

# **Momentum/Friction**

## **Module: Community Action**

### **Lesson 2: High School**

#### **Objectives:**

- Students will understand that missions in the community is as much about love as about conversion
- Students will understand many of Jesus' actions and how he used relationships as an integral part of his ministry
- Students will understand how they can use relationships to bring people to Christ

#### **Materials Needed**

- ☐ Whiteboard/chart paper
- ☐ Markers/whiteboard
- ☐ Bibles (min. 1 per 4 students)
- ☐ Sticky notes (several per student)
- ☐ Pen/pencil per student
- ☐ Deck of cards (optional)

## **Minds On**

On the whiteboard or chart paper draw a t-chart (a chart with two columns). On one side write “stereotypically cool” and on the other write “stereotypically un-cool”. Give each of the students a few sticky notes and pen/pencil and ask them to write a few ideas for each side. Because some of the students in your class may believe that they themselves are in the “stereotypically un-cool” category stress that you are dealing with stereotypes and that this is not a comment on individuals within your group. After giving them a few minutes to do this you can start discussing what has been placed on the chart. You should do one side of the t-chart at a time and have the students bring up their sticky notes in an orderly fashion, or you can have the students go individually and put their sticky notes on both sides at once. After compiling the list ask them to think of someone they know who may fall into the “stereotypically un-cool category”. Ask them to keep that person in mind as the lesson progresses.

## **Action**

Divide the students into four groups. If you want to make the groups random have a set of playing cards with a predetermined number of cards from each suit. Ask all of the spades to get together, all of the hearts to get together, etc. If you have less than eight people you can have students work individually if they are stronger students. Give each of the groups one of the following Scripture passages: Luke 19:1-9, Mark 14: 1-9, Luke 5:27-32, John 21:15-19. Write the following instructions on the whiteboard/chart paper:

- 1) What is the general purpose of the story?
- 2) What tactics does Jesus use to make someone who is “stereotypically un-cool” in their society feel accepted?
- 3) What is a modern day application for this story?
- 4) Create a short skit based on your modern day application for the scenario.
- 5) You will be performing the skits for the group.

Give them some time to complete the task. Then randomly draw the order in which the group will present their skits. After each group has presented their skit have a brief group discussion about the practicality of the scenario in the skit.

Leader's note: Though you do not need to take up questions 1 and 2 some things you should be looking/listening for while the groups are working are listed below.

- 1) The general purpose of all four stories is similar. Jesus shows love to people who others do not or who do not, themselves, feel like they deserve it. Specifically Luke 19 and Luke 5 show Jesus showing love and associating with tax collectors, people who were hated by the Jews because they were seen as traitors. Mark 14 shows Jesus defending a woman who has come under attack from the religious leaders of the day for an act of kindness. John 21 is an interesting one because this encounter is with a man who was part of Jesus innermost circle. This is important especially when dealing with the topic of high school because it shows reconciliation. Peter betrayed Jesus and feels unworthy of Jesus love. Instead of casting him out of the "in crowd" Jesus reconciles with him and reinstates him as part of the inner circle.
- 2) Jesus uses similar tactics in all of the stories. In Luke 5, 19 and Mark 14 he defends people who are weak and picked on against those who can be seen as bullies. In both passages from Luke he befriends people who are seen as outcasts and publically socializes with them, even making one of them part of his circle of friends. In Mark he defends a woman who is being accused by many of the rich and "cool" people. In John he reinstates a friendship that had been broken. He makes a man who feels like an outcast reaffirm their friendship and gives him back his position as a close friend.
- 3) It doesn't really matter what modern situation they choose as long as they key in on the main points as mentioned in the suggested answer to number 2.

## **Consolidate/Debrief**

Ask the students if they feel that they have learned anything about being contagious for Christ in their school community. Ask them to think again of someone or a group of people that are considered “stereotypically uncool”. As a closing activity ask them to brainstorm some ways to make outsiders feel accepted. Write down their responses on the whiteboard/chart paper.

Challenge the students to be contagious for Christ in their community by loving those who may feel unloved. Close in prayer asking God to help the students find ways to touch the hearts of people around them positively for God.