

# **Momentum/Friction**

## **Module: S.E.L.F. Assess.ment**

### **Lesson 2: Enthusiasm – Faithful Attitudes Reflected in Christ**

#### **Objectives:**

- Students will learn the difference between ‘living in the dark’ and ‘living in the light.’
- Students will explore ways to ‘shine the light’ of Jesus onto others.

#### **Materials Needed:**

- ☐ Flashlight with three pieces (head of the flashlight, the body of the flashlight, and the battery)
- ☐ Candle (nice fragrance that could fill the room you are occupying during the lesson)  
(Leader’s note: Be aware of any possible allergies or reactions to certain fragrances in your youth group and buy/bring a candle accordingly.)
- ☐ Object that can be tossed (like a ball, or youth group mascot)
- ☐ Bible per student (if possible)
- ☐ Whiteboard/flipchart, markers (if applicable)

## **Optional Intro Activity:**

This introduction game is a challenge and could take the students awhile. So prepare to have an amount of time set aside for it. This game is to be played in total darkness and only requires one piece of equipment, a flashlight. (Leader's note: If your church is not conducive to complete darkness, you could turn on some Sunday School classroom lights, close the door, and say these rooms are off limits to the students.) Prior to the game, you must hide the pieces of the flashlight (three of them) in different areas of the church.

When the students arrive, have one student be the "Angel of Darkness" (bad guy) and one student is the "Angel of Light" (good guy). All the other students are in search for the flashlight that is hidden throughout the church. Make sure all the lights that should be off, are turned off, and then begin the game. The two main rules in this game is that no one can talk and there is no running allowed. While all the students are searching for the flashlight, the Angel of Darkness is going around trying to find people, and when they tag someone, that person is frozen and cannot move. The Angel of Light is able to find those that are frozen and can unfreeze them so they can continue searching for the pieces of the flashlight. The Angel of Darkness cannot freeze the Angel of Light. When all the pieces of the flashlight have been found, and put together, it can be turned on to "kill" the Angel of Darkness. Once the Angel of Darkness has been found, game is over. (Leader's note: A way for students to know whether they have been tagged by the Angel of Darkness or saved by the Angel of Light, is to have the Angel of Darkness draw a "D" on the person's back, and the Angel of Light to draw an "L" on the person's back and say "you are saved", or you can come up with your own way).

Leader's note: There is potential that some students may "wander" during this activity. If you are worried about that it would be appropriate to station leaders in certain rooms or areas to detract interest in youth wandering around for any reason, or make sure that any small areas or restricted areas are off limits and locked so they are inaccessible to the students.

(This game is similar to "GROG" as described at [http://www.jubed.com/youth\\_ministry/view/Grog/](http://www.jubed.com/youth_ministry/view/Grog/))

When the students are able to regroup, ask the students how they felt having the pressure of not knowing whether the Angel of Darkness was upon them, or if it was just another player in the game? Also, if they happened to be tagged and frozen by the Angel of Darkness, how did they feel when the Angel of Light saved them?

If you are not playing this game as your intro, continue to the “Minds On” section to continue this lesson.

## **Minds On**

Light the candle (or have it lit before the students enter the room).

Describe the following situation: Do you remember as a child the time when you were afraid of the dark? Or maybe, if you have siblings, or have babysat before, the children are afraid of the dark. This is a common process of growing up; realizing that at nighttime there is no light, and a sense of fear comes over you, as you can't see the things around you anymore. There is an unknown knowledge of what is around you, even though just moments ago you could see everything in its place, it has disappeared into the pitch blackness of the night.

Have the students pair up in groups of two or three. Have them think about a story they remember, have been told from their childhood, or that they have experienced as a babysitter or older cousin that is an example of the above. Have them share their experiences with each other. Give them an appropriate amount of time to share, maximum 5-7 minutes (depending on how good the story is!). Regroup the students together and ask if anyone would like to tell their own story, or a story that they just heard within their group, so that everyone can hear it.

Let the students know that this situation doesn't just happen as a child in the darkness of night or of a room, but it also happens in everyone's walk of faith. In the Bible, being “in the darkness” reflects living life without Christ, but once you accept Christ as your personal Savior, you are brought “into the light.”

## Action

Have a student or leader read 1 Peter 2:9-10 with the other students following along in their own Bibles (or ones that you have provided).

Ask something like: How happy were you, or your sibling, or the kid you were babysitting, when that night light was turned on, or when you left the hall light on with the door open a crack so they had some light? What did they do? (Answers you will probably get: they stopped crying, they finally went to bed, said thank you, etc). Try to get a response that the reaction is something that is physically observed on the outside from someone else's perspective.

Have students pair up in groups of 2 (3 if there is an odd one out). Ask them these three questions, and have them reflect upon it and discuss it within the groups, one at a time.

1. What was your experience when you accepted Christ? What changed?
2. How did others react to the changes that were happening in your life?
3. How has your attitude developed in the process?

If you have un-churched or unbelieving students in your group, you could have them answer questions that are not as focused on accepting Christ into their own lives.

1. What is your experience with those who are Christians? Are they different? If so, how are they different?
2. How do you react to the Christians that you know? What do you think about them?
3. What about Christians do you like? What about Christians do you not like?

You might want to have these written out on a whiteboard or on chart paper prior to the lesson so that they can remember what they are answering while they are listening to or sharing with their partner.

When the students have had enough time in the groups (maximum 10 minutes) have the students come back to the group to answer the questions as a whole. Have them share what their partner had discussed and their answers as they had listened and understood it.

## **Consolidate/Debrief**

Ask students if they like the smell of the candle in the room? Does it make a difference in the room? How so?

Tell the students that we are called to be a fragrance for God through our attitudes and actions.

Read 2 Corinthians 2:14-17.

Ask the students if they know of anyone that they know of has an aroma that lasts even after they have passed them, whether it's cologne, perfume, or after shave? That is how our faith should linger. As our words, and most of what we do, will not always be remembered by those we interact with, but a lasting essence of who we are will be, and that should be reflective of Jesus Christ. Those people will remember how they felt in your presence and that is one of the greatest ways to impact those who do not believe, through your Christ-like attitude.

Have students stand in a circle. Using something that you can toss, have students make statements that are appreciative of people's attitudes in your youth group. For example,

- "I appreciate Johnny for his positive attitude tonight"
- "I appreciate Sally's inviting hug when I walked in the church doors"

Always starting with "I appreciate..." The person making the appreciation should have the ball. As the leader, start yourself and make an appreciation statement for one of your students or leaders. If someone wants to say an appreciation statement, they should motion to you (who is holding the ball) and you can toss the ball to them.

Bring the lesson to a close, pray for the students' attitudes to exemplify the fragrance of Christ and that those who do not know him will catch a whiff of the fragrance and want that for themselves as well.