

Momentum/Friction

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

Lesson 3: Love – Showing God’s Love to Others!

Objectives:

- Students will learn that everyone has a different history, but can find at least one commonality between them all.
- Students will learn what it means to show other’s God’s love
- Students will brainstorm practical ways to show God’s love to their friends, family, peers, etc.

Materials Needed:

- ☐ Chart paper
- ☐ Clip by The Skit Guys “Friends Tell Friends Everything” – found at:
<http://www.skitguys.com/store/detail/186/> (9 minutes, 26 seconds)
- ☐ Laptop with internet access
- ☐ Projector or connection to television screen
- ☐ Bible

Minds On

Have students stand in a circle with a piece of paper or something at their feet to mark their place. One student begins in the center of the circle and begins by saying “All My Neighbours who...” and ends with either a physical characteristic or an event. Some examples (you might want to share beforehand to give the students an idea of the objective) are:

- have brown hair
- have been on a rollercoaster
- have a piercing
- have traveled outside of Canada

Anyone who fits this categorization must move from their spot and find another spot in the circle. They may not move to the spot directly to their left or directly to their right. As people move, the person in the middle can take someone’s spot, and whoever cannot find a spot then takes their place in the middle and starts the process all over again. The game can take anywhere from 2 minutes to 10 minutes depending on how many students you have and how interested they are in the game.

Leader’s note: depending on your group, you might want to advise and recommend that only church appropriate examples should be provided by whomever is in the middle.

Other common uses of this game:

“I have never _____” – whoever has participated in that event has to move – examples:

- I have never been to Europe – anyone who has traveled in Europe must find a new spot
- I have never gone swimming at night – anyone who has gone swimming at night must find a new spot

“All those with _____” – this game is based on clothing and what people are wearing at the time of the game – examples:

- All those with striped socks – anyone wearing striped socks at the time must find a new spot

- All those with blonde hair – anyone with blonde hair must move to a new spot
- All those with glasses – anyone with glasses must move to a new spot

You could also play the game with a mixture of the 3 choices, where the students can choose which one to play when they happen to be in the middle. If you choose this option, I would post the three sentences (“All my neighbours who_____”; “I have never _____”; and “All those with _____”) on a piece of chart paper so that they can remember which sentences to choose from.

Say something like: As you can see, many of us have different experiences and some of us have the same experiences, but all of us live in the same area. Canada has become known as a country for its multiculturalism and accepting nature of those who did not originate from this land.

Action

Ask the students to get into groups of three. Have them discuss their family tree and origin of the generations that came before them. Leader’s note: Please be respectful and note the multiculturalism in your group, as some of them may be recent immigrants to Canada. Make sure that they are just discussing their roots and where their ancestors were born, so that the youth group can get an idea. After giving the groups 3 minutes to discuss it (1 minute for each student), have them name themselves A, B, or C. Tell them that they will be telling the whole youth group where their friends in their group came from. A will talk about where B’s family comes from, B will talk about where C’s family comes from, and C will talk about where A’s family comes from. Here’s an example:

A, B, and C are talking in their groups. A’s family is from Scotland, so she is Scottish. B’s family is from China, so she is Chinese. C’s mother is from Portugal, whereas C’s father is from Ireland and met when they both immigrated to Canada, so C is half Portugal and half Irish. A would talk about how B is from China; B would talk about how C is half Portugal and half Irish and would explain that C’s parents came from different parts of the world and met in Canada; and C would talk about how A is Scottish.

After everyone has shared, continue by saying that we each seem to have different backgrounds, even if we are from the same original countries, we all have different beginnings and different stories of how our families came to Canada.

Next, ask the students within their same groups, to come up with something that all of them have in common.

Leader's note: You might want to restrict such possibilities such as: "We are at youth group right now", "we all go to the same school". The point is to get either physical characteristics or similar events that have happened in their lives to be suggested. Some examples might be:

- we have all traveled to the United States
- we all have pet dogs

After each group has identified what they have in common, ask them to join up with another group of 3, and the new group of 6 has to come up with something that all 6 of them have in common. Continue this process until the whole group is together as one. It does become more and more difficult, and so as groups get bigger, you might want to elect a "leader" within a group to help guide the discussion to find the commonality.

Depending on the size of your group, it may not be possible to find a commonality with everyone. If this is the case, you should advise the group that it is okay that you can't find a physical characteristic or event that is common. Whether or not you can find something in common with everyone, have the students find their spots and continue on with the lesson.

Continue on by saying something like: When it comes to faith in God, there is one understanding that is offered to all of us, and that is that God loves us all. The well-known verse John 3:16 says, "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."

Question the students and ask them how they understand that verse. What does that verse mean to them? What is the root to God giving his only Son to die for our sins? The idea is to use questions to center in around the idea that God's love is the reason behind Jesus coming to earth to die for us.

Have a student or leader read 1 John 4: 9-12.

So, the question now becomes, what can we do with this love? This verse from 1st John tells us exactly what we have to do.

Consolidate/Debrief

Have a student or leader read Matthew 22:37-40.

Optional video clip: "Skit Guys – Friends Tell Friends Everything".

The best way to react to the love God gives to us is to share it with others. Ask the students to brainstorm ways that they could share God's love with others. Some possible examples may include:

- doing them a favour
- being friendly to them
- inviting them out to group activities
- asking them to come to church

Continue by asking the students something like: Why don't you invite one of your friends out to youth group next week? Or church on Sunday? (Or if you have a special event coming up in your youth group, mention that). These are just some ways to reach out to your friends and neighbours in a Godly way. God loves every person on this world, and it's up to us, who know his love and experience it daily, to tell others about it so that they have the chance to experience it themselves.

Bring the lesson to a close: pray that your students will experience the love that God has for them and that they will want to share that with their friends, family, neighbours, etc.