

Series: Five Ways Weird

Session Title: Purity

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ Markers for every student
- ☐ Four sheets of large newsprint or chart paper prepared for task one
- ☐ Pens
- ☐ Double-sided copies of pages A3-4
- ☐ DVD copy of *Traffic*.

Lesson Objectives:

As a result of this lesson, students will be able to...

- Identify personal purity as part of the content of our message to the world.
- Understand the tangible and value causes of the purity issues in our culture.
- Identify the importance of developing a pure heart and mind.
- Begin to identify some solution steps to impurity problems.
- Be able to identify three worldly 'stains' that Christians must work hard to avoid.
- Learn that James identified our purity as a mark of true religion for Christians.

Pastoral Objectives:

Lead In:

Show the clip from the movie *Traffic* where Michael Douglas's character searches for his lost daughter and finds her high and bottomed out in a drug hotel downtown. Before playing the clip tell the students that as they watch the movie they need to identify what went wrong in Michael Douglas's approach to rooting out moral impurity. Expected answer: he focused on the problems out there instead of the situation in his own home.

Consider transitioning into the tasks by saying something like this:

Most people in our world today agree that we have a purity problem. Most people agree that there is too much porn on the internet, too many people becoming addicted to drugs, too many people being infected with diseases like AIDS, and too many people engaged in acts of fraud and deception. We have a purity problem! But how do we solve it? Harsh laws directed at those outside or hard work done on our own insides? The Bible has some answers that we are going to search out today.

Task One Instructions:

The first step in solving a problem is identifying and understanding the problem. Have the following four big pieces of paper taped up around the room. The first one is titled “Pornography”. The second is titled “Drug Addiction”. The third is titled “Sexually Transmitted Diseases”. The fourth is titled “Fraud and Corruption”. Divide each paper into halves. Label one half, “Tangible Causes,” and the other half, “Value Causes.”

Tell the students that you are going to give them a marker and that they should visit all four stations (pieces of paper). At each station, they should list the tangible and value causes of each problem. Do an example together. For example, the action cause of ‘Pornography’ might be as simple as “pornography is so available through the internet”. That is true and that is the obvious or tangible cause, but what is the value cause behind it? Is it lust? Is it lack of contentment? Is it impatience? Hand out markers and give the students about twelve minutes to do this task.

After the students have completed the task ask them to sit back down in the main group. Send one volunteer to each station. Ask the volunteer to choose one good answer for the tangible causes and the value causes. Start with the first station and ask the volunteer to identify the causes one by one. Have the rest of the group identify a solution for each sample cause. For example, Toni goes to station one, Pornography. He chooses the tangible cause, “Access to porn on the internet is too easy.” The group responds: “Make better screening software available for people to use.” Then he chooses, “People are bored and want excitement” as a value cause. Then the group suggests that a solution for that might be providing people with the opportunity to have a rich social life through church or school. Proceed with each station. This task will show that it is easier to address the tangible causes than the value causes.

Task Two Instructions:

Tell the students that you are going to split them up into discussion groups and that they will receive handouts and pens. Tell them that they should follow the instructions printed on the handout. They have approximately twelve minutes to complete each task. Split the students up and distribute the materials.

When the students are done filling in the handout, refocus their attention for feedback. Ask each group to identify their three favourite answers from their lists of “purity problems”. They can

choose from any list; whether they choose three from one list or one from each list doesn't matter.

Now tell the students that they are going to try out their guessing skills. Begin with one group by asking them to reveal one of their chosen answers. For example, Group 1 says "People cheat on their taxes." Have the other groups guess what the impurity root of that problem is. In this case it is greed. They can score one point for every correct guess if they need some competitive incentive. Then allow the original group, Group 1 in the example, to describe what values they thought could combat this problem. Keep doing feedback in this way until everyone has said their three answers or you are out of time.

Conclusion:

Consider wrapping things up by saying something like:

While it is important for us to participate as citizens in the making of wise and helpful laws that govern behaviour and activity, Jesus spent most of his time talking about inward solutions to impurity. In Matthew 15:18 Jesus said: "What comes out of the mouth proceeds from the heart, and this is what defiles." Jesus went on to teach that the values of the heart are what produce all the impurity of the body. That is why, while we need to call on our governments to make laws that encourage purity, the real battle will be won in our own hearts! We need to combat greed, lust and impatience in our innermost hearts to live the life of the spirit and to starve the desires of the flesh. The battle is won inside before we speak a word or take a look or make a decision. The battle is for the purity of our hearts and minds. That is why Jesus said: "Blessed are the pure of heart, for they shall see God." (Matthew 5:8) When we have purity like that, not only will we see God, but our friends will see God's holiness shining in us!