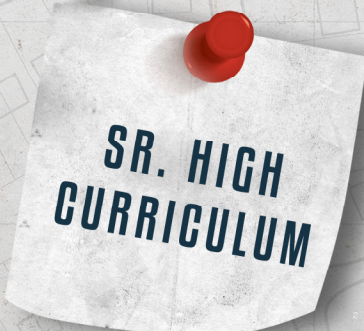




# DISCOVER

## Revealing Your Identity





# 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 high school students, this identity formation is critical. As they journey through adolescence, these questions become that much more important. Erik Erikson, a noted psychologist, theorized how the teen 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 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." There 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](http://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-up 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 those 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.

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](https://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).

### **Some common terms used include:**

- 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:
  - Placemat **II# 17**
  - Think/Pair/Share **II# 7**
  - Jigsaw **II# 21**
- If there are instructions that are repeated often through the module, only the title will be shown with the topic/question.

## **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](http://www.acf-film.com)) or Criterion Pictures ([www.criterionpic.com](http://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, and 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.



## Final Thoughts

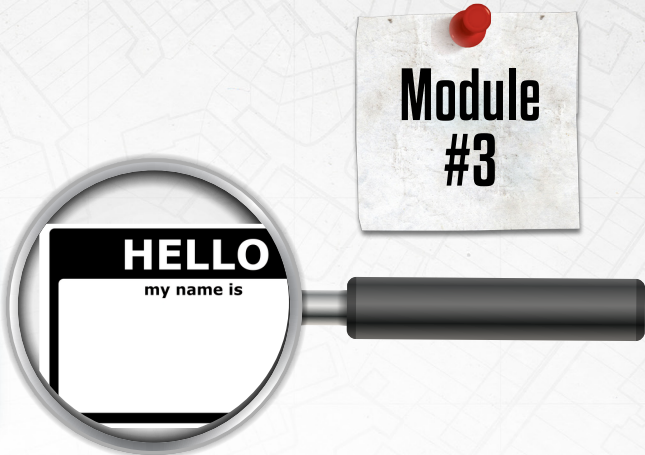
Last, we pray that the Holy Spirit will inspire you to fill you and your students with the presence and nature of God, and to change and transform you in such a way that you and your students will continue to discover what God already knows about you as he reveals your identity his Son.

## Special Thanks

*Special thanks to Colleen Carkner, Jeff Baker and Paige Byrne-Mamahit as writers with contributions from Dr. Alfred Yuen, Lindsay Tweedle, David Fretz and Steve Martins.*







## Module #3

# DISCOVER

## *Discovered by Name*

*In this module, students explore what it means to have an identity in Christ. In order to do that, the lessons follow a gradual release of information that helps them to grasp the concepts and personalize it in their own lives. Looking to scripture, specifically people in the Bible who have a strong relationship with Christ, students will read stories that examine the characteristics God desires to see in those who follow Him. Whether these lessons are used on their own, or in order, students will get the sense that God wants them and has called them by name to follow Him and to seek out His Kingdom.*

- In **lesson 1**, What's in a Name?, students will explore people in the Bible who had a significant name change and what that meant for them. This will lead them to look at the concept of identity in Christ, what that means in relation to their faith journey, and how they live out their lives every day.
- In **lesson 2**, The Clothes Make the Person, students will examine different attributes of Christians and how, when they make the decision to follow Christ, they are a new creation. Analogies involving clothing to represent different attributes are used to express that we have to “wear” these attributes for others to see how Christ is living in and through us.
- In **lesson 3**, What is True of Christ is True of You, students rotate through stations to examine different truths that God has promised for us. Those promises were proclaimed through Christ His son and became our own when Jesus died on the cross for our sins. Students are challenged to show God's truthfulness through their actions and words to others around them.
- In **lesson 4**, Embrace Who You are in Christ, the focus is on each person as a unique individual made in Christ's image. Students look at Abram and how God used his talents to further His Kingdom and how Abram felt when God wanted him to do things he never imagined doing. They are then asked to consider ways they may use their gifts both inside and outside of the church walls.



# Module: Discovered by Name

## *Lesson 1: What's in a Name?*

### ***Spiritual Aims***

Hopefully students will be able to ...

- correlate their actions with who they are and what they believe
- seek God's help in understanding their identity in Him

### ***Lesson Objectives:***

Students will be able to...

- name at least 3 people in the Bible whose names were changed by God to match the identity He wanted for them
- name at least 5 different names for God/Christ
- develop an understanding that God has a true identity for each person that He hopes we will aspire to

### ***Materials Needed:***

- 1 blank white paper per student
- 1 pen/pencil per student
- Min. 1 Bible per 2 students
- Min. 1 chart paper per 3 students
- 1 marker per 4 students
- 1 copy of Appendix A and cut into sections
- 1 small stone/pebble painted white per student
- 1 bigger, dirty stone
- Min. 1 permanent marker per 3 students
- 1 bucket of water
- 1 copy of Appendix B
- 1 Bible with Matthew 1:20-23, Revelation 2:17 bookmarked

### ***Pre-lesson preparation:***

- Create your own Name-Acrostic Poem (for the Minds On) to show as an example for youth to see as they create their own.
- Take all of your small pebbles/stones, wash them and paint them white prior to the evening. Make sure they will be dry before the lesson begins.

### **Minds On** (approx. 10-15 min.)

#### ***Optional: Bumpity-Bump-Bump-Bump Energizer***

This is an activity that is very fast-paced and is a good “get-to-know-you” game (in terms of names) for any new students. The lesson today is focused on the importance of names and how who you are is really what gives credit to your name. This activity is just a fun activity that involves names and gets people energized and focused. (An example can be seen at <https://www.youtube.com/watch?v=B8J1U39quKQ>.)

1. Have students stand in a circle. Leader is in the middle giving instructions and doing exemplars.
2. Leader tells the students the name of the game, “Bumpity-Bump-Bump-Bump” and how that is an important phrase for everyone to remember. Repeat it together, starting slowly and then increase in speed until it is a quick, off the tongue saying.
3. The person in the middle is the “it” person.
4. The “it” person chooses another person and will be in front of them and point to them, followed by a direction (either “right”, “left”, “me”, or “you”)
5. Once the “it” person has said the direction, they will continue by completing the phrase “Bumpity-Bump-Bump-Bump”
6. The person they are getting the direction from must come up with the correct name prior to the “it” person completing the phrase “Bumpity-Bump-Bump-Bump” → if it's to the “right”



they say the person's name who is standing to their right (not the "it" person's right), if they say "left" it's the person to the left of them, if they say "me" then they name the "it" person, and if they say "you," then you name yourself

7. If the person is successful, the "it" person moves on to the next person. They may, however, choose to ask the same person two things in a row, but no more than two.


8. If the person is unsuccessful, they become the "it" person in the middle.

Play for as long as you would like, as long as the students are generally having a good time.

If you play the game, have them settle down afterwards and find a spot. If you are starting from here, have them settled before you begin.

### **Name-Acrostic Poem**

In this activity, you will be getting students to think about their names and the personal qualities they hold that match with their name.

 **Prompt:** For the following activity, you each receive a blank piece of white paper and a pen. You are to write your name one letter at a time down the side of the page. Then, for each letter that your name has, write a word or phrase describing yourself. It could be things you enjoy, characteristics you have or people in your life that are important to you. Take your time to think, but at the same time, don't think too hard! This is about who you are and what you already know about yourself.

Hand out paper and writing utensils. Let students have 5 or so minutes to complete the activity. Use Appendix B as an example if needed.


**TT# 34**

**Leader's note:** Some students may not enjoy this and may find it difficult thinking about themselves. Suggest that they choose their favourite sports player, movie star or celebrity and to write down words that describe them and what they do.


When you feel they are done, have them form groups of 2-3 to share their poems with each other. If they haven't finished, let them know they may finish it later and it is theirs to keep.

## **Action** (approx. 30 min.)

Open in prayer, asking God to open the hearts of the youth as they hear and participate in the lesson today.

 **Prompt:** We are going to be looking at the importance of names in the Bible. The most important name that was given in the Bible was Jesus.

Have a student read Matthew 1:20-23.

 **Prompt:** Jesus is also known as Immanuel, which means "God with Us." It is the truest definition of what Jesus was here on earth.


Ask: What are some other names that Jesus or God are called or referred to in the Bible (or even here on Earth)? **TT# 9**

Have students brainstorm names that people call God (whether from the Bible or not). Ask a volunteer to write them down on the recording paper.

**Leader's note:** Ten names is sufficient, although if they are still coming up with names then keep jotting them down. (Possible answers: Father,



Yahweh, Jehovah, Alpha and Omega, Adonai, Messiah, King of Kings, Abba, Lord, El-Shaddai, etc. For a more in-depth alphabetical list and verse reference, visit: <http://www.smilegodlovesyou.org/names.html>)

 **Prompt:** All of these names describe God's characteristics. They are all important names for God, for without them He wouldn't be well-described or named. God also felt that names were very important and a few times when someone chose to follow Him, He changed their name to reflect their new persona. In a moment, we are going to be breaking apart into groups to examine people's names that were changed and the importance of that change in their life.

Have students find one friend to be their partner. Once they have a partner, have them join up with another group to make a group of four. Make sure they have at least one male and one female in their group.

**Leader's note:** If your group has more of one gender than another, this might not be possible. It is a way to get them to potentially work with groups they wouldn't normally think to work with. If the groups are still not well-mixed, you can switch up groups; try to keep the original pairs together so they are always with someone they originally chose.

Have the groups number each member off as 1-4 (or 5 if you have an odd-numbered group). Each member of the group has a task to do.

1. recorder: to record the group's thoughts and final answers on chart paper
2. time checker: making sure that you are on time and not taking too long— they are also to check in with the leader who is deter-

mining the length of time

3. reader: to read the passage

4. task manager: making sure everyone is on task and participating/getting to say what they want to say

5. (if you have it) presenter

**Leader's note:** If you do not have groups of 4 or 5, you may combine 3+4 into one number and then they can choose who presents their information at the end.

Hand out 1 story from Appendix A, 1 marker and 1 chart paper to each group to read through the scripture and discuss the questions. They can record their answers on the chart paper.


**Leader's Note:** This activity as it stands requires 9-12 students. If you have a smaller group, you may do it in smaller groups or have the groups look at the first two scenarios and as a whole group you can look at the third scenario together. Make sure at least one leader is with every group to keep them on track and focused (they are not considered part of the group for task purposes). If you do not have enough leaders, have leaders circulate between groups to make sure they are on task. If you have more students, then have multiple groups review a story.

When they have completed the questions, bring the group back together. Have each group present the person they were reading about and their answers. Allow for discussion about each person if need be.




## Consolidate/Debrief (approx. 5-7min.)

Have a volunteer or leader read Revelation 2:17.

 **Prompt:** In the examples we looked at, God gave them each a new name because their old name was unworthy of their new characteristics and personality. Thinking back to our name poem earlier, whether we wrote our own name or someone else's, we can see that our names aren't just something people call us by, it's also how they describe us. Our names become the definition of who we are, as did the names that God gave those people when they changed.

Hand out white stones to students. Have a dirty stone, an unwashed one and a white one for you to use as an example.

 **Prompt:** While we cannot change our names, when we accept Christ into our lives, he gives us a white stone to start fresh with. Prior to that, we look like this dirty stone (hold up the dirty stone). We are not pleasing to look at, we aren't very fun to play with and we are held back by all the bad things people think of us. Instead, God sent His son Jesus to die for us and made us clean (start to scrape off the dirt). He forgives us for our past mistakes and choices and wants us to make better choices (put in water to get as clean as possible). He rinses us clean so we can start fresh with our eyes focused on God, not on ourselves or things or other people. While we are not perfect, we should be trying our best to do and say what is pleasing to God, not for our friends, or to be someone we're not. When we do mess up, He washes us clean again as long as we are willing to keep trying and sacrificing ourselves to focus on Him (pick up a

white stone). Take this stone as a representation of the new life you can live with Christ in your life. If you haven't made a decision to follow Christ yet, I encourage you to talk to someone after, whether it's a friend who already follows Christ, one of the leaders, your parents, or myself. Keep this stone somewhere as a reminder of God's love for us, that he can cleanse us from our sins and make us whole again.

Ask students to reflect for a moment about the stone that they hold in their hands and the dirty stone that you have. Have them think about their own lives and what type of stone they are on their own.

After a minute or two of silence, remind students that no matter how dirty they think their own "stone" should be, God accepts us as we are and forgives us, making us clean as snow.

Pass around markers and have students write their name on the stone as a keepsake from today.

**Leader's note:** Even if students haven't made a decision to follow Christ, it is a way for them to visually be reminded of what they heard today so they should not be excluded from this activity. Some may choose not to participate and that is a choice you have to respect.

Close in prayer, asking that God will stir in their hearts a desire to honour Him through all that they do.



# Module: Discovered by Name

## Lesson 2: The Clothes Make the Person

### *Spiritual Aims*

Hopefully students will be able to ...

- Examine Bible verses that speak to the attributes of those who believe in Christ.
- Understand the importance of having good Christian guidance and fellowship in their lives and choose to pursue this for themselves.
- Study Bible folk who have changed their lives and “clothed themselves” in a Biblical way.

### *Lesson Objectives:*

Students will be able to...

- Choose one attribute of themselves that they would like to become more Christ-like and set a goal to attain that attribute.
- Find a friend or mentor who will help them become more accountable in their everyday walk with God
- Describe at least one character in the Bible who was able to change their ways and follow Christ, and who had an impact on many people's lives

### *Materials Needed:*

- 1 bag full of wacky clothes
- 1 camera
- Christian music with audio speaker
- Min. 1 Bible per 2 students
- 1 small piece of coloured paper per student
- 1 pen/pencil per student
- Min. 3 copies of Appendix C
- 1 Bible with Galatians 3:26-27, Colossians 3:9-10, Ephesians 4:22-24 bookmarked

### *Pre-lesson preparation (if applicable):*


- Have students bring in clothes they think are funny or rummage your own closet to find the silliest clothes/costumes. Place them in one large garbage bag (or for larger groups, in multiple bags).

### **Minds On** (approx. 10 min.)

This “Minds On” activity is a silly way to incorporate the theme of “clothes” into a fun activity. There is not much of an analogy, but it will be touched upon in the lesson.

#### *Musical Clothes*

For this game, you need a garbage bag full of old/silly clothes or pieces of costume. The idea is like musical chairs/hot potato — when the music stops, they have to do something.

1. Sit the students in a circle.
2. Play some music.
3. Have the students pass the bag of clothes around the circle.
4. Randomly stop the music
5. Whoever is holding the bag has to pull an item of clothing out of the bag (without looking) and put it on.
6. Start the music again until the bag is empty or people look crazy with what they are wearing.
7. Take pictures! 

A few tips:

- the crazier clothing you can get, the better
- if you have a big group, have a few bags going at once
- have a camera ready to take the photos at the end of the game



## Action (approx. 20 min.)

As a transition from the silly game to this section, have students return all garments taken out of the bag back to the front and ask them to sit down in the designated area.

Open in prayer, asking that God will speak through you and that the students will have open minds and hearts to hear what is being taught.

**Think/Pair/Share:** “How do clothes represent who we are? What are some examples of that?”

**TT#7 TT#35**

During the discussion, the main point to raise is that people determine who you are by the way you dress, or think they know all about you. Some examples may be jocks/sporty people, “popular” people, geeks, etc.

**Leader’s note:** Be careful here about perpetuating harmful stereotypes. You may want to say that people wear different clothes for different activities such as uniforms for sports teams, uniforms for police, hospital and ambulance staff, wait staff, store clerks, soldiers...the same point can be made — that gives people information about who you are, your profession, your skills and what you do.

**Prompt:** Clothing is something we all have to wear and often we use it to express something about ourselves. In the Bible, many writers use clothing as a way to describe different characteristics. We’re going to be exploring a few of these examples.

Divide students into 3 groups by numbering them off (e.g. all 1s are a group, all 2s are a group, etc).

**Leader’s note:** You may number off randomly if you see people moving around in order to be in the same group as their friends, but make sure you always number off so the groups turn out as evenly as possible based off your overall evening numbers.

**TT#8 TT#10**

Give out the sections of scripture that groups are to examine from Appendix C. Give them 3-5 minutes to read it and brainstorm answers to the question. When you feel they have finished, have them present their scripture and what they thought was the answer.

**Leader’s note:** There is no “right” answer here, but lead the students towards the idea that the ‘clothing’ described in the Bible is really based off of your intentions, words and actions that are portrayed through your interactions with others.

**Prompt:** God wants us to put on “righteous” clothing so that we may show others that we follow Him, a righteous God.

Have a student read Galatians 3:26-27.

**Think/Pair/Share:** What does this mean for you? What do you understand about these verses?

Share with the group and have a quick discussion.

**TT#7**

(Optional prompt: He wants us to know that when we accept to follow him, we are a new person, one who can start fresh and learn new ways.)

Have a student read Colossians 3:9-10.

**Think/pair/share:** What does this mean for you? What do you understand about these verses?

**TT#7**




(Optional prompt: God is all knowledgeable, and He wants to guide you to the knowledge that you need in order to be clothed righteously, and despite being human. That means when we fail, He will always forgive you and ‘re-clothe’ you when you seek forgiveness.)

As you transition from the Action to Consolidation, the tone will become more serious, and self-reflection will be highly encouraged. Have leaders prepared to leave the room with any students who may need to talk or ask questions.

## Consolidate/Debrief (approx. 10 min.)


Have a student read Ephesians 4:22-24.


 **Prompt:** We are instructed to put on a new self. Even if we have accepted Jesus long ago or if we are new believers, we have to make that decision to put on a new self every single day. We are continually trying to improve ourselves so we can be better Christians, spreading the good news of Jesus Christ in our lives.

Hand out one small coloured piece of paper to each student along with a pen/pencil. Have them close their eyes and reflect on their everyday interactions with friends, family members, neighbours, teachers, etc., and to think about how those people see them ‘clothed’ based on their actions and words. Ask them to write down one characteristic about themselves that they feel doesn’t best represent who they are to the world. Provide some examples if you feel the students are having a hard time with this (e.g. swearing, stealing, lying, judging). Ask them to write down how they are going to change that aspect of their life (i.e. how they are going to “take off their old

self” and what they are going to do that will make them “new?") Give them 1-2 minutes to think and write something down.

When they are done, suggest that they put the piece of paper in a place where they will see it again (such as a wallet, coat pocket, purse, take a picture on their mobile device, etc.). This will help to create a visual reminder.

 **Prompt:** A great way to stay accountable for these changes you want to make in your life and your walk with Christ is to seek out someone you feel comfortable with, who is older and more knowledgeable or experienced in their faith. They should be someone who you can share your goals with, be honest with them if you fail, and they will in turn encourage you to become stronger. These accountability partners will help be a guide to you as you learn how to live your life for Christ.

 **Prompt:** I’m going to give you a moment to pray to God and ask for him to change your heart and to change you to be a better representation of yourself. Pray specifically for what you wrote down on the piece of paper, that He will give you the strength to change that part of you. We will sit in silence for a minute or two to give you that chance and I will close in prayer. After I finish praying, a leader will hang back and be available to pray with you about what you want to change, or talk to you about any questions you may have.

Give students 60-90 seconds of silence.

Close in prayer, thanking God for each of the youth in your group and for all the wonderful qualities that they possess. Ask that He will guide their actions, words and thoughts in the coming days as they listen and grow closer to Him.



# Module: Discovered by Name

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

### Spiritual Aims

Hopefully students will be able to ...

- accept that we are made pure through Jesus' sacrifice.
- feel worthy of Jesus' ultimate sacrifice and love.

### Lesson Objectives:

Students will be able to...

- examine multiple scriptures that confirm their identity in God.
- discuss the importance of this knowledge and how it affects your life.

### Materials Needed:

- 1 Bible per 2 students
- 1 pen/pencil per student
- 3 chart paper (or more if additional stations are used)
- 1 copy of Appendix D separated into the 3 stations
- 1 copy of the card in Appendix E per student
- 3 tables (or 3 separate rooms)
- 1 Bible with Ephesians 1:1-10 bookmarked
- Recording paper


### Pre-lesson preparation:

- Prior to the lesson, ask 2 students to help you. One will play the part of the liar who can't tell the truth. The other will play the part of the truth-teller who can't lie. Explain to both that during the game you'll ask them if they're liars. The liar should say, "No, but the next person is because he (or she) admitted it me." The truth-teller should simply say, "No, I certainly am not."
- Set-up three tables in the room (if large enough) or in three different areas of the church. Enough to hold your three groups that will go around to the different stations. Each table will have a section of Appendix D, pens/pencils and a chart paper on it (ensure the chart paper has the same title as the Appendix D worksheet).
- If your students are not comfortable navigating through the Bible, either have the Bible passages bookmarked on each table or print out the passages.

### Minds On (approx. 5 min.)

This "Minds On" activity transitions into the focus on God being a truth-teller and a discussion on different truths God has in store and ready for us when we choose to follow him.

When you have the group gathered, have the two volunteers wait in another room while you tell the rest of the group the following story:

 **Prompt:** In the mythical town of Knowledgeville, there are only liars and truth-tellers. The liars can tell only lies and the truth-tellers can tell only the truth. We happen to have two of their citizens with us tonight. I am going to bring them in one at a time and ask them each one question. It will be your job to determine if each person is lying or telling the truth.

Bring in the liar, and ask if s/he is a liar. Send them back out again.


Bring in the truth-teller, as ask if s/he is a liar. Send them back out again.

Have the students form groups of 3-4 and determine whether your volunteers were liars or truth-tellers. After 2 minutes of discussion, have groups offer answers. Bring in your volunteers before giving answers.

If students get stuck, remind them that the first person said the second person admitted to being a liar. If the second person were a liar, s/he couldn't admit to being a liar because that would be the truth. That means the first person is a liar and the second person is a truth-teller

## Action (approx. 40 min.)

Open in prayer, asking that God will open up the hearts and minds of the youth to hear the lesson tonight.

 **Prompt:** Just like the truth-tellers in Knowledgeville (which is fictional, of course), our God (who is real) is also a truth-teller. He has many truths for us which we will explore in depth through rotation of stations.

### Station Groups

1. We will be rotating between 3 stations. Each station has a list of scripture readings.
2. Each station also has a “Title” — make sure that everyone knows the title.
3. In the first round, have the students read the first three scriptures listed.
4. Afterwards, each student can write down on the chart paper what they mean to you in relation to the title. This could be specific words or phrases. Make sure to write down what scripture is associated with specific words.
5. When hear the signal, move to your next station. (Station 1 to Station 2; Station 2 to Station 3; Station 3 to Station 1).
6. At the next station, the group will review what has already been written on the chart paper for 2 minutes.
7. After, each group will read the next two scriptures and repeat steps #4-5.
8. During the final round, the group will read the final 2 passages, complete their task and then bring the chart paper back to the large group.

### TT# 8

**Leader’s note:** You will want to ensure that one leader is with every group to keep them focused and appropriate during the activity. There is a lot to do, process and think about in a short period of time.

Allow for approximately 7 minutes per station (adapt if they are done faster or slower than anticipated).

After the stations are complete, gather the group back together again. Review each chart paper and allow for open discussion about their insights, questions and comments for each title/topic.


Some guiding questions for you if people are unsure of what to comment on (make sure you go over the chart paper and the title before utilizing the guiding questions):

- How did you feel when you read the title ‘I am accepted/secure/significant’?
- What words or phrases surprised you/made you think/challenged you/changed your mind?
- Did the scriptures add/challenge/change to your understanding?



## Consolidate/Debrief (approx. 10 min.)

Have a volunteer or leader read Ephesians 1:1-10

 **Prompt:** When Jesus came to this earth he preached the many truths of God. Through those truths we see and experience God in many miraculous ways. God sent His Son to proclaim those truths so that we would learn all about them and then when Jesus died those truths became our own personal truths. Now, it is our turn to show others those personal truths.


Brainstorm ways we can show others God's truths and desires for our lives. Write down the answers on recording paper. (Possible answers: being considerate, being in service to others, making a point of including new people or visitors, finding ways to visit with those who are lonely or shut in.)

After you have a significant number of responses and options to choose from, have students reflect on one of the items that they think they can intentionally implement in their daily lives or in the coming week.

Hand out a card (from Appendix E) to each student with a pen/pencil. Ask students to write down their one or two choices in the provided box.

Ask them either to:

- keep it in a safe place and pull it out later in the week or before youth next week and reflect on how well they were able to complete their task
- give it to someone else who will then ask them in a week's time how well they were able to complete their task.

 **Prompt:** God has many things He promises you, should you choose to follow him and accept him into your life fully. God is a truth teller; He has never gone back on His word. I hope that you will believe this truth and help it to change your life, and perhaps the lives of others who you come into contact with through truthful interactions.

Close in prayer, asking that God will show the students His truthfulness through the coming week in ways they weren't expecting.

# Module: Discovered by Name

## Lesson 4: Embrace Who You Are in Christ

### *Spiritual Aims*

Hopefully students will be able to ...

- embrace their relationship with Christ
- be mindful of their actions and words and how they affect how others see them as a person
- remember God in every aspect of their life

### *Lesson Objectives:*

Students will be able to...

- choose one skill/talent that they would like to use to glorify God and think of a way to utilize that skill/talent in their current church family.
- identify several ways they can improve their communication with others to reflect the character of God.
- recognize it is not always easy following God, but there are rewards for putting Christ first.

### *Materials Needed:*

- Min. 1 slip of blank paper per student
- 1 pen/pencil per student
- 1 copy of Appendix F per student (note: there are 2 copies per sheet)
- 1 copy of Appendix G per 4 students
- optional: candy prize for Minds On activity
- 1 chart paper per 4 students
- 1 marker per student
- Min. 1 Bible per 4 students
- 1 Bible with Galatians 2:20 bookmarked
- Min. 1 blank paper per student

### **Minds On** (approx. 10 min.)

This 'Minds On' is a way for students to think about their individuality. You may find some people take it seriously while others will be silly. Encourage students to be themselves through this process and to be encouraging to others. Stop any negative talk that may come out, even if someone seems to be joking. You don't want anyone to be offended or upset.

#### **Who is It?**

This is a good game for small group interaction. The object is to get students to share unknown things about themselves in a safe environment.

1. Distribute a small slip of paper to each student.
2. Each student writes down a little known truth about him/herself and hands in the paper to the leader. (e.g. my ear twitches when I'm nervous; something they like that they've never told people)
3. Read the paper slips aloud one at a time.
4. Distribute a copy of Appendix F to each student with a pen/pencil.
5. Read the slips a second time. Students can write down who they believe wrote that particular statement.
6. After everyone has guessed on the slips, have each student reveal which one was theirs.




**Leader's note:** If you have more than 11 students, you can choose to have 2+ simultaneous rounds.

Each player gets a point for every correct guess. If no one guesses a person's slip correctly, that person gets five points. Total the points and the winner can have a prize of your choice (or gets a pat on the back).

**Optional:** Depending on timing and enjoyment of the activity, you can continue to play this for another round or two so the youth get more creative in what they put for their information.

## Action (approx. 320 min.)

Open in prayer, asking that God will open up the hearts and minds of the students to hear what He has to say to them tonight.

 **Prompt:** God has made each one of us unique individuals, all with strengths and weaknesses. He loves us so much, all the good and the not as good! We need to realize this love and embrace that God is using us and our talents to further His Kingdom.

Divide the students into groups of 4-5. Give each group 1 chart paper, 1 marker per person and a copy of Appendix G. Make sure each group has one or two Bibles and a leader accompanying them.


Bring groups back together after 10-12 minutes of answering the questions.

Gallery walk: Have them place their pieces of chart paper up on the wall. Ask students to do a gallery walk of all the other chat papers to see what other people wrote down.

TT# 36


Gather them up again. Ask the students to share their thoughts on why Abram might have been chosen and why he followed through with the Lord's request/command despite how difficult it probably would have been.

TT# 9

 **Prompt:** It's not like Abram had the planes or cell phones like we do today to get places quickly and stay in touch with family, but yet He still got up and followed the Lord's calling. Abram was confident in his relationship with God and that God would always prevail in any bad situation. Abram exemplified what having God in your life can do for you.

## Consolidate/Debrief (approx. 5 min.)


Have a student read Galatians 2:20.

 **Prompt:** God wants us to love Him more than anything else in this world. The easiest way to do that is to dedicate our lives to him and to use those talents he has given to us in a way that will glorify his name. The leaders who are here tonight, they are using their gift of working with and relating to youth in a way that glorifies the kingdom of God.

Have students reflect on their talents and how they could potentially use that talent in the church. Also challenge them to use them outside of the church, in a way that is honouring to God. You may want to give examples of ways other people are already doing it in your church. Suggest they write some ideas down (ensure paper is accessible for them to use).

TT# 37

Express your interest to hear their ideas individually or to answer any questions they may have about how to use their talents in the church.

 **Prompt:** God loves you all so much. Remember Him through your daily lives and use those unique abilities to strengthen your daily walk of faith.

Close in prayer, asking God to give the students strength to live their daily lives to honour him and to go out of their comfort zone to show others his love for everyone in this world.



## APPENDIX A

### *Scripture Story #1:*

The story of Saul is a long one. He did terrible things but then realized they were terrible. You will be reading a couple short portions of the story.

Acts 9:1-9

Meanwhile, Saul was still breathing out murderous threats against the Lord's disciples. He went to the high priest and asked him for letters to the synagogues in Damascus, so that if he found any there who belonged to the Way, whether men or women, he might take them as prisoners to Jerusalem. As he neared Damascus on his journey, suddenly a light from heaven flashed around him. He fell to the ground and heard a voice say to him, "Saul, Saul, why do you persecute me?"

"Who are you, Lord?" Saul asked.

"I am Jesus, whom you are persecuting," he replied. "Now get up and go into the city, and you will be told what you must do."

The men traveling with Saul stood there speechless; they heard the sound but did not see anyone. Saul got up from the ground, but when he opened his eyes he could see nothing. So they led him by the hand into Damascus. For three days he was blind, and did not eat or drink anything.

Acts 9:17-19

Then Ananias went to the house and entered it. Placing his hands on Saul, he said, "Brother Saul, the Lord—Jesus, who appeared to you on the road as you were coming here—has sent me so that you may see again and be filled with the Holy Spirit." Immediately, something like scales fell from Saul's eyes, and he could see again. He got up and was baptized, and after taking some food, he regained his strength.

Acts 13:9

But Saul, who was also called Paul, filled with the Holy Spirit, looked intently at him.

Saul — meaning "asked for" or "prayed for"

Paul — meaning "humble"

What was the original name and what did it change to?

What was their new purpose in life/reason for the name change?

Why was it important that their name changed?

## *Scripture Story #2*

The man in this story was a close friend of Jesus', but sometimes had trouble telling others that.

Matthew 16:13-19

When Jesus came to the region of Caesarea Philippi, he asked his disciples, "Who do people say the Son of Man is?"

They replied, "Some say John the Baptist; others say Elijah; and still others, Jeremiah or one of the prophets."

"But what about you?" he asked. "Who do you say I am?"

Simon Peter answered, "You are the Messiah, the Son of the living God."

Jesus replied, "Blessed are you, Simon son of Jonah, for this was not revealed to you by flesh and blood, but by my Father in heaven. And I tell you that you are Peter, and on this rock I will build my church, and the gates of Hades will not overcome it. I will give you the keys of the kingdom of heaven; whatever you bind on earth will be bound in heaven, and whatever you loose on earth will be loosed in heaven."

John 1:42

Jesus looked at him and said, "You are Simon son of John. You will be called Cephas" (which, when translated, is Peter).

Simon — meaning "He (God) has heard."

Peter — meaning "stone" or "rock"

What was the original name and what did it change to?

What was their new purpose in life/reason for the name change?

Why was it important that their name changed?



### *Scripture Story #3*

The story of Abram is told through many chapters in Genesis. You are only reading a small portion of his great story.

Genesis 17:1-7

When Abram was ninety-nine years old, the Lord appeared to him and said, "I am God Almighty; walk before me faithfully and be blameless. Then I will make my covenant between me and you and will greatly increase your numbers."

Abram fell facedown, and God said to him, "As for me, this is my covenant with you: You will be the father of many nations. No longer will you be called Abram; your name will be Abraham, for I have made you a father of many nations. I will make you very fruitful; I will make nations of you, and kings will come from you. I will establish my covenant as an everlasting covenant between me and you and your descendants after you for the generations to come, to be your God and the God of your descendants after you."

Abram = meaning exalted father

Abraham = father of many

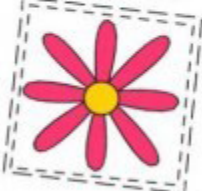
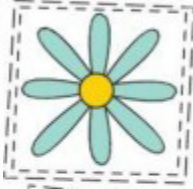
Questions to consider/answer:

What was the original name and what did it change to?

What was their new purpose in life/reason for the name change?

Why was it important that their name changed?

## APPENDIX B



### Julia

**J** is for Joy, you're magnificent

**U** is for Understanding, a noble character

**L** is for Lovable, a caring heart

**I** is for Imaginative, full of delightful surprises

**A** is for Angelic, beauty beyond compare

Julia, is much more than just a name



## APPENDIX C

### *Scripture #1:*

#### ***Isaiah 52:1***

Awake, awake, Zion,  
clothe yourself with strength!  
Put on your garments of splendor,  
Jerusalem, the holy city.

How do you put on garments of splendor? How do you clothe yourself with strength? How can someone do that?

### *Scripture #2:*

#### ***Isaiah 61:1-3***

The Spirit of the Sovereign Lord is on me,  
because the Lord has anointed me  
to proclaim good news to the poor.  
He has sent me to bind up the brokenhearted,  
to proclaim freedom for the captives  
and release from darkness for the prisoners,  
to proclaim the year of the Lord's favor  
and the day of vengeance of our God,  
to comfort all who mourn,  
and provide for those who grieve in Zion—  
to bestow on them a crown of beauty  
instead of ashes,  
the oil of joy  
instead of mourning,  
and a garment of praise  
instead of a spirit of despair.  
They will be called oaks of righteousness,  
a planting of the Lord  
for the display of his splendor.

How do you put on a garment of praise? How can someone do that?

### ***Scripture #3:***

#### ***Isaiah 61:10***

I delight greatly in the Lord;  
my soul rejoices in my God.  
For he has clothed me with garments of salvation  
and arrayed me in a robe of his righteousness,  
as a bridegroom adorns his head like a priest,  
and as a bride adorns herself with her jewels.

How do you put on a garment of salvation/robe of righteousness? How can someone do that?



# APPENDIX D

## *Station 1: I am accepted...*

### **Scriptures:**

#### **Group 1**

John 1:12

John 15:15

1 Corinthians 6:17

#### **Group 2**

4. 1 Corinthians 12:27

5. Ephesians 1:3-8

#### **Group 3**

6. Colossians 1:13-14

7. Colossians 2:9-10

## *Station 3: I am significant...*

### **Scriptures:**

#### **Group One**

John 15:5

John 15:16

1 Corinthians 3:16

#### **Group Two**

4. Ephesians 2:6

5. Ephesians 2:10

#### **Group Three**

6. Ephesians 3:12

7. Philippians 4:13

## *Station 2: I am secure...*

### **Scriptures:**

#### **Group One**

Romans 8:1-2

Romans 8:28

Romans 8:31-39

#### **Group Two**

4. Philippians 1:6

5. Philippians 3:20

#### **Group Three**

6. 2 Timothy 1:7

7. 1 John 5:18

## APPENDIX E

Name: \_\_\_\_\_

I want to show God's truths this week  
by:



Name: \_\_\_\_\_

I want to show God's truths this week  
by:



Name: \_\_\_\_\_

I want to show God's truths this week  
by:





## APPENDIX F

<i>Who is it? Game</i>	
Round 1:	Round 2:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Total points:	Total points:

<i>Who is it? Game</i>	
Round 1:	Round 2:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Total points:	Total points:

## APPENDIX C

Genesis 12:1-5

The Lord had said to Abram, “Go from your country, your people and your father’s household to the land I will show you.

“I will make you into a great nation, and I will bless you;

I will make your name great, and you will be a blessing.[a]

I will bless those who bless you, and whoever curses you I will curse;

and all peoples on earth will be blessed through you.”

So Abram went, as the Lord had told him; and Lot went with him. Abram was seventy-five years old when he set out from Harran. He took his wife Sarai, his nephew Lot, all the possessions they had accumulated and the people they had acquired in Harran, and they set out for the land of Canaan, and they arrived there.

On your chart paper, create the following chart and answer the questions in each section.

Write any words you think of, phrases you’ve heard, knowledge that you have or your feelings depending on the question.

If you know of any verses, please write them also.

If you are unsure of an answer, you can look to Genesis chapters 11-13 for more information.

1.	2.
3.	4.

1. How do you think Abram felt leaving his familiar settings and family with an unknown destination?
2. What characteristics would you describe Abram as having by following this request?
3. Why would God choose Abram for this journey?
4. How did Abram know that everything would work out? Did he know it would work out?



# Teaching *Tips*



1. Involve others in the information gathering (like writing answers on 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. So, 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 occurs. There may be moments you allow students to form their own group (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. (With an odd number of students, you may have one group of 3). The instruction to repeat their partners' answers allows 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 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 one 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](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 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 with them. 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. When assisting students in a composition, avoid doing too much of the job for them. If they are having trouble getting ideas out ask them leading questions like, “what are you thankful for?” and “what are some things you might need help with throughout the day?”

29. An exit ticket is a teaching strategy used to assess that students have reflected upon the material you have taught or discussed. Essentially you prepare a short question, one that can be answered in one or two minutes on a small paper no bigger than half of an 8.5 x 11. The questions can range from a content question showing knowledge and understanding, to an opinion question demonstrating synthesis and evaluation. You can also allow the students to respond to a more personal question related to the topic discussed, allowing the students to express themselves in a fresh way. Hand out the question on the paper, “the ticket”, before students leave, allow them time to respond, and as they leave, they hand you the “ticket” with the question answered. Among other things, Exit Tickets help you determine if your students have understood your lesson, give you an opportunity to learn more about your students for future lesson plans, or for you as a youth leader as you pray for your youth.

30. Check your church’s child protection policy to see if/how the pictures you take can be used.

31. Don’t be afraid of silence; when you are standing in front of a group the silence always seems longer to you than it does to your group. Some people feel awkward about speaking right away, and if you answer your own question too soon you may take away an insightful answer from one of your students.

32. If you have close-knit friends or new youth out, you may have students purposely trying to stay close to the people they know. Feel free to step in, redirect them, exchange partners or stop these friends from being partners more than once. You may want to make the rule, “you must speak to someone new for each question,” if you feel this is going to be a problem in your group. However, be sensitive to youth who may not yet be believers, and so will want to stick near their friends so as to assess appropriate behaviour.

33. Using the “folded line technique for picking partners”: have the students stand in a line (this can be in response to a question, or by height, or birthday or number of letters in their name) have the students hold hands/interlock arms, and take one end of the line and



walk to the other end, folding it in half. Students work with the partner who is now across from them.

34. Students respond to having examples of a creation/project, particularly from those that they care for and appreciate. If possible, create an example prior to this activity.

35. When asking questions, consider posting the question somewhere visible and verbally say it. This way, you can help both your visual and auditory learners understand the question.

36. Gallery walk is a way for students to review their peers' work without external pressures. Like a museum, they would go around looking at one piece of work for about 20 seconds before moving to the next piece. Here are some guidelines:

- a. no talking during the viewing
- b. no judging of others' work
- c. no criticizing the work
- d. no put downs.

37. If you're going to use an example that involves someone they know personally, especially one of their peers, make sure you receive permission ahead of time.

38. To help students move deeper into their answers, you can say something like, "I really liked what I heard .... can you expand on that?" You can also ask another student if they agree/disagree, why/why not? (The agreement can't be "what they just said". Even if they agree, have them summarize it in their own words.

39. In Think/Pair/Share, there are usually two common occurrences:

- a. Nobody talks first. You can pre-determine who will go first by adding the instructions "the person with the longest hair goes first", or "the person with the most red on goes first."
- b. One person dominates the allotted time and the second person does not get a chance to speak. You can solve this problem by calling out at half time – "now change, and the other person speaks".

40. You can make adjustments for your time by increasing your questions, or by removing some of them. You decide the pace most suitable for your students.

41. Whenever you serve food, ensure you are aware of any food allergies. As a general rule, ensure your food is nut-free.

42. 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.

43. If you have a very large group and/or if you have other leaders helping you, it is a good idea to brief your leaders before the activity so they can also circulate and help students really connect with the activities by thinking about them in detail.

44. You may want to physically demonstrate the logistics of an activity as you're giving instructions.

45. 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.

46. 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 to 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.]”

47. If you communicate with your students through the week via text, Facebook, Twitter, email, etc., posting a reminder (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.

