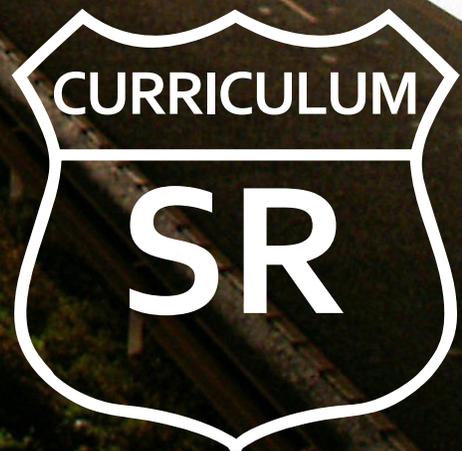
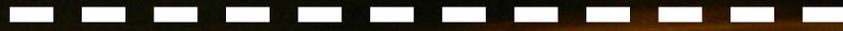


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LIVING LIFE REROUTED





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## LIVING LIFE REROUTED



### INTRODUCTION

How many times have you headed down a path, only to recognize you've been heading the wrong way? For those who use GPS systems, that one missed turn send your GPS to start "recalibrating your route."

As Christians, we believe that Jesus is the one who leads our lives, especially since we originally were moving in a direction that was away from him. As we've connected into community and discovered who God calls us to be, we grow closer to Jesus and hopefully become more like him. He "recalibrates" the direction of our lives because hopefully our desire is to move in his direction.

This curriculum is designed to explore the concept of cultivating intimacy with Christ and developing Christ-like character. Our lives become that day-to-day adjustment towards him, because every day we realize different areas that still need to be reshaped in his way.

For those familiar with CBOQ Youth's curriculum over the years, we used a theme called "Rooted" in 2008 with a similar concept. In some ways, we've "rebooted" that theme and some topics for this year. So you may remember some parts of this, but we have updated many of the topics to reflect the life of a teenager in 2016/17.

It is our desire to help students clearly understand what builds into that authentic relationship with Jesus and how he transforms us to be more like him.

### WHAT'S BEHIND THE CURRICULUM?

In this curriculum, we focus on conveying important Biblical and spiritual truths through well-structured and thought-provoking lessons. We also took great efforts to write our lessons in such a way as to improve your teaching practice. Lesson flow, instructions, transitions and other details are explicitly expressed. We 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 have 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.[1] Through this approach, we attempt to utilize these intelligences in different fashions.

There are five independent modules, each with 3-4 lessons. While we have ordered them in a preferable sequence, you can choose to use whichever modules best fit your ministry context.

We understand that you might not use the curriculum in the order the lessons were written. Just be aware that 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 during 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." These are some terms for you to familiarize yourself with:

- Video projection: 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, or to display references for a large group, 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/rerooted](http://cboqyouth.ca/rerooted) under "Sr 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 ahead of time or have your students find those references themselves.

### ***Pre-Lesson Preparation***

It is assumed you will collect all the materials needed ahead of time. There may be some specific set-ups 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 one another 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 the 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. This includes any technical requirements, such as equipment, to view a video. Also, adapt and revise the lesson as needed—you know your students the best.

Review the teaching tips so you can become familiar with some best practices when facilitating the lessons. While not every tip has a specific allocation in the lessons, 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 a portion 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 showing them. Keep the group moving at a good pace throughout the lesson. Observe the feedback participants are giving you through their energy levels and body language. Also, encourage them to ask good questions (not just give good answers).

Some common terms used include:

- Prompt: These are words you can speak verbatim or in your own words.
- Ask: You can ask this question verbatim or in your own words.
- Optional: These are alternatives or supplemental instructions.
- The numbered instructions are meant to give clear directions to students (you can give them verbatim except where it indicates "Leader's note".) Providing clear details for what students will be doing is vital for smooth transitions and minimal disruption. The title gives you the aim of the set-up. There are some commonly used set-ups such as Think/Pair/Share TT #3 and Jigsaw TT #6; you will see a Teaching Tip next to it. Refer to that Teaching Tip for instructions on the set-up. Specific details of the content are in the lesson.
- 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. We recommend you download those clips, because additional content such as YouTube sidebars cannot be controlled, plus it eliminates your dependency on 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. We have given a brief description of what content was in the video so that you may find a suitable alternative. If you need further assistance, email [cboqyouth@baptist.ca](mailto:cboqyouth@baptist.ca) or call 416-620-2946.

## 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 be rerouted/rerouted by Jesus.

## SPECIAL THANKS

Special thanks to Jeff Baker, Matthew Galbraith, Jessica Ricker and Andrew Rutledge as writers with support from Kathryn Smithyman and Steven Martins.

[1] [http://www.niu.edu/facdev/resources/guide/learning/howard\\_gardner\\_theory\\_multiple\\_intelligences.pdf](http://www.niu.edu/facdev/resources/guide/learning/howard_gardner_theory_multiple_intelligences.pdf) (June 8, 2016)

# Teaching Tips

1. Disable annotations by clicking on the settings wheel in the bottom right corner of the video. That will stop the pop ups that may happen during playback.
2. You can adjust the times allotted for group work. With about 1 minute left, ask each group if 1 minute will be enough. If not, ask them how much time they need, and decide if you want to extend the time allotted. Conversely, if all the groups finish faster, you can reduce the time.
3. Think/pair/share: Two things typically happen: 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”. This method uses the following steps:
  - a. Students should be in pairs (you can decide how students will be paired up).
  - b. Each student reflects on their answer to the given question.
  - c. Students share their answer with their partner.
  - d. Each student should be ready to share their partner’s answer with the large group.
4. When giving questions for groups of students to answer or tracking their answers, consider having them printed on the recording paper so students can reference them.
5. The “art gallery” method allows students to display their answers and also gives others time to review everyone else’s responses. Like visiting an art gallery, encourage students to stay at each location for a moment to review and appreciate what was displayed.
6. Jigsaw: This method is to have each student in the home group be an “expert” with content to contribute to the home group. In the lesson, you’ll see instructions for the expert group and instructions for the home group. Here is how the Jigsaw works:
  - a. Divide your students into the number of groups requested with equal number of students in each (e.g. 4 home groups).
  - b. Within each home group, every student is assigned one number. (e.g. If you have 5 people in that home group, you would number them 1-5.)

- c. Separate them into their expert groups (i.e. all the people with the same number would gather into a new group e.g. all the 1s, all the 2s, etc.). Assign their task. Each person in the expert group should be prepared to share that answer to their home group.
  - d. After the applicable time, regather students based on their home groups. They will complete the task for the home group.
7. There are many creative ways to separate people into groups. One random-generating program is found at <http://www.superteachertools.us/instantclassroom/group-maker.php#.VoetvvrLiw> (which you can also use on some mobile devices).
  8. Accountability partners can be vital to the follow-up of an action step in a lesson. Depending on your dynamics, you may have students choose their own partners or you can assign partners (you may have some students accountable to leaders).
  9. You may want to physically demonstrate the logistics of an activity as you're giving instructions.
  10. When separating students 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).
  11. While smaller groups are doing an activity, circulate and listen to their discussions without intervening.
  12. Involve others in the information gathering (such as writing answers on chart paper). This helps to give ownership to certain 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).
  13. 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 at reading aloud, 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 assigning multiple readers.
  14. Group Partner Split-up Strategy: Have students find partners. Then ask them to choose within their partners who will be option 1 and who will be option 2. Separate by grouping based on the 2 options. E.g. Your pairs can be vanilla/chocolate, peanut butter/jam, cookies/cream, etc.)

- 
15. When giving instructions (such as those in the numbered list) start by telling them to follow the instructions when you say “go.” Give the instructions as clearly and concisely as possible. Ask if they have any questions. You can also ask them to repeat the instructions to check for understanding. When you feel they are ready, then say “go.”
16. Some questions can seem easy to answer. Encourage students to develop the answer further by having them justify/prove their answers with other facts. You can also play “devil’s advocate” and challenge their answers. If you do plan to do that, brief your students that you are indeed playing “devil’s advocate” or they could feel you’re attacking them personally.



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## Module: Who is Jesus?

*How we answer the question, "Who is Jesus," has many implications in the life of a believer. It affects our understanding of the work He has already accomplished and the work He continues to do. It forms how we see ourselves in relation to Him. It affects the hope that we have in Him and our understanding of our responsibility to carry out the mission He has given to us. It shapes how we approach Him in prayer. This module seeks to provide a holistic view of Jesus as we explore the fundamental truths about who He is, so that we might gain a better understanding of who He has called us to be and the work He has called us to do.*

In **lesson 1**, The True Vine and the Author and Finisher of Our Faith, we look at the importance of fixing our eyes on Jesus and remaining in Him. As we seek to follow Him we must continue to rely on Him, getting rid of everything that might hinder or entangle.

In **lesson 2**, Fully God and Fully Man, we examine the divine and human natures of Christ. We investigate how Jesus' incarnation continues to affect how we see Him, how we relate to Him, and particularly how we approach Him in prayer.

In **lesson 3**, Prophet, Priest and King, we explore how Jesus' fulfillment of these three Old Testament offices helps us to better comprehend the significance of the work He accomplished in history, as well as the ongoing work He wants to do in and through us.

In **lesson 4**, Saviour and Lord, we look to Jesus as not only the One who saves us, but also the One who calls us to die with Him and who raises us to live a new life under His authority and reign. We discuss the importance of setting our hearts and minds on things above, not on earthly things.

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## Module: Who is Jesus?

### *Lesson 1: The True Vine and the Author and Finisher of Our Faith*

#### ***Spiritual Aims***

Hopefully students will be able to...

- Acknowledge that our faith begins with and is sustained in Jesus
- Draw close to Christ and continually remain in Him
- Be encouraged that Jesus has gone before us and understands our struggles
- Fix (or re-fix) their eyes on Jesus

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

Students will be able to...

- Verbalize the image of the Vine and the branches and the race marked out for us
- Identify specific things in their lives that may be tripping them up or holding them back from following Christ (running the race)

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

- Group identifiers: 3 of a kind per group (e.g. 3 strings, 3 wristbands, 3 stickers, etc.) totally 1 item per student  #10
- 1 backpack per team
- Heavy items to go in backpacks, such as books or rocks
- Items to create an obstacle course (tables, chairs, hula hoops, pylons, etc.)
- Optional: 2 or more large bathrobes (or oversized clothing); blindfolds
- Optional: 2 or more tarps or towels for outdoor obstacle course

- 1 copy of Appendix A per 6 students
- 1 copy of Appendix B per 6 students
- Min. 1 Bible per 4 students
- Min. 1 large piece of paper or Bristol board per 3 students
- Min. 3 markers per 3 students
- Whiteboard or additional piece of Bristol board with an appropriate marker(s)
- Optional: 1 journal or small piece of paper and 1 writing utensil per student
- Optional: 1 stone/small rock per student, along with a permanent marker

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

- Create an obstacle course (design a course through which the students will have to duck down, jump over, go around, etc.).
- As you create the course, take into consideration difficulties that may arise: relating to safety, make sure there is enough room between groups so there are no collisions and make sure any tripping hazards are removed from the game space; relating to cleanliness, if you are outside, you could place a tarp or a towel down where students would otherwise be directly on the ground; examine your space ahead of time to identify and resolve any other difficulties that could arise during the game.
- Optional: collect at least 1 stone or small rock per student to be used in the consolidate/debrief section.

***Leader's Note:*** if you don't have a lot of indoor space, this activity could be done outdoors.

## Minds On (approx. 15 min.)

As the students arrive, give each student 1 group identifier. Tell them to keep it in a safe location on them and they will be used later in the lesson. Leader's note: Ensure you're distributing them evenly.

Minds On will introduce the students to the imagery of running the race marked out for us and highlight things that might "hinder" or "entangle."

## Obstructed Obstacle Course - Activity

Use the Group Partner Split-up Strategy to divide students into 2 teams. TT #14

Leader's note: If you have an odd number of participants, one student on the smaller team can go through the course twice. If you have a small group, use the option below for additional rounds and have the students compete against each other one-on-one.

1. Line up at the starting line with each person going through the course until everyone has completed it. You must sit down when you are finished. The first team to have all of its participants finish the course and be seated wins.

In round 2, students will repeat the course wearing backpacks containing rocks or books. (Picking up the heavy items to put into the backpack could be part of the obstacle course as well). Leader's note: Be sure not to add too much weight in the bags. Optional other rounds may be conducted wearing blindfolds (with a guide) or wearing large bathrobes or other oversized clothing.

TT #9

## Action (approx. 20 - 30 min.)

**Ask:** How did wearing a heavy backpack or a large bathrobe affect your ability to move through the obstacle course?

Have 2-3 students volunteer to answer this question.

**Prompt:** Running a race or moving through an obstacle course can be difficult enough. When we are obstructed in some other way, reaching our goal becomes that much harder. We are going to look at 2 images from the Bible that emphasize the importance of constantly relying on Jesus as we seek to be His followers and the necessity of removing obstacles that may hinder us from living our lives for Him.

## Verse in an Image

1. Gather together based your group identifier. Each group takes at least 1 marker and 1 large paper. I will give you a handout (Leader's note: evenly distribute copies of Appendix A and Appendix B to the group(s)).
2. Read the passage together and answer the assigned questions. With your answers, in 5 minutes, draw either 1 main image or a series of images associated with a specific verse on the large paper. TT #14
3. After you're done, join with a group looking at the other passage/appendix.
4. In your combined groups, describe and explain your image(s) to the other.
5. Then discuss how these images might relate to each other or what message(s) they might commonly demonstrate.
  - a. **Leader's note:** Possible answers: We need to continually rely on Jesus (our faith begins, is sustained, and is completed in Him); God has plans to use us/we have been given a task ("a race marked out for us" and "to bear fruit"); Jesus is our example of how to live ("consider Him who endured" and "just as I have obeyed...") TT #4

Regather everyone into the large group after 5 minutes.

**Prompt:** In both of these passages we have been looking at, we are called to action. The author of Hebrews tells us to fix our eyes on Jesus and Jesus Himself tells us in John's Gospel to remain in Him.

**Ask:** How might we keep our eyes fixed on Him or what can we do to remain in Him?

Have the combined groups discuss this question together (students may choose to jot down their answers on the bristol board or on the back of Appendix A or B). Possible answers may include prayer, reading the Bible, meeting with a small group, attending worship services, doing acts of service, etc. If time permits, have the groups share their findings with the large group.

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

**Prompt:** Keeping our eyes fixed on Him or remaining in Him requires action on our part. The author of Hebrews tells us to throw off everything that hinders and the sin that so easily entangles: there is a whole list of things that can hold us back from living the life God wants us to live, things that consume all of our time and our energy, and there also may be that one thing (one sin) that always seems to get us (our Achilles heel).

**Ask:** What may be preventing you from keeping your eyes fixed on Jesus?

Have the students consider individually 2 or 3 things in their lives that may be hindering them from following Jesus; also have them reflect on what might be that 1 sin that always seems to trip them up. Give students 3 minutes to reflect silently.

**Leader's note:** You may want to have the students write down their answers on a small piece of paper or in a journal. Optional: You could have the students crumble up these pieces of paper and dispose of them as they leave the room, so that they might literally "throw off" what is hindering them.

**Prompt:** Recognizing what hinders or entangles us is just the first step; once we have recognized them, we also need to remove or "throw off" these obstacles. This can be difficult, but not impossible.

Reflecting again on what may be hindering them, have the students consider at least 1 obstacle or stumbling block they would like to work at throwing off this week. Encourage them to pray throughout the week over the items on their lists, asking God to show them what is tripping them up and asking for His help to remove these things from their lives.

Close in prayer. Allow for a time of silent prayer, when the students can continue to reflect on what may be currently holding them back in their lives and can confess those things to God. Pray that God will help us to keep our eyes fixed on His Son Jesus, so that He might use us to do the things He has called us to do and so that we won't "grow weary or lose heart" trying to do things on our own.

# APPENDIX A

## Hebrews 12:1-3

Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, <sup>2</sup> fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scorning its shame, and sat down at the right hand of the throne of God. <sup>3</sup> Consider him who endured such opposition from sinners, so that you will not grow weary and lose heart.

1. What is the image reflected in these verses?
2. How is Jesus described (who He is and what He has done)?
3. What are some things that may hinder us (or hold us back) from following Him?
4. How might we “fix our eyes on Him?”

# APPENDIX A - ANSWER SHEET

1. What is the image reflected in these verses? Running a race. Living a life of faith is like running a race; just like if you were to run a race, you would want to remove anything that might weigh you down or make it more difficult; to run the race marked out for us, we must keep our eyes fixed on Jesus.
2. How is Jesus described (who He is and what He has done)? He is pioneer and perfecter of our faith; He has gone ahead of us and He has provided the perfect example of how to live. He was rejected, suffered, and died on the cross. Although He once lived among us, He now sits at the right hand of God. We can look to Him so that we do not grow weary and lose heart.
3. What are some things that may hinder us (or hold us back) from following Him? Life's distractions: money, possessions, a desire to feel safe and comfortable all the time, things that consume all of our time, living with only our own needs in mind.
4. How might we "fix our eyes on Him?" Through prayer, reading His word, doing the things He taught us to do, waiting and listening for His voice, meeting with a prayer partner or small group, seeking counsel and wisdom from Christian mentors.

# APPENDIX B

## John 15:1-11

1 "I am the true vine, and my Father is the gardener. 2 He cuts off every branch in me that bears no fruit, while every branch that does bear fruit he prunes so that it will be even more fruitful. 3 You are already clean because of the word I have spoken to you. 4 Remain in me, as I also remain in you. No branch can bear fruit by itself; it must remain in the vine. Neither can you bear fruit unless you remain in me.

5 "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. 6 If you do not remain in me, you are like a branch that is thrown away and withers; such branches are picked up, thrown into the fire and burned. 7 If you remain in me and my words remain in you, ask whatever you wish, and it will be done for you. 8 This is to my Father's glory, that you bear much fruit, showing yourselves to be my disciples.

9 "As the Father has loved me, so have I loved you. Now remain in my love. 10 If you keep my commands, you will remain in my love, just as I have kept my Father's commands and remain in his love. 11 I have told you this so that my joy may be in you and that your joy may be complete.

1. What is the image reflected in these verses?
2. What does Jesus say about Himself (who He is and what He does)?
3. What does it mean to remain in Him? How might we do this?

# APPENDIX B - ANSWER SHEET

1. What is the image reflected in these verses? A vine and branches. The Father is the gardener, Jesus is the Vine, and we are the branches. We are pruned to become more fruitful. As branches, we must “remain” in the Vine; no branch can produce fruit on its own. Branches that do not remain in the Vine die and are thrown into the fire.
2. What does Jesus say about Himself (who He is and what He does)? He is the True Vine; He gives life to the branches. He is the source for anyone who wants to “produce fruit.”
3. What does it mean to remain in Him? How might we do this? To remain in Him is to continue to live in Him. We have to stay connected to Him. We can remain in Him through prayer, reading His word, doing the things He taught us to do, waiting and listening for His voice, meeting with a prayer partner or small group, seeking counsel and wisdom from Christian mentors.

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## Module: Who is Jesus?

### *Lesson 2: Jesus is Fully God and Fully Man*

#### Spiritual Aims

Hopefully students will be able to...

- Comprehend the eternal nature of Jesus
- Gain a better understanding of the importance of Jesus' Incarnation
- Pray more effectively

#### Lesson Objectives

Students will be able to...

- Identify names or titles for Jesus
- Discuss the human and divine nature of Jesus

#### Materials Needed

- Min. 4 small pieces of paper per student
- Min. 2 bowls or baskets labelled "fishbowl #1" and "fishbowl #2"
- 1 timer/stopwatch
- Min. 1 Bible per 3 students
- 1 pen/pencil per student
- 1 copy of Appendix C per 2 students
- 1 copy of Appendix D per 2 students
- Recording paper
- Optional: at least 1 piece of poster board or a whiteboard and appropriate markers
- Optional: additional copies of articles listed in pre-lesson preparation

- Video projection
- Optional: "Jesus Fully God Fully Man" video (<http://www.vimeo.com/87022047>)

### Pre-Lesson Preparation

- To help you prepare you for this lesson and questions that may arise during discussion times, it may be helpful (for you and other leaders) to watch this video, "The Hypostatic Union: Fully God, Fully Man" (<http://www.vimeo.com/87022047>) and/or read one or both of these articles: "How can Jesus be God and Man" by Matt Perman (<http://www.desiringgod.org/articles/how-can-jesus-be-god-and-man>) and "What is the Hypostatic Union?" by David Mathis (<http://www.desiringgod.org/articles/what-is-the-hypostatic-union>).

## Minds On (approx. 20 min.)

This “Minds On” will get the students thinking about becoming like someone else, particularly as they must act out their clues in the final round. This will hopefully lead them to reflect on Jesus’ incarnation, that even though He is God, He became like us so that He could pay the price for our sin.

## Fishbowl

1. Take 4 small pieces of paper.
2. On one piece of paper, write your name and place it into fishbowl #1.
3. On the other 3 pieces of paper, write the name of a famous person (historical or current), a fictional character or even a person in the room. You can choose well-known people and not people that very few would recognize). Leader’s note: If you have a very small group i.e. less than 5 people, you could have the students write more than three names.
4. As you’re writing down names, I will divide you into 2 equally-sized teams (Team A and Team B) by drawing names from fishbowl #1 (first name drawn is on Team A, second name is on Team B, third Team A, fourth Team B, etc.) Leader’s note: If you have a large group i.e. more than 16 people, you may want to have multiple games going at the same time drawing from the same baskets.
5. Once you’re done writing your 3 names, fold each paper and place them in fishbowl #2.
6. This game has 3 rounds: Catchphrase, Password, and Charades. At the end of each round, the names will be placed back into the fishbowl. Leader’s note: Encourage game participants to pay attention to names that are being drawn from fishbowl #2, even if it is not their team’s turn – the same names will resurface in subsequent rounds and each round becomes more difficult. :Leader’s note: set a timer for 30 seconds or 1 minute (as long as it is consistent, it doesn’t really matter).
7. In round 1 (i.e. Catchphrase), Team A will designate the first person to provide the hints. That person will draw a name from the bowl and will then use words, phrases or sentences to try to get his or her team members to guess the name on the paper. You may not use hand gestures or actions and cannot say things like “it sounds like” or “it rhymes with” or provide any spelling hints. When the name has been successfully guessed, that piece of paper is placed into basket #3. The person providing the hints will continue drawing names until time runs out. Award 1 point for each name that was properly identified. Team B will then designate a member of their team to do the same. Alternate between Team A and Team B. The round ends when fishbowl #2 is empty. Leader’s note: You can establish a rule for allowing students to pass if they don’t recognize a name – but it is important for subsequent rounds that everyone knows what names have been drawn from the fishbowl.
8. In round 2 (i.e. Password), the person providing the hints may only use 1 word. Those guessing must remember the names that were used in the previous round.
9. In round 3 (i.e. Charades), the person providing the hints may only act or use motions.

**Leader's note:** this game has the potential to take a long time. If time is tight, remove rounds 2 or 3.

### Action (approx. 20 - 25 min.)

**Prompt:** In this game, particularly in the final round, we took on an identity or a number of identities that are not our own. The Bible tells us that Jesus existed from the beginning (He has no beginning and no end). He is eternal. But even though He is God, He became like one of us, so that He might live, die, and be raised to life, "so that everyone who believes in Him shall not perish, but have eternal life." (John 3:16). Even though He is fully God, He became fully human. We will take a few minutes to look at what the Bible tells us about Jesus' divine and human natures.

Divide students into groups of 3-4. Distribute copies of Appendix C to half the groups, Appendix D to the other half. Leader's note: in order to ensure that the same number of groups are looking at Appendix C and D respectively, you can allow groups as small as pairs or as large as 5.

1. Take 10 minutes to look up the verses listed in the table and write down your findings in the appropriate column. Consider what this collection of verses might say about Jesus being fully God and fully man respectively.
2. Join with another group that had the other appendix. Share both groups' answers. Discuss the following questions:  #4
  - a. Can Jesus be fully human and fully God at the same time? If so, how is this possible?
  - b. Is Jesus still fully human?
  - c. When you put together what we know about Jesus' divine nature and His human nature, does it raise any questions?
  - d. How might you communicate Jesus as being fully God and fully man to a family member or a friend?
  - e. What is the significance of Jesus being fully God and fully man (how is this important to our faith in general and in our ongoing walk with Him)? Leader's note: Have a leader present with each group to facilitate discussion (allow the students to wrestle with and answer the questions on their own, but help them move from question to question and guide them back to the topic of conversation if they get side-tracked). It is okay to leave a question unresolved.
3. Have 1 spokesperson ready to share your group's answers to the large group.

Bring all the students back together and have groups share what they discussed. Optional: to help bring this time to a close and to perhaps answer some of the questions that surfaced during the discussion time, show "The Hypostatic Union: Fully God, Fully Man" video.

Have someone read Hebrews 2:9-10, 14-18 for the group. TT #13

Ask: What do these verses say about why Jesus became like us? How is this (His incarnation) significant for us today? TT #4

Prompt: In becoming like us, Jesus was able to meet our greatest need: to be saved from the punishment for our sin, which is death. When we pray, we pray to the God who has the power to heal, forgive, and even move mountains. We also pray to the God who understands everything about us, because He became like us. When we pray, we pray to someone who sympathizes with our weaknesses and who also, because He experienced temptation, can help us when we are tempted.

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

Ask: If or when you pray, do you tend to view Jesus as only having one nature, emphasizing His divinity over His humanity, or vice versa?

Have 3-4 students answer. Otherwise, allow them to reflect on the question in silence for a minute and then continue.

**Prompt:** As we pray, we may tend to focus on one of these natures and neglect the other (i.e. we are always appealing to His ability to sympathize with our weaknesses and understand our struggles and we disregard that He is the eternal God, worthy of all honour, glory and praise, or we find it easy to come before Him as the King of kings and Lord of lords, but we hesitate to approach the throne of grace with confidence to ask for grace and mercy in a time of need).

Give the students 1 minute to think individually about how they view Jesus and how their understanding of who Jesus is affects how they come before Him in prayer.

Encourage them to use what they read about Him during the "Action" to guide their prayer times throughout the week. Encourage them to pray in ways they have never prayed before by fixing their eyes on the One who is fully God and fully man. Also, encourage them to embrace times of silence, when they are not bringing requests to God, but focusing on who He is and allowing Him to speak to them.

**Prompt:** Jesus is forever fully God and fully man and each of these natures helps us to better understand who He is, who we are in relation to Him, the work He has already done and the work

He wants to continue to do in our lives.

**Optional:** Have copies of the articles “How Can Jesus Be God and Man” and “What is the Hypostatic Union?” available for students to take home that are interested in reading more on this topic. To save paper, you could provide links to articles and videos on smaller pieces of paper or make them available on your youth group’s website or through your regular means of communication.

Close in prayer.

Library of the University  
of Saskatchewan Toronto. The Herald was in  
other cities for Greater Toronto and Yorkville.

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# APPENDIX C

Look up each of the verses and complete the chart, noting the human experience or emotion that Jesus faced during His life on earth.

Verse	Experience / Emotion
Luke 2:7	
Luke 2:51-52	
Mark 6:3	
Matthew 4:1-2	
John 4:4-8	
Luke 19:41	
John 19:28	
John 11:33-36	
Matthew 27:31	

# APPENDIX D

Look up each of the verses and complete the chart, noting what we learn about Jesus' divine nature.

Verse	Characteristic
John 1:1	
John 1:2	
John 1:3	
John 8:56-58	
John 17:4-5	
Colossians 1:15	
Colossians 1:16	
Colossians 1:17	
Colossians 1:18	
Colossians 1:19-20	
Colossians 2:9	
Colossians 2:10	
Hebrews 1:8-9	
Hebrews 1:10	
Hebrews 1:11-12	

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## Module: Who is Jesus?

### *Lesson 3: Jesus is Prophet, Priest, and King*

#### ***Spiritual Aims***

Hopefully students will be able to...

- Fully understand who Jesus is and the work He did (and continues to do)
- Approach Jesus as prophet, priest and king

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

Students will be able to...

- Identify and explain the significance of the 3 offices/roles Jesus fulfilled
- Articulate how each of the roles Jesus fulfilled can help us as we relate to Him

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

- 1 copy of Appendix E and F (if doing Minds On option 1) OR 1 copy of Appendix E and F per 2 students (if doing Minds On option 2)
- Min.1 pen/pencil per 2 students
- Optional: prizes for the winning team or group for the "Minds On" activity
- 1 copy of Appendices G, H, and I (see Leader's note in "Action")
- Min. 1 Bible for every 3 students
- Recording paper
- Optional: Video projection
- Optional: "SWS recap" video: <http://www.vimeo.com/128047924>

## Minds On (approx. 15 min.)

This “Minds On” will get the students thinking about things in 3’s, pointing them to consider how Jesus fulfilled (fulfills) all 3 of the Old Testament offices of Prophet, Priest, and King.

### Common Bond

Leader’s note: You can choose to do this activity in a number of different ways; here are 2 options. For either option, you could award a small prize to the winning team or group.

#### Option 1 (game show):

Divide the group into 2 teams (Team A and Team B). Use the questions in Appendix E (answers are in Appendix F). Ask question 1 to Team A and give them 30 seconds to provide the answer. If they can’t come up with the answer, Team B will have the opportunity to steal the point. Continue alternating between Team A and Team B until all the questions have been used up, awarding 1 point for every correct answer.

#### Option 2 (activity in groups):

Divide students into groups of 2-3.  #7 Hand out copies of Appendix E to each group. Have the groups work together to come up with answers within a designated amount of time (10 minutes).  #2 Either have the students hand them in when they are finished and mark them or take up the answers as a group when everyone is finished.

## Action (approx. 20 min.)

**Prompt:** In the game we just played, 3 words which regularly may have little to do with each other were linked together by something that they share in common. In the Bible, specifically the Old Testament, we see 3 distinct roles (or offices) that were carried out by individuals from God’s people: prophet, priest and king. Although a few individuals carried out 2 of these roles, only Jesus fulfilled all 3.

Ask the large group the following questions and record their answers on the recording paper (for the expert groups in the Jigsaw activity below): TT #4 TT #12

- What do you know about the role of the priest in the Old Testament? (possible answers: chosen by God; a mediator between God and people; they offered sacrifices for their own sins and for the sins of the people)
- What do you know about the role of a prophet in the Old Testament? (possible answers: (a messenger sent from God; told people to turn back to God; talked to God on behalf of the people; prayed often; some foretold the future; some performed miracles)
- What do you know about the role of a king in the Old Testament? (possible answers: a ruler of a particular territory or over a specific group of people)

### Jigsaw TT #6

- Divide students into groups of 3 for the “home groups.” If you do not have multiples of 3, allow up to 2 groups of 4.
- Within the home group, have each student numbered 1, 2, or 3 (with no duplicates unless they are a group of 4) to designate the “expert groups”.
- Have students gather into their “expert groups” and distribute as follows:
  - Group 1: Appendix G
  - Group 2: Appendix H
  - Group 3: Appendix I
  - They have 10 minutes to complete their handouts. Remind them each person needs to know the answers for their home groups. TT #2
- Have the students return to their home groups to share their discoveries and answer these 2 questions: TT #4
  - What does Jesus look like as He fulfills all 3 of these offices? (Possible answers: He is the Lord of all, but at the same time He understands and can sympathize with our struggles; He has demonstrated for us the perfect union of word and deed; and we have an unblemished picture of the kingdom of God because it has come from the King Himself).
  - How does (might/should) this knowledge of who Jesus is affect our relationship with Him?

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

Prompt: In our groups we have just discussed how Jesus is Prophet, Priest and King. As we learn more about Him, we are not just learning about someone who worked in the past and fulfilled specific roles, but we also discover who He continues to be (as Jesus Christ remains the same yesterday, today, and forever - Hebrews 13:8). As we consider Jesus in these roles we gain a better perspective of who we are in relation to Him, and as we think about Jesus being Prophet, Priest and King, we may be challenged if we need to be challenged, we may be encouraged if we need encouragement, and we may also find help in a time of need.

Ask: As you think about yourself (or your current situation), what role that Jesus fulfilled speaks most into your life right now? (i.e. prophet because you need truth spoken into your life, priest because you need Jesus to intercede for you, or king because you really need to focus on the lordship of Christ).

Prompt: No matter what situation we are in Jesus is able to help us.

Have the students pray silently, encouraging them to focus on 1 role that Jesus fulfilled to guide their prayer times. Encourage them also to use this as a tool throughout the week as they approach Him in prayer.

Optional: As the students are reflecting and preparing their hearts for prayer, you can show this video that recaps how Jesus fulfilled the roles of Prophet, Priest and King, and that provides a visual for each one: <http://www.vimeo.com/128047924>.

Close in prayer.

# APPENDIX E

## Common Bond Questions – What connects these 3 things?

**Example 1:** Step – God – Grand      Answer: Parents

**Example 2:** First – Financial – Hearing      Answer: Types of Aids

1. Heart – Mad Cow – Legionnaires \_\_\_\_\_
2. North – Flag – Totem \_\_\_\_\_
3. Apple Cider – Wine – White \_\_\_\_\_
4. org – ca – com \_\_\_\_\_
5. Lima – Brown – Kidney \_\_\_\_\_
6. Ice – Field – Floor \_\_\_\_\_
7. A Website – Golf – A Sausage Factory \_\_\_\_\_
8. Hawaiian – Fruit – Jab \_\_\_\_\_
9. Hood – Christmas Tree – Lawn \_\_\_\_\_
10. A Shipyard – A Pottery Store – The Circulatory System \_\_\_\_\_
11. Cowboy – Combat – Winter \_\_\_\_\_
12. Sun – Balance – Laser \_\_\_\_\_
13. Canine – Tusk – Fang \_\_\_\_\_
14. Motor – Corn – Peanut \_\_\_\_\_
15. Spare – Winter – Bald \_\_\_\_\_
16. Mississippi – Colorado – Amazon \_\_\_\_\_
17. Cow – Church – Sleigh \_\_\_\_\_
18. French – Cinnamon – Texas \_\_\_\_\_
19. Spinal – Power – Bungee \_\_\_\_\_
20. Property – Income – Sales \_\_\_\_\_

# APPENDIX F

## Common Bond Answers

1. Diseases
2. Poles
3. Vinegars
4. Internet domain abbreviations
5. Beans
6. Hockey
7. Things with links
8. Punches
9. Ornaments
10. They have vessels
11. Boots
12. Beams
13. Teeth
14. Oils
15. Tires
16. Rivers
17. Bells
18. Toast
19. Cords
20. Taxes

# APPENDIX G: PROPHET

As you read the following verses, consider these questions: How did Jesus fulfill this particular role? What did Jesus say about Himself in this role and what did others say about Him? What sets Jesus apart from those who served in this role in the Old Testament?

Hebrews 1:1-3

Luke 4:42-43

Matthew 4:17

Matthew 9:35

Matthew 21:9-11

Acts 2:22

Luke 4:18-19

Luke 4:24

John 1:14-18

# APPENDIX H: PRIEST

As you read the following verses, consider these questions: How did Jesus fulfill this particular role? What did Jesus say about Himself in this role and what did others say about Him? What sets Jesus apart from those who served in this role in the Old Testament?

Hebrews 4:14-16

Hebrews 5:1-10

Hebrews 7:22-28

Hebrews 8:1-2

Hebrews 9:12

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of Simcoe County, 224 Central Ave. in  
Waterloo for Simcoe County and York.

# APPENDIX I: KING

As you read the following verses, consider these questions: How did Jesus fulfill this particular role? What did Jesus say about Himself in this role and what did others say about Him? What sets Jesus apart from those who served in this role in the Old Testament?

Hebrews 1:8-9

John 18:36-37

Matthew 2:1-2

John 1:47-50

Luke 1:29-33



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## Module: Who is Jesus?

### *Lesson 4: The Resurrection and the Life*

#### ***Spiritual Aims***

Hopefully students will be able to...

- embrace Jesus' power over death
- have faith and hope in Jesus

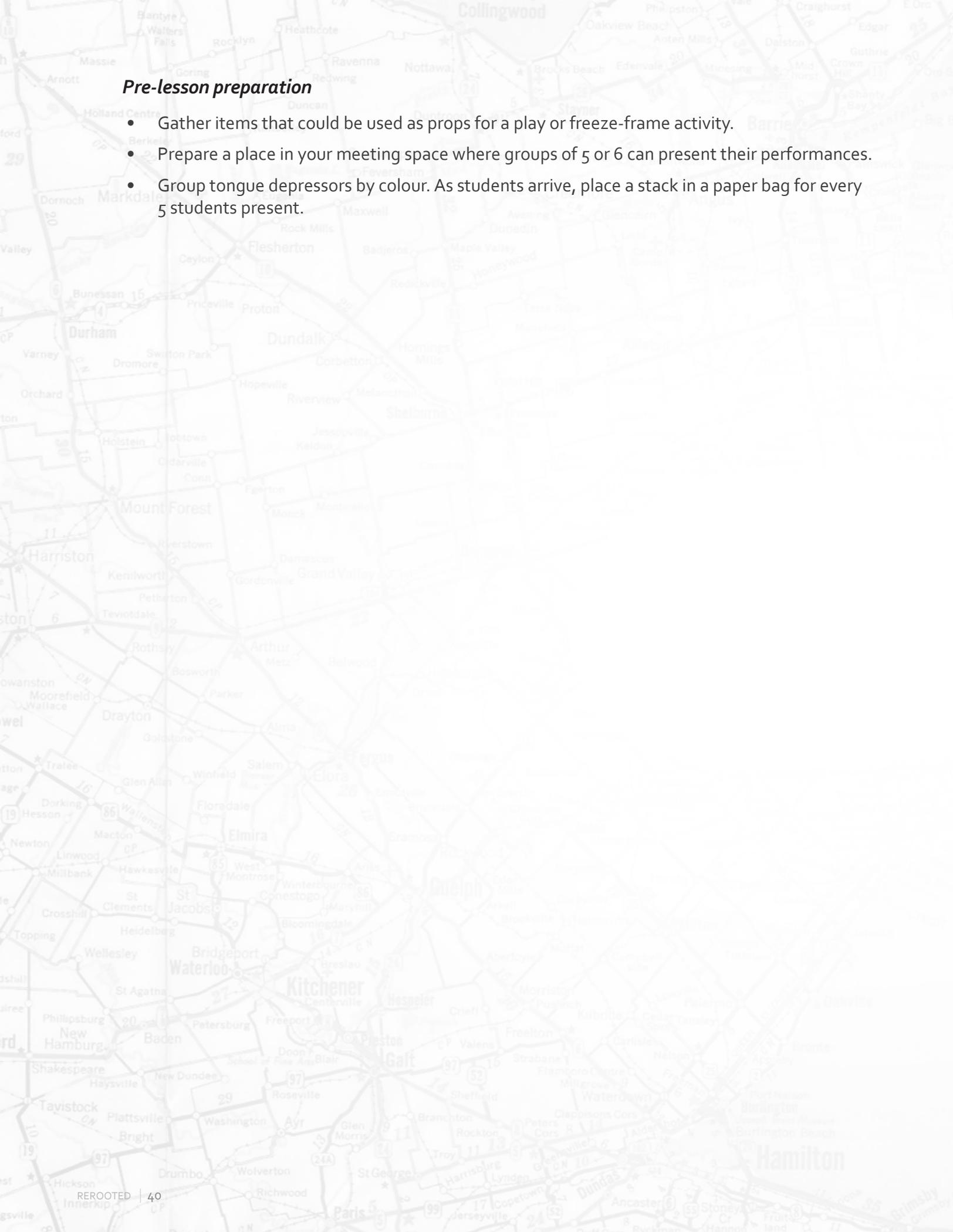
#### ***Lesson Objectives***

Students will be able to...

- retell the story of Jesus raising Lazarus from the dead
- communicate the meaning of setting our hearts and minds on things above

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

- 1 colourful tongue depressor per student (1 colour per 5 students e.g. If you have 15 students, you will have 3 colours.)
- 1 paper bag
- 1 copy of Appendix G or 1 Bible bookmarked to John 11 per 5 students
- Optional: props for role play
- Min. 1 Bible per 3 students
- Optional: recording paper
- Optional: 1 small prize for the winner of the "Minds on" activity (possible additional prizes for multiple games)
- 1 small piece of paper or journal per student
- Min. 1 pen/pencil per student



**Pre-lesson preparation**

- Gather items that could be used as props for a play or freeze-frame activity.
- Prepare a place in your meeting space where groups of 5 or 6 can present their performances.
- Group tongue depressors by colour. As students arrive, place a stack in a paper bag for every 5 students present.

## Minds On (approx. 5 min.)

“Minds On” will hopefully get students thinking about where they are looking in their lives.

### Look up, look down

1. Stand in a circle. Leader’s note: If you have a group larger than 20, you may want to split the group into 2 or more.
2. I’ll designate one person (a leader or student) to be the caller. They will instruct the group to “look down” and “look up.”
3. When the caller says, “look down,” everyone in the circle must look down, keeping your eyes open at all times.
4. When the caller says, “look up”, everyone in the circle must look up and look directly at someone else in the circle. If you look at someone who is not looking back at you, you are safe. If you look at someone and he/she is looking at you, you are both eliminated and must sit down.

The game continues until only one or two people are left. With an odd #, there will be 1 winner. With an even #, the 2 remaining people play Rock, Paper, Scissors to break the tie. Multiple rounds can be played depending on time. Optional: Award a small prize to the winner of each game/round.

## Action (approx. 35 min.)

**Prompt:** Just as in the game we just played, we are reminded many times in Scripture that where we are looking is important. Back at lesson 1, when we looked at Jesus as the True Vine and the Author and Finisher of our faith, we focused on the importance of fixing our eyes on Jesus. The apostle Paul echoes this idea in a similar way in his letter to the Colossians.

Have a student read Colossians 3:1-4.  #4

**Ask:** What do you think it means to set your hearts and minds on things above? (Allow time for students to offer their answer or use Think/Pair/Share  #6.) In the large group, record answers on recording paper.  #21

**Role play** – acting out the story of Jesus raising Lazarus from the dead (John 11:1-44)

I'll give you 1 tongue depressor. When I say "go" gather with others with the same colour. (I may need to redistribute you if the groups are uneven). Leader's note: If you have fewer than 8 students, you could make the groups even smaller and have students take on multiple roles or have them work together as one group.

One leader will be assigned to each group to assist in reading through the text and to help distribute roles. They will have a handout (Appendix G or 1 Bible bookmarked to John 11:1-44) (Leader's note: having a printed copy of the text may make it easier for designating parts, writing down queues, etc.)

You have 10-15 minutes to read the story together and prepare their performance. Leader's note: For the sake of time, you may want to have a leader narrate for each group. TT #14

Afterwards, each group will present their productions.

TT #2

**Optional:** Instead of acting out the story as a play, students can do a freeze-frame tableaux. (A detailed explanation is at <http://dramaresource.com/tableaux/>.) After reading through the story together, have the students select 3 or 4 important moments (i.e. the beginning, middle and end) and present these as freeze-frames, displaying this part of the story without words or actions. Leader's note: Although these are normally done without any words at all, you could have a student or a leader working with a particular group provide a one sentence caption to accompany each freeze-frame.

**Ask:** How did Mary and Martha show they had faith? (Possible answers: they sent word to Jesus when their brother got sick; when He arrived, they both met Him and said, "If you had been here, my brother would not have died.")

**Prompt:** Mary and Martha knew that Jesus could heal people, but they didn't realize that He had power over death. Martha believed that her brother would be raised to life at the last day; she didn't understand that Jesus could give him life immediately.

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

**Prompt:** As we have seen in this story, and as we read in other places in the Bible, faith is something that can vary in size (you can have a small amount of faith, you can grow in faith, etc.) The disciples once asked Jesus to increase their faith.

Ask students to think about this question silently: What is the size of your faith in Jesus?

On a small piece of paper or in their journals, have the students write the word “faith” twice in 2 font sizes, once showing the amount of faith they would say they have now and a second time showing the amount of faith they wished they had (i.e. faith faith).

**Prompt:** Just like Jesus’ disciples, we can ask Him to increase our faith. Often times, we put our faith in other things instead of in Jesus (i.e. money, the success of your favourite sports team, your athletic abilities, a relationship you are in, a birthday or Christmas gift you are hoping to receive). These things are not bad, but they should not be the source of our faith and hope. Our hearts and our minds should not be “set” on these things.

On the same piece of paper or in their journals, also have the students write down 1 thing in their lives that has become an object of their faith and hope that may be holding them back from increasing their faith in Jesus. Encourage them to pray throughout the week that Jesus would increase their faith and show them where they may have placed their faith in other things.

**Prompt:** Jesus is the Resurrection and the Life - He has won the victory over death because He Himself was raised from the dead and He gives eternal life to all those who put their faith in Him. Our faith and our hope is rooted in Him.

Close in prayer.

# APPENDIX G

## John 11:1-44 (NIV)

Now a man named Lazarus was sick. He was from Bethany, the village of Mary and her sister Martha. <sup>2</sup> (This Mary, whose brother Lazarus now lay sick, was the same one who poured perfume on the Lord and wiped his feet with her hair.) <sup>3</sup> So the sisters sent word to Jesus, "Lord, the one you love is sick."

<sup>4</sup> When he heard this, Jesus said, "This sickness will not end in death. No, it is for God's glory so that God's Son may be glorified through it." <sup>5</sup> Now Jesus loved Martha and her sister and Lazarus. <sup>6</sup> So when he heard that Lazarus was sick, he stayed where he was two more days, <sup>7</sup> and then he said to his disciples, "Let us go back to Judea."

<sup>8</sup> "But Rabbi," they said, "a short while ago the Jews there tried to stone you, and yet you are going back?"

<sup>9</sup> Jesus answered, "Are there not twelve hours of daylight? Anyone who walks in the daytime will not stumble, for they see by this world's light. <sup>10</sup> It is when a person walks at night that they stumble, for they have no light."

<sup>11</sup> After he had said this, he went on to tell them, "Our friend Lazarus has fallen asleep; but I am going there to wake him up."

<sup>12</sup> His disciples replied, "Lord, if he sleeps, he will get better." <sup>13</sup> Jesus had been speaking of his death, but his disciples thought he meant natural sleep.

<sup>14</sup> So then he told them plainly, "Lazarus is dead, <sup>15</sup> and for your sake I am glad I was not there, so that you may believe. But let us go to him."

<sup>16</sup> Then Thomas (also known as Didymus) said to the rest of the disciples, "Let us also go, that we may die with him."

<sup>17</sup> On his arrival, Jesus found that Lazarus had already been in the tomb for four days. <sup>18</sup> Now Bethany was less than two miles from Jerusalem, <sup>19</sup> and many Jews had come to Martha and Mary to comfort them in the loss of their brother. <sup>20</sup> When Martha heard that Jesus was coming, she went out to meet him, but Mary stayed at home.

<sup>21</sup> "Lord," Martha said to Jesus, "if you had been here, my brother would not have died. <sup>22</sup> But I know that even now God will give you whatever you ask."

<sup>23</sup> Jesus said to her, "Your brother will rise again."

<sup>24</sup> Martha answered, "I know he will rise again in the resurrection at the last day."

<sup>25</sup> Jesus said to her, "I am the resurrection and the life. The one who believes in me will live, even though they die; <sup>26</sup> and whoever lives by believing in me will never die. Do you believe this?"

<sup>27</sup> "Yes, Lord," she replied, "I believe that you are the Messiah, the Son of God, who is

to come into the world.”

28 After she had said this, she went back and called her sister Mary aside. “The Teacher is here,” she said, “and is asking for you.” 29 When Mary heard this, she got up quickly and went to him. 30 Now Jesus had not yet entered the village, but was still at the place where Martha had met him. 31 When the Jews who had been with Mary in the house, comforting her, noticed how quickly she got up and went out, they followed her, supposing she was going to the tomb to mourn there.

32 When Mary reached the place where Jesus was and saw him, she fell at his feet and said, “Lord, if you had been here, my brother would not have died.”

33 When Jesus saw her weeping, and the Jews who had come along with her also weeping, he was deeply moved in spirit and troubled. 34 “Where have you laid him?” he asked.

“Come and see, Lord,” they replied.

35 Jesus wept.

36 Then the Jews said, “See how he loved him!”

37 But some of them said, “Could not he who opened the eyes of the blind man have kept this man from dying?”

38 Jesus, once more deeply moved, came to the tomb. It was a cave with a stone laid across the entrance. 39 “Take away the stone,” he said.

“But, Lord,” said Martha, the sister of the dead man, “by this time there is a bad odor, for he has been there four days.”

40 Then Jesus said, “Did I not tell you that if you believe, you will see the glory of God?”

41 So they took away the stone. Then Jesus looked up and said, “Father, I thank you that you have heard me. 42 I knew that you always hear me, but I said this for the benefit of the people standing here, that they may believe that you sent me.”

43 When he had said this, Jesus called in a loud voice, “Lazarus, come out!” 44 The dead man came out, his hands and feet wrapped with strips of linen, and a cloth around his face.

Jesus said to them, “Take off the grave clothes and let him go.”



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## Module 2: Adoption

*Module 1 "Who is Jesus?" looked at why we're able to be adopted into God's family through Jesus. (The Discover curriculum module "Discover the Reason" is also another primer module for this.) This module explores how we are brought into God's family, and how we can help others become part of God's family.*

In **Lesson 1**, God's Adoption of Us - We are God's children, we begin by defining what is adoption. We'll also see the Holy Spirit's part in that adoption process.

In **Lesson 2**, God's Adoption of Us - We are all part of God's family, we realize that God's family isn't just a group of individuals, but that we have roles that link us together.

In **Lesson 3**, Our Adoption of Others: Adopting as Our Father Adopts, we find out how others can join God's family through us. Service is a key component of that bridge.

In the bonus lesson, Adoption in Action - Service to Others, we take an ancient practice from Jesus as a way to signify that service towards one another and beyond.

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## Module: Adoption

### Lesson 1: God's Adoption of Us: We are God's children

#### Spiritual Aims:

Students will hopefully be able to...

- understand that God loves them and that when they follow Him they become fully adopted as His children.
- live as children of God.

#### Lesson Objectives:

- As a result of this lesson, students will be able to...
- Define what it means to be adopted.
- Identify in the Scripture passages what the Spirit does for them and what happens to them when they are adopted as God's children.

### Materials Needed:

- 1 copy of Appendix A per student
- 1 copy of Appendix B
- 1 pencil crayon or marker per student
- A large canvas or Bristol board
- 1-3 colours of paint (or 1-3 ink pads) for fingerprints on family tree
- Optional: 1 copy of Appendix C per student
- Video projection
- Optional: "Adoption Story": [https://www.youtube.com/watch?v=ONCoBmWGC\\_4](https://www.youtube.com/watch?v=ONCoBmWGC_4)
- "No Longer Slaves": <https://www.youtube.com/watch?v=f8TkUMJtK5k>

### Pre-lesson preparation:

Prepare the "God's Family Tree" canvas. Use a marker to draw the trunk and branches of a tree onto your canvas or Bristol board, but do not add leaves (students will be adding the leaves during the lesson). Then write above the tree, "We are adopted into God's family." The size of your paper will depend on the size of your group. Ideally, you'd like to have everyone's hands on the tree. If you have more than 20 people, consider having sections of the tree that could be separated when the students are putting on their fingerprints and then you can assemble afterwards into 1 big tree.

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

In this section students will explore the topic of adoption and they will talk about what it means to be adopted.

**Ask:** Do you know of someone who's adopted? What was their experience like? Leader's note: If you have any experiences of adoption then share them with the students.

**Optional:** Show the "Adoption Story" video.

**Ask:** What thoughts or emotions do you think those who are adopted have?

Possible answers can include:

- You become fully part of that family
- You have new parents and siblings and aunts and uncles and grandparents and cousins
- You have been chosen and handpicked
- You are added to the parents' will so that you become just as much heirs to what the parents have as the other siblings

**Leader's note:** Some students may still be very sensitive to this issue, so have leaders ready to engage with those students as needed.

## Action (approx. 20 min)

**Prompt:** Today we are learning about God's adoption of us. God has always intended for us to be adopted into His family. Let's take a look at a couple Bible passages that talk about God adopting us.

TT #15

1. Take a copy of Appendix A and a pencil crayon or marker. You have 5 minutes to complete Appendix A. TT #2
2. Afterwards, find a partner (there will be 1 group of 3) and compare answers.
3. Choose a spokesperson to share your pair's answers with the large group.

Gather everyone back in the large group to share their answers. (Have 3-5 volunteers offer their answers.) (Leader's note: See Appendix B for answers.)

**Prompt:** We have all been chosen by God to be His children. We are all God's children and it is our choice to live into our calling as God's children. He sent his Holy Spirit to make us one with Him and one with Christ. Christ calls us His brothers and His sisters, and that is what we are! We are all God's children!

### God's Family Tree

Bring out the tree you prepared before the lesson.

1. On this "tree", take turns adding your fingerprints to the tree using either paint or ink pads. The fingerprints will become the leaves on the tree.
2. Sign their names under your fingerprints.
3. While the students are adding their fingerprints to the tree, play the video "No Longer Slaves" and also hand out Appendix C to any students who want to read the lyrics while the song is being played.

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

**Think/Pair/Share:** What changes if you are part of the family of God? 

**Prompt:** God wants to adopt us into his family. We have a choice of whether we want to be in his family, and we'll explore further what it means to be part of God's family in the next lesson.

**Leader's note:** Some students may not understand what it means to be God's child or how to accept Jesus as Saviour and Lord. Be prepared in case any students want to make that commitment. You can also refer to Module 1, Lesson 4 or the "Discover the Reason" module in the Discover curriculum ([cboqyouth.ca/discover](http://cboqyouth.ca/discover)).

Close in prayer, thanking God for adopting us into His family.

# APPENDIX A

Instructions: In the passages below, underline what the Spirit claims to do for us. Then circle what happens to us when we are adopted as children of God.

## **Romans 8:14-17 New International Version (NIV)**

14 For those who are led by the Spirit of God are the children of God. 15 The Spirit you received does not make you slaves, so that you live in fear again; rather, the Spirit you received brought about your adoption to sonship. And by him we cry, "Abba, Father." 16 The Spirit himself testifies with our spirit that we are God's children. 17 Now if we are children, then we are heirs—heirs of God and co-heirs with Christ, if indeed we share in his sufferings in order that we may also share in his glory.

## **1 John 3:1-4 New International Version (NIV)**

3 See what great love the Father has lavished on us, that we should be called children of God! And that is what we are! The reason the world does not know us is that it did not know him. 2 Dear friends, now we are children of God, and what we will be has not yet been made known. But we know that when Christ appears, we shall be like him, for we shall see him as he is. 3 All who have this hope in him purify themselves, just as he is pure.

4 Everyone who sins breaks the law; in fact, sin is lawlessness.

# APPENDIX B - LEADER ANSWER SHEET

Instructions: Underline what the Spirit does for us, and then circle (in red) what happens to us when we are adopted as children of God.

## **Romans 8:14-17 New International Version (NIV)**

14 For those who are led by the Spirit of God are the children of God. 15 The Spirit you received does not make you slaves, so that you live in fear again; rather, the Spirit you received brought about your adoption to sonship. And by him we cry, "Abba, Father." 16 The Spirit himself testifies with our spirit that we are God's children. 17 Now if we are children, then we are heirs—heirs of God and co-heirs with Christ, if indeed we share in his sufferings in order that we may also share in his glory.

## **1 John 3:1-4 New International Version (NIV)**

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4 Everyone who sins breaks the law; in fact, sin is lawlessness.

# APPENDIX C

## NO LONGER SLAVES

Written by Brian Johnson, Jonathan David Helser, Joel Case

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### Intro

### Verse 1

YOU UNRAVEL ME, WITH A MELODY  
YOU SURROUND ME WITH A SONG  
OF DELIVERANCE, FROM MY ENEMIES  
TILL ALL MY FEARS ARE GONE

### Chorus

I'M NO LONGER A SLAVE TO FEAR  
I AM A CHILD OF GOD

### Verse 2

FROM MY MOTHERS WOMB  
YOU HAVE CHOSEN ME  
LOVE HAS CALLED MY NAME  
I'VE BEEN BORN AGAIN, INTO YOUR FAMILY  
YOUR BLOOD FLOWS THROUGH MY VEINS

### Interlude

### Bridge

YOU SPLIT THE SEA, SO I COULD WALK RIGHT THROUGH IT  
ALL MY FEARS WERE DROWNED IN PERFECT LOVE  
YOU RESCUED ME, SO I COULD STAND AND SING  
I AM A CHILD OF GOD

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## Module: Adoption

### *Lesson 2: God's Adoption of Us: We are all part of God's family*

#### **Spiritual Aims:**

Students will hopefully be able to ...

- Live as part of God's family, recognizing they are family with one another and all brothers and sisters in Christ.
- Understand what family is, as having a new and much larger family in Christ.
- Function as one body with all our differences.

#### **Lesson Objectives:**

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

- Discuss together what it means to be part of God's family.
- Exemplify how they can all work together using their differences.
- Write or draw what their strengths, talents, and interests are

#### **Materials Needed:**

- 1 of Appendix A per student, or for each small group.
- 1 of Appendix B per student
- 1 Bible with 1 Corinthians 12:12-27 bookmarked
- 1 blank paper per student
- Min. 4 pencil crayons/markers per student
- 1 roll of tape

- Recording paper
- Video projection
- "Mully Children's Family" video: [https://www.youtube.com/watch?v=ojvA5k\\_IOjU](https://www.youtube.com/watch?v=ojvA5k_IOjU)
- Optional:** "Human Knot" video: <https://www.youtube.com/watch?v=2OtLJMYftQo>

### Pre-lesson preparation

Ensure the family tree from Lesson 1 is visible and there is space around it to post the papers in "Consolidate."

## Minds On (approx. 15 min.)

### Case Study: Mully Children's Family

**Prompt:** In the first lesson of this module we learned that God wants to adopt us as His children. Today we are going to explore what it means to be part of the same family as brothers and sisters in Christ.

Play "Mully Children's Family" video.

Afterwards, give a student a copy of Appendix A.

**Leader's note:** If you have a group larger than 8 students, it is recommended that you separate them into groups of 4. Then the smaller groups can gather with the large group. Each group can select a spokesperson to share their group's answers.

**Leader's note:** Here are possible answers to the questions;

What does the Charles Mully Family teach us about what it means to be adopted?

- To be adopted means to become fully integrated into that family
- To be adopted means that we receive a new family
- To be adopted means that we have responsibilities to care for our new family, but we also know that our new family will care for us.

How does the Charles Mully Family reflect what God's family is like?

- It does not matter what their background was or what tribe they were from. They were all welcomed into the family. They all accepted each other as brothers and sisters no matter who they were before they were adopted.
- They all care for each other as one family.
- The older siblings take on teaching and mentoring the younger siblings.

## Action (approx. 25 min)

Hand out a copy of Appendix B to each student. Have a student (or leader) read the story out loud

with everyone else following along. Discuss the following questions as a large group: TT #4

1. What is your view of what family is? How has it changed? What is Jesus' view of family?
  - Jesus considers everyone who does God's will His family; his mother and brothers and sisters. What does it mean for us to all be brothers and sisters in Christ?

We are to treat each other as family. To love and care for each other just as brothers and sisters would.

TT #16

**Prompt:** We have been learning that as God's family we are all brothers and sisters in Christ and are therefore to treat each other as family. We will now be looking at how we work together as brothers and sisters when we are all different people with different personalities, skills and giftings.

### The Knot

Have the students divide into groups of 8-10. (You can choose to show the "Human Knot" video.)

1. Stand in a circle.
2. Extend your left hand into the middle. Holds the hand of a person not next to you.
3. Extend your right hand into the middle. Holds the hand of a person not next to you.
4. As a group, attempt to untangle yourselves without letting go of each other's hands.
5. Once you're done, sit down.

Ask the large group: How did you become untangled? What different roles did people play?

Have 4-5 students offer an answer.

Still in the large circle, have 1 volunteer begin to read one verse in the passage bookmarked in the Bible. After reading the verse, the student passes the Bible to the person on their right. The next person reads the 2nd verse. Continue until the passage has been read. Students may opt to pass if they wish.

Ask the following questions as a large group: TT #4

- How does this relate to our game?
- According to the passage, what's the common connection between all the parts? (Students can refer back to the passage if needed).

- How do you think others complement your strengths and your weaknesses?
- The passage mentioned God's body i.e. the church has different roles and the beginning of this chapter talks about how there are different gifts and talents which contribute to those roles. What roles/talents do you help God's church (be specific)? (Leader's note: You may choose to record these on recording paper.)

**Prompt:** We are all a part of God's family, which means we are also all a part of Christ's body. We all make up one body and one family together. We are all different but we all need each other and we cannot function properly without one another. God has created us with different personalities, different interests, different talents and skills. We all bring different strengths to the body and we all bring different weaknesses. We need to work together as one body in order to serve and love others fully. We

are a diverse family of God; we are a family that needs one another.

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

Hand out a blank piece of paper to each student and supply them with pencil crayons or markers. Have students draw or write down the different skills and talents (whether listed before or something they think of) that God has given them on their sheets of paper. They can put their name on the paper if they want.

Once they have completed paper, have them tape it next to the family tree (from lesson 1).

Art Gallery: Ask students to review what was posted. Identify which talents/gifts are similar to their own and which ones complement their weaknesses. 

**Prompt:** God has made all of us different from one another. We need each other and we are all one family that is called to love one another as brothers and sisters. If you're able to offer one of your talents to help another person, be prepared to do so. If there's a talent that can help you, ask for help.

Give students 1 minute to pray silently about who they could help with their talents and whether they need to approach someone for their help. Then close in prayer.

# APPENDIX A

## The Charles Mully Family Case Study

Charles Mully is the founder of Mully Children's Family. He grew up as a street child in Kenya, but then when he got older he was able to get off the streets by starting his own business. He became a very successful businessman, he married, and he started a family. BUT, he could not forget about the years he spent on the street and about all the children that were still living on the streets in Kenya. So one day he drove out into the street and found some boys who were living on the street and brought them home. Charles Mully and his wife Esther adopted these boys into their family. They became a part of the Mully family. They had a home, food to eat, they had a father and a mother and new siblings. Charles and Esther Mully loved these children as their own. The Mullys continued to adopt street children. They built their own schools and doctors offices. Today Charles and Esther Mully have over 2000 children! Charles knows the name of every child that he has adopted. Every single child that is part of Mully Children's Family considers each other siblings. They are all brothers and sisters; all 2000 of them! (they won't even marry each other, because they are fully siblings) Because they are all adopted as brothers and sisters they all treat each other as family and take care of each other. Many of them come from different warring tribes but when Charles Mully adopts them then they become part of the same family and no longer consider one another enemies but as siblings whom they would protect and care for. The older siblings also help raise the other siblings. They help to teach their younger siblings, they help feed the infants, they take their younger siblings to church, and they become mentors to their younger siblings. As the little boy said in the video, they are no longer orphans, they are not looking for a family. This is their family.

What does the Charles Mully Family teach us about what it means to be adopted?

How does the Charles Mully Family reflect what God's family is like?

# APPENDIX B

## Matthew 12:46-50 New International Version (NIV)

### Jesus' Mother and Brothers

46 While Jesus was still talking to the crowd, his mother and brothers stood outside, wanting to speak to him. 47 Someone told him, "Your mother and brothers are standing outside, wanting to speak to you."

48 He replied to him, "Who is my mother, and who are my brothers?" 49 Pointing to his disciples, he said, "Here are my mother and my brothers. 50 For whoever does the will of my Father in heaven is my brother and sister and mother."

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## Module: Adoption

### *Lesson 3: Our Adoption of Others: Adopting as Our Father Adopts*

#### **Spiritual Aims:**

Hopefully students will be able to:

- Embrace God as their adopted Father.
- Extend God's offer of adoption by loving those around us.

#### **Lesson Objectives:**

Students will be able to:

- vocalize the importance of loving everyone as we love our own families
- brainstorm different types of people that God is calling them to adopt
- Explore ways in which they can love and adopt others through writing and performing skits about adopting others

#### **Materials Needed:**

- 1 copy of Appendix A per 2 students, divided between A1 and A2
- 1 pen/pencil per student
- 2 papers: one with "WHO" and one with "HOW"
- 1 roll of Scotch tape (non-marking on walls)
- Optional: 2 small prizes for Minds On review
- 1 pad of sticky notes per 3 students
- Video projection
- "God's heart" video: [https://www.youtube.com/watch?v=xrPGyzvI\\_nU](https://www.youtube.com/watch?v=xrPGyzvI_nU)

## Minds On (approx. 5 min.)

**Optional:** Ask students if they can summarize each of the first 2 lessons. Give the correct answers a small prize.

(Answers: In the first lesson of this module we learned that God adopts us as His children. In the second lesson we learned that because we are adopted by God we are all family and therefore are all brothers and sisters who love one another as family.)

**Prompt:** God has extended this invitation of adoption to us and now we can extend his invitation of adoption to others and invite them into the family of God. Let's watch a video about God's heart of adoption;

Show "God's Heart" video.

**Prompt:** God continues to adopt others into his family. He's asked us to be part of it; as we join God's family, he challenges us to be like Jesus and invite others into God's family. These people could be our friends, our neighbours, our teachers, our coaches, our biological family members, and even our enemies.

## Action (approx. 20-30 min)

### Jigsaw #6

- Expert: Divide students into 3 groups.  #7 Ensure you have the number of groups is a multiple of 3 (i.e. 3, 6, 9, 12 groups, etc. depending on the size of your large group). Each group should have no more than 5 students.
- Give 1/3 of the groups Appendix A1, 1/3 Appendix A2, 1/3 Appendix A3; each student should have a copy and a pen/pencil. Each group has 5 min to summarize the passage into 1 sentence. Each person needs to have the expert group's answers.  #2
- Within each expert group, number of students (1-5). Have students gather based on their given #. This home group's objective is to take the 3 sentences and form it into 1 summary sentence. Each home group should be prepared to share their group's answer with the large group.

Gather the large group. Ask for 4-5 pairs to volunteer their answers. Suggested answer: If we are

serious about following Jesus, we will look for ways to demonstrate God's love to people who are vulnerable and others who we may not hang around with.

Ask the group: What do you think Jesus meant when he said that "whoever does not hate their own family could not be his disciple?"

- Possible answers you could discuss with the students;
  - It does not mean we should hate our families because God wants us to love everyone! But during Jesus' time family was extremely important in the Jewish culture and was often considered more important than anything else, but Jesus wanted following Him to be the most important thing to them so he used very extreme language to get across to them that following Him was more important than their earthly families. Also, when you follow Jesus then your family becomes all of God's family, which includes your biological family.
  - Following Jesus is the most important thing and that includes adopting others into our family and loving others.
  - As His children, God wants us to look after those in need. Following Christ is very difficult. God wants us to adopt others and take care of those in need which is a very difficult thing to do because it requires treating them like our own family and loving them like family.
  - This also does not mean neglecting our own biological families because they are included in the people we are called to love as Christ's disciples.

### Brainstorm

- Back in their home groups, give each group a pad of sticky notes. For 3 minutes, they will brainstorm 2 lists: Who could they reach out to (specific people groups/demographics, not specific names) and how could they show God's love to people.
- While they are brainstorming, post the 2 papers in a space where students can post their notes under it.
- After 3 minutes, one person in the group posts their notes under "WHO" and the other under "HOW." If there are similar answers, they can be bunched together.
- Review the posts and regroup as needed. If there are ones you feel are inappropriate, remove them.

### Optional: Improv

**Leader's note:** If you have students who are comfortable with improvisation, try this activity to give a more tangible example of inviting others to God's family. If you are doing this, have 1 leader write the suggestions in a separate, individual pieces of paper and keep them in 2 piles

corresponding to the 2 headings.

Invite 2 students to volunteer. One will be the “approach;” the other the “approaches.” The approach will draw a suggestion from the “How” pile; the approaches from the “Who” pile. The improv pair can show their selection to each other. They will improvise a scenario with that action approach. They have 90 sec. to act out the scenario. Invite as many pairs as your time allows.

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

Give each student another piece of paper. Have each one find a place in the room apart from the others to write down one person they would like to demonstrate God’s love to (doesn’t have to be on the brainstorm lists). Give them 3 minutes to reflect on their answers and pray for that opportunity to surface.

Encourage students to keep this paper where they can refer to it regularly this week. Optional: They can submit the paper back to you with their name and either cell phone # or social media handle so you can send it back to them in 3 days. You may suggest to them that they can discuss what they wrote down with a friend or leader either to collaborate on that opportunity together or for accountability.

Close in prayer.

# APPENDIX A

## **A1 - Luke 14:25-27 New International Version (NIV)**

The Cost of Being a Disciple

25 Large crowds were traveling with Jesus, and turning to them he said: 26 "If anyone comes to me and does not hate father and mother, wife and children, brothers and sisters—yes, even their own life—such a person cannot be my disciple. 27 And whoever does not carry their cross and follow me cannot be my disciple.

## **A2 - James 1:27 New International Version (NIV)**

27 Religion that God our Father accepts as pure and faultless is this: to look after orphans and widows in their distress and to keep oneself from being polluted by the world.

## **A3 - Matthew 5:43-45a (NIV)**

43 "You have heard that it was said, 'Love your neighbor[i] and hate your enemy.' 44 But I tell you, love your enemies and pray for those who persecute you, 45 that you may be children of your Father in heaven.

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## Module: Adoption

### *Bonus Lesson: Adoption in Action: Service to Others*

**Leader's note:** This lesson is considered a bonus because it's geared towards students who are committed in their faith. Someone coming to a church event for the first time may not feel comfortable with these activities. As well, depending on your group, you can also use this as an optional ending to Lesson 3.

#### **Spiritual Aims:**

Hopefully, students will:

- adopt others by taking care of them and loving them just as they would their own families.
- serve others and understand that serving others is an act of adopting them.

#### **Lesson Objectives:**

Students will be able to:

- Experience what service feels like from the receiving end by experiencing the story of Jesus washing His disciples' feet through a Lectio Divina and by allowing their leader to wash their painted feet.
- brainstorm different ways in which they can serve others.

### Materials Needed:

- 1 Roll out paper, or plastic table cloth, or chart paper with tape, or Bristol board with tape (the size will depend on the # of students you have)
- Several bottles of water washable paint
- 1 feet-sized trays for the paint per 5 students
- 1 bin for washing feet per 5 students
- 1 bottle of dish soap
- Min. 1 towel per 3 students
- Recording paper
- Markers
- 1 pad of sticky notes per 2 students
- 1 blank piece of paper per student
- 1 pen/pencil per student

### Pre-lesson preparation:

It would be advisable to set up the service mural/feet washing station before the start of the lesson.

1. Lay out the mural material (what the students will be walking over with their painted feet). This could be roll out paper, a plastic table cloth, or taped together chart paper or Bristol board. All of these would need to be well secured to the floor. If you have a large group, you may consider having multiple murals and then combine them at the end.
2. Write with marker horizontally across the top of your mural "Adoption in Action Through Service."
3. Set out feet sized paint trays at left end of the mural.
4. Pour about a cm of paint into the paint trays.
5. Set washing bins at right side of the mural so that the youth can step directly into them when they reach the end of the mural. (You may want to lay out towels or newspaper around the area.)
6. Add soapy water to washing bins, filling them only part way.
7. Place towels by the washing bins that can be used to dry feet.

## Minds On (approx. 20 min.)

### Lectio Divina

Lead the students in a Lectio Divina using the passage of John 13:1-17 (Jesus Washes His disciples' feet)

Here are the steps to a Lectio Divina:

- a. Read the passage out loud once and have students listen only. Pause for 30 seconds.
- b. Read the passage a second time. Tell the students that they can close their eyes and imagine themselves in the story. Pause for 2 minutes in silence to allow the students some time to reflect on the story.
- c. Read the story a third time and ask the students to focus on what stands out to them.

**Think/pair/share TT #3:** What's the one item that stood out to you?

Read the passage a fourth time. Ask the students if any of them felt like God was speaking anything to them through the passage. And also ask them what they learn from this passage. (Leader's note: You may get a very wide variety of answers, but do not try to lead the students in one direction. Instead allow them to hear what God might be saying to them in their own unique situations).

## Action (approx. 20 min)

Prompt: We have been learning about adoption, about God's adoption of us and also our adoption of others. In this passage we learn that Jesus wants us to serve others the way He served. Serving others can be an act of adoption, a way to show Christ's love to others. We are going to experience something like what the disciples experienced in this story while also making a mural of our footprints.

1. One at a time, walk through the paint.
2. Leave your footprints on the mural.
3. At the end of the paper, step into a bin with soapy water. A leader will wash and dry your feet. The footprints will represent us following Jesus in our service to others, and then the washing of your feet will be a practical demonstration of service.

**Leader's note:** Some of the students may not want to walk through the paint or have their feet washed. You can either have them just watch or ask them to be involved in others ways like helping with the washing and drying, or having them hold the paint trays in one place while students step in and out of them

After students have finished the exercise and have dry feet:

1. Put your shoes back on.
2. Find 1-2 others who have dry feet and form a circle.
3. Take a pen and a pad of sticky notes per group.
4. Brainstorm other ways you can serve other people, 1 idea per sticky note.
5. After you write each one, post it in the designated area.

**Leader's note:** Some of the groups will have more time to brainstorm than other groups depending on how many students you have and how long the mural and feet washing takes and that is okay. Conclude the brainstorming 2 minutes after the last group is done drying their feet.

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

**Prompt:** Adopting others means loving others and taking care of others just as we would our own families. Therefore, one way Jesus teaches us to adopt others is through serving them.

1. Take 1 blank piece of paper.
2. Fold it in half.
3. On one side of the paper, write or draw ways in which people have adopted you through acts of service.
4. On the other side of the paper, write or draw ways in which you can adopt others through acts of service.

Close in prayer.



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### Module 3: Messy

*Faith, like most of life, is not as clean cut as we like it to be. While much of the world sees the journey we are on with Jesus as neat and trim, the truth is it's often rough, messy, and emotionally visceral. This module takes a look at these messy moments in our walk of faith and in our lives and seeks to address the challenges, failures, and successes we might find ourselves in on the journey.*

**Lesson 1** delves into the messy nature of our families. No family is perfect, and most are not even close! How we react to various family situations will undoubtedly reflect our emotional and spiritual maturity. This lesson addresses how we can look at our families as a mission field and how to honour God through honouring our families.

**Lesson 2** focuses on friendship. Friends are either going to build you up or tear you down spiritually. This lesson looks at how we can be a light to our friends, and examines what it means to be “a light on the hill.” It places a heavy emphasis on being part of the community of Christ.

**Lesson 3** looks at love. It's likely most of your students spend 90% of their day thinking about love anyway! This lesson addresses the ways we can give and receive love, and looks at how we can best reflect the love of God to the people around us.

**Lesson 4** explores the ways we allow the hurts in our lives to shape us, and how to give these hurts over to God and allow Him to transform them into powerful ministry tools. With a focus on how to accept forgiveness themselves, but also forgive others, this lesson strives to cultivate culture of recovery and transformation in our youth.

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## Module: Messy

### *Lesson 1: Family Dynamics*

#### **Spiritual Aims**

Hopefully students will be able to...

- See their families (collectively) as a mission field and an opportunity to honour serve God
- Contribute to their own families in healthier ways

#### **Lesson Objectives:**

Students will be able to...

- compare different family models from the Bible
- identify healthy and unhealthy traits
- isolate 1 healthy trait to emulate

#### **Materials Needed:**

- 1 copy of Appendix A
- 1 Bible
- 5 chart paper or Bristol board (i.e. 1 paper per group)
- 5 markers (i.e. 1 marker per group)
- 1 roll of transparent tape
- 1 ball of yard or string
- Min. 1 paper per student
- 1 pen/pencil per student

## Minds On (approx. 15 min.)

**Leader's note:** We want students to start thinking about roles and responsibilities people have as part of a family. The game "Mafia" is a fun way to have all the kids participate in corporate decision making with different people in different roles. There are a few ways to play this game. If the instructions below seem too complicated, review the video at <https://www.youtube.com/watch?v=vwJaNNV5KTE>. If you want to avoid the murder motif, you can choose to "send people away." If you have more than 18 people, you can have more than 1 game occurring simultaneously. If your group has fewer than 8 people, consider another cooperative game (there are several suggestions at [https://view.officeapps.live.com/op/view.aspx?src=http://www.michigan.gov/documents/mdch/Team\\_Work\\_Problem\\_Solving\\_Games\\_456253\\_7.doc](https://view.officeapps.live.com/op/view.aspx?src=http://www.michigan.gov/documents/mdch/Team_Work_Problem_Solving_Games_456253_7.doc)).

### How to play:

Designate one leader (who understand the rules well) to be the Narrator.

1. Everyone, close your eyes. The narrator will silently select two people to be "the mafia" (everyone else would be the "townspeople").
2. Once the mafia is selected and they close their eyes, the narrator will silently select someone to be the doctor.
3. Once the doctor is selected and again closes his/her eyes, the narrator will silently select one or two people to be the detective(s).
4. With all the roles assigned, sit in a circle so you can see everyone.
5. The narrator declares it to be night time. Everyone closes their eyes and puts their heads down.
6. When the narrator instructs the mafia to wake up, only the 2 mafia should raise their heads.
7. The mafia silently indicates which player they wish to eliminate and the narrator takes note.
8. The narrator instructs the mafia to go to sleep.
9. Once asleep, the narrator tells the detectives to wake up. The detectives silently indicate to the narrator who they believe to be in the mafia. The narrator nods yes or no. The narrator instructs the detectives to go to sleep.
10. The narrator instructs the doctor to wake up and point to who s/he thinks may have been eliminated. If the guess is right, the person survives. If the guess is wrong, then the person selected by the mafia is eliminated.
11. The narrator instructs the doctor to go to sleep and then instructs everyone (including the doctor) to wake up.
12. During the "daytime" phase the narrator gives relevant updates ("So-and-so was eliminated" or "so-and-so was attacked, but saved by the doctor")
13. The narrator asks the townspeople to vote on who they think is (in) the mafia and at the end of the round the person with the most votes is eliminated from the game.
14. Repeat steps 6-15 until the mafia is eliminated or all the townspeople have eliminated themselves.

**Prompt:** In the game, you all played vital roles in the decision making of the town. Even if you weren't one of the mafia, detectives or doctors, you still made your voice heard about who you thought those people were. Your actions and decisions helped shape the format of the game, and changed the game as we played in significant ways. We have similar roles as members of our families (not ones that kill or eliminate other members, hopefully). Your actions and decisions impact the people you share space with.

**Think/pair/share:** What different types of families/communities do we operate in? (It does not have to be limited to biological reasons.) **TT #3**

### Action (approx. 35 min.)

Divide students into 5 groups. Assign each group one family from Appendix A. Leader's note: If you have more than 25 students, consider dividing into more groups and assign multiple groups 1 family. If you have fewer than 6 students, you could choose to have everyone work together on 1 or 2 families.

Each group has 15 minutes to complete the questions for their family. Have them write their group's answers on the chart paper and post it at the designated space.

Art Gallery: Have students take about 30-60 seconds reviewing the other group's answers. In particular, they should note what similarities exist between 2 or more families. **TT #5**

After 4 minutes, gather everyone into the large group. Have students share what similarities they noticed. Tape 1 end of a piece of yard to the noted characteristic and tape it to the corresponding item on the other family (if there are multiple connections, have another piece of yard taped from the original point to the other family).

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

**Prompt:** There are some things families do well; other things they don't. We see here that not everything is unique—some patterns occur in many families. We've identified ways families act dysfunctionally and other ways they function well.

Have students return to their groups. For 4 minutes, they are to create a list of the different ways they can emulate the "functional" parts of the families discussed in their own families. Afterwards, ask each student to write down 1 item they will attempt to emulate this week. #8 Have groups end in prayer and exit quietly when done (so not to disturb the other groups).

# APPENDIX A

## Abraham's Family

God promised Abraham that he would have numerous descendants even though he was very old and had no children. His wife, Sarah told him to have a baby with their female servant, Hagar, and she gave birth to a baby named Ishmael. Sarah got jealous of Hagar and Ishmael and sent them away into the wilderness. God worked miraculously and made Sarah and Abraham conceive a son named Isaac. God asked Abraham to Sacrifice Isaac, but stopped him when He realized that Abraham was faithful to Him and would do anything for Him

How would you describe this family?

How many people are in this family?

Parents (Spouses):

Servant spouses:

Marriage children:

Surrogate servant children:

Do you think they are functional or dysfunctional?

What roles do the different people play?

What aspects should we emulate?

What aspects should we not emulate?

How did God use different family members for His good?

## Jacob's Family

Isaac and his wife, Rebecca, had twin boys! Esau and Jacob. Esau and Jacob were in a rivalry all their life to see who should be considered the older brother. Jacob tricked Esau out of his birthright when Esau was weak with hunger, and he tricked his dad, Isaac, into giving him Esau's inheritance before he died. Esau got angry and Jacob got so scared that he ran away to live with his uncle, Labaan. Jacob fell in love with Labaan's daughter Rachael, but Labaan tricked him into marrying his other daughter, Leah. After working for Labaan for 14 years Jacob was finally able to marry Rachael as well. Their sons and grandchildren became the 12 tribes of Israel.

How would you describe this family?

How many people are in this family?

Parents (Spouses):

Servant spouses:

Marriage children:

Surrogate servant children:

Do you think they are functional or dysfunctional?

What roles do the different people play?

What aspects should we emulate?

What aspects should we not emulate?

How did God use different family members for His good?

## Moses' Family

Moses' mother was smart and set him to float in the Nile River while Pharaoh's men were killing all the male babies. Moses was found by Pharaoh's daughter and raised in his palace. Moses' birth sister, Miriam arranged so that Moses' nanny was actually his birth mother! As Moses grew he became troubled by how the slaves were being treated to the point where he accidentally killed one of the guards to protect a slave. Moses fled to the desert where he met his wife Ziporah. After God told him to return to Egypt he teamed up with his birth brother, Aaron, to convince the King of Egypt that he had grown up with set the slaves free.

How would you describe this family?

How many people are in this family?

Parents (Spouses):

Servant spouses:

Marriage children:

Surrogate servant children:

Do you think they are functional or dysfunctional?

What roles do the different people play?

What aspects should we emulate?

What aspects should we not emulate?

How did God use different family members for His good?

## David's Family

After David became King of Israel he got married and started having children. But, one night when he should have been off planning military strategies with his generals he stayed in his palace on the roof. He saw a woman named Bathsheba bathing several roofs over and he was filled with lust and passion. He invited her to his palace and got her pregnant; when he realized what he did he tried to bring her husband home from the war so he would think he was the father, but Uriah was such a good soldier that he refused to go home if his men were still at war. David eventually arranged to have Uriah killed and had Bathsheba come live at the palace. A prophet came to inform David that he was in the wrong, and the child born to Bathsheba became ill and died. Later Bathsheba gave birth to Solomon, David's son who took the throne after David died., but this caused a riff between him and David's other children.

How would you describe this family?

How many people are in this family?

Parents (Spouses):

Servant spouses:

Marriage children:

Surrogate servant children:

Do you think they are functional or dysfunctional?

What roles do the different people play?

What aspects should we emulate?

What aspects should we not emulate?

How did God use different family members for His good?

## Hosea's family

Hosea was a prophet of the Lord. God likes warning Israel of things in dramatic ways, and so to show Israel how hurt God was about them turning to other gods He had Hosea marry and have children with a prostitute named Gomer. God used their relationship to show the similarities between Gomer constantly cheating on Hosea to Israel worshipping foreign gods. God had Hosea give his children specific names as well; He named the oldest son Jezreel after a battle that the Israelites acted wrongly in. He named the second child Lo-Ruhamma which means "Not Loved" in Hebrew. He named his third child "Lo-Ami" which means "Not My People". God eventually caused restoration in Hosea and Gomers marriage and he had him re-name his children. Jezreel was renamed the Hebrew word for Mercy, Lo-Ruhamma was renamed "Loved" and Lo-Ami was renamed "My people"

How would you describe this family?

How many people are in this family?

Parents (Spouses):

Servant spouses:

Marriage children:

Surrogate servant children:

Do you think they are functional or dysfunctional?

What roles do the different people play?

What aspects should we emulate?

What aspects should we not emulate?

How did God use different family members for His good?



Have a student read Romans 8:28.

**Prompt:** Now, this verse is not saying that everything that happens is in God's plan; or that only good things come to those who love Him. Instead it's saying that we should not lose heart in bad situations because God can take any situation and transform it into His good. Our goal today is to see how God did that in the bible, and then how God might do that in our lives today.

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## Module: Messy

### *Lesson 2: Friends*

#### **Spiritual Aims**

Hopefully each student will be able to...

- Be a light to their friends
- Shine brightly for the sake of Christ

#### **Lesson Objectives:**

Students will be able to...

- Understand what happens to a light placed under a bucket
- Use strategies to be a light in their communities

#### **Materials Needed:**

- 2 candles
- 1 match book or a lighter
- 1 clear glass bowl that fits over the candle with some room to spare
- 1 blank piece of paper per 5 students
- Min. 1 pen per 5 students
- 1 sticky pad (post-it notes) per 5 students
- Min. 1 Bible per 5 students
- Recording paper
- A wall/board for posting sticky notes

## Pre-lesson preparation

- Have the candle, lighter and bowl easily accessible for the “Action” section.

**Leader’s note:** Your church’s fire code may not allow open flames in the building. An alternate is to use hurricane candle stands which are taller than the flame and have sand surrounding the candle. In this instance, use a plate/cover instead of a bowl.

## Minds On (approx. 10 min.)

The goal of this section is to get the students to think about how to be a positive influence on their friends.

### Blob Tag:

Have your group in a large open space.

1. One person is “it”
2. Whoever is “It” chases everyone else.
3. Once you are tagged, you link arms with “it” and become part of the blob.
4. The goal is to tag everyone so they become part of the blob.

**Leader’s note:** If you don’t have enough people to play this game, alternate games include Sardines or Two Truths and a Lie. (Instructions on how to play these games are found in Appendix C.)

**Prompt:** We live in a “follower” based society. For many people, their biggest priority is to gain more followers on sites such as Twitter or Instagram. But what if we started living like our words, thoughts and actions had real world influence? What if you knew someone watching your every move would try to be just like you? Would you act differently? Or the same?

## Action (approx. 30 min.)

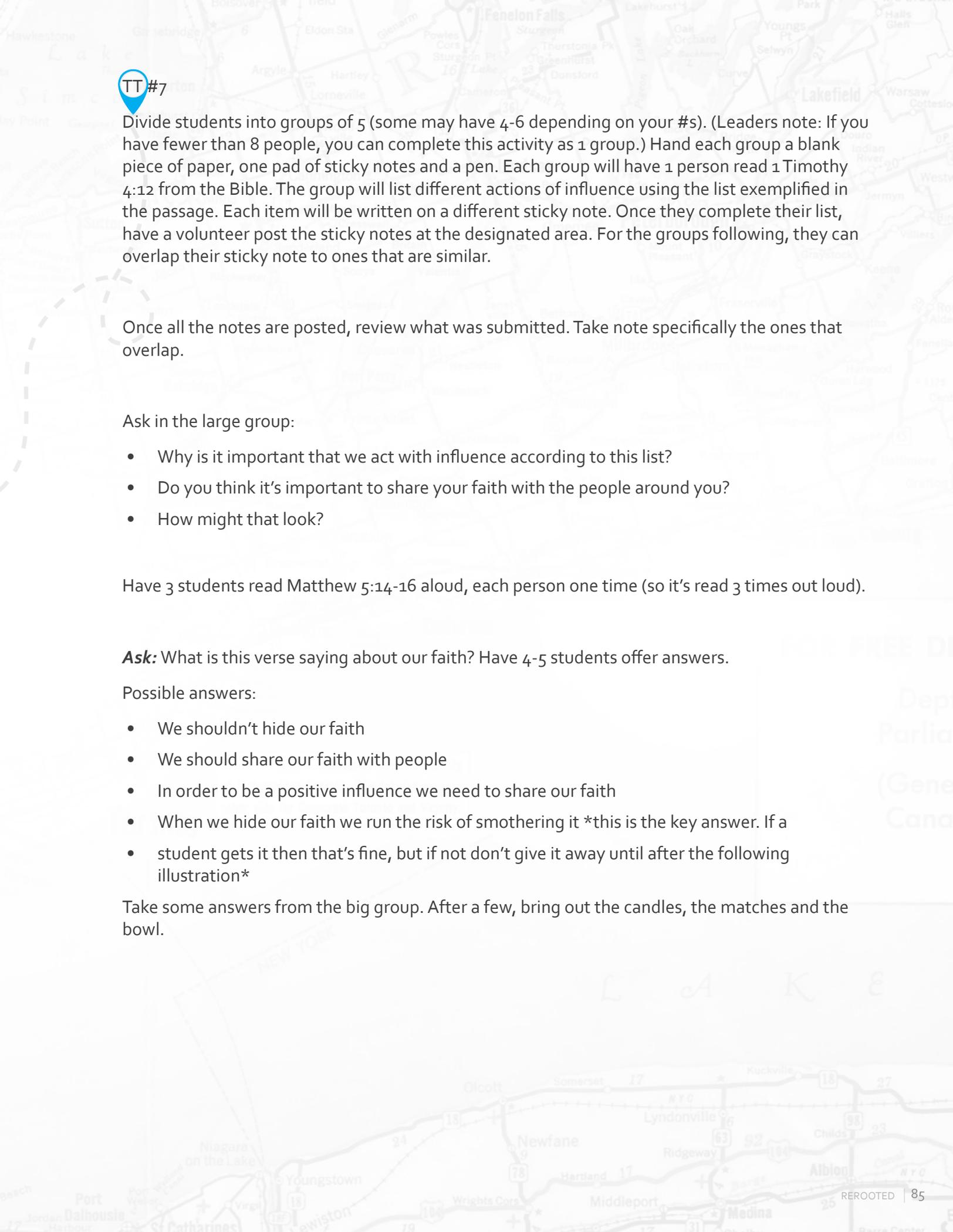
### Cross the Floor

Have everyone stand on a horizontal line at one end of the room. Make sure they will be able to cross to the other side of the room without any obstacles in their way. As you read each scenario, if it is applicable or resonates with them, those students will cross to the other side of the room. Ideally there will be more than one scenario that the students identify with and there will be multiple people crossing each time (some crossing against each other). The goal is for the students to see how many people have been in the same situations and how much influence our words and actions can have.

Cross the floor if you have:

- ever tweeted/instagramed something mean about a celebrity
- encouraged a friend (or friends) and made them feel good about themselves
- insulted someone to their face
- complimented a stranger
- liked or shared a Facebook post even though you thought it might hurt someone
- gone out of your way to help someone who is struggling
- stopped a fight
- caused a fight (either on purpose or by accident)
- lost a friend over something silly
- made an unlikely friend (someone you didn't think you could be friends with)
- Told a friend about Jesus
- lost your temper when you should have kept it cool
- invited someone to church or youth group
- posted anything online that you didn't expect people to see (like a status update or a like or favorite of something)
- influenced a group of people by something you said or did
- convinced someone to not do something you thought was wrong

**Prompt:** All of our actions and words have impact and consequence. We need to think of a way that we can turn most of our sayings and doings and interactions into positive, God honouring, actions.



TT #7

Divide students into groups of 5 (some may have 4-6 depending on your #s). (Leaders note: If you have fewer than 8 people, you can complete this activity as 1 group.) Hand each group a blank piece of paper, one pad of sticky notes and a pen. Each group will have 1 person read 1 Timothy 4:12 from the Bible. The group will list different actions of influence using the list exemplified in the passage. Each item will be written on a different sticky note. Once they complete their list, have a volunteer post the sticky notes at the designated area. For the groups following, they can overlap their sticky note to ones that are similar.

Once all the notes are posted, review what was submitted. Take note specifically the ones that overlap.

Ask in the large group:

- Why is it important that we act with influence according to this list?
- Do you think it's important to share your faith with the people around you?
- How might that look?

Have 3 students read Matthew 5:14-16 aloud, each person one time (so it's read 3 times out loud).

**Ask:** What is this verse saying about our faith? Have 4-5 students offer answers.

Possible answers:

- We shouldn't hide our faith
- We should share our faith with people
- In order to be a positive influence we need to share our faith
- When we hide our faith we run the risk of smothering it \*this is the key answer. If a
- student gets it then that's fine, but if not don't give it away until after the following illustration\*

Take some answers from the big group. After a few, bring out the candles, the matches and the bowl.

**Prompt:** Not only do we need to show our faith in the way we live because it was meant to be seen, but when we don't stay honest and open about it, something else can happen.

Light both candles, turn off the lights in the room, and place the glass bowl upside down over one of them. Have the students be quiet as they watch what happens. Eventually the smoke will smother the flame of the candle under the bowl and it will go out.

**Prompt:** If we are not willing to demonstrate our faith in the way we live, let it breathe and flourish the way God wants it to, then we will smother it and run the danger of being put out.

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

Have students take 2 minutes to choose 1 action of influence they want to do this week. Have them write this down as a reminder. 

Close in prayer.

# APPENDIX C

## How to play Sardines:

Sardines is essentially a backwards game of hide and seek. Instead of everyone hiding and one person searching, it is one person hiding and everyone searching. The big twist is, when you find the hider you have to get into the hiding spot and hide with them. Eventually you will have several people crammed into a small place like a can of sardines, hence the name.

## How to play Two Truths and a Lie

The goal of this game is deception. In a group you each take turns making 3 statements. Two truthful statements (ie: "I love pie" if you love pie) and one lie (ie: "I hate trains" if you love trains) and the group has to guess which statements are true and which one is a lie.

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## Module: Messy

### *Lesson 3: What is Love?*

#### **Spiritual Aims**

Hopefully students will be able to...

- Show love even when they don't feel like it
- Acknowledge they are loved
- love others

#### **Lesson Objectives:**

Students will be able to...

- Identify the difference of love as a verb and love as a noun
- Know how to show love even when they don't feel love

#### **Materials Needed:**

- Video projection
- "5 Love Languages" video: <https://www.youtube.com/watch?v=aQsBwRrbS78>
- 1 copy of Appendix D
- 1 copy of Appendix E per 5 students
- Min. 1 Bible per 5 students
- 5 pages of blank paper and markers per 5 students

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

- Post the Appendix D papers in 5 locations in the room.

## Minds On (approx. 10 min.)

Show “5 Love Languages” video.

Ask: In which of these 5 love languages do you want to receive love?

Have students stand at the corresponding sign. It is okay if some groups are larger than others (or even if one group has no one at all). Select one of the groups to stand in the middle. Everyone else will collectively decide how to appropriately express that language together (e.g. for physical touch, a big group hug). Select the next group and continue until all 5 groups have been selected.

## Action (approx. 20 min.)

Divide students into groups of 5.  Give each group a copy of Appendix E with markers and papers. They have 10 minutes to complete Appendix E.

**Leader’s note:** If you have fewer than 8 students, you can do this as 1 group.

Leader’s note: You may want to leave the love language pages around your youth room so the students can be reminded of them whenever they are at youth group.

**Prompt:** A good way to test if we are living out this loving lifestyle is to read through v4-7 and replace the word “love” with your name. If you say anything that doesn’t sound like you, ask God to begin to change that in you so that we can better show people the love of God.

Use yourself as an example, and if you feel comfortable, assess yourself out loud with the large group.

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

Have each person return to their love language group. Each group will discuss the following questions

- How do you think God can use this love language to show love to us?
- How can we use this love language to show love to God?



Have each group pray together. Not everyone has to pray out loud. Have 1 volunteer pray that God would show his love to this group in that love language. Everyone can either pray out loud or silently about the ways they can show love to God through that love language. Then have a volunteer (or a leader) end in prayer. Once the group is done, they can exit quietly as not to disturb the other groups.

# APPENDIX D

Gifts (giving, receiving, and making gifts)

Acts of Service (or Devotion)

Quality Time

Words of Affirmation

Physical Touch

# APPENDIX E

On each paper, write one of the love languages as the header (you should have 5 papers, 1 for each love language).

Have 1 person read 1 Corinthians 13:1-7.

Define love.

What is the difference between love as a noun and love as a verb?

Something a lot of people struggle with is how Jesus tells us to love everyone, but how can we love someone if we have never met them before?

What are some appropriate ways we can show love through the 5 love languages

- To your parents
- To your siblings
- To your friends
- To a boyfriend or girlfriend?

Write these on the applicable love language page.

Tell the group about a time where someone showed they loved you by doing something special or acted on your love language(s).

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## Module: Messy

### *Lesson 4: Recovery*

#### Spiritual Aims

Hopefully students will be able to...

- accept forgiveness
- let go of their own hurts and surrender them to God
- acknowledge their role in conflicts, and repent

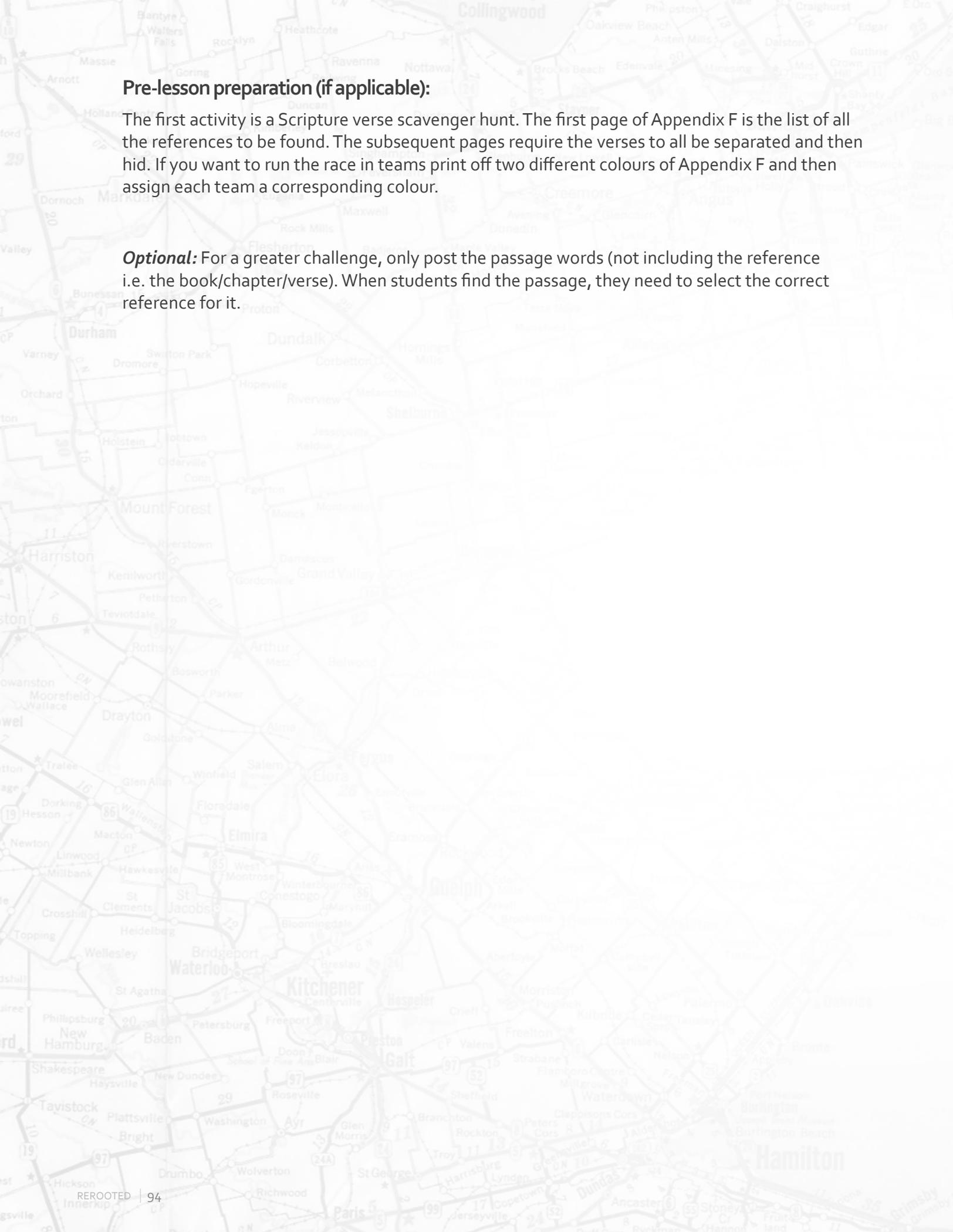
#### Lesson Objectives:

Students will be able to...

- utilize tools to help them restore relationships of all types.

#### Materials Needed:

- 1 pair of scissors
- 1 copy of Appendix F
- 1 copy of the 1st page of Appendix F per student
- 1 copy of Appendix G per 3 students
- 1 pen/pencil per person
- 1 piece of paper (min. cue card size) per student
- Enough scraps of paper and pens for each person in the group
- some kind of container to collect the scraps in.
- optional: Small prize for the first person who finds all the verses or a small prize to each person who finds all the verses.



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

The first activity is a Scripture verse scavenger hunt. The first page of Appendix F is the list of all the references to be found. The subsequent pages require the verses to all be separated and then hid. If you want to run the race in teams print off two different colours of Appendix F and then assign each team a corresponding colour.

**Optional:** For a greater challenge, only post the passage words (not including the reference i.e. the book/chapter/verse). When students find the passage, they need to select the correct reference for it.

## Minds On (approx. 20 min.)

We want the students to start thinking about the themes of forgiveness, and to see that when we forgive we participate in the grace of God. We also want them to get the sense that revenge is something only God should act on, and when he does it, it is just.

Give each student a copy of the first page of Appendix F. Tell them what the signal is to end the scavenger hunt (e.g. a bell, whistle). The objective is to find the passage printed on paper and to bring it to the leader. End the game either when all the verses have been found or when the allotted time expires.

When the game is done, gather everyone into the large group.

**Ask:** What's a 1-word theme these verses exemplify? (answer: forgiveness)

**Prompt:** Forgiveness is probably the most important thing we can receive from God, and the most important way we can participate in the grace of the gospel.

## Action (approx. 10 min.)

Allow students to group themselves into groups of 3 (no more than 4). Ensure a leader is with each group.

**Leader's note:** Some of this subject matter may be sensitive to some people. Ensure your leader is prepared for this situation. If your group numbers do not facilitate this, then stay as one group. The intention is to create a safe, intimate atmosphere that people can open up in.

Hand out 1 copy of Appendix G to each group and have them complete it. Leader's note: It may be a good idea for a leader to have ready an example from his/her life (or the life of a person they know) to get the ball rolling.



**Prompt:** Last time we talked about love, and we touched on how love is not just a feeling, it's an action. Forgiveness works the same way. We need to actively choose to forgive the people who have wronged us. It doesn't always happen all at once, but as you do it day by day, God refines your heart and you eventually come to the place where you feel the forgiveness.

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

Give each student a piece of paper and pen/pencil. Also bring out the collection container.

**Prompt:** There is a fairly famous quote that says “Unforgiveness is like drinking poison and expecting the other person to die.” Unforgiveness is toxic to us. I don’t know what’s happening in your personal life, but we all have been hurt, and we all have held grudges. What I want us to do as we close is to think and pray about who in our lives we need to forgive. If God brings anyone to mind, write the name(s) on this scrap of paper, and then we are going to actively forgive them by placing the scraps with the names on them in this container. We might not feel right away that we have forgiven them, but we will have made the first step towards allowing God to transform our hearts.

**Leaders note:** There may be some students who don’t think they are holding on to any unforgiveness. You could suggest to them that they write down the name of someone who annoys them or someone who they fight or argue with a lot.

After all the scraps have been collected, read John 15:12-14 out loud.

**Prompt:** We are meant to be like Jesus, and having been forgiven by him we have to strive to forgive those who have wronged us. It’s what we have to do to properly love each other and to properly love God.

**Leader’s Note:** If any of your students or leaders feel they need tools or strategies to help them forgive, Psychology today has a very helpful blog about different ways to make the journey. It is short, helpful, and well written. <https://www.psychologytoday.com/blog/do-the-right-thing/201403/forgiveness-4-helpful-strategies-do-it-better>

Close in prayer with a focus on helping us to forgive.

# APPENDIX F

Scavenger List:

Leviticus 5:10

Numbers 14:19

Samuel 15:24-25

1 Kings 8:30

Psalms 25:11

Psalms 32:1

Jeremiah 31:34

Daniel 9:19

Matthew 6:14

Mark 2:3-5

2 Corinthians 2:10

Ephesians 1:17

Genesis 4:15

Numbers 31:3

Isaiah 34:8

Isaiah 35:4

Romans 12:19

When you find the passage, bring that passage to the leader.

**Leviticus 5:10**

The priest shall then offer the other as a burnt offering in the prescribed way and make atonement for them for the sin they have committed, and they will be forgiven.

**Numbers 14:19**

In accordance with your great love, forgive the sin of these people, just as you have pardoned them from the time they left Egypt until now.

**Samuel 15:24-25**

Then Saul said to Samuel, "I have sinned. I violated the Lord's command and your instructions. I was afraid of the men and so I gave in to them. Now I beg you, forgive my sin and come back with me, so that I may worship the Lord."

**1 Kings 8:30**

Hear the supplication of your servant and of your people Israel when they pray toward this place. Hear from heaven, your dwelling place, and when you hear, forgive.

**Psalms 25:11**

For the sake of your name, Lord,  
forgive my iniquity, though it is great.

**Psalms 32:1**

Blessed is the one  
whose transgressions are forgiven,  
whose sins are covered.

**Jeremiah 31:34**

No longer will they teach their neighbor,  
or say to one another, 'Know the Lord,'  
because they will all know me,  
from the least of them to the greatest,"  
declares the Lord.

"For I will forgive their wickedness  
and will remember their sins no more."

### **Daniel 9:19**

Lord, listen! Lord, forgive! Lord, hear and act! For your sake, my God, do not delay, because your city and your people bear your Name

### **Matthew 6:14**

For if you forgive other people when they sin against you, your heavenly Father will also forgive you

### **Mark 2:3-5**

Some men came, bringing to him a paralyzed man, carried by four of them. Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus by digging through it and then lowered the mat the man was lying on. When Jesus saw their faith, he said to the paralyzed man, "Son, your sins are forgiven."

### **2 Corinthians 2:10**

Anyone you forgive, I also forgive. And what I have forgiven—if there was anything to forgive—I have forgiven in the sight of Christ for your sake,

### **Ephesians 1:17**

In him we have redemption through his blood, the forgiveness of sins, in accordance with the riches of God's grace

### **Genesis 4:15**

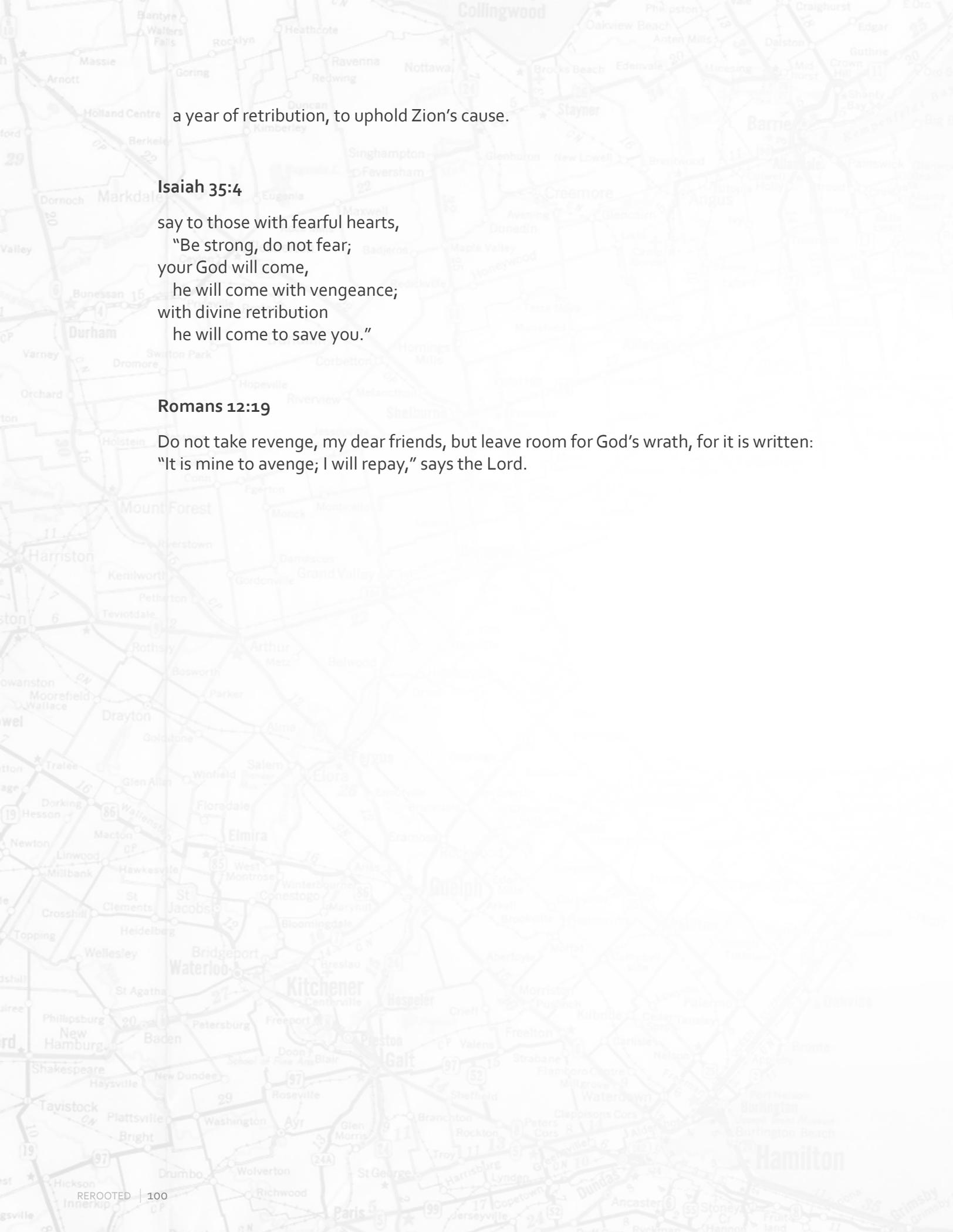
But the Lord said to him, "Not so[a]; anyone who kills Cain will suffer vengeance seven times over." Then the Lord put a mark on Cain so that no one who found him would kill him

### **Numbers 31:3**

So Moses said to the people, "Arm some of your men to go to war against the Midianites so that they may carry out the Lord's vengeance on them.

### **Isaiah 34:8**

For the Lord has a day of vengeance,



a year of retribution, to uphold Zion's cause.

**Isaiah 35:4**

say to those with fearful hearts,  
"Be strong, do not fear;  
your God will come,  
he will come with vengeance;  
with divine retribution  
he will come to save you."

**Romans 12:19**

Do not take revenge, my dear friends, but leave room for God's wrath, for it is written:  
"It is mine to avenge; I will repay," says the Lord.

# APPENDIX G

Encourage the students to participate in the discussion, but let them know they don't have to if they aren't comfortable with the subject matter. It may even be better to have them meditate silently on their answers. If someone does want to share out loud, let them as it can be healing for them and the people hearing them.

Can you think of a time where you had messed up or did something wrong, either on purpose or by accident, and you were forgiven for it?

What did that feel like?

Have you ever been wronged or hurt in a big way and forgave your offender?

What did that feel like?

Read: Matthew 6:14-15

For if you forgive other people when they sin against you, your heavenly Father will also forgive you. 15 But if you do not forgive others their sins, your Father will not forgive your sins.

What is this verse telling us to do?

What are the consequences of not forgiving someone?

Why do you think God says that?

(a really good answer to that question: by not forgiving it means we believe someone else's sins are worse or should bear more consequences than our own)

Have you ever not been able to forgive someone?

How does that feel?

Who is forgiveness for?

What if we just can't let it go? How can we forgive someone if we just don't feel it?



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## Module: The Hard Sayings of Jesus

*The Bible contains several sayings of Jesus that can seem nearly impossible to follow and are even hard to understand. Throughout this module we will look closely at 4 of those sayings and ask ourselves what Jesus really meant. Are we to take them literally or what there something else Jesus was trying to teach?*

In **Lesson 1** we will consider the role of rules. What did Jesus mean when he said he had come to fulfill the law? Does this mean that we are supposed to try and live up to the 613 rules that the Jewish religious leaders put in place? Or did Jesus have something else in mind?

**Lesson 2** we will ask the question “Am I rich enough?” The world seems preoccupied with making as much money as possible. But what did Jesus mean when he said “woe to you who are rich?” Does that mean we shouldn’t have money? What is the role of money in God’s kingdom?

**Lesson 3** will look at families. It can be tough to live as part of a family. But what did Jesus mean when he said he would divide families? In our broken world with soaring divorce rates, shouldn’t he be helping put families back together?

Finally, in **Lesson 4** we will consider Jesus’ command to poke out our eye if it causes us to sin. On the surface this can seem an impossibly hard thing to do. Did he really mean that we should poke them out? Or was he using hyperbole to illustrate how serious we need to treat sin?

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## Module: Hard Sayings

### *Lesson 1: Am I Good Enough?*

#### Spiritual Aims

Hopefully students will be able to...

- Understand what it means that Jesus came to fulfill the law
- Make the decision to become a child of God

#### Lesson Objectives:

Students will be able to...

- Evaluate which rules established in the Old Testament are applicable now
- understand the role of rules in our lives

#### Materials Needed:

- Video projection  #1
- "Dumb Laws" video: <https://www.youtube.com/watch?v=5czouWFligI>
- Hard Sayings Video #1 (download from [cboqyouth.ca/rerooted](http://cboqyouth.ca/rerooted) under "sr high media package")
- 1 copy or projection of webpage <http://www.jewfaq.org/613.htm>

## Minds On (approx. 7 min.)

To begin this lesson play “Dumb Laws” video.

**Prompt:** As this video shows, there are a lot of what we would consider dumb laws and rules in the world.

**Ask:** What are some of the dumbest rules you have heard?

**Leader Note:** Allow students 5 minutes to share. The purpose of this question is simply to get them engaged! Any answer is okay. But, manage the discussion so that as many different students as possible have the opportunity to share their thoughts.

**Prompt:** Obeying rules can be annoying, stressful, confusing, and downright goofy. How do you generally respond to rules? Why do you feel that way?

Allow students 5 minutes to talk about their general reactions to rules.

## Action (approx. 30 min.)

**Prompt:** We are beginning a series on some of the hard things that Jesus said in the Bible. We will be looking at things that he said that are confusing and sometimes even seem impossible to do. One of those things is about us keeping the rules. Early in Jesus’ ministry he preached a sermon in which he said the following:

Have a student read Matthew 5:17-20.

**Ask:** When you hear this what’s your initial reaction?

Allow students 2 minutes to share their thoughts on this passage. If needed, read the passage a second time so that they have time to absorb Jesus’ words.

**Prompt:** At first glance this seems like a hard thing for Jesus to say to us. He speaks of coming to fulfill the law, not get rid of it. But, doesn’t that seem impossible? Jesus was born a Jew and the

Jews follow 613 commandments. That's 613 different rules that they believe you have to follow to be good. There were 248 rules that dictated what you were to do and 365 rules outlining what you could not do. Jesus said at the end of this passage that, unless you are better than the legal experts and the Pharisees, you will not go to heaven. How hard is that? How can we be better than the professionals?

Divide your students up into groups of 3. For groups of less than 6 students keep them in one large group. Then, once they are in groups, have them take time reading through the entire list of 613 rules. You will find a website link in the Materials Section where this list is available. Each group will be asked to find 5 rules that they believe are still valid in today's world. Give them 15 minutes to go over the list as it is extensive.

**Leader's Note:** For larger groups that will then break into multiple groups of 3 you can consider assigning them sections of the list to help break it up.

Once they've had time to go over the list have them share their answers with the large group.

**Prompt:** You can see by how long this list is that it is impossible to not just follow them but remember them all! This is probably why the Bible records a story where an expert in the law asked Jesus a simple question with a profound answer. He wanted to know, out of all of these laws, which one was the greatest. If he could only follow one law, which one would it be? Jesus answered by asking him the same question and the answer was:

Have a student read Matthew 25: 37-40.

**Prompt:** What significance does this have for you? Of all these rules Jesus sums it up in two commandments. The first is to love God with everything you have. The second is to love everyone around you. Jesus said this is the greatest commandment. If that is true then why does it seem like the Bible is full of rules and why did Jesus say he came to fulfill those rules?

Play Hard Sayings Video #1



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

**Prompt:** At its core, the rules God puts in place are about protecting us. It's about us learning to trust him. The question to you is, do you trust God? At the beginning of this lesson we read Jesus' words that we had to be more righteous than the experts. Not only is this a hard saying, it is impossible to live up to. Nobody can be expected to keep to 613 rules. When Jesus said he came to fulfill the law he didn't mean that we had to live up to them. He meant that, by dying for our sins, we no longer had to try to be perfect. The only way we can be perfect is to put our trust in Jesus and, through that, become a child of God.

**Prompt:** Take a minute to think of that question, "Do I trust God?" If you already do or you want to, I'm going to ask you to stand up. Don't let anyone else around you pressure you either way. Even if you're not ready yet to do so, you still have a place in this community. If you're not sure, talk with a leader afterwards about what it means.

Close your time in prayer.

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## Module: Hard Sayings

### *Lesson 2: Am I Rich Enough?*

#### Spiritual Aims

Hopefully students will be able to...

- effectively use whatever money they have for God's purposes

#### Lesson Objectives:

Students will be able to...

- Explain what Jesus meant when he said "woe to you who are rich."

#### Materials Needed:

- 1 copy of Appendix A per 3 students
- 1 copy of Appendix B per 3 students
- Designated posting area e.g. chart paper, wall with tape, etc. (see Minds On)
- 1 roll of tape (for posting Appendix A answers)
- Optional: prizes for winners of Minds On
- Video projection
- "What if Money Didn't Matter" video: <https://www.youtube.com/watch?v=Zd1lkirWmDo>
- Hard Sayings Video #2

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

Cut out the squares in Appendix A so that students can arrange them. If desired, you can have students simply match up the answers on the sheet. But, consider cutting them out to encourage hands on work.

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

To begin this lesson use Appendix A. See pre-lesson preparation for instructions. Divide students into groups of 3-4 **TT #7** and have them arrange the squares as per the instructions in 1 minute. Consider having students post their squares on large sheets of paper, a chalkboard, whiteboard etc. where everyone can see their lists.

Award 1 point for every correctly matched pair. Consider giving prizes to the winning team!

**Prompt:** These ten guys have a combined net worth of \$505.4 billion dollars! If you were to spend \$1 per second it would take you over 16,000 years to spend that much money! Crazy still is that simply living in North America puts you in the top 5% richest people on the planet! We have a lot of money in this country, at least compared to the rest of the world. On average 2 of every 3 people on the planet make less than \$10,000 a year.

### Action (approx. 25 min.)

**Prompt:** Jesus had some pretty hard things to say to wealthy people. In this lesson we are going to spend our time trying to figure out what Jesus meant by his words.

Play Hard Sayings Video #2

**Prompt:** Matt talked about Jesus' hard saying "Woe to you who are rich." It sounds like we shouldn't have money at all. So, as we try to figure out what he meant, let's read that again together.

Have a student read Luke 6:24-26.

**Prompt:** What is your initial reaction to this passage? What does it sound like Jesus is saying? Allow students 5 minutes to give their initial feedback.

**Prompt:** One question that many people ask is: Is it wrong to be rich? There are three other

passages we'll look at in order to properly understand what Jesus meant by this.

Keeping the students in their earlier groups assign each group one of the passages in Appendix B. For smaller groups you can assign fewer people to each passage as necessary. Or, for larger groups, assign the same passage to multiple groups to see if they come up with new insights.

Allow students 15 minutes to work through these questions. Float around the room listening to their conversations and help answer questions or confusion.

Once they complete their worksheets have each group share their passage's central idea. If necessary, when they have all had time to finish, help them refine their central idea. Key points to cover:

- Parable of Talents: It's how you use the money God has given you that is important. You can't just bury it waiting for a rainy day.
- Parable of the Sheep & Goats: It is vitally important that you use what God has given you to help those in need. Money wasn't designed to be hoarded. We need to freely give it away to help those around us.
- Earthly Treasures: The key to this passage is stated in the beginning, don't store up treasures on earth. You cannot follow God and seek to make as much money as possible.

**Prompt:** So, in light of these three stories, what do you think Jesus meant when he said 'woe to you who are rich?'

Allow students 5 minutes to reflect on this. The chief point you want to drive home is Jesus' words that you cannot serve two masters. In other words, it's okay to have money as long as you are not controlled by it. As evidenced by the parable of the sheep and the goats, money can be a powerful tool to help people.

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

**Prompt:** Perhaps the best way to sum up this lesson is with the question 'What if money didn't matter?'

Play "What is money didn't matter" video.

**Prompt:** This video sums up how we need to learn to approach money. Never be consumed by making as much money as you can. Instead, focus on what God's created you to do (hint: it may include some things you love to do) because that is who God made you to be. Now, there is a caution here. What I mean by what you love to do is referring to the skills you have and the ways those can be used to help others. I'm not saying you should spend all your time playing video games because you love to do that. But, many people end up in careers simply because they want a paycheck, not because it is something they are passionate about. When you live life as if money didn't matter, you will learn to use your skills and any money you generate by them as God intended.

As a final task give each student a piece of paper. Have them list 3 things they love to do. Then, have them prioritize that list by which ones are most important.

**Prompt:** Use this list as a way of guiding you as you consider what you will do with the rest of your life. Will you pursue money or will you pursue those things that you love to do?

Close your time in prayer. Ask students for prayer requests and ask for volunteers to pray for each other.

# APPENDIX A

## Senior Module 1 Lesson 2 Matching Game

Instructions: Match the person with their estimated Net Worth  
(as per the Forbes 2016 list - <http://www.forbes.com/billionaires/>).

<b>Bill Gates</b>	<b>\$50 Billion</b>
<b>Carlos Slim Helu</b>	<b>\$67 Billion</b>
<b>David Koch</b>	<b>\$43.6 Billion</b>
<b>Warren Buffett</b>	<b>\$75 Billion</b>
<b>Mark Zuckerberg</b>	<b>\$45.2 Billion</b>
<b>Charles Koch</b>	<b>\$40 Billion</b>
<b>Jeff Bezos</b>	<b>\$44.6 Billion</b>
<b>Michael Bloomberg</b>	<b>\$39.6 Billion</b>
<b>Amancio Ortega</b>	<b>\$60.8 Billion</b>
<b>Larry Ellison</b>	<b>\$39.6 Billion</b>

# APPENDIX A

## Matching Game Answer Key

Bill Gates - \$75 Billion

Amancio Ortega - \$67 Billion

Warren Buffett - \$60.8 Billion

Carlos Slim Helu - \$50 Billion

Jeff Bezos - \$45.2 Billion

Mark Zuckerberg - \$44.6 Billion

Larry Ellison - \$43.6 Billion

Michael Bloomberg - \$40 Billion

Charles Koch - \$39.6 Billion

David Koch - \$39.6 Billion

# APPENDIX B

## Senior Module 1 Lesson 2 Bible Exploration

Instructions: Your group has been assigned one of the following passages:

Parable of Talents - Matthew 25:14-30

Parable of Sheep & Goats - Matthew 25:31-46

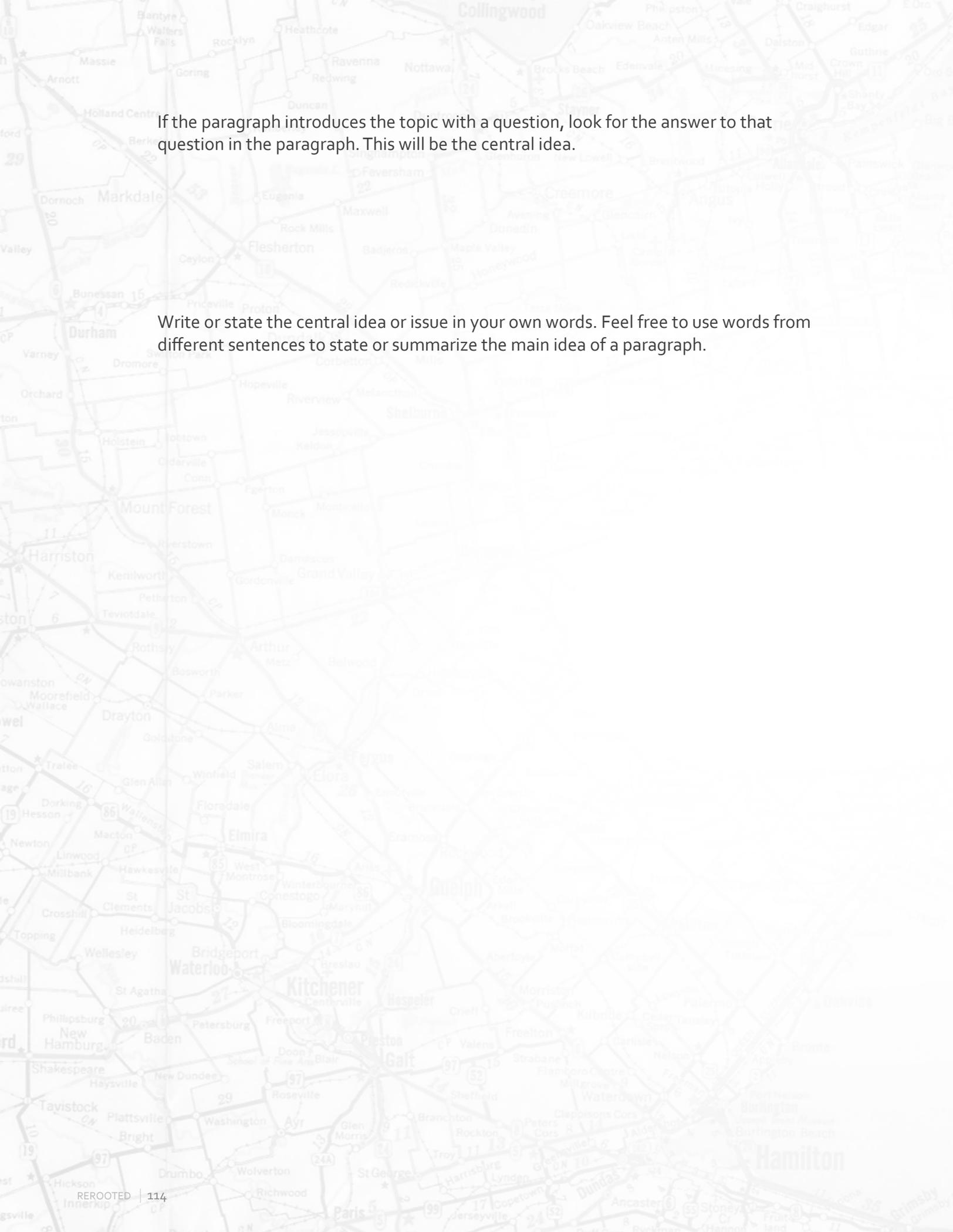
Earthly Treasures - Matthew 6:19-24

For your passage, begin by carefully reading it. Consider reading it twice to let it sink in. Then, answer the following questions:

“What is the purpose of the paragraph?”

“What is the general point that the writer is trying to make?”

Find the words that describe the most important idea of the paragraph. Look for a topic sentence that states this central idea or issue.



If the paragraph introduces the topic with a question, look for the answer to that question in the paragraph. This will be the central idea.

Write or state the central idea or issue in your own words. Feel free to use words from different sentences to state or summarize the main idea of a paragraph.

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## Module: Hard Sayings

### *Lesson 3: The Family Feud*

#### Spiritual Aims

Hopefully students will be able to...

- Trust in Jesus despite the division that it may divide their family

#### Lesson Objectives:

Students will be able to...

- understand that believing in God can divide families

#### Materials Needed:

- "Family Feud" Powerpoint presentation (Download at <http://www.youthdownloads.com/games/family-fued-powerpoint>. The macro template has built in questions already.)
- Computer and projector to display the Powerpoint file
- Video projection
- Hard Sayings Video #3
- Optional: "2 Iranian women find Jesus" video: <https://www.youtube.com/watch?v=bkczulZ-LkY>
- 1 copy of Appendix C

## Minds On (approx. 10 min.)

Use the PowerPoint presentation to play Family Feud. (Instructions on how to play can be found at <http://www.iup.edu/teachingexcellence/reflective-practice/past-events/2008-09/sample-games-to-be-used-in-the-classroom/instructions-for-playing-family-feud/>.)

**Prompt:** One of the fun parts of the show Family Feud are the arguments people get into. And, while we laugh at it, we know that the truth is that it can be hard to be part of a family. From arguments about curfews and family rules to the craziness of day to day life, family is hard work. On a more serious note there are about 70,000 divorces in Canada each year. Statistics covering family violence is scary. So, how would you respond if I told you that one of the things Jesus promised was that he would make it even harder to be part of a family?

Allow students 2 minutes to respond to this comment.

## Action (approx. 25 min.)

Play Hard Sayings Video #3.

**Prompt:** This video may seem harsh but the truth is Jesus did say that families would be divided against one another because of him. Here's the passage.

Have a student read Luke 12:51-53.

**Ask:** When you hear this what's your initial reaction?

Allow students 5 minutes to share their thoughts on this passage. If needed, read the passage a second time so that they have time to absorb Jesus' words.

**Prompt:** At first glance it seems that this passage goes against everything Jesus says. In parts of the Bible he talks of bringing peace and life more abundantly. Bringing division doesn't sound like peace. It also doesn't sound like something I'd willingly want in my life! Let's take a few minutes to look at a few of Jesus' sayings about this.

Break your group up into 3 groups with no more than 5 in each. If you have more than 15 students, assign multiple groups the same passage. If you have fewer than 3 students, you can go over each passage as one group.

Give each group one of the following passages to read together.

Matthew 5:10-12

2 Tim 3:10-12

1 Peter 4:12-19

Give each group 5 minutes to answer the following questions:

- Why does this passage say we will suffer?
- What, if any, benefit this passage says we will gain from suffering?

Once the time is up, have one spokesperson from each group share their answers with the larger group.

**Prompt:** It is a scary thing to consider that the Bible says we will suffer because we choose to follow Jesus. But, it also promises that our suffering is okay because the end result, eternal life with God, is far better.

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

Play the game listed in Appendix C.

**Prompt:** Jesus was being honest when he said that he would divide families. The truth is that we don't always see things the same way. Following Christ doesn't mean everyone else in your family will follow him. That is where the division will happen.

**Optional:** Show "2 Iranian women find Jesus" video.

**Prompt:** It can be incredibly hard to face the costs of losing your family because you want to follow Jesus. For some it could mean your parents not letting you go to church. Others may find that their families reject them completely. It can be hard to sit here and say that the benefits of following Christ will outweigh the costs. But in the end, I believe, life with Jesus far outweighs anything else.



Close your time in prayer. Have students give prayer requests. Consider asking students to pray for one another! Encourage any students who are feeling division among family or friends to speak with a leader.

# APPENDIX C

To play this game, you will ask everyone several questions. Everyone will then respond by standing somewhere along the imaginary line according to how strong of an opinion that they have on that item. For example, if you ask people “coffee or tea,” people will stand far along the left-hand side if they strongly prefer coffee and they stand on the far right-hand side if they strongly prefer tea. If they are neutral, they will stand in the middle.

Ask as many questions as you can:

Chocolate or Strawberry

Watching Hockey or Going to the Movies

Talker or Listener

Morning or Night Person

Coke or Pepsi

Logical or Flexible

Sweet or Salty

Forward thinking or looking back

Hawaii or New York City

Extrovert or Introvert

Winter or summer

Bieber or Swift

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## Module: The Hard Sayings of Jesus

### *Lesson 4: Poke Out Your Eye*

#### Spiritual Aims

Hopefully students will be able to...

- assess their lives and find areas that they need to “cut off.”

#### Lesson Objectives:

Students will be able to...

- understand the metaphor.
- learn how to apply it in their own lives.

#### Materials Needed:

- 1 Bible
- 1 copy of Appendix D per 4 students
- 1 blank paper per student
- 1 pen/pencil per student
- Optional: small prizes for correct answers in Minds On
- recording paper
- Video projection
- Hard Sayings Videos #4

## Minds On (approx. 10 min.)

Begin this lesson by asking your students to answer the following questions. Give students time to try and solve each question before you give the answer.

**Leader's note:** Consider bringing some small prizes for students that get the right answer!

- What has 4 eyes but can't see? Mississippi.
- What has 2 hands but cannot clap? A clock.
- A house has four walls. All of the walls face south. A bear is circling the house. What colour is the bear? The house has to be on the North Pole so the bear is a polar bear.
- How many months have 28 days? All of them.
- What goes up but never comes down? Your age.

**Prompt:** For some of us these are hard questions to answer. It can be difficult to understand what they mean. The world is full of things that can be hard to understand. From science to computers we are bombarded with things that are hard to figure out. What do you do when those things are in the Bible? How do you figure out what they mean? In this lesson we will take a look at one of Jesus' sayings that can be hard to understand.

## Action (approx. 25 min.)

Have a student read Matthew 5:29-30.

**Ask:** What is your initial reaction to this passage?

Allow the students a few minutes to respond. At this point you are just looking to gauge their reaction to Jesus' words.

Divide students into groups of 4-5  #7 (If you have less than 6 youth consider keeping them in one group.)

Give students 15 minutes to work through Appendix D.

Once the groups have answered the questions, have them share their answers with the large group. Some of the ideas that you want them to highlight are:

- Cutting out your eye or cutting off your hand is designed to prevent you from falling into sin (v. 29-30)
- Jesus implies that we can sin just by what we look at (v 28)
- It is better to lose part of our bodies than end up in hell (v 30)

#### Play Hard Sayings #4 (part 1)

Ask the students to name some of the things that can cause us to sin. Some common answers could be: TT #4

- internet access
- magazines
- drugs
- alcohol
- friends
- cell phone apps
- websites
- sports

**Prompt:** To be clear, many of these things are not necessarily sinful. It is how we use them that is the problem. If we want to be serious about following Jesus then we need to start taking it serious when it comes to how we use the things around us. The Bible goes on to talk about our need to stop getting caught up in these things once we choose to follow Christ.

Have a student read Colossians 3:5-8

**Ask:** What is your reaction to this passage?

Allow students 5 minutes to talk about what they heard this passage say.

**Ask:** How does this passage line up with Jesus' words to poke out our eyes?

Allow students 5 minutes to talk about the way these two passages agree with each other.

**Prompt:** This passage gets at the heart of what Jesus was saying. Essentially it says that, now that we have chosen to follow Jesus, there are things in this world that we need to stop doing.

## Consolidate/Debrief (approx. 15 min.)

Play Hard Sayings Video #4 (part 2).

Give students 5 minutes to list ways they can cut off the sin as a group. Have them come up with a list of ways they can cut things off. Some suggestions are: **TT #4**

- internet filters
- using computers only in public areas
- deleting apps
- stop taking, sending pictures
- getting professional help
- limiting contact with certain friends

Find a space by yourself.

1. Take a look at the list and choose 1 option that you'd like to "cut off".
2. Spend 5 minutes and start strategizing how to do that. It could include invite specific people to keep you accountable, or action steps you're going to take this week. Talk with a leader later so they can keep you accountable if you want.

**TT #2**

Play Hard Sayings Video #6

Close your time in prayer. Consider taking prayer request from the students and possibly have students pray for each other.

# APPENDIX D - POKE OUT YOUR EYES

As a group you will answer each of these four questions based on the passage in Matthew 5:27-30.

What is the general topic or subject of this story?

What main idea holds the details together?

What are some of the details that support the main idea?

Create a sentence that states the central issue or summarizes the passage?



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## Module 5: Dry/Dark Moments

*Let's face it, everyone goes through some dry or dark seasons spiritually, and it's not always something the church is good at talking about. This module is designed to either be used as a whole, or lesson-by-lesson as needed for your group. It seeks to answer the question of where God is when we feel like we are in the dark, or feel like we can't connect to Him in a while. These moments can either make or break our faith, depending on how we see God in the middle of it. This module seeks to expose God as sovereign and loving and redeeming even in the midst of hardship.*

In **lesson 1** we look at the theme of exile, both in a biblical historical sense, but also in the sense of what might feel like an emotional or spiritual exile. We look at why God sent the Israelites into exile and what he asked of them there, and then look at our own lives through the lens of the theme of exile in 1 Peter.

In **lesson 2** we tackle depression and mental illness in the church and how we should approach it. From a very young age many of our youth will struggle with or know someone who does struggle with depression and/or mental illness. It is difficult for those who have never experienced it to properly empathize with or understand the challenges. This lesson allows for the students to approach the subject either as personally or anonymously as they feel comfortable.

**Lesson 3** addresses how we should respond to personal times of crisis and seeks to answer the question of "Why does God let bad things happen to good people?" It offers strategies of how to bring our problems to God and see the ways that he is going through the crisis with us.

**Lesson 4** talks about how to accept the grace of God. Many times feelings of guilt can come alongside many of the situations we discuss in this module; this lesson seeks to address those, affirm where they are valid and where they are not, and how to repent. The crux of the lesson is the idea that repentance requires a turning and a walking away from sin.

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## Module: Dry/Dark Moments

### *Lesson 1: Understanding Exile*

#### Spiritual Aims

Hopefully students will be able to...

- Assess where they are with God (spiritually), where they have come from, and where they want to go.
- Recognize God's sovereignty in all situations and trust Him through hard times

#### Lesson Objectives:

Students will be able to...

- Define what "exile" means
- Understand the purpose of Israel's exile, its eventual consequence, and its resolution
- See how see how life can often parallel that narrative

#### Materials Needed:

- 2 dodge balls
- 1 copy of Appendix A
- 1 copy of Appendix B per 2 students
- 1 blank paper per student
- Optional: video projection
- Optional: "Letter from Birmingham Jail" video: <https://www.youtube.com/watch?v=yHnKeajholw>
- Recording paper
- Min. 1 Bible per 2 students
- Min 3 scrap squares of paper per student
- 1 pen/pencil per student

***Leader's note:***

A good companion video that your leaders might want to watch to better understand the lesson objectives is For the Life of the World episode 1 (available to purchase or rent from Flannel.org <https://flannel.org/products/for-the-life-of-the-world-exile>).

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

### Option 1: Exile Dodge Ball

1. This game is meant to be a fun way to introduce the topic of exile (as an object lesson for Israel's exile into Babylon). When students are "exiled" from the game they have to demonstrate learned knowledge to rejoin the game.
2. Break up into 2 teams by assigning them either the # 1 or 2. Explain the rules of dodgeball (if you're unfamiliar, please refer to <http://playdodgeball.org/easy-dodgeball-rules/>) with the following variations.
3. If you're "out", go to the back edge of your court. A leader will ask you a trivia question (Leader's note: Use Appendix A).
4. If you can answer the question, you return to the game. If you cannot answer the question the leader will give them the applicable Bible verse(s) to read which will have the answer. (Leader's note: Use the Bible with the references already bookmarked.)
5. Once the trivia questions are used, players cannot return to the game. Play this until 1 team gets everyone out before they can answer all the questions OR until each side has run out of trivia questions for each player to answer.

### Option 2: Rock/Paper/Scissors-Splits Tournament (if your group is fewer than 6 people or you lack the space for option 1).

1. Find a partner. (If there's an odd #, have a leader participate.)
2. Stand with one foot behind you and one foot in front. Your front foot should be touching your partner's front foot.
3. If you win a rock/paper/scissors round, move your foot behind your back foot. If you lose, you move your front foot to their "new" front foot.
4. Continue until one player is in the splits or can no longer reach the winner's front foot with their foot. (You can see an example of this at <https://www.youtube.com/watch?v=3ecwzaRA5Uo>).
5. If you are eliminated, you can answer the question and return to the game. If you cannot answer the question the leader will give them the applicable Bible verse(s) to read which will have the answer. (Leader's note: Use the Bible with the references already bookmarked.)
6. Once the trivia questions are used, then eliminated players cannot return to the game.

**Ask:** What does the word "exile" mean?

Have 3 students to offer an answer.

Suggested answer: expulsion from one's native land by authoritative decree.

**Prompt:** In the Bible the Israelites are sent into exile into Babylon because they didn't listen to God and worshiped other gods and statues. The Israelites stayed in captivity for somewhere close to 50-70 years. When they were allowed to return to their home they found it occupied by different armies who also oppressed them. Do you think they felt "at home?" Probably not. They still felt like they were in exile even when they came home. The game we just played was sort of a way to start thinking of that topic. When you got hit with a ball you had to leave the game until you learned something, and then were allowed to come back in.

**Think/pair/share TT #3:** What ways have you felt "banished" or separated from culture/society? Friends? God?

### Action (approx. 40 min.)

To divide students into 2 groups. (If each group has more than 4 people, subdivide until you have an even number of groups with 4 or less students.) Give each person a piece of paper. Give the odd-numbered groups the passage Jeremiah 29:11; the even-numbered groups Jeremiah 29:4-12. Each group has 5 minutes to summarize the meaning of their passage into 1 sentence. Have each person write it down so they can compare with the other group.

After 5 minutes, have each person find a partner in the other group. (You may have 1 pair with an extra person if you have an odd # of students.) Have them exchange papers and find the similarities and differences between their answers and the reason behind the differences.

After 5 minutes, gather everyone into the large group and have 3-4 pairs volunteer their answers.

**Ask:** From this verse, what do you think was the point of Israel's exile? What was God ultimately telling them? What warnings were given? What promises were made?

Returning to their pairs, each pair will read 1 Peter 2:11-17 and compile a list of what this section of Scripture is suggesting.

After 5 minutes, gather everyone into the large group and have one pair share one answer. Write it on the recording paper. Ask the other groups if they had a similar answer. Place a checkmark beside it for each affirmative response. Have another pair share one different answer and repeat the process until all the groups have given their answers.

Possible answers:

- Respect others

- Love one another
- Fear or Honour God
- Honour the emperor (respect authority)

**Prompt:** Even though we might like we are in exile or away from God, He is always near us. But technically, this whole life is a life in exile from God because sin separates us from him. In this passage, Peter urges us to live as foreigners and exiles, and to stay away from sin while also respecting the authority of the government over us. What happens though if the government asks to do something immoral.

**Ask:** How far should we go in respecting the authority over us, and is it ever okay to break the law?

Have students volunteer their answers. TT #4 (Leader's note: At this point, facilitate the discussion but do not answer the question for them.)

**Prompt:** One example of a person who dealt with this question is Martin Luther King, Jr.

Have students return to their pairs. Give each pair a copy of Appendix B and complete the questions. (Optional: You could play this "Letter from Birmingham Jail" video instead of reading the story before proceeding to the questions.) Afterwards, have them join another pair and compare answers.

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

Have the students quiet themselves and close their eyes so that they can think on the final questions. Ask the following out loud and students can answer silently. Give a 45-60 second pause between questions. TT #4

If you have experienced it, think of a time where you felt like you were in exile. What was God trying to teach you in that time?



If you are experiencing it now, think about the circumstance that make you feel like you are in exile? What is God trying to teach you now?

Meditate on where you have been in your relationship with God, where you are now, and where you want God to take you. How has he empowered you to get there?

Pass out the scraps of paper. With the questions projected, have the students write down on the paper where they want God to take them. Tell them to put the paper in a place where they can see it so they can be reminded and encouraged about God's plan for them.

Close with Prayer

# APPENDIX A

## Team 1 Questions

Q-How old was Noah when the flood came?

A-600

Source: Genesis 7:1-6

Q-What was the 6th plague God sent against Egypt

A-Boils

Source: Exodus 9:8-12

Q: Where does Jesus tell us to keep our treasure?

A: Store up treasures in Heaven

Source: Matthew 6:19-21

Q: Who does Philip baptize in Acts chapter 8?

A: The Etheopian Eunuch

Source: Acts 8:26-38

Q: What kind of fruit are Nazirites not allowed to consume in any way?

A: Any fruit that comes from a vine (specifically grape vine in some translations)

Source: Numbers 6:1-4

Q: What temperature does God say the church in Laodicea is, and what does that make Him do?

A: "Because you are lukewarm I spit you out of my mouth"

Source: Revelation 3:14-16

Q: Name one of the two Dinosaur-like creatures God mentions in the book of Job?

A: Behemoth; Leviathan

Source: Job 40:15-19; Job 41:12-17

Q: What are 3 Fruits of the spirit?

A: love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control

Source: Galatians 5:22-26

## Team 2 Questions

Q: What is the name of Abraham's first son?

A: Ishmael

Source: Genesis 16:13-16

Q: Name 3 pieces of armour from the armour of God.

A: Belt of truth, breastplate of righteousness, shoes of the gospel of peace, shield of faith, helmet of salvation, sword of the spirit.

Source: Ephesians 6:10-17

Q: Who did God tell to go heal Saul's blindness in Acts?

A: Ananias

Source: Acts 9:7-18

Q: Which Old Testament prophet was taken up into Heaven without dying?

A: Elijah

Source: 2 Kings 2:13-14

Q: How many angels were at the empty tomb of Jesus in the book of Luke?

A: 2

Source: Luke 24:1-10

Q: Name the only 2 Israelites who came out of Egypt who were promised by name to enter the promised land.

A: Joshua and Caleb

Source: Numbers 14:26-31

Q: What type of tree did Jesus curse before entering the temple and over turning its tables?

A: Fig tree

Source: Mark 11:12-17

Q: What was Jesus' first miracle?

A: Water to wine at the wedding in Cana

Source: John 2:1-11

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## APPENDIX B

Martin Luther King Jr. Was a pastor and a civil rights activist in the 50's and 60's. The laws at the time he was alive were racist and discriminatory against black people. Many laws segregated (separated) white people from black people in public, often forcing black people to use sub-standard facilities. Martin Luther King Jr. Saw that this was wrong and began forming activist groups and protests to fight against the unjust laws. Often the police would show up and beat and arrest those participating and protesting the unjust segregation laws. Martin Luther King himself was arrested many times, and on one instance in particular he wrote a now very famous letter from the Birmingham Jail explaining why he would protest the law and then allow himself to be arrested for it. Many other pastors in the area wrote to him concerned with the message he was sending by actively breaking the law. He responded with the letter, the spirit of which can be summed up with this quote:

I hope you can see the distinction I am trying to point out. In no sense do I advocate evading or defying the law as the rabid segregationist would do. This would lead to anarchy. One who breaks an unjust law must do it openly, lovingly (not hatefully as the white mothers did in New Orleans when they were seen on television screaming "nigger, nigger, nigger"), and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the very highest respect for law.

What do you think that quote is saying?

How can we "honour the emperor" (obey those in authority over us) and also follow God's law?

How does thinking of ourselves as exiles or foreigners influence that idea?

As Christians, or followers of God, what should our role be in modern society?

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## Module: Dry/Dark moments

### *Lesson 2: Dealing with Depression*

#### Spiritual Aims

Hopefully students will be able to...

- Know “where God is” in the dark times
- Keep faith alive during, or in spite of, depression

#### Lesson Objectives:

Students will be able to...

- Understand the nature of depression
- Develop tools to help battle/endure depression
- Support people in their lives suffering from depression

#### Materials Needed:

- 3 or 4 bags or backpacks and books or objects to make them heavy
- Video projection
- Video clips downloaded from [cboqyouth.ca/rerooted](http://cboqyouth.ca/rerooted) (Leader’s note: Select which videos you feel would be applicable to your group.)
- 1 copy of Appendix C (divided into case studies) (Leader’s note: You may need multiple copies if you have more than 20 students.)
- 1 copy of Appendix D per student
- 1 Bible per leader
- Recording paper

#### Pre-lesson preparation :

**Leaders Note:** Right off the bat, if you have a student struggling with depression or mental illness encourage that person to talk to a doctor or counselor about it

## Minds On (approx. 5 min.)

### Race with Weights

Select 2-3 students to take part in a demonstration in an open space.

1. Lie down on the floor parallel to each other.
2. When I say "Go" stand up and race to the other side of the room and return to the starting line.
3. For the second round, the winner needs to carry a grocery bag in each hand filled with heavy objects.
4. You can repeat as many rounds as you wish, with the winner taking the last round's bags and adding 1 more.

**Leader's note:** If time permits, you could allow additional groups of students to participate subsequent rounds.

**Optional:** If you have limited space, modify the race that doesn't involve running e.g. walking on knees.

**Prompt:** Today we are going to address some issues of depression. Depression is often misunderstood as just feeling sad, but often people who suffer with depression describe it as feeling almost like a physical weight on their body or spirit. This race illustrates how someone who was otherwise a good athlete could be slowed down and unable to perform this simple task by adding weight to him/her each time s/he ran.

## Action (approx. 20-40 min.)

Show the applicable testimony videos.

Divide into 4 groups (no more than 5 students in each with a leader). (Leader's note: You can have multiple groups working on the same case study.) Give each group 1 case study from Appendix C. In 10 minutes, each group will offer specific strategies and key principles on how they would support that situation. Each group will have a spokesperson share their group's scenario, response and key principles. When the spokesperson is sharing the key principles, record it on the recording paper.

**Leader's note:** This can be a touchy subject and some students may not want to share or may choose to keep quiet. It might be a good idea to leave one leader free to float around and pray for students if they request it or pray for them silently as you go through the session

**Ask:** Why do you think stigma (a social mark of shame) against mental illness exists? What can we do to fight it?

Allow this discussion to continue up to 10 min.  TT #2

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

Give each student a copy of Appendix D.

**Prompt:** The guy in the video mentioned reading Scripture as something to calm his anxieties and center his mind on God. Here are 3 Scripture verses and a comic strip which was drawn by the guy in the video and is meant as an encouragement that can be for you or for someone you know who is struggling. Take a moment and briefly pray through these three scriptures either over your own life or over the life of someone you know.

Instruct the students to find a quiet spot and close their eyes. Read through each Scripture once or twice and then pray that they will be realized in the lives of the people affected.

After a few moments close in prayer

# APPENDIX C

## Case study #1:

Your friend has not been acting like himself lately. He seems to have lower energy and is somewhat irritable; he has started to lash out at people. He has been missing more school than usual and getting in trouble for not finishing homework or assignments. You have heard him make some dark jokes about suicide and he seems to have a very low opinion of himself.

## Case Study #2

Your friend has been acting very stressed out lately. Different social situations in particular seem to stress her out and she is often disappearing from groups and social functions for periods of time. Sometimes she is so stressed that she just doesn't show up at all. This has started affecting both her school and her social life. The stress of everyday life seems to have sent her into some type of depression.

## Case Study #3

You have started noticing cuts on the forearms of your friend. She has started wearing long sleeve shirts (even on hot days) and lots of bracelets to cover them up. Her mood has been quite negative recently and she does not seem to have a very high opinion of herself. Lately she has been talking about how life seems to spin out of control.

## Case Study #4

Your friend has just approached you and confessed that they are struggling with depression. He says his life is not of value and that he has been having thoughts about suicide. Even when not thinking of suicide he often finds himself thinking about death. He has shared with you that they have been using drugs and alcohol to numb the pain of his depression.

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# APPENDIX D

Depression can come out of nowhere sometimes, and it can hit you like a brick wall. Cut out these scripture verses and leave them in places where you may be encouraged when you see them in hard times. (Some ideas for places to post them: Your locker, your bedroom mirror, your binder, your computer screen, any place that you look at a lot)

## **Psalm 40:1-3**

I waited patiently for the Lord;  
he turned to me and heard my cry.  
2 He lifted me out of the slimy pit,  
out of the mud and mire;  
he set my feet on a rock  
and gave me a firm place to stand.  
3 He put a new song in my mouth,  
a hymn of praise to our God.  
Many will see and fear the Lord  
and put their trust in him.

## **1 Peter 5:6-7**

Humble yourselves, therefore, under God's mighty hand, that he may lift you up in due time. 7 Cast all your anxiety on him because he cares for you.

## **Philippians 4:6-7**

Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. 7 And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

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## Module: Dry/Dark Moments

### *Lesson 3: Times of Crisis*

#### Spiritual Aims

Hopefully students will be able to...

- Understand why God lets bad things happen
- Have peace in God's sovereignty

#### Lesson Objectives:

Students will be able to...

- Identify Jesus in the midst of crisis
- Bring problems before the Lord in faith

#### Materials Needed:

- Min. 3 scraps of paper per student
- 1 pen/pencil per student
- 1 offering plate or something to collect the scraps of paper
- Video projection
- "Come As You Are" video: <https://www.youtube.com/watch?v=r2zhf2mqEMI>
- "Why Does God Allow Bad Things" video: <https://www.youtube.com/watch?v=LkQah4ecMFw>
- "Zombie bridge" video: <https://www.youtube.com/watch?v=7yDmGnA8Hwo>
- 1 sheet of blank paper per group
- Appendix E on recording paper  #4

## Minds On (approx. 15 min.)

### Zombie Bridge

This activity is meant to introduce the idea of how difficult it can be to think clearly in the middle of a crisis and how to react to things.



To play the game:

1. Line up based on their birthdate (i.e. just their month and day). In that order, gather in groups of 4 (one group may have 3 or 5). One leader will be assigned per group.
2. Send 1 person from each group to get a blank paper and a pen.
3. Watch the first part of the "Zombie Bridge" video. (Leader's note: Pause the video at the designated time i.e. before the solution is given).
4. In 5 minutes, solve the puzzle.
5. Afterwards, play the rest of the video.

**Prompt:** We are going to be addressing how we react in times of crisis, and look at the question "Why does God let bad things happen?" Obviously the crises we find ourselves in are not as goofy as a zombie apocalypse, but this exercise challenged us to take at how we react under pressure.

Have students remain in their zombie groups and consider the following questions:

- What kind of crises do we find ourselves in in our society today?
- What are some ways (good or bad) you notice you react to different crises
- After 4 minutes, have 2-3 individuals share their group's answers.

## Action (approx. 30 min.)

Show Appendix E.

Show the "Why does God allow bad things to happen" video.

In their "zombie" group, give groups 15 minutes to work through the questions on Appendix E.

**Leader's note:** There are some very deep question in Appendix E. Groups may choose to focus on 2-3 questions of their choice.

Afterwards, gather everyone back in the large group. Review each question by having 1 group volunteer their answers. Allow others to respond if they also tackled the same question.

**Leader's note:** The point isn't to answer all the questions, but hopefully they sense there is a tension between existence of suffering/evil/crisis with the goodness of God.

Invite 2 students to read 1 passage: 2 Kings 19:14-19 and 2 Kings 19:35-37. 

**Prompt:** In this story, King Hezekiah gets a letter from Sennacherib telling him all the kingdoms he's conquered and all the gods he's overthrown. Hezekiah knows that in sheer brute strength, Sennacherib could beat his men/ He also knows that the Lord God fights for Israel. So he takes the declaration of war and leaves it on the altar in the temple, almost as if he sacrifices his anxiety and hands it over to God to take control of and take care of. Maybe this is how we handle these stresses, anxieties, worry and crises we face. Whatever it is, let's offer it to God for him to take care of.

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

### The offering

Take at least 1 small paper and a pen/pencil as it's passed around.

Write down what is making you anxious or causing you stress. You can choose to keep your note anonymous. I plan to read each one and to pray this week about these anxieties/stresses listed.

As they begin to write, play the video "Come as You Are". Allow it to repeat as needed. Keep the volume low. When most students are done, pass around the offering plate (or whatever you plan to use to collect the papers). Remind them this is a physical representation of giving their anxieties over to God. Encourage students to discuss these anxieties/stresses with a leader or another trusted adult. Students do not have to submit their paper if they choose not to.

**Optional:** Have students, in groups of 2-3, place their papers in the middle of the group and pray for one another.

Close in prayer together.

# APPENDIX E

Why do bad things happen to good people?

-do you agree with the video?

How can we use free will to create good instead of evil?

What should our standard of goodness be?

Are we able to begin to enter into God's perfect plan here in this imperfect world?

What are some things about the world that cause you to struggle with seeing God as all good and all powerful?

-How can we reconcile those things to our faith in/that Jesus is working all things together for the good of those who love Him? (Romans 8:28)

What is something tangible we can do this week to work against our sin nature and embrace God's perfect plan for us?

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## Module: Dry/Dark Moments

### *Lesson 4: Restoration*

#### Spiritual Aims

Hopefully students will be able to...

- Embrace the height, depth, width, and length of the redemption of God
- Repent successfully

#### Lesson Objectives:

Students will be able to...

- define what “repentance” means
- understand how to “pray over” a Psalm

#### Materials Needed:

- Video projection
- “Psalm 139” video clip: <https://www.youtube.com/watch?v=qmBLjkFrLH4> (you can also purchase a copy at <https://skitguys.com/videos/item/psalm-139>.)
- 4 copies of Appendix F
- recording paper
- 1 Bible

## Minds On (approx. 10 min.)

The purpose of this game is to get the students to understand repentance as an actual turning away from sin and turning toward God.

### Turning

1. Form a circle and face inward (towards the middle).
2. All the girls turn around facing outwards.
3. Those wearing sneakers turn to the right (this can include the girls who have already turned). The result should be a 3/4 turn from their starting position).
4. Those wearing the colour blue to turn left from their previous position. Again, this can be anyone who has already turned; the idea is to have everyone facing in different directions.
5. Walk towards the person you are facing directly and tell them your favorite flavour of ice cream. If you are not directly facing anyone else, find someone else not facing anyone and tell them your favorite flavour of ice cream.
6. Everyone forms a circle again.
7. All the boys face outwards.
8. Anyone in grade 7 turn to the left.
9. Anyone wearing jewelry turn to the right.
10. Anyone who has a pet to turn to the right.
11. Walk towards another person you are facing (same rules as before) and ask them "If you could become anyone for a day, who would it be?"
12. Gather back into a large circle and ask anyone who is willing to share, who they would become and why.

**Prompt:** Today we'll look at restoration, and how to repent and return to God once we've disobeyed him.

**Ask:** Why do you think this game involved so much turning?

Have 2-3 students offer an answer.

**Prompt:** The word "repentance" means a literal 180-degree turn. When we repent we are literally turning away from sin i.e. from our own way of living. Repentance doesn't just mean asking God to forgive you, repentance literally means doing a 180 and walking in the opposite direction.

## Action: (Approx. 25 min)

### Jigsaw: TT #6

- There will be 4 home groups.
- Expert group: Each group is assigned one passage (Galatians 6:1; James 5:16; 2 Corinthians 5:17; Psalm 51:7) and answer the question “What is this verse saying about restoration?”

### TT #13

- Home group: Define what is “restoration”.

Show the “Psalm 139” video.

Give each home group a copy of Appendix F. Give them 10 min. to complete it.

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

**Prompt:** There is literally nothing we could do that would separate us from God’s love. He is always ready to forgive us, even if it’s the 100th or the 1000th time we’ve done a particular sin he is still right there.

Instruct students to quiet their minds to think and pray as a leader reads Psalm 51 in its entirety.

**Prompt:** If you feel comfortable, take some time this week to pray this Psalm over yourself. No matter where you are, how good or how bad your relationship is with God right now, if you are on the best sin-free streak of your life, or if you feel overpowered by sin, pray this, ask God to forgive you, turn away from sin, and embrace forgiveness. And sometimes we need to turn more than once, and we need to turn over and over, but God is there to help us turn each time.

After the psalm is finished have the students sit quietly for a moment and then dismiss them.

# APPENDIX F

Have you ever prayed a psalm over your life like the guys did in the video?

Have you ever asked God for forgiveness before?

- how did you feel afterwards?
- did you feel like your asking for forgiveness was a turning away from sin?

How many times do we need to ask God to forgive a sin before he does it?

Will God always forgive us? How badly do you think we would have to screw up before God would not want to forgive us?

## Read Romans 8:38-39

For I am convinced that neither death nor life, neither angels nor demons,<sup>[k]</sup> neither the present nor the future, nor any powers,<sup>39</sup> neither height nor depth, nor anything else in all creation, will be able to separate us from the love of God that is in Christ Jesus our Lord.





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