

Momentum/Friction

Module: What's YOUR Excuse?

Lesson 2: I'm No One Special...

Objectives:

- Students will consider if their faulty self perceptions are holding them back.
- Students will learn that God has an answer, and a solution, for all of our excuses.

Materials Needed:

- ☐ One index card per student
- ☐ Tape
- ☐ Pens/pencils per student
- ☐ Lesson 2 Handout per group of 3-4 students
- ☐ Bible per group of 3-4 students
- ☐ song "Who am I" by Casting Crows (e.g. via YouTube)
- ☐ lyrics of song "Who am I" as handout, displayed or projected

Minds On

Before students arrive, write the names of various fictional characters, actors, Biblical characters and/or other personalities on the index cards. You can either try to keep the names to a particular theme or choose them randomly.

As the group enters the room, tape one index card on each person's back, but don't let him or her see the name written on the card.

Once each participant has an index card taped to his or her back, students must go around to the other people in the room and ask them Yes or No questions about the person whose name is on the card. Questions such as "Am I a man?", "Am I famous?" and "Am I an actor?" are typical choices.

Give the group 15 minutes or so to complete the activity. Once a participant correctly guesses the name, have them switch the cards to the front of their shirt. At the end of the 15 minutes, if anyone still has a card on their back, the rest of the group then helps them to figure out who it is.

When the group is done, ask the students what the experience was like for them. How did they feel? Was it easy or hard to guess their new identity? What would have helped them figure it out faster? For those who were done last, what was it like having everyone else guess their person or character before them?

Action

Say something like: *Today we have been asking a seemingly simple question, "Who am I?" While this is all good fun in the context of a game, the reality is that all of us spend a lot of time trying to figure out who we are. We compare ourselves to our friends, our parents, and the people on TV or in movies, and we don't always like the answers that we get back.*

For some of us, how we see ourselves keeps us from doing things that we'd really like to simply because we don't think that we are good enough, or that we are anything special.

Depending on the comfort level of your group, ask the students if they have any examples of things that they would like to try but don't think that they'd be able to accomplish. If you do this component, try to remember these things and, if at all possible, encourage or help your students to achieve these goals. If appropriate, share some of your own experiences either of things that you still want to do, or things that you were able to do that you didn't think you would be able to.

Say something like: *Today we are going to take a look at a person who God wanted to use to do great things, but he didn't think that he was good enough for the job...*

Have students break up into groups of 3-4 and give each group the handout for this lesson. Talk through the instructions and see if there are any questions, make sure that each group has access to at least 1 Bible, and then give a time limit to finish.

Consolidate/Debrief

When the groups have finished, have the students share their discoveries with the larger group. Ask the students which of the excuses were ones that they have used, or would be likely to use in the future. Encourage them to consider the implications of God's responses in their own lives. Help them to make connections with their own feelings of inadequacy and the things that God says and does to help Moses.

One possible way to do this would be to have the students come up with contemporary examples of when or where they might use one of Moses' excuses and how God's response could look in that situation.

For example, in Exodus 3:11 Moses doesn't think that he is good enough to talk to Pharaoh and doesn't think it is reasonable to expect him to lead the people out of Egypt. A contemporary version might be that a student is afraid to try and start a prayer group at their school because they don't want to go and talk to the principal or they don't think anyone would come if they started the group.

Another, more contemplative way to end this session could be to use the song "Who Am I?" by Casting Crowns. There are a number of video versions on YouTube (i.e. <http://www.youtube.com/watch?v=QQzhdWJFHbI>) or simply play the song and ask for feedback. You may want to print out the lyrics for students who want to read along as the music plays. Ask the students how the words from the song connect with the things that Moses said or was feeling.

Conclude by praying that God will help your students know that he is always with them and that they are special in his eyes.

Handout: Lesson 2

What's YOUR Excuse? – I'm No One Special...

Read the verses below. In the spaces provided summarize in your own words what Moses' excuse was and then look at the surrounding verses to figure out how God responded to those excuses.

Verse	Moses' Excuse	God's Response
Exodus 3:11		
Exodus 3:13		
Exodus 4:1		
Exodus 4:10		
Exodus 4:13		

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Verse	Moses' Excuse	God's Response
Exodus 3:11	I'm not worthy to appear before Pharaoh and to lead the people anywhere!	God promises to go with him and says that he will make it clear that Moses is following his lead.
Exodus 3:13	The people will ask who is sending me, and I don't know myself!	God tells him that his name is "I am" and describes himself as the God of Abraham, Isaac, and Jacob.
Exodus 4:1	The people won't believe me or listen to me because they won't believe that you have sent me.	God demonstrates his presence through signs and demonstrations.
Exodus 4:10	I'm not very good with words. I get tongue tied and my words get tangled.	God assures him that he will help him overcome his difficulties and that he will tell him what to say.
Exodus 4:13	Someone else should go!	God sends Aaron to help Moses.