

Yesterday. Today. Forever.

Module: Telling the Story

Lesson 1: The Fruit of the What?

Objectives:

Students will

- identify what a Christ-follower looks like on the inside – by being able to name and describe the Fruit of the Spirit mentioned in Galatians 5:22-23
- be able to identify the Fruit of the Spirit as listed in Galatians 5:22-23 as lived out by Jesus in various stories from the Gospels
- have the opportunity to consider and share how others have shown the Fruit of the Spirit to them

Materials Needed:

- white board/chart paper and markers
- Bibles
- apple (1)
- orange (1)
- pear (1)
- banana (1)
- grapefruit (1)
- grapes (bunch)
- blueberries (1 container)
- pineapple (1)
- watermelon (1)

- sticky notes (3 for every student)
- pen/pencil (1/student)
- Appendix A: Captain Card (1 for every 5 students)
- masking tape
- marker (1)

Pre-lesson preparation:

- Before the session begins be sure to make a trip to the supermarket and pick up the aforementioned fruit
- On a white board or chart paper make 9 columns with the Fruit of the Spirit as column titles: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control, and one extra un-labeled column. Keep this board or paper hidden until needed
- Using masking tape and a marker (or label-maker if available), label the pieces of fruit as follows:
 - Apple – LOVE
 - Orange – JOY
 - Pear – PEACE
 - Pineapple – PATIENCE
 - Grapefruit – GOODNESS
 - Blueberries – KINDNESS
 - Grapes – FAITHFULNESS (label the bunch, not the individual!)
 - Banana – GENTLENESS
 - Watermelon – SELF-CONTROL
- Have the aforementioned fruit sitting out so that it is visible during most of the activities.
- Print off the Captain Cards

Minds On

Approximately 15 minutes

Jesus and the Fruit Basket

Have the students start out by taking three sticky notes and a pen/pencil.

Prompt: On your sticky notes, write the first three things (characteristics or personality traits) that come to mind when you think of the name “Jesus”. One characteristic per note.

(E.g. “Jesus was loving”; or “Jesus loved all people”; or simply, “love”)

After a few moments (1 minute will most likely be enough time, but gauge the progress of your group – check to see if students are done writing or ask them if they need more time), bring out the whiteboard or chart paper that has the Fruit of the Spirit listed as column titles.

Tell the students that as a class you will categorize their responses. Ask for a student to volunteer an answer. Ask for a quick show of hands if any other students had the same response. Then repeat back what the student said, and ask the student what column they think their answer best fits under. Allow the student to ask clarifying questions, and if they are unsure, ask the remainder of the class what they think. Use this discussion as an opportunity to define and disambiguate the different words. Once you have decided on a column, stick the Post-it under that column. If the word or phrase fits under more than one column, have a student with a duplicate response place theirs under the second column, or if there is no duplicate, have the original student quickly write a duplicate Post-it, and stick that under the second column. Last ask all students with duplicates to stick their Post-its under the appropriate columns.

Work your way through the different responses: listen, ask about duplicates, decide on a column, stick up the Post-it, ask for students with duplicates to post their responses.

If a response doesn't seem to fit under ANY column, try to define why not, and place it in the untitled column.

When you have finished, explain to students that the column titles are, together, what is called the Fruit of the Spirit. Take a moment to read to the students Galatians 5:22-23 so that they understand where we get this idea of the Fruit of the Spirit.

Prompt: Sometimes we talk about these things as the Fruit of the Spirit, but seeing real examples of how Jesus lived out these things can be really helpful. As well, if we don't know what the heart or foundation of Jesus looks like, it is so much harder to try to imitate him. And so, to do that, we need to "know" him: read about him in the Bible, learn about him through teaching, being around Christ-followers, (from the week previous, 'little Christs') and prayer.

Action

Approximately 40 minutes

Prompt: Throughout the Gospels (the books written about the life of Jesus), there are numerous stories of Jesus that offer to us a great example of how to live and love like him. We represent Jesus well when we are showing the "fruit" with our lives. During this session, you will look at a couple examples of how Jesus showed this "fruit". In a moment a leader will help you choose a passage from the bible about Jesus and you will look for evidence of the Fruit of the Spirit in that passage. You will have about 25 minutes. But first I will divide you into smaller groups.

Divide students into smaller groups by grade, and if there are more than five students in a group, consider dividing that group into a smaller one based on birth months. E.g. Students born from January-April in one group, May-August in another, September-December in another. This sounds complex but is actually very easy.

Stand in the middle of the room like Moses in the Red sea. Indicate with your hands and say, “Everyone stand up and listen carefully please. There is a line that runs through the middle of the room, dividing it into two. Grade 8s, on this side (indicate) grade 7s on this side (indicate). (If you also have 6s, make three divisions.) Stay standing! (Quickly scan your groups to see if there are more than 5 students in each: if so, continue). Grade 7s, divide by birth month, if your birthday is in January to June, over here (indicate), if in July to December, over here (indicate). Keep them on the Grade 7 side of the room, but divide them into smaller groups to end up with no more than 5 students in a group. You can shuffle them if the numbers are wonky.) Do the same for the Grade 8s, and Grade 6s if you have them. Once you are satisfied with the groups, say. When I give the signal, make your group into a circle, make sure that everyone knows your name, and have a seat. Go!”

As they are gathering and saying ‘hi’ in their groups, hand out Bibles so that each group has at least one, if you have enough for each student or for students to share, hand out as many as possible. Assign a leader to the group –a student acting as “group captain”. Give the student leader a “Captain Card” Assign a youth leader to every group to help facilitate, but let the student leader guide the discussion. If you are the only leader or you have fewer leaders than number of groups, have leaders float among groups as students interact.

The leader or captain will:

1. Choose 2 of the following stories of Jesus:
 - Jesus Feeds the Five Thousand (Mark 6:30-44)
 - Who is the Most Important? (Mark 9:33-37)
 - Little Children are Brought to Jesus (Mark 10:13-16)
 - The Most Important Commandment (Mark 12:28-34)
2. Have the group open their Bibles to the first passage and assign someone to read it aloud.
3. The group will read their stories twice. The first time, students should just read and pay attention to what is happening in the story.

4. After reading the story once, students will read it again, but this time, the students should listen for a Fruit of the Spirit that Jesus is exemplifying. (For a great little list to help you out, go to Galatians 5:22-23!)
5. While you read the story, if a student thinks a moment has just described Jesus exemplifying a Fruit of the Spirit, they can shoutout “HIGHLIGHT!” When a student shouts this, stop and allow them to explain how that part of the story displays a particular fruit.
6. Students should continue to read the passage and repeat the “HIGHLIGHT!” exercise each time they think a Fruit of the Spirit is being exemplified.

Note: Bible Navigation

Some students may be less confident in navigating their Bible. Be sure to help them find where these stories are located. If needed, prompt them with questions: is Mark in the Old Testament or the New Testament? If Mark is one of the Gospels, where do you think it would be found? Explain that the first number is the chapter and appears as a larger number in their Bible. The second number, or set of numbers, is the verse or verses and appear smaller after the chapter number in the text of their Bibles.

Warn the students when only 5 minutes remain, and again when 2 remain. When two minutes remain, tell groups that once they are finished the exercise, they should walk, without speaking, to an area that you designate for them to sit in a circle facing one another. Encourage the students to stay silent until the whole group is in the circle. Once everyone is seated (you may have to prompt the last group or two to join the circle) ask the whole group the following questions:

1. If our heart, soul, mind, and spirit are being shaped inside of us, and the Fruit of the Spirit is impacting those things then: how is the Fruit of the Spirit something that grows from the inside of you and comes out of you? (Allow a couple of students to speak to this.)
2. Can you think of someone who showed the Fruit of the Spirit to you in a real way? How do other people practically show us what it means to live out the Fruit

- of the Spirit? (Consider allowing multiple students to answer these questions. Try to include as many students in this conversation as possible. List some of the fruit as needed and ask students if there have been people model this well to them.)
3. How do we show the characteristics of Jesus and/or the Fruit of the Spirit to others? (Encourage students to get practical and specific in their answers.)

Consolidate/Debrief

Approximately 20 minutes

As students are answering question three from above, have a leader retrieve your labeled fruit. Place the labeled fruit in the middle of the circle. There are three sub-sections to this section as you sit in the circle with the fruit:

1. Have a volunteer (adult) in the middle of the circle hand fruit to various students around the circle one by one. As a student receives that piece of fruit they can either:
 - i. Share if they are strong, weak or “in-between” in how they exemplify the characteristic associated with the fruit OR
 - ii. Think of a way in which they could practically show others that fruit (the characteristic, not the food!) this week.
2. Once several students have had the opportunity to share, take a moment to hold up each fruit, piece by piece, and as you do, remove the label and pass that piece of fruit to a student. When the student receives the fruit they should say both the name of the fruit and the Fruit of the Spirit it is representing. (E.g. Upon receiving the apple, they would say “apple...love!”) Students will continue to pass the fruit until all fruit makes its way around the room.

Reminder on representations:

Apple – LOVE

Orange – JOY

Pear – PEACE

Pineapple – PATIENCE

Grapefruit – GOODNESS

Blueberries – KINDNESS

Grapes – FAITHFULNESS (label the bunch, not the individual)

Banana – GENTLENESS

Watermelon – SELF-CONTROL

Prompt: Remember the fruit that is representing that Fruit of the Spirit. When you see that fruit in your everyday experience, consider it a prompt to pray that God would help you increase in that area. (E.g. If you should stop harming or judging others, and just need to LOVE people more, whenever you see an apple, let it be a prompt to stop and pray.)

Once you've allowed for all of the fruit to be passed around, ask students, "What's your watermelon?" (Is that confusing to you? Okay, the question here is: what is the one fruit mentioned that is most difficult to you? Is it being joyful? Is it patience? Is it being kind? Self-control (watermelon!)?

Pray. Once students have identified their "problem fruit", pray with them that God would work in that area of their lives. If your group is not too large, consider having students hold that fruit as you pray (or sit clustered with others who have the same "problem fruit"), and actually have the opportunity to speak out the "problem fruit" in their lives that they need God's help to grow in..

Appendix A: Captain Card

The Captain Card

The Captain will:

1. Choose 2 of the following stories of Jesus:
 - Jesus Feeds the Five Thousand (Mark 6:30-44)
 - Who is the Most Important? (Mark 9:33-37)
 - Little Children are Brought to Jesus (Mark 10:13-16)
 - The Most Important Commandment (Mark 12:28-34)
2. Have the group open their Bibles to the first passage and assign someone to read it aloud.
3. Be sure everyone is following along or listening.
4. Read the story again, but this time, tell all of the students to listen for a time when Jesus is exemplifying a Fruit of the Spirit.
5. When the reader reads a portion that exemplifies a Fruit of the Spirit, tell students to shout out “HIGHLIGHT!”
6. When a student shouts this, stop and allow them to explain how that part of the story displays a particular fruit.
7. Continue to read the passage and repeat the “HIGHLIGHT!” shout each time a Fruit of the Spirit is being exemplified.
8. Repeat steps 2-7 for the second passage of your choosing.

Yesterday, Today, Forever

Module: Telling the Story

Lesson 2: Sneezing Jesus on Each Other

Objectives:

Students will

- Create a list of practical ways that they can show the love of Jesus to others (or “sneeze Jesus” on others) so that they can have concrete ideas of things they can do (and do them!)
- Interact with scripture and learn to integrate biblical ideas with real-to-life case studies
- Leave from the session with a specific person in mind that they will pray for and attempt to “sneeze Jesus” on using a practical example from the list mentioned in objective one.

Materials Needed:

- Bibles
- Appendix A: Case Study cards, cut into separate cards
- box of facial tissue
- a timer (for six minute intervals)

Pre-lesson preparation:

- Before the session begins, create a zone in which you can play the Minds On activity: Zombie Contagion!!!
- Set-up a computer or screen with internet access to play the Slow Motion Sneeze Video found at <http://www.youtube.com/watch?v=qKiQA5e-fPg>
- Pre-set six stations that have one of the case study cards at each station

Minds On

Approximately 10 minutes

Zombie Contagion

Create a space that is relatively confined in area for the number of students that you have. (e.g. if you have ten students, a 2m by 2m by 2m area would be large enough.) Be sure to have a clear perimeter. You can use wall-safe tape to create the zone. Encourage students to walk around the space. At any point, you can call out someone's name. If you call out their name, they become a zombie. Zombies do three things: their arms go out in front of them, they walk more slowly, and they say "brrrrraaaaaaaaiiiiiinnnnnsssss." Zombies cannot run. One foot always needs to be on the ground. The zombies try to tag people. If a zombie tags someone, they also become a zombie. Continue calling out names until there is a sufficient number of zombies that will ultimately lead to a zombie apocalypse (that is, until everyone has become a zombie). Play as many times as desired.

Once the game has ended, gather students into a large group area.

Prompt: Being a zombie is, apparently, a highly contagious condition. Think about the worst cold you've ever had. Who did you get it from? (Give a moment for students to shout an answer.) Think about how fast and easily germs can spread, especially when you sneeze. Imagine if we had played this game by sneezing on each other. It would have had grosser and more infectious results! In fact, let's watch this slow motion disgusting video just for fun: <http://www.youtube.com/watch?v=JDwjVC1HNCU>

After watching video, prompt: Last lesson we talked about the Fruit of the Spirit. Imagine this: what would it look like if we "sneezed Jesus" on each other. That is, what if we showed the love of Christ in such an infectious way that people couldn't help but want to find out more about him. What if we sneezed love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control onto people? In our next activity, we are going to look at real-life examples of how we can "sneeze Jesus" onto people in our everyday activities.

Action

Approximately 45 minutes

Prompt: Sometimes we know what we should do, but we don't want to do it. Showing the true love of Jesus and displaying the Fruit of the Spirit to others takes a radical kind of living. This activity will attempt to pull out some ideas of just how radical that can be.

First, ask students if they can remember the 9 Fruit of the Spirit from last session (refer to Galatians 5:22-23):

- LOVE – Apple
- JOY – Orange
- PEACE – Pear
- PATIENCE – Pineapple
- KINDNESS – Blueberries
- GOODNESS – Grapefruit
- FAITHFULNESS – Grapes
- GENTLENESS – Banana
- SELF-CONTROL – Watermelon

Case Studies

Prompt: In this activity, you will be in small groups and will rotate through six stations. Each station will have a different case study card describing a scenario that you might encounter. While at each station, your group will have six minutes to read your card, look up a Bible verse and discuss with your group answers and a possible solution to the situation. When I say 'go' find another student with the same first letter of your first name.

Allow the students to pair, and quickly resolve any issues of missing or extra partners.

Then say: Now clump with another pair to make a four!

If possible, each group should have four students. If you have more than 24 students you will need to have the students clump into groups of six, so tell them the clump with two other pairs. Assign a youth leader to join each group or assign a student leader if there are not enough leaders for each group. Assign each group a station to start. Using student names, say 'Jaqueline's group Station 1, Raj's group Station 2', etc., and point to the station location as you say their group name.

Be sure to have adult leaders available – as well as yourself – to float around to help students looking up the Scriptures, and to make sure students are on task. When six minutes is up, say Switch! and indicate which direction students will rotate.

At the end of the last (sixth) six minutes, rather than saying 'Switch' say, "Okay everybody let's come back together. I will know you know they are done the activity when you are seated in the large group with your hands on your heads and making the most ridiculous face that you can."

Consolidate/Debrief

Approximately 15 minutes

Prompt: Out of our conversation today, what are some really practical ways that we can "sneeze Jesus" on others? In others words, how can we clearly show people the Fruit of the Spirit? What can you do today? This week? This month? To take some time to flesh this out, I'm going to hand out a piece of lined paper and pen/pencil to each of you. At the top of the page write: My Awesome-Sneezing-Jesus-Ideas. Take time to consider how you can practically show people in your life (friends, acquaintances, family, teachers, etc.) the Fruit of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

(If students need an example, consider sharing one or two from the list below in the Leader Tip to start them thinking. Give students 8 minutes to work on this.)

After 7 minutes has passed, tell students they have one minute left to finish their ideas. When time is up, ask students if anyone would like to share their favourite idea. Take 3-5 minutes to hear from students. If students are hesitant to share, refer to the note below to help start the dialogue.

Note: Leader Tip

Try to get students to be as specific as possible when they answer the above question. Don't settle for a generalized answer. Encourage students to think specifically and creatively. Here are a few helpful suggestions that we'll call "Bless Yous!":

- Positive gossip – sharing information about people that is encouraging, positive, and uplifting (e.g. When Blake is not around: "Hey, did you guys see what a great job Blake did as a zombie today?")
- Go last when everyone wants to go first– so often at school or home we want to be first in line, first to eat, first to receive, but offering to go last can be an incredible example to others. Consider the difference between gentleness and weakness. Being gentle means being willingly kind and mild; whereas weakness is a lack of strength or ability.
- Volunteer when no one else will – this is almost the opposite of the idea mentioned previous to this one, but sometimes no one wants to do it. Be willing to volunteer.
- If you see it, pick it up – we can easily write things off as "not mine" and so they are not my concern. But consider picking up garbage lying around that isn't yours, cleaning up something for someone just because, and helping without being asked.
- Consider doing something more – if someone asks you to lend a hand, when you are done ask them if there is anything else you can do.

Explain that in a moment you are going to pray. But before you do, you are going to pass around a box of facial tissues. Each student should take a facial tissue and consider someone that they'd like to "sneeze Jesus" on. Maybe it's a friend in class or even a

teacher. Someone who could really benefit from seeing someone else live and love like Jesus. Have students carefully write the name of that person on the tissue. As you pray, prompt students to hold the facial tissue tight in their hand. When you give space to pray out loud the names of the people that the students have in their mind make it clear to students that they can speak out the name of the person they are thinking of at that time or they have the option to remain silent.

Appendix A: Case Study Cards

Henry is picked on by Joel at school. Joel name calls and tries to fight Henry on a regular basis. Henry is a Christ-follower and genuinely wants to show the love of Christ.

What should he do?

Have you ever been in a similar situation or are you now? What did you do? What can you do?

What are the different Fruit of the Spirit that are on display in this situation?

Read Matthew 5:43-45. After reading it, would you change any of your answers?

Eric is going through a tough time. His parents were just divorced and he's not doing great in school.

How would you try to encourage him or "sneeze Jesus" on him?

Have you ever had a time like that? What did others do for you?

What are the different Fruit of the Spirit that would be modeled in this scenario?

It's lunchtime and Evan is really hungry. He goes to his lunch box when he finds that someone has taken his lunch. His friend, Jasmine, tells him that it was Patrick – he hardly ever has a lunch, but why should Evan suffer?

What do you think Evan should do? What would you do?

Read Matthew 5:40-42. After reading this, what do you think Jesus would urge us to do?

Your friends at school are incredibly mean to Sarah. Sarah looks different, acts different, dresses different and is a little socially awkward.

What can you do to “sneeze Jesus” on her?

Is there a “Sarah”-type person in your class at school?

What can you do to “sneeze Jesus” on your friends who are being mean?

Cynthia’s mom told her to do her homework before watching tv. Cynthia told her mom she would do as she was asked. Now, no one is home at Cynthia’s house, she is not done her homework, but her favorite show is on tv.

What should she do? What would you do?

What do you think Jesus would want you to do?

What Fruit of the Spirit would be on display in this situation?

Stefano plays travel hockey. His team is in the semi-finals and a guy he is playing against continues to get in cheap shots while the referee isn’t looking. Stefano’s teammates tell him to fight back. Stefano wants to honor God while he plays hockey, and doesn’t feel comfortable handing out cheap shots.

What should he do?

Have you been in a similar situation?

What would you do?

Read Matthew 5:38-39. Does this impact your answer?

Yesterday. Today. Forever.

Module: Telling the Story

Lesson 3: (Sneezing Jesus on) Notorious Sinners

Objectives:

Students will

- Consider how they currently view sinners by using descriptive words to articulate their thoughts
- Identify modern-day “notorious sinners” in their own context
- Compare and contrast the various people Jesus spent time with

Materials Needed:

- Bibles (1/student)
- pen/pencil and paper (1/student)
- chart paper (1 pc /2 students)
- markers (1/2 students)
- timer (1)
- bell or whistle (1)
- ball of yarn (1 for every 4 students)
- Appendix A: Discussion Cards
- Appendix B: sheep clipart handout, printed on cardstock, (1/student)

Pre-lesson preparation:

- Before the session begins, ensure that you have all necessary supplies.
- Designate a couple of leaders in advance to hand out Bibles at the end of the Minds On activity.

Minds On

Approximately 10 minutes

In this Minds On, students will brainstorm around the idea of SINNERS

Have students line up tallest to shortest. Starting with the shortest two, have students pair up two by two until all students have partners. Tell the students the shorter partner is the A partner, and the taller one is the B, and they will need that information later in the lesson. If there is an odd number, have one group with three. Give each pairing a piece of chart paper and two markers. While you have the students' attention, tell them in a moment they will work with their partner to brainstorm together. Students will start with a word in the middle of the page and create branches from that word with other words that describe it or any words that come to mind when they read it aloud. For this brainstorm, students will start with the word SINNER in the middle of their page, with lines branching out to related words. If one of the new words inspires still a different word, branch to that new word. Designate a space for each pairing to work on their brainstorm together, and say 'Go!'

Give the pairings approximately three minutes. Be sure to float around and have your other leaders float around the pairings to help ask prompting questions to aid the activity. (e.g. What does it mean to sin? What would be the characteristics of someone who sins? What kinds of things make you a sinner?)

When the three minutes is up, bring the students back together and ask them to sit in a circle. Have a few of the pairings share their brainstorms. Depending on the size of your group, you can take one or two points from every pair, or try to get a good representation. Since students have already 'rehearsed' their answers and even written them down, you can call on students who are normally quiet, even if they don't put up their hands, since their fear of failure will be lower. Emphasize words that everyone used and highlight unique words as well.

Once students have identified how they view sinners and what a sinner is *like*, ask the group: should you hang out with sinners? Why or why not? Do you think you are any different from a 'sinner'? If so how?

Note: Responding to Student Answers

Try to allow students to talk this through a bit. They may not have thought much about this before. Don't worry about trying to land on a wonderful theological place at this exact juncture: students might be all over the map on their ideas. Simply take this time as a way to have some discussion and hear where kids are at in regards to interacting with the 'sinners' in their lives and what they think a 'sinner' is.

When the time has concluded for the Minds On, wrap up the 'sinner' conversation by saying something like: *"You know, Jesus hung out with sinners and it definitely bothered the religious leaders of his day. Let's take a look at a story in the Bible about this."* As you say this, let it be a prompt to one or two of your leaders to hand out Bibles.

Action

Approximately 45 minutes

Counting Sheep

Have students turn to Luke 15:1-7 in the NLT.

Instructional Note: Side Coaching

Be aware that there may still be some students who are slightly insecure with navigating their Bible. Assist them in finding Luke by reminding them that Luke is a Gospel; Gospels were all about Jesus; Jesus is in the New Testament; Luke is the third book in the New Testament. The first number is the chapter number. Chapter numbers are written in a larger font in the Bible. The next numbers are the verses. These numbers are usually quite small.

Read the passage to the students as they follow along, but don't just read it, tell it as it was meant to be told as a story with real people. Here are a few helpful teaching prompts (don't feel as though you need to use them all). If you do choose to pose any of the questions within the notes, prompt students to turn to their partner to briefly answer the question.

- v. 1 “Tax collectors and other *notorious sinners* often came to hear Jesus teach.”
 - Tax collectors were usually Jewish people who worked for the Roman government. This made their fellow Jews dislike them simply for that; however, tax collectors also used to overtax or find ways to cheat people out of their money as often as they could. This caused them to be considered the scum of society. This is also why they are paired with the “other notorious sinners” in this verse.
 - “Notorious” means well-known for a bad reason or having a bad reputation. (E.g. Osama Bin Laden was notorious.)
 - It is also pretty cool that *notorious sinners* wanted to be there to hear Jesus teach. Do you think our church is open to the *notorious sinners*?
- v. 2 “This made the Pharisees and teachers of religious law complain that he was associating with such sinful people – even eating with them!”
 - You would think that teachers of religious law would be more interested in what Jesus had to say and less interested in who else was listening, but not these guys. They were pretty upset that Jesus hung out with the wrong crowd.
 - Not only does Jesus talk to them, he eats with them – consider who you eat with (at lunch at school), what would it look like if you started eating with the bullies, the stoners, or the kid who always gets suspended? Or maybe you feel like you're one of these people, how does it feel knowing that Jesus totally would have eaten lunch with you?!
- v. 3-6 “So Jesus told them this story: ‘If a man has a hundred sheep and one of them gets lost, what will he do? Won't he leave the ninety-nine others in the wilderness and go to search for the one that is lost until he finds it? And when he

has found it, he will joyfully carry it home on his shoulders. When he arrives, he will call together his friends and neighbours, saying, ‘Rejoice with me because I have found my lost sheep.’

- Jesus uses a very simple setting for this parable. A pasture. Some sheep. Nothing fancy, but a familiar scene for people in this time period in Palestine. They would have been able to relate to the idea of losing a sheep – part of the flock, and therefore, part of their livelihood. And consider this: today, a sheep costs around \$250. So if you are poor, or if the sheep is not yours, it is probably pretty important to go and find it!
- In the same way that we get excited when we find something precious we thought we’d lost, Jesus says that this shepherd calls his friends and neighbours to be excited with him. What’s something important you’ve lost and then found again later on? How did that feel?
- v. 7 “In the same way, there is more joy in heaven over one lost sinner who repents and returns to God than over ninety-nine others who are righteous and haven’t strayed away!”
 - When someone turns from their life of sin and commits to Jesus, heaven is pumped! In the same way you would celebrate if you thought you lost something precious but then found it, heaven celebrates when a sinner comes to Christ.
 - And so, because of the potential to find the lost, Jesus hangs out with sinners in hopes of that heavenly celebration!

Transitioning from this story, students will be doing an activity in which they will be able to distill some of the information they have just heard about Jesus.

You will use a structure called Inside/Outside Circles. Ask all the A partners from earlier to put up their hands. Tell them to make a circle facing outward, in the place you indicate. Next tell all the B partners to stand in front of their partner, facing inward, so you have an inside and outside circle, facing each other. Tell the students you will ask them questions with only a short time to answer. Starting with the partner on the inside, the students will

begin to answer the question and say 'Pass' when they want the outside partner to take over, continuing to answer until they hear a whistle, bell or vocal signal to switch. At that moment, the outside circle will rotate clockwise one partner, and the students will wait for the next question and the inside partner will start to answer again...

Note: Leader Tip

Be certain that you are listening to the students' answers so that you have a good idea what they are discussing.

Read aloud the following questions:

1. Who were Jesus' closest friends? Do you know their names? (20 seconds)
2. Who did Jesus spend time with outside of the disciples? Name as many people or types of people that you can. (30 seconds)
3. Why do you think Jesus didn't just hang out with his disciples or just hang out with "notorious sinners" – why both? (45 seconds)
4. Who are your closest friends? How do they influence you? How do you influence them? (2 minutes)
5. Who are the "notorious sinners" that you know – maybe more simply put, who are the people (at school, in your neighbourhood, etc) who are screw-ups? (2 minutes)
6. How could you "sneeze Jesus" on these people? (2 minutes)
7. Why do you think hanging out with those people could be important for you and your journey with Jesus? (2 minutes)
8. What do you think could be the risks of hanging out with "notorious sinners"? How could you deal with those risks? (2 minutes)

At the end of these questions while the students are still in their circles, take a moment to ask students if anything that was shared was a new thought for them or something that really stuck in their mind. Feel free to make comments on questions that stuck out to you or answers that you overheard as well.

Have students remained partnered with the last person that they were partnered with during the questioning activity. Then, have the partners join with another pairing. This foursome should then be grouped with a leader (if you don't have enough leaders, adjust the grouping size accordingly). Have the leader in each group facilitate this section.

Weaving it Together

Give each leader a ball of yarn and a discussion card from Appendix A. The yarn is a focus tool. Whoever is speaking holds the yarn. Each time the yarn is passed the person who was holding it hangs on to the string so the group can see who has and who hasn't shared. If the leader notices a student hasn't had the yarn yet they should encourage them by asking further prompting questions. The goal is to have a balanced distribution of yarn around the group. Instruct leaders that they should only use the card provided as needed and not worry about answering every question.

As this activity comes to a close, have the groups join together in a larger group while still holding onto the yarn. Ask students to take a look at how often they shared. Point out that the yarn is a great tool to see if they allowed for equal sharing with their peers. (Be conscious of not trying to embarrass quieter students in doing this.)

Ask students if there was one highlight from their group they would like to share with the larger group?

After discussing the highlights, have a leader hand each student a picture of a sheep and a pen/pencil. Tell students to just hold on to the paper and pen for the time being until all instructions are given.

Consolidate/Debrief

Approximately 15 minutes

Do a recap of what you have discussed:

- Notorious sinners and Jesus
- The Lost Sheep
- Notorious sinners and us
- Sharing Jesus with notorious sinners

Ask students to take a moment to consider the people in their lives who are either similar to the notorious sinners – in that people judge them by their actions and don't have the greatest reputation – or who are like lost sheep. At this time, students can write on the sheep the name of the friend or person they know who came to mind. Encourage students to take that picture home and post it somewhere in their room that they will be reminded of that person when they see it. Let students know that when they do see that picture and name, they should take a moment to pray for that person and that they may have opportunity for great interaction with them. You may also encourage students to try to be intentional with an act of kindness or friendship towards that person this week.

As you close, consider asking a student to pray. Ask the student to pray for the people written on the sheep and that they would come to know Jesus in an amazing way.

Prompt: Maybe you feel like a lost sheep: someone who is far away from God and far away from the other sheep. If you feel that way, you can just listen to my prayer, or if you really want, you can put up your hand and I will pray for you specifically. Give students a chance to put up their hands. Pray generally for the lost sheep in your youth group (you might be surprised) and if anyone specifically indicates that they feel like a lost sheep, pray for them and assure them that they are loved.

Appendix A: Discussion Cards

1. Have you ever told anyone about Jesus? What did you say? How did the discussion start? If not, what would you say?
2. If you were to try to explain Jesus to someone who has never heard about him, what would you say?
3. If a friend asked you why you “do the church thing?” what would you say?
4. What is it about telling other people about Jesus that makes us nervous?
5. How can you include talking about Jesus in your regular conversations without it feeling unnatural?
6. Are there “notorious sinners” (or maybe not-so-notorious-sinners) in your school, home or community that you could build a relationship with in some way? Who might they be? How could you develop a friendship with them? How would you “sneeze Jesus” on them?
7. Consider the story of Jesus. What could be the danger of being friends with notorious sinners? What could be the benefits? What do you think Jesus wants of us?

APPENDIX B – Sheep picture for handout



Source: http://www.e-celebrities.org/wp-content/uploads/2011/04/creohn_Sheep_in_gray.jpg

Yesterday. Today. Forever.

Module: Telling the Story

Lesson 4: Famous Last Words

Objectives:

Students will

- Be able to identify and articulate the Great Commission – and understand that it is their mission
- Be able to communicate what it is to be a disciple and to disciple (and that they are united ideas)
- Leave with an option for a next step in their journey: baptism, inviting friends, etc.

Materials Needed:

- chart paper
- Bibles
- pen/pencil and paper
- Appendix A: Famous Last Words
- Appendix B: Action Point group cards
- several pieces of cardboard – approximately 30cm x 40cm
- Sharpies or black markers with fine tip
- suggested candy prize for student(s) in minds on activity (not required)

Pre-lesson preparation:

- Before the session begins, be sure to make enough copies of the Famous Last Words handout for each student.

Minds On

Approximately 15 minutes

Famous Last Words

Start the lesson by giving students the handout entitled Famous Last Words, and a pen/pencil. Tell the students they have 5 minutes to try to match the famous last words with who they think said it.

If students aren't certain who some of the individuals are, simply explain by profession: politician, musician, etc. After five minutes go through and reveal the pairings using the following Answer Key. Have students keep track of how many they got correct. For each correct answer students receive a point. The student(s) with the most points at the end win. Prize for winner(s).

Answer key:

1. "I hope I haven't bored you..." – Elvis Presley (Musician)
2. "Friends, applaud. The comedy is finished." – Beethoven (Musician)
3. "Put out the light." – Theodore Roosevelt (Politician)
4. "I'm bored with it all." – Winston Churchill (Politician)
5. "Let's cool it brothers..." – Malcolm X (Political and social activist)
6. "Go away, I'm all right." - H.G. Wells (author)
7. When asked if there is anything that this person wanted, they replied, "Nothing, but death." – Jane Austen (Author)
8. "My God. What's happened?" – Princess Diana
9. "Oh wow. Oh wow. Oh wow." – Steve Jobs (Founder of Apple)
10. "I have been given all authority in heaven and on earth. Therefore, go and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit. Teach these new disciples to obey all the commands I have given you. And be sure of this: I am with you always, even to the end of the age."
– Jesus
11. "Money can't buy life." – Bob Marley (Musician)

12. "I'm going to go and see Jesus." – Whitney Houston (Musician)

Sources: <http://www.mapping.com/words.shtml>,
<http://www.corsinet.com/braincandy/dying.html>

After providing correct answers for the students, ask students: Which of the famous last words do you find the most comical? (Allow for a few students to respond.)

Ask: Which famous last words surprised you?

Prompt: For some reason, last words seem to matter. If you were given the opportunity to plan a short statement or sentence to use as your last words, what would you want to say? Take 30 seconds to consider this (pause while the students think) and then share with your neighbour what you'd like to say.

Allow time for this and then ask if there are any students who would like to share with the larger group. Take two or three statements.

As you transition from Famous Last Words, have students open their Bible to Jesus' last words: Matthew 28:18-20.

Action

Approximately 45 minutes

Before reading together, set the scene for the students:

- This is after the death and resurrection of Jesus.
- Jesus is with his closest friends – his disciples – on a mountaintop.
- This moment is like his final pep talk, the last message he wants to leave with them.

- He could have said a number of things, but pay attention to what he specifically says to them.

Read the passage.

Prompt: Jesus gives his disciples 3 main points. Can you recall what they were?

Pause for a moment and see if students have an answer. If students are struggling with this, re-read the passage or hint at one of the three below. Continue until all three are mentioned. Clarify for the students or repeat in a shorter statement as needed. Summarize the three action points.

Note: Leader Help

They are:

1. Make disciples of all nations.
2. Baptize them in the name of the Father, Son, and Holy Spirit.
3. Teach them to obey the commands “I” (Jesus) have given you.

Tell the students in a moment you will be dividing them into groups. In their groups they will receive a card with questions on it. First, they are to use the questions for discussion and preparation. Then, each group will have time to plan a short presentation that will explain their action point to the other two groups. They must try to involve each student in the group in some way during the presentation. Provide chart paper, cardboard, pens, and Sharpies if students would like to use them for visual aids during their presentation to draw a picture, write a clear statement, create a commercial or present their idea some other creative way.

Divide the students into three groups. Consider dividing them by grade (if you have three grades) Another very quick way to divide students into groups is to use your arms to create sections: with your arms draw a line between two groups of students or say “From Charise over to Job”. Once you have rough groups you can do a count, and redistribute a

few students as needed to get roughly even groups. Be sure to include a leader in each group if able or designate a student as leader. Assign each group an area in which to work, and give each group a different Action Point Card from Appendix B.

Outline these three points for students as they create their presentation:

- 1) Each presentation should be 2-3 minutes.
- 2) The presentation should clearly answer the two key questions on the top of the card.
- 3) The process of the groups will be:
 - a. Work through the questions on the card.
 - b. From the answers to your questions, decide on the content that you'd like to communicate.
 - c. Decide on an order for you to communicate your content.
 - d. Decide on how you will present and who will present what.
 - e. Rehearse the presentation.

Allow 30 minutes in total for students to work on this presentation. With 10 minutes left, tell the students: 5 minutes until rehearsal. Prompt again 1 minute before rehearsal time. With 5 minutes remaining, let students know they should be rehearsing their presentation.

After the 30 minutes of preparation has passed, bring students into a large group setting while remaining together in their 3 groups. Remind students that while other groups are presenting to be respectful and to listen.

Ask the first group, "Make disciples of all nations", to present and for group two to be ready to go next. After each group presents, be sure to ask a these two follow up questions:

1. According to this group, (ask the key questions on the top of each card).
2. Did you learn anything new from this presentation? If so, what?

At the end of the three presentations, be sure to encourage the groups by commenting on how they did – presenting can create anxiety for students.

Consolidate/Debrief

Approximately 15 minutes

Upon completing the presentations, tell the students in a moment you will ask them to meet with their group member to think about the question: “Where do I go from here? If Jesus’ last words matter, what is the next step in my faith journey?” Give the students time to think about this. If they seem stumped, here are some suggestions as to what may be next steps:

1. Maybe some students need to consider what it really means to be “all in” as a disciple of Jesus. Are you ready to fully commit to Him?
2. Other students might like to consider baptism. Are you ready to take the plunge?
3. Other students might want to examine what Jesus really talked about, what his commands were, and how to obey what Jesus said. Are you ready to listen and learn?
4. Others still may want to go and make disciples. Are you ready to go?

After thinking, have students share with the person beside them what they think might be their next step in their faith journey. After discussing with their partner, allow students who wish to share with the larger group. Once this discussion is done, have students close by praying for the person beside them and their next steps.

Appendix B – Action Point Group Cards

Card 1: “GO AND MAKE DISCIPLES OF ALL NATIONS”

First, decide on one person to record the answers or make notes from your conversation. Second, your group will present on “what is a disciple?” and “why is this point important?” Here are some helpful questions for your discussion:

1. What do you think it means to be a disciple?
 - a. Consider what Jesus’ disciples did, how they lived, what they experienced, and their commitment to him.
 - b. Make a list or description of what is a disciple.
2. If Jesus’ disciples were given the command to “go and make disciples” AND “teach them to obey the commands”, then “go and make disciples” AND “teach them to obey the commands” become more of what the new disciples take on to own too. If that’s the case, how do we make disciples?

Presentation Tips:

1. Each presentation should be 2-3 minutes.
2. The presentation should clearly answer the two key questions on the top of the card.
3. Walk through the following steps:
 - a. Work through the questions on the card. Take time to discuss and answer. Hear from different members of the group.
 - b. From the answers to your questions, decide on the content that you’d like to communicate.
 - c. Decide on what order you will communicate your content.
 - d. Decide on how you will present and who will present – try to include everyone.
 - e. Use the cardboard and markers to write something helpful to the presentation, draw a picture to help the presentation, or use it for some other creative purpose.
 - f. Rehearse the presentation.

Card 2: “BAPTIZE THEM IN THE NAME OF THE FATHER, SON, AND HOLY SPIRIT”

First, decide on one person to record the answers or make notes from your conversation. You will present on “what is baptism?” and “why is baptism an important final instruction of Jesus?” Here are some helpful questions to aid your presentation.

1. What does it mean to be baptized?
2. Why do you think we are supposed to baptize “in the name of the Father, Son, and Holy Spirit”?
3. What does baptism “look like”? Have you seen people be baptized?
4. Consider reading the account of Jesus’ baptism in Mark 1:9-11. How does baptism show Jesus’ identity? What does that mean for us?
5. Have you been baptized or have you considered baptism?

Presentation Tips:

1. Each presentation should be 2-3 minutes.
2. The presentation should clearly answer the two key questions on the top of the card.
3. The process of the groups should be:
 - a. Work through the questions on the card.
 - b. From the answers to your questions, decide on the content that you’d like to communicate.
 - c. Decide on what order will you communicate your content.
 - d. Decide on how you will present and who will present what.
 - e. Rehearse the presentation.

Card 3: “TEACH THEM TO OBEY THE COMMANDS I HAVE GIVEN YOU”

First, decide on one person to record the answers or make notes from your conversation. You will present on “why is it important that we teach others?” and “why is it important for us to ‘obey’?” Here are some helpful questions to aid your discussion.

1. What are the commands that Jesus gave to the disciples in this passage?
 - a. What sorts of things did Jesus talk about?
 - b. Why is it important that we know that too?
2. Jesus doesn’t just say “teach them the commands”; he says, “teach them to obey the commands...” What’s the difference? How does that impact us?
 - a. Hint: is it easier for someone to tell you how to do something or show you how to do something? Why is this important when it comes to this action point?
3. Do you think that, as a disciple, you need to know all of the commands and obey them, or can you be learning as you go? What do you think?

Presentation Tips:

1. Each presentation should be 2-3 minutes.
2. The presentation should clearly answer the two key questions on the top of the card.
3. The process of the groups should be:
 - a. Work through the questions on the card.
 - b. From the answers to your questions, decide on the content that you’d like to communicate.
 - c. Decide on what order will you communicate your content.
 - d. Decide on how you will present and who will present what.
 - e. Rehearse the presentation.

Appendix A - Famous Last Words

Match the famous last words with the speaker – Draw a line between the two

“I hope I haven’t bored you...”	Beethoven
“Friends, applaud. The comedy is finished.”	Whitney Houston
“Put out the light.”	Jane Austen
“I’m bored with it all.”	Malcolm X
“Let’s cool it brothers...”	H.G. Wells (author)
“Go away, I’m all right.”	Steve Jobs
When asked if there is anything that this person wanted, they replied, “Nothing, but death.”	Princess Diana
“My God. What’s happened?”	Winston Churchill
“Oh wow. Oh wow. Oh wow.”	Jesus
“Money can’t buy life.”	Theodore Roosevelt
“I’m going to go and see Jesus.”	Bob Marley
“I have been given all authority in heaven and on earth. Therefore, go and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit. Teach these new disciples to obey all the commands I have given you. And be sure of this: I am with you always, even to the end of the age.”	Elvis Presley

Telling the Story

Jesus lived in a way that challenges each of us to live differently: to have evidence or ‘fruit’ that we are part of God’s vine, to live so that our faith spreads to others, to respond appropriately to people who don’t know God, and to change and deepen our own relationship with God.

In this module, students will wade deeply into the stories of Jesus. As they consider various Scripture and how it applies to their lives, they will be challenged with how to tell about Jesus with their life and actions.

Lesson 1: The Fruit of the What? - The followers of Jesus should bear fruit... we should know them by the way they live and behave. What are the fruits of the Spirit that we can see in Christians? Where have we seen this evidence in the lives of other Christ followers?

Lesson 2: Sneezing Jesus on Each Other Faith should be contagious! In what practical ways can we ‘infect’ others by living out the commands that are in the bible? How can we meaningfully transfer the principles in the bible into ‘real life’?

Lesson 3: (Sneezing Jesus on) Notorious Sinners - Jesus responded to ‘sinners’ in ways that made the religious authorities nervous. Who were the ‘notorious’ sinners with whom Jesus spent time? What ‘notorious’ sinners might each of us know in our own lives, and how might Jesus want to reach out to them in love?

Lesson 4: Famous Last Words - Jesus left us with famous last words. What 3 things did he expect his disciples to do? What does that mean for a Junior High kid, today? What should my next steps be?