

Series: Real.Loud

Session Title: Intercession

Date and Time: _____

Number of Students: _____

Materials Needed:

- ☐ Pens
- ☐ Copies of page A27
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- ☐ Prizes
- ☐ Current newspapers (three per group)
- ☐ Scissors (3 per group)
- ☐ Coloured markers
- ☐ Post-it notes (three packs per group)
- ☐ Tape or pins
- ☐ Intercession Wall (according to task two)

Lesson Objectives:

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

- Discover that advocacy and intercession are part of what it means to be a witness for Christ.
- Identify places in our world that need prayer.
- Practice praying for needs in the world.

Pastoral Objectives:

Lead In:

There is a great film clip you could use for this lead in. It is from the movie called *A Civil Action*. This movie is based on a true story. Jan Schlichtmann (Travolta) is an aggressive young lawyer who must choose between simply taking cases that give him personal gain and taking a case to effect real justice.

Several families in the town of Woburn, Massachusetts have suffered the tragic loss of their children to the rare cancer known as leukemia. After having their claim rejected by most law firms in town, these citizens approach Schlichtmann with the possibility that the deaths of their children may have had to do with Woburn's drinking water supply being contaminated by a couple of local businesses. The rub lies in the fact that these businesses are offshoots of two of the most powerful corporations in the country.

Preview the movie and select a clip that fits the time duration you desire for the lesson. Before you show the clip to the students tell them to answer this question as they watch: What decision did Jan Schlichtmann have to make that each one of us also has to make at some point in life? The answer is: To care about justice for others more than I care about prosperity for myself.

Consider transitioning into the tasks by saying something like this:

Schlichtmann realized that as a lawyer he had a responsibility to fight for those who could not fight for themselves, to seek out justice and compensation for those who were being abused by the negative forces of our world. The job of a Christian is similar. Part of being a witness to the coming kingdom is being an intercessor and an advocate. To be an intercessor means to go before God in behalf of others in prayer and to be an advocate means to take up someone else's problem as if it were your own and to fight for it. Tonight we are going to read a story about the first human intercessor and then we are going to spend some time locating some places in our world where we can serve as intercessors and advocates. Finally we are actually going to begin practising this important role in the safety of our groups. Let's go!

Task One Instructions:

Have the students split up into discussion groups of no less than six and no more than ten. Appoint a leader or have the groups appoint a leader. The group leader will need a discussion guide (page A27). Instruct the group leaders to use the discussion guide to walk the students through a brief discussion of this very intriguing passage. Reading it and discussing it should take no more than fifteen minutes.

After the students are done, solicit answers from the groups. Clarify and correct if necessary or proceed if not.

Task Two Instructions:

After the completion of task one provide each group with four current newspapers. Try to provide newspapers from different cities. If you go to a news stand or magazine shop you can usually find papers like The Calgary Herald, The Halifax Daily News, The London Times, The Chicago Tribune, etc. Tell the students to locate ten stories that tell about people who need advocates. They could be a people group (the starving people in Africa) or individuals (the lady who had her house burn down in Etobicoke). In general they are looking for people who are in situations where help is required. Tell the students to cut out the ten articles that they choose.

Have a wall prepared in your meeting room that will be the Intercession Wall. When the students have finished cutting out articles, instruct them to tape or pin their story to the Intercession Wall along with a little Post-it note summarising the need. This should take about fifteen minutes total.

Task Three Instructions:

Give each student an Intercessor's Sheet (copies of page A28) and a pen. It will have space for the students to record five people or people groups that they can pray for this week. Instruct the students to visit the Intercession Wall and read as many articles or Post-it notes as they can and to select five people or people groups to pray for this week. They will record the information on their sheet. Assign a time limit of seven minutes. After that time has elapsed have students return to their groups.

Task Four Instructions:

When the students are reassembled in their groups, instruct them to each share one prayer need from their list with their small group. After each student has had a turn, they should all pray for the needs together. This should take another five to seven minutes.

Conclusion:

Consider wrapping up the evening by saying something like this:

Sometimes we make the mistake of thinking that actions are the only things that matter. But prayer is really important too. Abraham was invited by God to make a case for a wicked city and to participate with God in the outworking of justice. We have been given the same task! Our job is to pray for justice and comfort and healing for others and to bring before God the needs of people who might not think to pray for themselves. It's a big job but it is one of the ways we give testimony to the fact that the kingdom of God is coming! We are here as advance runners for justice and for abundant life. Be an intercessor; be an advocate and shine the light of the kingdom on those in darkness.