don't say.*
- *He was totally unique, unlike any human being, so how could that possibly be considered normal.*

YES

- *He was totally human.*
- *He had to eat, sleep, etc.*
- *He had human emotions.*
- *He lived a regular, human life so He certainly was normal.*
- *If "normal" is the standard for what a human is supposed to be like or what human beings were originally created to be, then Jesus is the most normal human being who ever lived (other than pre-fall Adam and Eve).*

Leader's note:

Ask: In the last lesson, what were the key insights we learned together? Have a volunteer write down the responses on the recording paper. (Leader's note: If the group did not do Lesson 1 of this module, then summarize for them.)

- *We were made in the image of God.*
- *When Adam and Eve sinned, it distorted the image of God in people.*
- *Our cultural mandate is to oversee and take care of creation and everything around us, like God.*

Prompt: Since Jesus never sinned, the mirror for Him never cracked so He is perfectly in the image of God like we were meant to be. Paul mentions this to the Corinthians and the Colossians.

Have 3 volunteers read one of the following passages: 2 Corinthians 4:4, Colossians 1:15, John 14:9.  Hand out Appendix B and 3 coloured pencils (they don't have to be matching colours) to each student. With one colour, circle all the ruling words and with another colour, all the serving words. Use a third colour to identify "image of God" type words. Students may work alone or with a partner if they wish.

After 3 minutes, gather them into the large group. Have students offer their answers and have a volunteer write them on a whiteboard.

Leader's note: Possible answers can include: 

Ruling words: *thrones, powers, rulers, authorities, head, supremacy, exalted, highest place, name above all names, bow, Lord.*

- **Serving words:** *reconcile, making peace, shed blood, nothing, servant, humbled, obedient*
- **Image of God words:** *image of the invisible God, God was pleased to have all his fullness dwell in him, very nature of God, equality with God*

Prompt: We can see from these two passages that Jesus is the image of God, and how He demonstrates that in His ruling and serving. Let us look at some specific examples from the life of Jesus and how He displayed the image of God by using His power to serve.

Divide the group into 4 smaller groups by numbering students off 1-4.  Give one of the following stories to each group:

1. *Matthew 8:23-27 (Calming the Storm)*
2. *Mark 2:1-12 (Healing and Forgiving Paralyzed Man)*
3. *Luke 4:31-32 (Teaching with Authority)*
4. *John 6:1-15 (Feeding 5000)*

Each group is to answer the following questions:

5. *How does Jesus display His position as king?*
6. *How does Jesus display His position as servant?*

Have a representative from each group come and write their answers on the whiteboard or chart paper.
Prompt: Jesus was always using His power to serve people, not to make Himself important or to make His life easier at the expense of others.

Consolidate/Debrief: (Approx 10 min)

Hand back the pictures they drew at the beginning. Have students open their pages and on the right half, draw a new picture of how they see God based on their discoveries of Jesus as king and servant.

Prompt: Jesus helps us to see God more clearly and more accurately. After this lesson, maybe you've noticed some changes already in how you see God. It's my prayer that, as you continue to know Jesus, you'll see God as He is clearer every day.

Module 2: Discover the Image of God

Lesson 3: The Image of God in Us



Spiritual Aims:

Hopefully students will...

- *see the image of God in themselves*

Lesson Objectives:

Students will...

- *Explore their own gifting and talents*
- *Choose one skill/talent of theirs that they would like to glorify God with and think of a way to utilize it in their current church family*
- *Plan to share their goal with a mentor*

Materials Needed:

- *1 copy of pg. 3 of Appendix C (MISurvey.pdf) per student*
- *Min 1 pen/pencil per student*
- *Multiple Intelligence Video (<https://www.youtube.com/watch?v=cf6lqfNTmaM>) with video equipment TT#14*
- *1 copy of Appendix D (Multiple Intelligence signs)*
- *8 pieces of chart paper at the front, each with a Multiple Intelligence title at the top*
- *1 copy of Appendix E (Voting Line Questions)*
- *1 Bible with 1 Corinthians 12:12-14 bookmarked*

Pre-lesson Preparation:

- *Review what Multiple Intelligence is at <http://www.lauracandler.com/strategies/multipleintelligences.php> and how to properly use the MISurvey.*
- *Go to <http://www.edutopia.org/multiple-intelligences-assessment> and take the short quiz. Also, take the MISurvey.pdf assessment yourself, to familiarize yourself with the instrument and to determine your own intelligences.*
- *Check with your church's staff and other key volunteers about places that students can volunteer to serve within the church community (e.g. worship team, teaching Sunday school to children, dance or drama, creating the slides for the service, designing bulletin covers, helping count the offering, helping maintain the gardens/landscaping around the building). Compile a list of such opportunities and contact people. You can have one or two ministry leaders come by at the end of your lesson to connect with students. Ministry leaders can also choose to make a short video inviting students to be involved.*
- *Place signs for the multiple intelligences around the room before students arrive.*

Minds On (Approx 10 min)

Voting Line using Multiple Intelligence questions. For this activity you will be using Appendix E. These are all the questions from the online assessment in the pre-lesson prep section. You may not have time to do all of them. In order to make sure that you ask at least one question per intelligence (as listed in the second half of Appendix E).

When I say go, we are all going to stand up along a line from, “that is so totally me” or “I do that all the time” on this side of the room to, “that is not me at all” or “I never do that” on this side of the room and you can stand anywhere in between.

I will ask a series of similar questions and you will find your spot along the line.

Does anyone have a question? (If so, answer them)  Go!

Action: (Approx 30 min)

In our last lesson we looked at how Jesus demonstrated what living out the image of God could look like. He was sinless because of his total obedience, and so He could do that perfectly. We cannot do as perfect a job, but we actually do live out being in God’s image all the time. We all have gifts and talents. This is part of how God made us and we can use these talents to serve others and to live out the cultural mandate (our first command as humans to rule and take care of our world).

There are many different ways of looking at gifting, talents or personalities. We are going to use the framework of multiple intelligences.

Show the Multiple Intelligence video.

Distribute page 3 of Appendix C to students. Read the instructions on the page together. Remind students that this is not a test and there are no right or wrong answers. Allow time to go through the assessment. When it appears that some are finishing, ask who needs more time. Based on the number of hands that go up, give a few more minutes if necessary.

Leader’s Note: If you feel your group would be better going through the questions one at a time lead by you, then do that. If you feel your group members are independent enough to work on their own, then let them. If they are working on their own, do circulate around the space checking on students’ progress and being available if they have questions or need clarification.

As students are finishing, invite them to put their name on the chart paper under their top 3 intelligences. Have a student read 1 Corinthians 12:12-14.

 **Prompt:** The Apostle Paul uses the picture of a body to describe how as a group of people we use our talents and gifts to benefit each other. Looking at how, as a group, we have more intelligences covered than any one individual, I see that as a group we more clearly reflect the image of God. There is a more complete picture of who God is.

Have students gather with one of the intelligences they believe they are strong in. People usually have more than one intelligence that they are strong in. If you find that you only have one student at an intelligence, they may join a group that they also feel they are strong in. In those groups they are to discuss the following questions:

What are some things you enjoy doing or are good at that suggest you have this particular intelligence?
How might God reveal Himself to you through that intelligence?

How might using this talent fulfill the cultural mandate (using power to serve) in the world? How might you reveal God through this intelligence?

How might you use this talent in church to serve?

After students have talked about this in their groups, have someone from each group share some answers to questions 3 and 4 with the whole group. This is important as most people actually have more than one intelligence.

Consolidate/Debrief: (Approx 20 min)

Provide each group with the applicable ministries available in your church to serve, including contact information. If those ministry leaders are present, ask them to explain more to the applicable group of how that ministry works, and how they can be involved. If there isn't a ministry currently established using that intelligence, ask them to brainstorm what could be done, and be willing to help direct them to the appropriate church member to start it up.

 **Prompt:** In the last 3 lessons, we've explored the image of God, how Jesus helps us to see God more clearly and accurately, and how together, we help one another and others understand who God is through service. It's my prayer that you will continue to reflect the image of God as you know Jesus better, and that you serve according to your strengths, gifts and abilities.

APPENDIX A

Image of God

Music and Lyrics by Elaine Vanderwerf ©1997

Verse 1:

Looking at a starry sky We often feel quite small
We marvel at your greatness
How you somehow made it all
We can see your tender care In the falling of the rain
All around we see your power
All creation speaks your name

Pre -Chorus:

In all of creation there is only one place
Where if we look we truly see Your face

Chorus:

We are made in your image, Oh God
Just lower than the angels
You've proclaimed us "very good"
Like the moon reflects the light of the sun
With unveiled faces we reflect the Holy One
We are made in the image of God

Verse 2:

The mighty, rolling ocean
Can depict your depthless love
When the sun nears the horizon
And our eyes are drawn above
You paint the clouds in colours
That continue to amaze
All around we see your glory
And it fills our hearts with praise

Bridge:

Now we see but a poor reflection
The mirror has been shattered by our sin
Breathe new life into this dust
Restore us once again
Transform us to your likeness more and more

Chorus:

We are made in your image, Oh God
Just lower than the angels
You've proclaimed us "very good"
Like the moon reflects the light of the sun
With unveiled faces we reflect the Holy One
Like the moon reflects the light of the sun
With unveiled faces we reflect the Holy One
We are made in the image of God

APPENDIX B

Colossians 1:15-20 (NIV)

The Son is the image of the invisible God, the firstborn over all creation. For in him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through him and for him. He is before all things, and in him all things hold together. And he is the head of the body, the church; he is the beginning and the firstborn from among the dead, so that in everything he might have the supremacy. For God was pleased to have all his fullness dwell in him, and through him to reconcile to himself all things, whether things on earth or things in heaven, by making peace through his blood, shed on the cross.

Philippians 2:5-11 (NIV)

In your relationships with one another, have the same mindset as Christ Jesus: Who, being in very nature God, did not consider equality with God something to be used to his own advantage; rather, he made himself nothing by taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself by becoming obedient to death — even death on a cross! Therefore God exalted him to the highest place and gave him the name that is above every name, that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue acknowledge that Jesus Christ is Lord, to the glory of God the Father.

APPENDIX D

Musical
Spatial
Naturalist
Linguistic
Bodily/Kinesethic
Intrapersonal
Interpersonal
Mathematical/Logical

APPENDIX E

Voting Line Questions

(Taken from <http://www.edutopia.org/multiple-intelligences-assessment>)

Multiple Intelligence Questions

How much time do you spend:

- *Getting lost in a book*
- *Doing crafts or arts projects*
- *Trying to solve mysteries, riddles, or crossword puzzles*
- *Writing a journal or blogging*
- *Reflecting on your life and future*
- *Playing sports*
- *Yearning to spend time with nature*
- *How keen would you be to:*
- *Write a letter, story or poem*
- *Try to build or fix something yourself*
- *Try to think about a problem scientifically*
- *Try an activity for self-improvement*
- *Sing a song*
- *Play a musical instrument*
- *Look after an animal*

When you are in a group, how often do you find yourself:

- *Speaking on behalf of the group*
- *Navigating or reading the map*
- *Taking the role of leader*
- *Acting a role or doing an impression of someone*

How well do these statements describe you:

- *I like to tell stories*
- *I like to try to figure out people*
- *I often set goals for myself, or make specific plans for the future*
- *I like writing songs or creating new music*
- *I enjoy dancing*
- *I like gardening and working with plants*

The statements above are separated into each intelligence below.

Linguistic

- *I like to tell stories*
- *Speaking on behalf of the group*
- *Write a letter, story or poem*
- *Getting lost in a book*
- *Writing a journal or blogging*

Musical

- *I like writing songs or creating new music*
- *Sing a song*
- *Play a musical instrument*

Interpersonal:

- *I like to try to figure out people*
- *Acting a role or doing an impression of someone*

Intrapersonal:

- *I often set goals for myself, or make specific plans for the future*
- *Try an activity for self-improvement*
- *Reflecting on your life and future*

Naturalistic

- *I like gardening and working with plants*
- *Look after an animal*
- *Yearning to spend time with nature*

Visual/Spatial:

- *Navigating or reading the map*
- *Try to build or fix something yourself*
- *Doing crafts or arts projects*

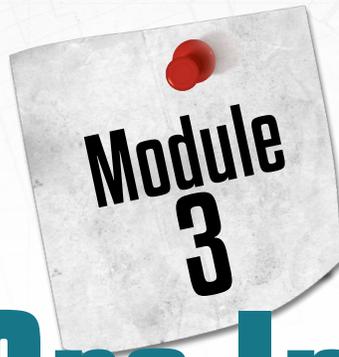
Mathematical/Logical:

- *Try to think about a problem scientifically*
- *Trying to solve mysteries, riddles, or crossword puzzles*
- *Taking the role of leader*

Bodily-Kinesthetic:

- *I enjoy dancing*
- *Playing sports*

DISCOVER Who We Are In Christ



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

- ▶ **Lesson 1**-What’s in a Name?: We begin exploring biblical characters whose names were changed to reflect how God had given them new identities as a result of their encounter with Him.
- ▶ **Lesson 2**-Clothes Make the Person: We explore the use of clothing imagery in the Bible, especially when used with becoming a Christian. Students will be invited to consider “putting on Christ.”
- ▶ **Lesson 3**-What is True of Christ is True of You: We explore the biblical identifiers of the new self and students are encouraged to connect with a few to hold on to and to aspire to emulate. Finally we look at what it means for Christ to be our life and to live in that freedom.

Module 3: Discover Who We Are In Christ

Lesson 1: What's in a Name?



Spiritual Aims:

Students will hopefully...

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

Lesson Objectives:

Students will...

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

Materials Needed:

- Min. 4 Bibles (min. 1 per group)
- Min. 4 sheets of paper
- Min. 4 pens or pencils or markers
- video "I Will Change Your Name" (<https://www.youtube.com/watch?v=IK7ubGt8NxM>) with video equipment
- 1 smooth gray stone per student
- 1 Sharpie marker per student
- 1 name tag sticker per student
- Min. 1 "Name meanings" list per 5 students

Pre-lesson Preparation:

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

Minds On: (approx. 15 min)

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

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

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



Did you know the meaning of your name before tonight?

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

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

Action: (approx 20 min)

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

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

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

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

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

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

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

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

Leader’s note: Possible answers you might get:

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

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

Consolidate/Debrief: (approx 15min)

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

Play song video "I Will Change Your Name".

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

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

Close in prayer.

Module 3: Discover Who We Are In Christ

Lesson 2: Clothes Make the Person

Spiritual Aims:

Hopefully students will...

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

Lesson Objectives:

Students will...

- Explore clothing imagery in the Bible

Materials Needed:

- Video clip “Joe vs. the Volcano” (https://www.youtube.com/watch?v=7oJL_7zVipE) with video equipment
- optional: Video clip “The Ragman” (<https://vimeo.com/4048629>)
- optional: 1 copy of Appendix A per student
- 1 Bible per student
- 1 sheet of paper per student
- Markers and/or coloured pencils (enough for students to share around)
- optional: letter beads that spell CHRIST for each student and string cut in bracelet lengths
- 1 Bible with Genesis 3:7, 21; Isaiah 52:1; Isaiah 61:3; Isaiah 61:10 bookmarked
- Recording paper

Pre-lesson Preparation:

- cut string into bracelet lengths

Minds On: (approx 15min)

Watch the clip from Joe vs. the Volcano.

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

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

Action: (approx 25min)

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

Ask the following to the large group:

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

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

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

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

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

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

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

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

1. **read the passage(s)**
2. **identify what is being taken off and what is being put on**
3. **answer this question: is the change just on the outside like a change of clothes or something more?**

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

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

Consolidate/Debrief: (approx 20min)

Option 1:

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

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

Watch the story of The Ragman.

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

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

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

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

Option 2:

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

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

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

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

Module 3: Discover Who We Are In Christ

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

Spiritual Aims:

Hopefully students will...

- *embrace at least one identifier*

Lesson Objectives:

Students will...

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

Materials Needed:

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

Pre-lesson Preparation:

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

Minds On: (approx 5 min)

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

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

Action: (approx 40min)

Have a volunteer to read 2 Corinthians 5:17.

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

Option 1: If your group is fairly focused

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

Option 2: If your group is easily distracted

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

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

Consolidate/Debrief: (approx 15min)

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

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

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

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

Close in prayer.

APPENDIX A

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

APPENDIX B

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

What Is True Of Christ Is True Of You

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

Who Am I?

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

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

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

APPENDIX C

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

APPENDIX D

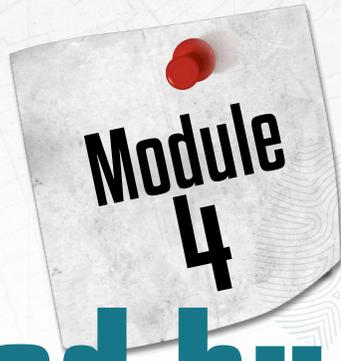
- *I am the salt of the earth (Matt. 5:13)*
- *I am the light of the world (Matt. 5:14)*
- *I am a child of God (John 1:12)*
- *I am part of the true vine, a channel of Christ's life (John 15:1, 5)*
- *I am Christ's friend (John 15:15)*
- *I am chosen and appointed by Christ to bear his fruit (John 15:16)*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

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

APPENDIX E

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

DISCOVER Discovered by Others



How are Christians perceived by non-Christians and how does this influence our identities as Christians?

The goal of this module is for students to remain confident in their own identity in Christ, created, loved and saved by God despite the perceptions of 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. Knowing 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 an understanding of 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 as being inseparable from our responses to all others including non-Christians around us.



Module 4: Discover by others

Lesson 1: Stereotypes, Recognize Them for What They Are

Spiritual Aims:

Hopefully students will be able to ...

- recognize that society/media form stereotypes, and the existence of such stereotypes about Christians
- separate their own identity as Christians from the stereotypes
- be confident in their own identity in Christ despite the stereotypes in the media.

Materials Needed:

- Min. 1 Bible per 4 students
- 2 large chart paper, markers, tape
- 1 package of sticky notes and markers per 4 students
- 1 copy of Appendix A per student
- optional: 1 copy of Appendix C per student
- 1 Bible with Romans 8:31-35 bookmarked

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
- be able to verbalize their own identity in Christ as being different from the stereotypes

Pre-lesson preparation:

- Decide on the four fictional characters you will use and make a large label for each corner of the room. Label #1: Disney Princess, #2: Zombie, #3: Villain, #4: Superhero
- Draw a portrait shape on one chart paper and affix to the wall of the classroom

Leader's Note: You may change the stereotypes to fit your class demographics, but use fictional characters so as not to offend or perpetuate racial stereotypes (e.g. use “anime character, vampire, werewolf”). Avoid employment stereotypes like firemen, doctors, lawyers as their parents might have these jobs and again you are in danger of offending.

Minds On (approx. 10 min.)

This “Minds On” will prepare students to describe how the society/media creates and perpetuates stereotypes.

Four Corners Activity, “Vote with your Feet.”

 **Prompt:** In this activity, you’ll be voting with your feet. Notice the 4 characters in each corner.

Leader’s Note: Do not use the word “stereotype.”

I will be reading a list of characteristics.

Once you think you know which character I’m referring to, walk to that corner.

When I complete the list, everyone needs to choose one character they believe I’m referring to.

Be prepared to give a reason for your choice to the large group.

Does anyone have any questions?

Choose one of the list of characters from Appendix B and begin to read. Students will move to their chosen corner. When the list is finished or when everyone has voted, choose 2-3 students to share why they made that choice. Repeat for the other characters.

Ask the large group: How did you know that I was describing [choose one of the characters]? 

Leader’s note: Again, do not use the word “stereotype”; allow the class to discuss until they come up with the word themselves.

When the students get to the word “stereotypes,” ask the large group for a definition. Then offer the following definition: an oversimplified and generalized idea of a type of person or thing.

Leader’s Note: While discussing stereotypes the students may be congregated in one area of the room. This is OK for now, as you transition to your “Action” by having the students sit again as they usually would in the room.

Action (approx. 20 min.)

 **Prompt:** Who creates and perpetuates stereotypes? (If they can’t think of an answer, focus their thoughts towards how they learned about princess, super-hero, zombie...)

Leader’s note: The answer you want to get to is that society/media creates and perpetuates stereotypes in order to tell stories. Stereotypes are used as a way to have an audience assume many things so that the author does not have to spend a lot of time telling us things about a character or a person. This is one way authors tell stories.

 **Prompt:** Today we are going to look at how the same media that creates stereotypes about fictional characters also creates stereotypes about real people, and creates a stereotype about Christians that appear in the things we see on TV, read in books, and hear said about Christians.

Think/pair: Have students pick a partner. Hand out the stack of sticky notes to each pair and have them write down on the sticky notes (one characteristic per note) what they have seen or heard as the stereotype of Christians on any TV shows or movies, in books, or heard in school, etc. Emphasize that these descriptions do not have to be positive or even true. As long as they have seen Christians depicted in this way. Possible answers may include: silly, nice, honest, unrealistic, cult-like, judgemental, intolerant, naïve, kind, ignorant, stupid, quote Scripture at strangers, preachy, etc.

Share: After 3 minutes, have each group present their answers with one person reading each note and the other person placing it on the poster paper portrait (drawn earlier). They can overlap similar characteristics together on the poster paper.

Leader's note: It is not necessary to agree or disagree with any of the descriptive words they come up with.

Leaders note: If you have a large group, you may want to use the marker during the process to draw sections onto the profile (or have several copies of the profile) so that they can categorize the sticky notes. They can also place words that are the same in these areas.

As a large group, ask them to determine which categories can be considered hurtful and negative. Afterwards,

ask the large group: 

Are these words true?

How do you feel when you are faced with these media stereotypes? (e.g. How do you feel as a Christian when you see Christians being portrayed as “stupid and silly” in sitcoms?)

Distribute a copy of Appendix C and pen to each student. (Leader's note: An alternative is to have Appendix C enlarged so they can complete the fill-in-the-blanks together when the passage is read.) Have five volunteers each read one verse from Romans 8:31 – 35. As the passage is read, students can complete the fill-in-the-blanks.

On a piece of chart paper, draw a circle in the middle and write “that if He is for us, who can be against us?” You

will use Mind Map for this section. 

Ask the large group: Does it make a difference to hear God say, “that if He is for us, who can be against us?” Allow at least 5 minutes of discussions.

Possible answers (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.

- God loved 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 condemn us, only Christ defines us.



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

 **Prompt:** It can be quite disheartening to watch movies, TV shows, read books and see ourselves as Christians depicted in 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. If you are not yet a believer in Christ, then perhaps these stereotypes of Christianity are proving difficult for you to overcome. You may not want to be associated with these stereotypes.

Distribute a copy of Appendix A to each student. Review the categories of characteristics from the sticky notes. Ask students to write down whether that category is applicable to them in the appropriate section. Leader's note: They do not have to use every word, but each student should have at least three words from the stereotype that they identify as not true about themselves.

Leader's note: For students who are not yet believers, they may change their poster to say "If I was a Christian I would be..." It is important not to single out students and cause embarrassment. Tread lightly in how you handle this. You may know in advance that certain students are not believers, and may quietly suggest they can change their own poster.

Optional Ending: At this point you can extend the lesson by having volunteers present their own answers to the class.

 **Prompt:** You don't have to believe everything that people say about Christians. You can choose whether to embrace or reject those ideas. It's my prayer that you allow Jesus to tell you who you really are as a Christian, not what others say.

Module 4: Discover by others

Lesson 2: Expect to be Disliked.

Spiritual Aims:

Hopefully students will be able to ...

- *recognize that God warns us to be prepared for the world to hate us*
- *have a plan in place that allows them to remain strong in their identity in Christ despite the world “hating” them*
- *develop a discerning spirit in dealing with situations that challenge our faith and identity in Christ as they deal with a hostile world.*

Lesson Objectives:

Students will be able to...

- *think about and prepare four ways they will manage rejection from the world*
- *think about situations where they will distance or remove themselves from situations where they may be “hated,” and situations where they need additional help or advice in facing certain situations.*
- *verbalize their confidence in their identity in Christ despite rejection.*

Pre-lesson preparation:

- *Decide on the four names for your home groups, and make labels large enough for the students for the home tables.*
- *If you want to organize your home groups, you should write student names on a sheet of paper for table groupings.*
- *Have the 2 poster papers set up in the room before students arrive. Do not post the scenarios (Appendix F) yet. It is important that more than one student be able to write at once, and that students are instructed to write and comment on each other’s responses. Place your poster paper in an area that will accommodate this. Usually many students will end up congregated near the graffiti wall during this activity.*
- *Photocopies of Appendix D already divided.*

Materials Needed:

- *Min. 1 Bible per 4 students*
- *Labels for “home groups” based on the names you have chosen for each group*
- *1 copy of Appendix D per 4 students*
- *optional: 1 copy of Appendix E per student (based on the “Consolidate” section)*
- *2 large poster paper for the graffiti board (one for each scenario)*
- *1 pen/pencil per student*
- *1 marker per student*
- *1 Bible with Genesis 12:3, John 15:18-19 bookmarked*
- *1 copy of Appendix F (or a projection of each scenario)*

Minds On (approx. 7-10 minutes)

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

In preparation for your Action activity have the students sit in “home groups” with four people in each group (if your numbers are uneven just have 1-3 groups of five).

TT# 19

Graffiti Board Activity

A graffiti board is a teaching tool used for a discussion. Students will be writing, on poster paper, any thoughts that come to mind based off of the topic at hand. After the writing on the graffiti board is complete, they will summarize what they see on the board and let that springboard into the discussion.

Read the 2 scenarios (Appendix F).

1. **Post on the wall a chart paper for each scenario.**
2. **Post the description of Scenario A and Scenario B (from Appendix F) on the wall near each chart paper.**
3. **Give each student a marker.**
4. **Invite each student to write at least one comment and one question for each specific scenario.**
5. **Tell students they can write their own response to the question they pose themselves, as well as respond to questions and ideas that other students have written – they can add a line connecting from one comment to another.**
6. **Allow time for students to write their responses, and move from one graffiti poster to the other and back again if they have more comments or want to answer another question.**
7. **After 5 minutes invite the students to sit back in their home groups and ask two students to summarize what is written on the poster paper.**

TT# 20

Possible answers on the graffiti board are:

Scenario A

- *could lose our ability to communicate and so would not really know what is going on*
- *don't have much food in our home, and so after a short time we would have to find some food*
- *don't have any candles, or batteries for light*
- *don't have any bottled water so we might get thirsty*
- *might not have any way to cook our food*
- *without electricity our food spoiled*

Scenario B.

- *We had already shopped and had lots of water and food in our home*
- *We had a battery-operated radio and could hear what was happening*
- *We had bought a generator and so we could power our home with electricity*
- *We had lots of candles and batteries for light*
- *We had wood and could light a fire in our fireplace*
- *We had propane and could use our BBQ to cook food*

Ask the students what the major change is from situation 1 to situation 2. It is important to identify with the

students that the major change and the reason why in situation B everyone was much more able to cope was that they were prepared.

TT# 9

Prompt: When we are prepared to face a situation we have more choices in our response, we can be ready, and have more confidence in what we do and how we react.

Action (approx. 20 min.)

This is a discussion leading to the Jigsaw activity.

1. Have two students read **John 15:18-19**.
2. Ask students: “Who is ‘the world?’” (You want to get the answer that “some people in the world, not any particular people group or age group.”)
3. Ask the group to brainstorm what it means to be hated (other words you can offer are bullied, made fun of, etc.). Have a volunteer write down the responses. (Possible answers: don’t get invited to parties, made fun of, called silly names, etc.)

Prompt: We can’t change the fact that some people in the world will hate us. Christ told us that 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 look at four 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**

If they aren’t already, have students sit in their home groups.

1. Give each student in their home groups a number from 1-4 (if there is a 5th person, give them a random number between 1-4).
2. Have the students group together based on their number. For example, 1s will be in a group altogether, 2s altogether, 3s altogether and 4s altogether. These are the expert groups.
3. Hand out appropriate portions of Appendix D. Each group has 7 minutes to prepare their answers. Each member should be ready to share their expert group’s answers.
4. After the expert groups are done, have students return to their home groups (refer to their home group names).
5. Give each student in the home group the opportunity to present their findings to their home group. This should take about 10 minutes, allowing each person to speak for about 2 minutes.

TT# 10

TT# 23

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

Leader's note: You may have to take some time to explain the meaning of “curse” in the context of this Bible verse.

Have a student read Genesis 12:3.

Ask the students the following questions and elicit answers from your students.

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.
3. How does this give you confidence knowing “God is on your side and defending you?”
4. How does today's discussion affect how you view yourself as a child of God?

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. You may want to have several volunteers share, or you could ask each student to answer at least one question verbally.

Optional Task: Exit Tickets

Leader's note: You can make this activity both a verbal and a written activity using an “Exit Ticket.” See Appendix E for the format. Exit tickets are a great way to get to know your students.

You can also take some time to have students fill in the blanks on the verse from Genesis and use the exit ticket (Appendix E). This will help the students to remember the verse. Collect the exit tickets on the way out the door, read them and put comments on them. Or, just a check mark and return them to the students at your next event.

Close in prayer.



Module 4: Discover by others

Lesson 3: God Has a Plan for all His People.

Spiritual Aims:

Hopefully students will be able to ...

- *identify that God's definition of success is different from the world's.*
- *develop a strong identity in Christ, recognizing that God uniquely creates and blesses and provides experiences for His purposes*
- *gain confidence from their relationship with Christ instead of any worldly definition of success*

Materials Needed:

- *Min. 1 Bible per 4 students*
- *1 copy of Appendix G per 3 students*
- *1 copy of Appendix H per student*
- *Min. 1 pen/pencil per student*
- *Coloured pens or pencils enough for each group of three to share*
- *1 Bible with Jeremiah 29:11, Psalm 139:13 and 1 Samuel 16:7b bookmarked.*

Lesson Objectives:

Students will be able to...

- *examine adjectives used to define success and values associated with them*
- *recognize three Bible people created and used by God for His purposes*
- *recognize themselves as being uniquely created by God*

Pre-lesson preparation:

- *Group preparation: You may choose to pre-determine your group members and may choose to name your groups. Naming groups can help later when you want to transition to group presentation.*
- *Appendix G: Determine which Bible people each group will be summarizing. You may want to assign each group one man and one woman Bible person.*

Minds On (approx. 7 minutes)

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

Inside/ Outside circles

Circle A is inside facing outwards, Circle B is outside Circle A and the students stand facing inward. This means that the students are standing facing each other and make partners for this activity. Make sure that there are the same number of students in each circle.

1. **The Outside Circle answers this question first, then the Inside Circle answers afterwards: Give three adjectives that would describe someone who is successful.**
2. **The Inside Circle only moves to the right one space. The Inside Circle answers this question first, then the Outside Circle: Give three adjectives that would describe a way you think you are successful.**
3. **The Outside Circle moves one spot the right. Outside Circle answers first, then Inside Circle: Think of a Christian person you know who has helped you — picture them in your mind. Now give a few adjectives that would describe them.**
4. **The Inside Circle moves one spot to the right. Insider Circle answers first, then Outside Circle: Name someone from the Bible who you like and why you like this person. Use adjectives to describe them.**
5. **Remaining with the same person, each pair will discuss this question: Why do you think that adjectives used to describe a successful person with your 1st partner and the adjectives used to describe your favourite Bible person were different?**

Leaders Note: If you know that there are people in your youth group who will not know a Bible person, or not know the Bible well enough to pick a Bible person then have the students work in pairs and match newcomers with those who have more knowledge of the Bible.

 TT# 23

Action (approx. 20 min.)

 **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 who 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 in the world would not define them as successful people. We are going to take some time to examine who some of these Bible folk are, how the world might perceive them, and how God used them.

Have students get into groups of 2 or 3 with a copy of Appendix G (the student version).

1. **Instruct students that they will be given two examples of Bible people chosen by God to accomplish His purpose.**
2. **After they have chosen a person, have them include the situation and circumstances around this person on Appendix G.**
3. **Lastly, have students write down why we might not think this person God chose would be the 1st choice. (Leader’s note: see the Leader’s Edition example in Appendix G.)**
4. **Each group will have a spokesperson to present the group’s thoughts.**
5. **Each group has 10–12 minutes to formulate their response.**

6. When students are done or time is up, 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 (e.g. Moses) in a powerful way despite what we might think given that ... (he murdered someone, and fled Egypt).”

TT# 26

Leader’s note: Take time to visit each group and check that they are on task and have some ideas. You may want to give some ideas (e.g. Paul hated Christians – chosen by God, Moses was a murderer who fled Egypt, chosen by God to lead His people, Woman at the well was considered a fallen woman, not a leader in the town, chosen by God to bring the good news to her village). Appendix G (leader edition) is available for you to see some examples of Bible heroes and details for each column. Do not give the students the information; simply give some prompts if they are struggling.

TT# 27

Consolidate/Debrief (approx. 10min.)

Leader’s note: This activity is to focus students on the idea that God created and planned each of us for unique and wonderful service and ministry. 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, will have unique images and/or words.

Have a student read Jeremiah 29:11, a second student Psalm 139:13 and a third student read 1 Samuel 16:7b.

 **Prompt:** As Christians we live in a constant tension between the world where we have to live, work and study with 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 not good enough for God’s purposes. We have seen in this lesson how God chooses and uses people that the world is surprised by. He chose shepherds, fishermen, a runaway, a Christian hater, and others that might surprise us.

Hand out Appendix H and 1 marker per student.

Encourage students to write a word or two, or draw a little doodle on their unique image (Appendix H) as they answer the following questions. They can be creative using colours, images and words.

Leader’s note: It would be best not to rush through these. Students may have to think before they draw and some won’t want to get behind but also want to focus on their drawing. Let this take as long as it needs to.

Questions for Appendix H

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 where 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).

The students can take their completed image home.

Leader's note: You can make adjustments for your time by increasing your questions, or by removing some of them. You can also make adjustments if you want several students to present their images.

Leader's note. You can use this as image 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. You can also take time and make this into a Think/Pair/Share activity by asking students to share their image with a partner explaining some of their words and images

Close in prayer.



Module 4: Discover by others

Lesson 4: What Should Our Response Be?

Spiritual Aims:

Hopefully students will be able to ...

- *be consistent with their identity in Christ and Biblical teachings in spite of how others see them*
- *take the challenge of what the Bible teaches about our reactions to others*
- *reflect on their strengths and weaknesses in reacting to various situations*

Lesson Objectives:

Students will be able to...

- *examine several verses that speak directly to how we as believers should react in specific situations*
- *describe a Christ-like response to various scenarios with at least 5 different words*
- *self-evaluation of strengths and weaknesses in their Christian character*

Pre-lesson preparation:

- *Set up the poster paper for a student or yourself to record the adjectives*
- *Set up your location for the “value line” with the masking tape*
- *Print and cut up Appendix A situations and reaction statements*

Materials Needed:

- *Min. 1 Bible per 4 students*
- *1 copy of Appendix I cut and prepared for the students*
- *Recording paper*
- *1 roll of masking tape (for the “Value Line”)*
- *method to project the following verses: 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 (e.g. write verses on chart paper and post OR display via LCD projector and laptop)*

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. Using Appendix I, mix up the “situations” and the “reaction” statements. Give each student one piece paper. Ask students to mingle amongst themselves until each situation has an appropriate “best fit” reaction. Although several situations and reactions might fit together, there will be a best fit. When they have found the best fit, have them stand together. Once everyone has found their pair, have them share the situation and reaction with the large group.

Leader's Note: If you have less than 20 students, then change the game to a memory game by placing the papers face down 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 us now 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.)

Think, Pair, Share Activity

Divide the group into pairs. 

Leader's note: In this activity, you will solicit answers from students in between 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.

1. Have a student read the passage and project the verse on a screen.
2. Ask the question, and have one person speak 1st, then switch and have the 2nd person speak.
3. After students have been able to share with their partner, elicit people to share some of the adjectives they came up with.
4. Record the adjectives on the recording paper. If the adjective is presented again, add a check mark beside it.

Questions.

1. In what situation do you think this Bible passage is an appropriate reaction?
2. Do you think there are any situations in which this Bible passage might not be an appropriate reaction?
3. Give some adjectives that you think would describe how we are being instructed to react in this verse (e.g. kind, patient, respectful, clever)

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 minute or less

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.

Leader's note: You can shorten or lengthen your lesson by adding or deleting verses.

Prompt: Now that we have studied several Bible passages, discussed when and where these reactions might be appropriate, and we have recorded adjectives that we think describe how we should react in specific situations, let's look at our own reactions to these adjectives. We are going to evaluate how well we do in our own reactions towards others.

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

Value Line Activity:

Leader's note: We all have areas where we are strong and areas we need to work on. A 'Value Line' is a way we can self-evaluate and think about how well we are doing, but not judge how others are doing or compare ourselves to them.

 **Prompt:** God gives instructions about how we are to interact in the world, and maturing as a Christian refines this in us. We know that it is ideal to always be kind and forgiving and discerning, but our behaviours don't always match what we hold as our values. For example, it can be hard to be kind when we feel put down or slighted; it can be difficult to be patient when we are tired, or overworked and then faced with a challenging problem. This activity allows us to evaluate how you think you handle certain kinds of situations.

1. Students will line up along the Value Line.
2. They can move forward or backwards depending on how agree or disagree with the statement. (Designate one end of the line as "mostly agree" and the other as "mostly disagree".) Students can move to any part of the line.
3. Be prepared to share why you evaluated the way you do. If you feel uncomfortable, you can pass.
4. Remind students they are not here to be judged, but for them to evaluate their own reactions.

Leader's note

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 fewer 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 as there are no right or wrong answers in 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.

- *We can see that (for example, kindness) is an adjective that came up often as we looked at the Bible passages. Do you agree/disagree with this statement: I am good at showing (kindness) to others around me.*
- *In some passages we see God instructing us to be (example, forgiving). Agree/disagree: It is easy for me to forgive others when I think they have sinned against me.*
- *Being "gracious" is a theme that comes up in several verses. Agree/disagree: 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.*
- *I often think about doing to others as I would want them to do to me.*
- *Sometimes unwholesome talk (e.g. bad words) 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.*

Ask the students to sit where they are.

 **Prompt:** I am proud of how well all of you did today. We covered a lot of material and did 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 that you personally identified you need to improve, focus your prayer and your attitude and insight. You can also ask a trusted Christian adult to help you figure out how best to handle them.

Close in prayer.

APPENDIX A

I am: _____

and _____.

I am not: _____

and _____

That's just a stereotype!

APPENDIX B

List of stereotypical characteristics for the Four Corners game

Disney Princess:

strong
honest
kind
smart
sweet
long hair
good singing voice
have animal friends

Superhero:

strong
honest
kind
smart
misunderstood
handsome / beautiful
have a sidekick
always do the right thing

Villain:

strong
genius
funny
power hungry
create elaborate plans
evil

Zombies:

slow
can't open doors
not smart
like brains
missing body parts
gross

APPENDIX C

Romans 8:31-35 New International Version (NIV) ***More Than Conquerors***

³¹ What, then, shall we say in response to these things? If _____ is for us, who can be against us? ³² He who did not spare his own Son, but _____ for us all—how will he not also, along with him, graciously give us all things? ³³ Who will bring any charge against _____ whom God has chosen? It is God who justifies. ³⁴ Who then is the one who condemns? No one. _____ who died—more than that, who was raised to life—is at the right hand of God and is also _____ for us. ³⁵ Who shall separate us from the love of Christ? Shall trouble or hardship or persecution or famine or nakedness or danger or sword?

APPENDIX D

GROUP 1: Ways to Prepare (Fellowship together, and have strong Christian friends who will support, love and accept you)

List three ways you think having Christian friends will help you if/when you feel rejected by “the world.”

Describe how having strong Christian friends and fellowship would help you stay strong in your identity as a Christian despite the world hating you.

GROUP 2: Ways to Prepare (Having a strong prayer life, and remaining in the word of God to help you through difficult situations.)

Describe two scenarios where having a strong prayer life would help you face a challenging situation.

Describe how a strong prayer and Bible life would help you stay strong in your identity as a Christian despite the world hating you.

GROUP 3: Ways to Prepare (Choosing to remove yourself, or distance yourself from situations and people where so called “friends” challenge your beliefs.)

List three possible situations where you would choose to remove or distance yourself from people who will “hate on” you.

Describe how choosing to remove yourself, or distance yourself, from situations and people who hate you, would help you stay strong in your identity as a Christian despite the world hating you.

GROUP 4: Ways to Prepare (Talk to Christian parents, pastors, mentors, counsellors who can help you, support you, and give good advice when you face a difficult situation.)

List three situations where you would want to seek out the advice or counselling of a Christian adult to face a challenging situation where you feel rejected because of your faith.

Describe how talking to Christian parents, pastors, mentors, or counsellors, would help you stay strong in your identity as a Christian despite the world hating you.

APPENDIX E

Exit Ticket

Fill in the blanks from Genesis 12:3 New International Version (NIV)

I will _____ those who _____ you,
and whoever _____ you I will _____;
and all peoples on earth
will be blessed through you.”

Write a few words to answer each of the following - (it can be point form)

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. Does this give you confidence knowing God is on your side and defending you and why?
3. How does today's discussion affect how you view yourself as a child of God?



APPENDIX F

Scenario A

There is suddenly a bad ice storm. You did not have any warning and no time to prepare in advance. There is enough snow already that the ice on top makes it difficult to get around. It is so cold and the weather so poor that school is cancelled and the police have asked everyone to stay indoors. Some people will lose their electricity and water.

Scenario B

You have warning that there is going to be an ice storm in one week. You cannot stop the storm from coming but you can prepare for it. It is a bad ice storm; there is enough snow already that the ice on top makes it difficult to leave the home. It is so cold and the weather is so poor that school is cancelled and the police have asked everyone to stay indoors. Some people will lose their electricity and water.

APPENDIX G

Appendix G – Graphic Organizer (student version)

Name of Bible person/s	What this person accomplished	Why this is a surprising choice
<p><i>Shepherds in the field</i></p>	<ul style="list-style-type: none"> - received the heavenly announcement of the birth of the Messiah -had the incredible opportunity to meet the baby who would be Saviour -their role is recorded in the Bible and read by millions of believers down through the generations 	<ul style="list-style-type: none"> - not popular or famous didn't have huge groups who would hear them - spent all their time in fields 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

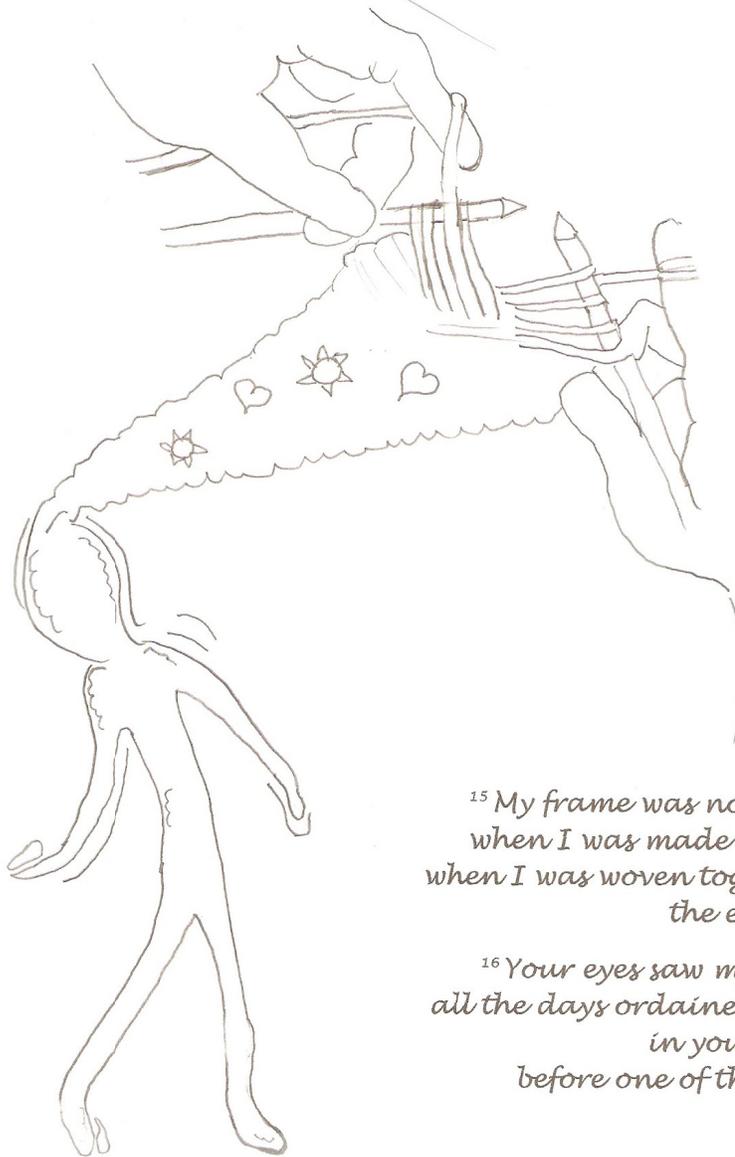
Graphic Organizer Appendix G (leader's edition)

Name of Bible person/s	What this person accomplished	Why this is a surprising choice
Shepherds in the field	<ul style="list-style-type: none"> - received the heavenly announcement of the birth of the Messiah -had the incredible opportunity to meet the baby who would be Saviour -their role is recorded in the Bible and read by millions of believers down through the generations 	<ul style="list-style-type: none"> - not popular or famous, didn't have huge groups who would hear them - spent all their time in fields, 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)	<ul style="list-style-type: none"> -penned what became 13 or 14 books of the Bible -took gospel to countless Gentiles on 3 missionary trips -founded several churches 	<ul style="list-style-type: none"> -hated Christians - Spent years finding and persecuting Christians -was not a disciple of Jesus -was a witness to the stoning of Stephen the first recorded Christian martyr in the New Testament.
Esther	<ul style="list-style-type: none"> -became queen of Persia -braved death and took her request to the King -saved the Jewish people 	<ul style="list-style-type: none"> -was an orphan girl -was a woman in a man's world -hid her Jewish identity -was sentenced to death by a decree she could do nothing to stop
Moses	<ul style="list-style-type: none"> -performed many miracles in Egypt -lead the Hebrew people out of slavery and out of Egypt -performed miracles including parting the Red Sea as he lead his people in the wilderness -was blessed by God, had a close relationship with God 	<ul style="list-style-type: none"> up Egyptian rather than Hebrew

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

APPENDIX H

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.*

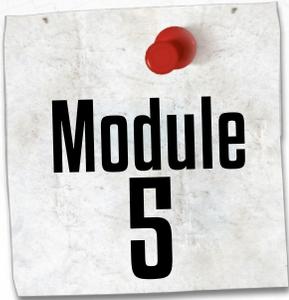
*¹⁵ My frame was not hidden from you
when I was made in the secret place,
when I was woven together in the depths of
the earth.*

*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 I

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.

DISCOVER



Module 5

Discovering “So What?”

This module is intended to be a summary of the curriculum. It is important that, once we have discovered who we are in Christ, we need to take time to work through what that means. This module will answer the question of “so what?” What does it mean to us?

- ▶ **Lesson 1** is designed to help students develop a relationship with God. With this foundation they can then build a life of prayer to maintain that relationship.
- ▶ **Lesson 2** is a time of self-reflection. It is important for students to take some time to consider themselves. We are called to a life of holiness. Understanding this is a key part of understanding what we are to do in response to our relationship with Christ.
- ▶ **Lesson 3** is a look at how we can reach out to those around us. What does it mean to reach out and how can we reach out this week?
- ▶ **Lesson 4** is about the wake our lives will leave. Just as a boat leaves a wake in its path so too will our lives. What will that wake be? We explore two key ways we leave a wake and how we can ensure it makes a positive impact on those around us.

Module 5: Discovering “So What?”

Lesson 1: Reaching Up



Spiritual Aims

Hopefully students will be able to ...

- *build a life of prayer*
- *get to know God*
- *become more excited about their relationship with God*

Lesson Objectives:

Students will be able to...

- *reflect on what makes them excited*
- *discover that they can do nothing without a constant connection to God*
- *understand how to pray*

Materials Needed:

- *YouTube Video (<https://www.youtube.com/watch?v=d8d9nFbesTk>) and video equipment*
- *1 copy of Appendix A per 4 students*
- *1 copy of Appendix B per 4 students*
- *1 poster paper per 4 students*
- *1 pen/marker per student*

Minds On (approx. 10 min.)

Prompt: In this lesson, we are going to spend our time talking about reaching up. Reaching up is about building our relationship with God. This is important because, if we do not have a relationship with God, we won't be able to reach out or reach in (as we'll explore in the next lessons). Author Donald Miller once wrote that he could not tell a friend about a faith that didn't excite him. One of the reasons he didn't share his faith with others is that he couldn't share something that he wasn't experiencing, and he wasn't experiencing Christianity.

Ask: What do you think that means?

Leader's Note: Allow the students 2 minutes to talk about Miller's comment. This is an opportunity for them to think about the impact of this quote before moving on to the next activity where this will be further explored.

Prompt: To help us understand this a bit better let's take a moment to think about what gets us excited. So, share something that you are excited about, whether it's sports, computers, painting, music or anything else, one at a time with the large group.

Leader's note: Allow 2 minutes for students to share things they are excited about. The purpose of this activity is for the students to get an understanding of Donald Miller's quote.

Action (approx. 35 min.)

 **Prompt:** It's easy for us to talk about the things that excite us. Yet, many people do not talk about God because they are not excited by God or the church. For example, let's take a few minutes to watch a video clip in which Phil Cann talks about the church and how many people find it boring.

Play YouTube. 

Ask the large group: What is your experience with church? Do you feel like Phil Cann? Is church boring to you? Do you get excited at church?

Allow students 2 minutes to give initial responses to these questions.

 **Prompt:** So, how do we get excited about church? The key is to have a real relationship with God! The problem is that many of us spend our days stalking God instead of actually knowing God. It has been said that many Christians know everything there is to know about God. They go to his house. They read all about him. They know what he did, what he said, and what he wants from us. However, they've never actually talked to him. Many people spend all their lives in church but, as Jesus says in Matthew 7:23, if they were to show up in front of God, he wouldn't recognize them for who they claim to be — a Christian. Who is God? We're going to spend some time thinking about this.

Divide the students into groups of 4. Allow them to go through the place mat exercise in Appendix A. Answer any questions students may have. This exercise is designed to get them thinking about who they think God is. Allow 10 minutes for this section. Then have each representative share their place mat answers.

Distribute Appendix B. Allow another 10 minutes to work through this appendix. This sheet is an exploration of prayer based on 1 Thessalonians 5. Once complete, have each representative share their group's answers.

Leader's Note: There are some concepts in this passage that may be difficult for students to understand. Be prepared to help explain. The key point to get across is that there are a few things we need to be doing on a regular basis (prayer, thankfulness, helping the weak). To get to know God better means to start living these things out in our daily lives.

Consolidate/Debrief (approx. 10 min.)

 **Prompt:** The best way for us to know who God is is to talk to him. That's the heart of prayer. It is about having a conversation with him. Could you imagine what would happen to your friends if you never talked to them? You probably wouldn't have much of a relationship or, more likely, you wouldn't have friends! In the same way, we need to talk to God on a regular basis. That is the best way for you to get to know him. It is the best way for you to get excited about God and the church. Once you see what he's doing you will be more excited to tell others about him! So, we are going to end this lesson in prayer.

Allow time for students to share their prayer requests. Ask students to pray for each other's requests and then close this lesson by praying for the students. Students can choose to pray silently or out loud.

Module 5: Discovering “So What?”

Lesson 2: Reaching In



Spiritual Aims

Hopefully students will be able to ...

- *develop goals towards pursuing holiness*
- *understand that Jesus came to remove our shame*
- *understand that God loves them just the way they are but he loves them too much to leave them that way*

Lesson Objectives:

Students will be able to...

- *discover that holiness can be pursued (as opposed to just happening)*
- *recognize the responsibility they have to overcome their sins*
- *identify an area of their life where they want to pursue change*
- *optional: revisit the area of personal growth that was identified in the first module*

Pre-lesson preparation (if applicable):

- *Cue the video so that it is ready to play.*

Materials Needed:

- *optional: prizes for Minds On activity*
- *YouTube video: <https://www.youtube.com/watch?v=iCvmsMz1F7o>. (Start at 3:13 and run until 5:34.) Projection system (LCD projector, laptop, sound). TT# 14*
- *1 Bible with Leviticus 11:44, Matthew 22:36-40, Romans 6:12-14 bookmarked.*

Minds On (approx. 15 min.)

Begin your meeting with a game called Lost on a Deserted Island.

1. **Announce to the youth that on your way to the Avalanche winter retreat (or any other retreat) you got lost on a deserted island in the middle of the ocean.**
2. **Students can only bring one item to the island, something that represents who they are or is something that they enjoy.**
3. **Have some students share their item and why they chose to bring it.**
4. **Divide the students into groups of 3. If you have 5 or less students, keep them in a large group; adjust group size according to the size of your group.**

5. These smaller groups will create a plan to maximize each item to prolong their life on the island.
6. After 5 minutes, have the smaller groups report back to the large group about their findings. (Consider giving prizes to the most creative teams!)

Leader's Note: The purpose of this game is to get the students sharing a bit about themselves to get them focused on who they are. It also helps the youth as a whole get to know each other better. You want to emphasize that the item they are bringing has to be something that represents who they are or something they enjoy, not an item that is specifically based on survival!

Prompt: We all have different activities, likes, sports, clothes. These make us who we are. And, sometimes who we are can get lost in life. In this lesson, we are going to spend some time looking at how we can reach in and take care of ourselves.

Action (approx. 30 min.)

Ask the large group: "What are some of the commandments in the Bible?" Give students 2 minutes to offer up all of the commandments in the Bible that they can think of. e.g. You shall not murder. TT#9

Have a student read Matthew 22:36-40.

Prompt: In this passage, Jesus says that all the commandments God gave can be summed up by saying you are to love God and you are to love your neighbour as yourself. In the previous lesson, we looked at the first commandment. That second commandment is often the one we have the most trouble doing. It means that we love other people as much as we love ourselves. It also means that we love ourselves as much as other people. Many of us can love our neighbours (as we talked about last week), but do not take care of ourselves. The problem with this is that we have to keep this in balance if we want to be effective. One way to pursue this balance is to pursue holiness.

Ask students to define "holiness." Students may raise their hands to offer definitions.

Prompt: Holiness means being free from sin. Now to be honest, we'll never be completely free from sin. But, there are things we can do to get rid of the sin in our lives.

Pursuing Holiness

First, we can pursue holiness. If you do not know what that means, holiness is about us being pure people, people who do not sin. We will likely not get to a place in our lives right now where we do not ever commit sin, but God does command us to be holy, and he can help us reduce the amount of sin in our lives.

Have a student read Leviticus 11:44.

Prompt: The command is simple. "Be holy for I am holy." So, how do we do that? One author, Jerry Bridges, reminds us that we have a part to play in being holy. Sometimes when we struggle with sin we tend to pray that God would take it away and, when we still struggle with it, we blame God for not doing his job. Sometimes we forget that we have a part to play in this.

Have another student read Romans 6:12-14.

Prompt: This passage talks about our role in dealing with the sin in our lives. We have a part to play in getting rid of all the sin in our lives. And so, as you start to take care of yourselves, it is important that you recognize your part in overcoming those areas of your life that need to change.

Prompt: Ultimately, pursuing holiness will help us do a better job of loving God and of loving our neighbours as ourselves. The harder we try to do this, however, the more disappointing and discouraging it can be when we fail. We are going to watch a short video from a researcher who discovered that shame is the biggest thing that stops us from really connecting to other people, and this obstacle can also be the biggest hindrance to our pursuit of holiness. Shame is that feeling you get when you think about what it would be like if everyone out there knew your deepest thoughts. It's the fear that no one would like you if we could all look inside your head and see and hear what's going on up there.

Play the video.

Prompt: How many of you have ever felt shame?

Allow students 5 minutes to share some of the ways they've felt ashamed. It could be for bad grades, not looking right, not being athletic etc.

Prompt: There are all sorts of reasons why we feel shame. Maybe it was something someone said about you. Or it might be something you did. Or, maybe you just feel like you're never good enough. Whatever it is, you need to realize that Jesus came to remove our shame. He came to make it okay for us to be who we are!

Prompt: There are several stories in the Bible where Jesus makes this clear.

Ask for three volunteers to come up and read three passages from the Bible.

Have a student read passage #1: Matthew 8:1-3

First, there's a story about how Jesus meets a leper. Lepers are people who suffer from leprosy, a disease that literally causes their bodies to rot away. Lepers were kicked out of cities in Jesus' day. They had to go live in the wild and, when they were around other people, they had to yell out that they were a leper so that people could avoid them. But Jesus walks up to him and even touches him. It was him saying, "hey, I see your leprosy, but it doesn't matter to me. There is no shame in who you are."

Have a student read passage #2: Luke 19:1-10

Then there's Zacchaeus the tax collector. A man who was shunned by his city because he was a cheat. But Jesus sees him and says it's okay. I know who you are and I still want to be with you.

Have a student read passage #3: John 4:4-26

In this story Jesus talks with a Samaritan woman. There are two key parts of this story that reveal areas where the woman was ashamed of who she is. The first is that she is a Samaritan and Jews simply didn't talk to Samaritans. In Jesus' day, Jews didn't even consider Samaritans to be real people. That alone caused her great shame. Secondly, she is ashamed to even admit that she'd been married 5 times before. But, despite all this, Jesus still

talks to her. He still lets her know that it's okay. He doesn't shame her.

There are many more stories where Jesus told people that he knew who they were, but it was okay. There was no reason for them to be ashamed of who they were or what they had done.

Prompt: And the truth is that Jesus is saying that to us today. "Hey, I know who you are. I know what you think. And, you know what, it's okay! I still love you." So, if you are ashamed of who you are and it is impacting how you feel about yourself, know that Jesus doesn't care about all that stuff. He still loves you.

Prompt: Maybe some of the things we've talked about today have made you feel vulnerable. If that's the case, I promise you are not the only person in this room who feels that way, who feels they need to hide who they are or who is ashamed of something.

The very best news, if you only remember one thing from this lesson, is that God loves us and accepts us just as we are. Even before we start to pursue holiness, and even when we mess up on trying to be holy, God loves us and accepts us. Jesus died for us because that was the only way for us to be free from sin, and when we trust in him, he is the one who makes it possible for us to become more like him.

****Optional Object Lesson***

Prompt: Remember in the Leviticus passage it talked about certain animals defiling God's people? For the Israelites, if they became defiled the only way to be clean again, to get rid of their sin and their shame, was to sacrifice an animal. When Jesus came and died on the cross, that was a once and for all sacrifice to cover all sin and all shame for all people. Hebrews 9:14 says the blood of Christ will "purify our conscience from dead works to serve the living God."

Leader's Note: Use the video found at <https://www.youtube.com/watch?v=5aMUgzcrqfo> as a guide. This could be a cool activity/illustration, especially if you sub out sin for shame (that's not heretical, right!?) - would need to have the supplies added in materials needed*

Consolidate/Debrief (approx. 10 min.)

 **Prompt:** This has been a bit of a heavy lesson. But it is an important lesson. Brene Brown said that shame is one of the things that holds us back from really connecting with other people. I want you to take moment now and answer the question “What image can you think of that represents your shame?” Take 2 minutes and draw that picture.

 **Prompt:** We started this lesson by looking at something that each one of you would bring if you were stranded on a deserted island. We all have something about ourselves that we can be proud of. The purpose of this lesson is help us start to get rid of the areas that are holding us back from connecting with God and those around us.

So, to close this lesson, I want you to think about the image you just drew. Imagine what it would look like in a perfect world if that thing you chose was gone! Back to reality... I want you to rate how much that thing is impacting your life on a scale of 1 to 10. One being not at all, 10 being it completely consumes your life. Once you have that number, I want you to think about what it would take to move that number just one spot closer to 1.

The reason for this is that most of us will not suddenly stop being ashamed of who we are. But if we work towards even the smallest step to getting rid of that shame, it will make a radical difference in our lives. It will make a huge difference in your relationship with God and with those around you! That is your homework for this week. What will it take to move one spot on that scale?

To begin getting rid of it I want you to take the image you drew and we are going to shred them!

Leader’s Note: Have the students shred their images as a physical representation of getting rid of their shame.

Close your time in prayer for the students. Pray specifically that they will be able to remove the shame in their lives.

Optional takeaway: Print out index cards with Hebrews 10:22-23 for students to keep in their wallet or use as a bookmark. Students can write on the back of the card one positive change they want to make to pursue holiness this week.

Module 5: Discovering “So What?”

Lesson 3: Reaching Out



Spiritual Aims

Hopefully students will be able to ...

- *reach out to help others*
- *be vulnerable to others as a part of true connection*

Lesson Objectives:

Students will be able to...

- *evaluate who they spend their time with*
- *recognize the need to be around unbelievers*
- *optional: revisit Module 4, Lesson 4 (understanding of how we should respond to unbelievers)*
- *brainstorm one way they can reach out this week*

Materials Needed:

- *YouTube Video (<https://www.youtube.com/watch?v=9Zd-aHm2MDk>) and video equipment*
- *Chalkboard, whiteboard, paper, or similar to record answers with appropriate markers*
- *1 Bible with Mark 2:15-17, Luke 15:17 bookmarked.*
- *1 Bible per 4 students with Matthew 25:31-46 bookmarked.*

Minds On (approx. 10 min.)

To begin the night you will play a game of Would You Rather.

1. **Start with all the students in the middle of the room.**
2. **Divide the room into two areas and arbitrarily call one side #1 and the other side #2. Those are the areas the students will run to as they answer the following questions. (If your room is not large enough to accommodate running you can consider having them sit down or stand up according to their answer.)**
3. **Read out the following statements. Make sure you leave time between each statement for the students to get to one side of the room. Depending on how long you want to play, you can choose a few of these or you can go through them all. Regardless of how many you read, make sure you end with the last statement as part of your transition.**
 - *Would you rather always take a cold shower or sleep an hour less than you need to be fully rested?*
 - *Would you rather always lose or never play?*
 - *Would you rather always wear earmuffs or a nose plug?*
 - *Would you rather always win pie-eating contests or always win wheelbarrow races?*
 - *Would you rather be 3 feet tall or 8 feet tall?*
 - *Would you rather be a deep sea diver or an astronaut?*
 - *Would you rather be a dog named Killer or a cat named Fluffy?*
 - *Would you rather be a giant hamster or a tiny rhino?*

- *Would you rather be able to read everyone's mind all the time or always know their future?*
- *Would you rather be able to stop time or fly?*
- *Would you rather be an unknown minor league basketball player or a famous professional badminton star?*
- *Would you rather be born with an elephant trunk or a giraffe neck?*
- *Would you rather be forced to tell your best friend a lie or tell your parents the truth?*
- *Would you rather be hairy all over or completely bald?*
- *Would you rather tell your friends about Jesus or swallow a porcupine?*

Have students sit down when this activity is complete.

Prompt: That last one was a bit extreme. However, the truth is that, for many people, we would rather swallow a porcupine than tell our friends about Jesus. There are lots of reasons why. It's scary. We are worried about what our friends will think of us. What if they think we are crazy and don't want to hang with us anymore? In this lesson, we are going to spend some time considering how we share Jesus with our friends. Before we start I want you to know that it is okay if you don't believe in Jesus. As we go through this lesson it will be an opportunity for you to hear about Jesus and why we want to share him with you. You can also give us some feedback on how you feel when people try to talk to you about Jesus.

Action (30min)

Prompt: Sharing Jesus with your friends can sound scary. Perhaps you've seen really bad examples of how people try to reach out. For example, the guy in this video.

Play the YouTube video listed in the materials section. 

Prompt: That's a bit of an extreme example. What are some of the things that come to mind that keep us from reaching out? (Allow 5 minutes for students to give their initial responses to this question. Consider using a chalkboard, whiteboard, or something similar to record their answers.) 

Prompt: There are a variety of reasons that we don't reach out. Perhaps you are scared, or you don't know what to say or do. You're concerned people will think you are weird. To help you understand what it means to reach out, we will take a look at what it means to reach out, who we reach to, how we do it, and why.

Have a student read Mark 2:15-17.

Think/pair/share: What this passage is saying? They have 5 minutes to share together.

Allow 5 minutes for students to share their partner's answer

Prompt: At its core, this passage is a reminder that in order for us to reach out, we have to be with people who do not know God. Sometimes we can put ourselves in bubbles where we spend all of our time with people from the church. I'm not saying that you need a new set of friends, but if you do not put yourself in a place where there are people who need to hear about God then you won't be able to reach out. This place can be your school,

sports teams, clubs, etc.! So, how do we reach out?

Divide students into groups of 4-5. Each group will read Matthew 25:31-46. They will write one example of ways to reach out per sticky note. When complete, have one representative post your Post-It Notes on the designated wall. Go through all the groups once before asking for anything that was missed. This enables all of the groups to share in the discussion. As groups share, consider writing their answers on a chalkboard, whiteboard, or other medium that allows everyone to see.

 **Prompt:** There are several ideas listed here. But, what do they mean? Most of us won't be visiting a prison or running into people without clothes. So, let's spend a few minutes thinking about how we could live these out in our own lives.

Have students share examples for each of the areas listed. For example, "food for the hungry" could be sharing with someone at school who doesn't have a lunch.

Consolidate/Debrief (approx. 10 min.)

 **Prompt:** There is a reason why we reach out.

Have a student read Luke 15:17.

 **Prompt:** The Bible says that even one person giving their heart to the Lord causes a party in heaven! That is why we reach out! The Bible repeatedly says that even one person is worth it! So, I ask you to start a party in heaven by reaching out to someone around you!

Have students spend 5 minutes and write down how they can do one of these things at school this coming week.

Give students 5 minutes to think on their own about how they will live this out. Allow them the opportunity to talk to a friend or a leader if they are comfortable doing that.

Leader Tip: To make this concrete, you may want to allow them the opportunity to write out one action step that they will commit to doing in the next 3 weeks.

Close your lesson by praying for the students and the action steps they have identified. Ask students for prayer requests and consider having students pray for each other either out loud or silently.

Module 5: Discovering “So What?”

Lesson 4: So What?



Spiritual Aims

Hopefully students will be able to ...

- leave a “wake” in their life.
- fulfill how God wants them to live.

Lesson Objectives:

Students will be able to...

- identify two practical next steps for discovering Jesus
- control their actions
- control their tongue

Materials Needed:

- YouTube video (<https://www.youtube.com/watch?v=TJfDKTk5EbU>) and video equipment
- 1 copy of Appendix C per 4 students
- 1 copy of Appendix D per 4 students
- 1 Bible per 4 students
- Min. 1 pen per 4 students
- Recording paper

Minds On (approx. 20 min)

Follow the Leader

To begin this lesson you will play a game of follow the leader. For this game one person will be the guesser who has to guess who the leader is. Ask them to leave the room. Then, have the remaining group pick a leader. Once the leader is chosen, have the guesser return to the room.

Students follow whatever the selected leader does. The secret of this game is for the group do so without giving away who is leading. The guesser will have 3 guesses to pick the leader. Once they either run out of guesses or they get it right, the leader then becomes the guesser.

Repeat this game as many times at your discretion.

- Ask the large group: *What was the experience like for them as a group?* 
- Ask the leader(s): *What was it like to lead?*
- Ask the guesser(s): *What was it like to try and figure out who was leading?*

Give each question 2 minutes for responses.

 **Prompt:** In this module, we want to talk about what do we do now. In previous lessons, we’ve talked about who God is and how we need to love others and ourselves. But, what do we do now? When we are in this room it is easy to know who to follow and get help as to what we should do. But, when we leave here it gets a lot harder to know who to follow. What do we do when everyone else is not there? Today we will look at two specific things we are called to do as we end.

Action (approx. 25 min.)

 **Prompt:** What do we do? The answer is simply that we need to start actually living it out. But, the more im-

portant question is how. How do we live out all that we've talked about?

Play the Bluefish video. 

Leader's Note: This video is intended to get the youth thinking about what impact they want their lives to have.

Ask the large group: In your words, what was the main point of that video? Give students 3-5 minutes to respond. (Suggested answer: Every one of them will create a wake in their life. It is up to them what that wake will be.) 

 **Prompt:** Now that we have spent time discovering who Jesus is, it is up to us to respond and determine what our wake will be. The two greatest impacts we will have on the world are through how we act and what we say. The Bible is clear that these two parts of our lives will determine what the wake is that we leave behind. So, let's take some time to explore these a bit.

1. How We Act

Divide students into groups of 4. Split them by getting them to line up by age (oldest to youngest) and then number them off for each group.

Give each group a copy of Appendix C. They have 10 minutes to complete it. Each group will have 1 spokesperson share their insights. When the spokespersons are sharing, have a student/volunteer record their findings on the recording paper.

2. What We Say

Distribute Appendix D to each group and have them complete it within 10 minutes. Each group will have one spokesperson share their insights. During the sharing, have a student/volunteer record the answers on the recording paper.

Consolidate/Debrief (approx. 10 min.)

  **Prompt:** We have looked at two key areas of our lives that will leave a wake. Let's take a moment to consolidate our answers.

Ask the large group: If we were to sum up our answers on the Micah 6:8 passage what would we say is the key to this passage?

Ask the large group: What would we say is the central idea of the James passage?

 **Prompt:** These two passages are first steps in responding to this entire module. As we end this module, these are two ways to respond. The first is to live out Micah 6:8 and the second is to learn to tame our tongues. If you can learn those two things then you will have discovered and understood who Jesus is and what he expects of us.

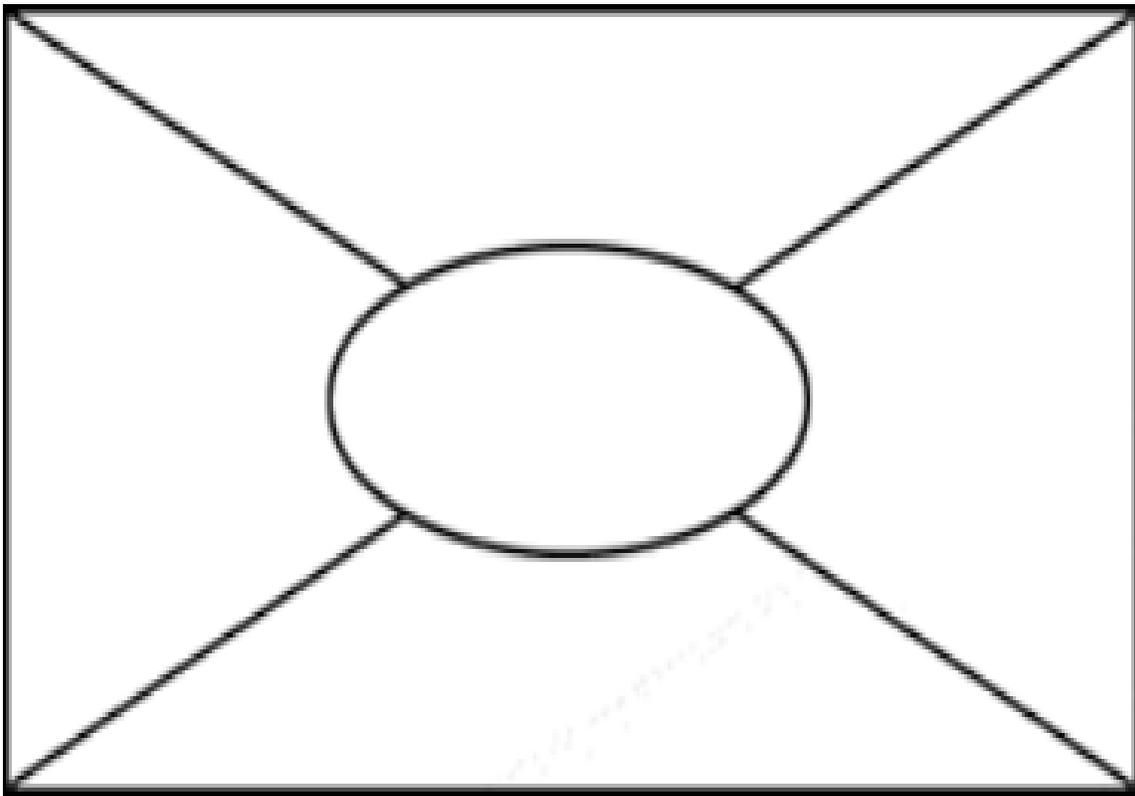
End your time in prayer. Consider having the students pray for each other. Close by praying that your students would be able to build a relationship with Jesus and discover him.

APPENDIX A

Placemat Exercise

Instructions: For this exercise you will do the following:

1. In the centre bubble write down the question “Who is God?”
2. Each team member will choose a section to write in. In your section of the place mat write down everything you can think of when you answer the question “Who is God?”
3. Then, read over each of the other three sides and put a check beside any that resonate with you.
4. Finally, as a group, write down all the ones that were checked off as a master list of common ideas your group shares.
5. Appoint one representative who will share this with the larger group.



APPENDIX B

Exploring Prayer

As a group, complete the following chart based upon 1 Thessalonians 5:16-24. Begin by having a group member read the passage.

¹⁶ Rejoice always, ¹⁷ pray continually, ¹⁸ give thanks in all circumstances; for this is God's will for you in Christ Jesus. ¹⁹ Do not quench the Spirit. ²⁰ Do not treat prophecies with contempt ²¹ but test them all; hold on to what is good, ²² reject every kind of evil. ²³ May God himself, the God of peace, sanctify you through and through. May your whole spirit, soul and body be kept blameless at the coming of our Lord Jesus Christ. ²⁴ The one who calls you is faithful, and he will do it (NIV).

Verse	What Does This Mean?	One Example of How You Can Live This Out
12		
13		
14		
15		
16		
17		
18		

APPENDIX C

Instructions: Begin by reading Micah 6:8. Read it twice. Once you are done fill out the following table.

What is the Topic of this passage?	
What are 3 Key Details?	
What is this Passage Mostly About?	

List 3 ways you can live out this passage this week:

- 1.
- 2.
- 3.

APPENDIX D

Instructions: For this exercise you will read through James 3:1-12. Once your group has read through it take some time to answer the following questions.

- 1. What is the general topic of this passage? What is the writer saying?**
- 2. Find the words in the passage that describe the most important idea.**
- 3. What are some of the key details from this passage?**
- 4. Sum up the passage using your own words.**

Teaching Tips



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

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

9. When asking a large group a question and you're looking for responses, use the following instructions:
 - a. Think about your answer to this question: [insert question].
 - b. After a minute, I'll ask for volunteers to give their answers. If you're ready to volunteer your answer, raise your hand [or you can give another signal like touch your nose].
10. Side coaching: While students are talking, move from group to group. Listen briefly, and if appropriate, add a small bit of information to help clarify an idea, or answer questions the students might have. Rather than directly answering questions, try to lead students to answer their

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

11. During group work, it is helpful to check how much time they still need (i.e., allow the duration time to be adaptable). When the time allotted is nearing an end, ask who needs more time. If the majority do, then give 2 to 3 more minutes and check back. If only a few do, give 1 minute for them to wrap up.
12. Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). If the passage is long (i.e., more than 2 verses), consider breaking it up and having multiple readers.
13. If there are answers still missing, offer them as suggestions and ask students if they agree or disagree.
14. Be aware that there is no control over what preview videos are displayed on the sidebars of the YouTube website. As well, it is suggested

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

15. "Does anyone have a question?" is worded in such a way that allows for those who did not understand to get clarification of your instructions. Often people will ask, "Does everyone understand?" This is ambiguous because no one can actually answer that without reading the minds of the whole group.
16. If students are answering multiple questions, it's best to either provide a handout with the questions or display/project them for everyone to see.
17. Mind Map is a teaching tool where you record and direct conversation by choosing which points to highlight and explore more explicitly. You can record ideas with point form, or pictures, or one word. Go to http://www.eworkshop.on.ca/edu/pdf/Mod36_coop_placemat.pdf to see how you can draw a mind map and direct conversation.
18. "Wait time" is important to allow students to time to think. Don't be afraid of some silence, and don't be afraid of the natural ebb and flow of a discussion. If a student presents an answer that is almost correct or almost at the point you want

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

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

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

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

move.”

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

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

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

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

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



**Canadian
Baptists
of Ontario
and Quebec**

CBOQ Youth

100 – 304 The East Mall
Toronto, ON M9B 6E2
416-620-2946
cboqyouth.ca/discover

