

ILLUMINATE
REVEALING THE GREATEST HOPE

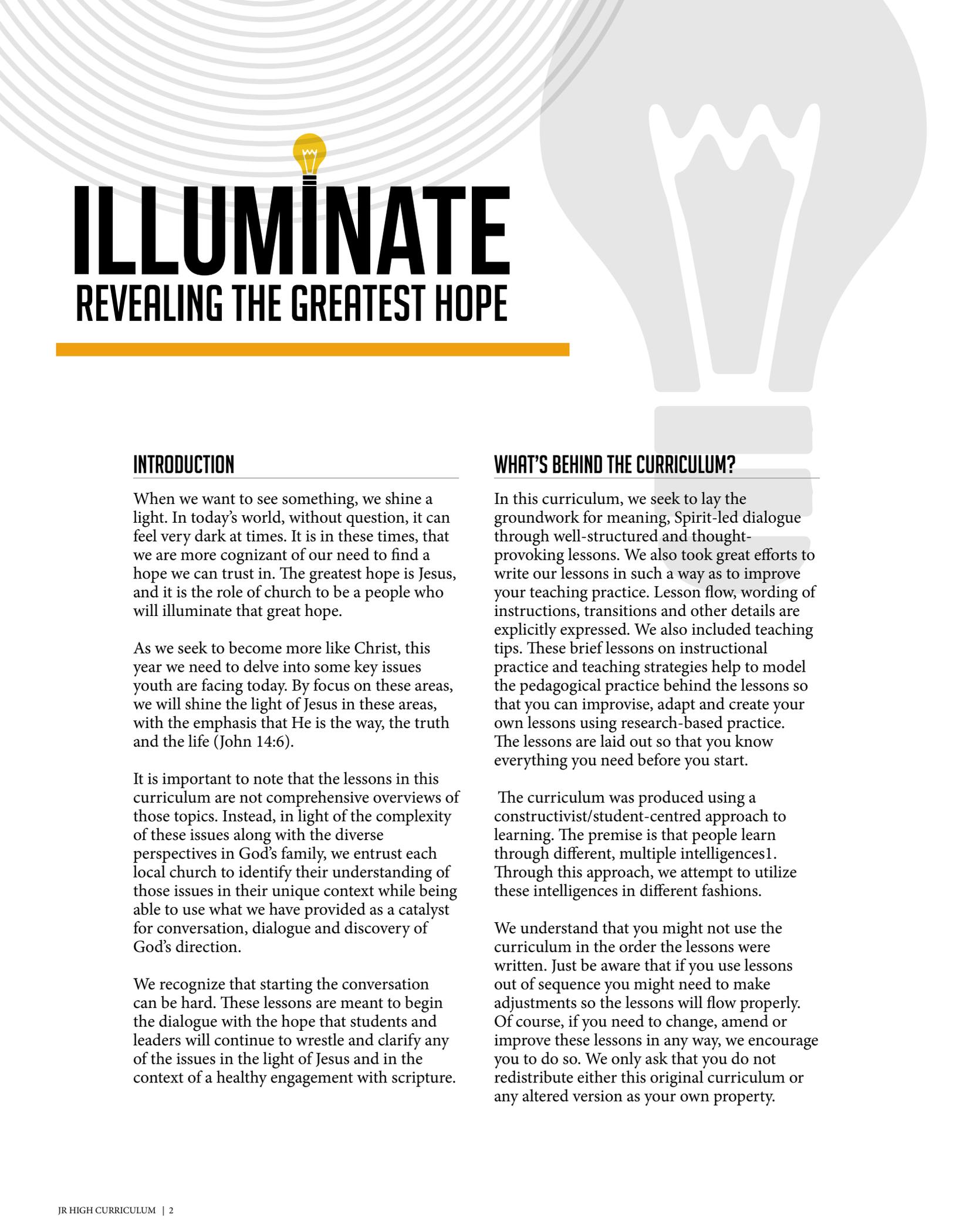
**JR HIGH
CURRICULUM
2017**



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ILLUMINATE

REVEALING THE GREATEST HOPE

INTRODUCTION

When we want to see something, we shine a light. In today's world, without question, it can feel very dark at times. It is in these times, that we are more cognizant of our need to find a hope we can trust in. The greatest hope is Jesus, and it is the role of church to be a people who will illuminate that great hope.

As we seek to become more like Christ, this year we need to delve into some key issues youth are facing today. By focus on these areas, we will shine the light of Jesus in these areas, with the emphasis that He is the way, the truth and the life (John 14:6).

It is important to note that the lessons in this curriculum are not comprehensive overviews of those topics. Instead, in light of the complexity of these issues along with the diverse perspectives in God's family, we entrust each local church to identify their understanding of those issues in their unique context while being able to use what we have provided as a catalyst for conversation, dialogue and discovery of God's direction.

We recognize that starting the conversation can be hard. These lessons are meant to begin the dialogue with the hope that students and leaders will continue to wrestle and clarify any of the issues in the light of Jesus and in the context of a healthy engagement with scripture.

WHAT'S BEHIND THE CURRICULUM?

In this curriculum, we seek to lay the groundwork for meaning, Spirit-led dialogue 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, wording of 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 know everything you need before you start.

The curriculum was produced using a constructivist/student-centred approach to learning. The premise is that people learn through different, multiple intelligences¹. Through this approach, we attempt to utilize these intelligences in different fashions.

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 by the end of a lesson.

MATERIALS NEEDED

This is a comprehensive list of all the items you'll need to facilitate the lesson. In some instances, you will see a notation such as "1 copy of Appendix A per 4 students" which means "In the lesson, students will be in groups of 4, so make sure each group has 1 copy." 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 whiteboard 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/illuminate under "Jr High Media Pack."

Depending on the spiritual maturity and context of your group, you'll notice "1 Bible with <certain passages> bookmarked." You may

choose to prepare this or have your students find those references themselves.

PRE-LESSON PREPARATION

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 each other and learning together (hopefully including your leaders as well).

CONSOLIDATE/DEBRIEF

This gives an opportunity to bring all the ideas of the lesson together and to apply them to our own lives. While the "Action" section usually deals with the head, this section deals with the heart. Its intention is to hopefully internalize 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 depending on the lesson. This includes any technical requirements, such as equipment to view a video. Also, adapt and revise the lesson as needed because you know your students the best.

Review the teaching tips so you can become familiar with some best practices when facilitating a lesson. While not every tip has a

specific allocation in the lessons themselves, take some time to review them to help expand your teaching toolkit. (You can always share your own online via Facebook ([facebook.com/cboqyouth](https://www.facebook.com/cboqyouth)) or Twitter (@cboqyouth) #teachingtips.)

 **Leader's notes vs.  teaching tips:** Leader's notes are details specific to that part of the lesson. Teaching tips are general, helpful practices or reminders. Each teaching tip corresponds to an index at the back of the curriculum.

Your role is to facilitate the lesson. Within a constructivist approach, your objective is to create the space for students to find the truths God is aiming to show them. Keep the group moving at a good pace through the lesson. Observe the feedback they are giving you through their energy levels and body language. Also, ask good questions (not just giving good answers).

SOME COMMON TERMS USED INCLUDE:

Prompt: These are words you can speak verbatim or in your own words.

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 in smooth transitions and accepted expectations. The title gives you the aim of the set-up. There are some commonly used set-ups such as Place mat  TT #7, Think/Pair/Share  TT #6 and Jigsaw  TT #15; 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 license (similar to a CCLI license for music). You can obtain a license that will cover most distributors, such as Universal, Disney and 20th Century Fox, Audio Ciné Film (www.acf-film.com) or Criterion Pictures (www.criterionpic.com).

We will give you the URLs of the videos so you can screen them. You may choose to download those clips, because other content like YouTube sidebars cannot be controlled or to remove the dependency for an online connection at the time of the lesson. However, due to copyright laws, we're not able to include the clips with the curriculum itself. We suggest that you preview the video 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 or call 416-620-2946.

FINAL THOUGHTS

Last, we pray that the Holy Spirit will guide you and your students since many of these topics will strike at the core of many youth. For some, these issues will be soul-wrenching. And yet, Jesus continues to shine his light, revealing that he is the greatest hope. We pray that you will illuminate the One Truth Hope.

SPECIAL THANKS

Special thanks to Jeff Baker, Colleen Carkner, Kaitlyn Kirkwood, Greg Matthews, Laura Matthews, Meghan Matthews, Andrew Rutledge and Jennifer Vis as writers with support from Kathryn Smithyman and Steve Martins.



WHO'S YOUR YODA?

- The Power of Mentoring

SPIRITUAL AIMS

Hopefully students will be able to...

- Embrace the importance of mentoring relationships.
- Establish a mentorship relationship with someone.

LESSON OBJECTIVES

Students will be able to:

- Study a biblical example of a mentorship relationship.
- Discover the benefits of investing in mentoring relationships.
- Identify current relationships that could develop into a mentorship.
- Evaluate the impact these voices have in helping them mature in their faith.
- Consider who they could ask to mentor them

MATERIALS NEEDED

- 1 copy of Appendix A per 3 students
- 1 envelope per 3 students
- 1 pen per student
- 1 blank paper per 3 students
- 1 roll of scotch tape (or similar)
- Recording paper
- 1 copy of Appendix B per student
- Up to 13 small prizes

PRE-LESSON PREPARATION

- Cut out the pictures in Appendix A and place each set in 1 envelope.

MINDS ON: (Approx. 7 mins)

 **Leader's notes:** For larger youth groups, divide students into groups of 5. For smaller youth groups, divide students into groups of 3.

1. Give each group a set of “Match the Mentor” flashcards (Appendix A) and 1 pen and 1 piece of paper.
2. Instruct the groups to match the characters that belong together. Award the first group who matches all the characters correctly with a small prize.
3. For 3 minutes, groups will list as many characteristics/elements that pertain to each mentoring relationship. After 3 minutes, groups will post their answers to a designated wall.

Possible answers

- mentors were older and wiser than the students
- they weren't necessarily related to the student
- they had expertise in a certain field
- they were interested in passing down knowledge, or helping student reach full potential

Ask:

- What observations can you make about the mentors?
- What do these teachers/mentors have in common?
- Did these relationships help the students? If so, in what way(s)?

Prompt: We don't live in the movies and in most cases we're not training to become Jedi warriors or superheroes. But Hollywood does an incredible job of portraying mentorship relationships and we can be inspired by them. However, did you know that mentorship was God's idea in the first place? Let's find out more.

ACTION: (Approx. 20 mins)

Mentoring Defined

1. Divide students into groups of 3.  **Leader's note:** If you do not have multiples of 3, either have leaders join a group or have some groups with 4 members.
2. Within each group, assign each student a number of 1, 2 or 3.
 **Leader's note:** If there are 4 students, have 2 students with a duplicate number.
3. All the 1s will look up Psalm 71:18
4. All the 2s will look up Psalm 145:4
5. All the 3s will look up 1 Thessalonians 2:8.
 TT #2
6. Each person will summarize and share what their assigned passage says to the other group members.
7. After members have shared, groups will formulate a definition of

mentorship based on their sharing.

8. When groups have completed their definition, each group will have 1 representative to share their definition with the large group.
💡TT #3
9. Gather everyone into a large group and have each representative share their group's answers. Record these on the recording paper.
10. Based on their answers, finalize into 1 working definition for the large group.

Suggested answer: Mentorship is a time-based, intentional, 1-on-1 relationship with the mentor (an experienced and trusted advisor) to discern God's directives for the mentee.

Prompt: Remember the movie mentors that we looked at? The students didn't just learn a specific skill; they developed strong character as well. Valuable life lessons can be passed on just by spending time together and enjoying one another's company. Let's take a closer look at Jesus and his 12 disciples to see what we can learn about their relationship and mentorship.

Jesus and his Disciples

Option 1: Charades

1. Give each student a copy of Appendix B.
2. Students will select one passage on the sheet of their choice, review the passage and select which answer in the right column corresponds without sharing the answer with anyone else.
3. Have a student volunteer to act out their chosen answer. (For game rules, see <https://www.familyeducation.com/fun/family-games/how-play-charades>.) Other students have up to 30 seconds to figure out the corresponding passage. (Optional: award a small prize to the person who selected the correct passage.) 📌 **Leader's note:** Use Appendix B answers as your own reference.
4. Continue until all the passages are reviewed and connected to their correct answer.

Option 2: in pairs

1. Give each student a copy of Appendix B.
2. Have the students work in pairs to match the passages with the correct activity in the right column.
💡TT#3

Ask: Did anything stand out to you about the ways in which Jesus mentored the 12 disciples? Did anything surprise you about how Jesus spent time with the disciples?

Have a volunteer read Mark 3:14.

Ask: What is the first thing that this verse says is the reason that Jesus appointed the twelve disciples? (Suggested Answer: They they might be with him.)

Prompt: Jesus spent a lot of time with the disciples teaching them, but they weren't always in a formal setting like a church or school; they shared their life together and learned along the way.

He ate with them, travelled with them and hung out with them. They were able to see Jesus in all kinds of environments and the disciples learned a lot about what it meant to have a relationship with God through Jesus' example.

CONSOLIDATE/DEBRIEF *(Approx. 10 mins)*

1. Allow students to find a space in the room where they will not be distracted.
2. Students will use their copy of Appendix B to think about the people in their lives who share at least 3 of the characteristics that Jesus modeled.
3. Encourage students to write down names of those individuals.

 **Leader's Note:** You want the students to begin identifying people who could be potential mentors to them, and to realize that they can foster those relationships that are already serving as a type of mentorship.

 **Leader's Note:** If students are having trouble thinking of people, try to help them think in terms of someone they look up to, or would want to have a relationship with. They could even put your name, or another youth worker's name.

Ask students to quietly reflect and/or write down their answers to the following questions:  TT #2

- How could your relationship with this person develop more into a mentoring relationship?
- What areas could you begin to focus on with one or two of these relationships?
 - (Possible suggestions: Could you pray more with this person? Could you hang out more with this person? Could this person teach you more about _____ in your life?)

 **Leader's Note:** Perhaps you or another youth worker can share a personal story about how someone in your life mentored you.

Challenge the students to begin conversations with these people about how they could strengthen their relationship, or build some intentional mentoring into it.

 **Leader's Note:** Be prepared to help the students if they are truly interested in finding a mentor. Perhaps you can assist the students in approaching an adult that they think could be a good mentor for them, to help ease any apprehension or anxious feelings the student may have.

Prompt: Jesus left us an awesome example of what a mentoring relationship can look like. God has given you relationships that can be nurtured. When you are intentional about asking someone to walk alongside you through the ups and downs of life, you will find that they can help you develop into the person God wants you to be.

Close your time in prayer.

APPENDIX A



JESUS & HIS DISCIPLES

APPENDIX B

Match the way Jesus mentored his disciples with the correct Bible verse

Bible Verses

What did Jesus do?

John 13: 1, 4 & 5

Prayed with his disciples

Mark 3:13-14

Travelled together

John 17:1 & 9

Became friends

John 15:15

Celebrated together

Luke 8:1

Gave them special assignments

Mark 9:30-31

Taught the disciples

Mark 2:15

Demonstrated love by serving

John 2:1-2

Ate meals together

JESUS & HIS DISCIPLES

APPENDIX B (ANSWERS)

John 13: 1, 4 & 5 = Demonstrated love by serving

Mark 3:13-14 = Gave them special assignments

John 17:1 & 9 = Prayed with his disciples

John 15:15 = Became friends

Luke 8:1 = Travelled together

Mark 9:30-31 = Taught the disciples

Mark 2:15 = Ate meals together

John 2:1-2 = Celebrated together



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ANXIETY

SPIRITUAL AIMS

Hopefully students will be able to...

- Release control of their anxieties—give them to Jesus
- experience freedom from worry

LESSON OBJECTIVES

Students will be able to...

- Understand why anxiety can be debilitating
- Differentiate between stress and anxiety
- Calm someone having an anxiety attack

MATERIALS NEEDED

- Several pieces of Lego that can create 3 of the same item (e.g. truck)
- 1 inflated balloon
- 1 blindfold
- Video clip:Anxiety (cboqyouth.ca/illuminate)
- Video projection
- 1 copy of Appendix A printed double-sided and cut into individual cards per 4 students
- 1 copy of article (<http://www.heysigmund.com/dealing-with-anxiety-anxious-mind-calm/>)
- Recording paper with Philippians 4:6-7 posted

PRE-LESSON PREPARATION (IF APPLICABLE)

- Have 3 stations set up with Lego pieces at each. At one station, have the balloon. The next will have the blindfold. The last station does not require an additional prop.
- Cut up Appendix A into cards and displayed on a table with the daily tasks/activities facing up.

MINDS ON *(approx. 20 min.)*

 **Leader's Note:** This activity is meant to illustrate different ways anxiety can become debilitating. This exercise may also be triggering to someone who suffers from anxiety so pick your volunteers carefully. If you aren't comfortable having a student do this, then switch the student/leader roles.

What is Anxiety like activity?

1. Have 3 volunteers with 1 at each station. Their task is to build a truck (or a different object of your choice) with the Lego pieces when you say "go".
2. Have 3 leaders (or responsible students) with 1 at each station. The first leader will gently hit the student in the face with the balloon repeatedly while they work. The second leader will blindfold the student while they work. The third leader will gently restrain one of the student's arms while they work.
3. When ready to begin, say "go" and have the students complete their task within 3 minutes.
4. After 3 minutes, have each student showcase their product.
 TT #4

Ask the participating students what it was like to try and build under these conditions.

Ask: Anxiety shows itself differently in different people, but these three stations were meant to illustrate how it can make you feel. What feeling do you think each station represented? ( **Leader's note:** Spend about 3 minutes gathering responses and then share the suggested answers.)

Suggested answers:

- Station 1: Being hit in the face with a balloon show how even little things can seem irritating and disorienting when you are suffering from anxiety.
- Station 2: Being blindfolded represents how out of your control things look when you suffer from anxiety.
- Station 3: Being physically restrained shows how anxiety can show itself with actual physical symptoms that keep you from being able to work to your fullest.

Prompt: In the same way that these students were irritated and disoriented, there are aspects of our lives that can cause us to be disoriented and irritated. Anxiety is something that manifests itself differently in everyone and yet what remains the same is that it distracts us from the task at hand

ACTION *(approx. 10 min.)*

Prompt: We are going to watch a video where someone with an anxiety disorder describes what it feels like and how it affects him. Afterwards we'll illustrate these points further in an activity and to think about how we can overcome these obstacles.

Show video (the video will talk about what anxiety is from a personal perspective and different ways to deal with it)

Appendix A activity

1. Separate students into groups of 4.
2. Provide each group with a set of activity cards (Appendix A) and ensure only

the activity is shown face up (and the anxiety is faced down).

3. Groups will lay down the cards on a flat surface ensuring the activity is still facing up.
4. 1 student will pick a card/activity they think they could do and then flip the card to reveal the anxiety behind the task. That student can share what was anxiety was written on the card. Keep the card turned.
5. Groups will discuss the following questions: 💡 TT
#2 💡 TT #3
 - Have you ever felt like this?
 - If you did feel like this how would you respond?
 - What could you do to deal with this anxiety and move past it?
 - What could you say to someone to help them move past it? (“Get over it” isn’t helpful.)

CONSOLIDATE/DEBRIEF *(approx. 5 min.)*

Show Philippians 4:6-7 on the recording paper.

1. Students will find a quiet place with minimal distractions in the room.
2. Each student will sit up straight and quietly read the verse over in their heads a few times while practicing the “breathe like a box” exercise (see <http://quietkit.com/box-breathing/> for more details).

Prompt: Anxiety exists only in our mind, and it is our mind which produces the physical symptoms. We can use our mind to re-focus our anxiety and calm us down. Here are 8 steps to doing that. Listen calmly to the 8 steps and try imagining walking through them, or walking a friend through them in the event of a panic attack.

After 3 minutes, read out loud the 8 steps in the article.

Close in Prayer

APPENDIX A

Getting out of bed	Eating Breakfast	Going to School	Seeing Friends
Eating Lunch	Sitting in Class	After School Activities	Having Dinner
Doing Homework	Watching TV	Falling Asleep	Dreaming

APPENDIX A

<p>You think: “Do these people even like me?” There is not much you like about yourself so you have trouble believing others could like you either.</p>	<p>The knot in your stomach gets heavier with every step. You don't know how the day is going to go, but there is so much that can go wrong in your mind.</p>	<p>You are thinking of skipping breakfast because you aren't really hungry because you are too anxious about how the day is going to go. But you also know it will be worse if you haven't eaten well so you eat it anyways. You do not enjoy it.</p>	<p>Feeling nervous or guilty for no reason. Dreading having to leave your bed not because you don't want to go to school, but because life seems too stressful to face</p>
<p>You still aren't hungry. You stare blankly at your food and think about whether you can bring yourself to eat. You have trouble reading the other people at the table and aren't sure if they are mad at you or if they even notice you.</p>	<p>You want to get lost in this, but you can't stop thinking about the rest of your day. You go over everything you forgot to do or say. It effects the way you participate.</p>	<p>You can't concentrate. You know it's important but you can't stop thinking about how you are hurting yourself by not listening to the teacher.</p>	<p>You are nervous about lunch time, but you are more nervous about going back to class. You get stuck in a loop of dread where you aren't sure which option you want less. All you know is you don't want either.</p>
<p>You don't even have any rest in your sleep because you have stress dreams all night. You will wake up feeling exhausted and have to do the whole thing over.</p>	<p>You toss and turn and go over every stupid thing you said that day. You question everyone's intentions about how they acted around you and wonder what stresses tomorrow will bring.</p>	<p>You can't enjoy your show because your head is still swimming from the stress of not finishing your homework well. You know that this is just a momentary distraction before life resumes again.</p>	<p>You still can't concentrate. None of this makes any sense because you weren't able to pay attention in class. All you want to do is go to bed but you know that will just bring tomorrow sooner and you'll have to do it all again.</p>



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DEPRESSION

SPIRITUAL AIMS

Hopefully students will be able to...

- Pray for, comfort, and encourage those who struggle with depression
- Meditate on the word of God as an exercise to help cope with depression

LESSON OBJECTIVES

Students will be able to...

- Understand that depression is a reality and can be treated
- Comfort and support a friend going through depression

MATERIALS NEEDED

- 1 backpack filled with books
- 1 envelope per student
- Min. 2 scraps of paper per student
- Recording paper (for Action option 2)
- Optional: A list of recommended counsellors, services and resources available in your area. (✿**Leader's note:** You may need to consult with your pastor on what is available.)
- Video projection
- 2 video clips
 - I had a black dog, his name was depression (<https://www.youtube.com/watch?v=XiCrniLQGYc>)
 - Living with a Black dog (<https://www.youtube.com/watch?v=2VRRx7Mtep8>)

MINDS ON *(approx. 10 min.)*

Backpack

1. Choose a student who will be able to do more extensive physical activity.
2. The volunteer will perform 5 repetitions of a physical activity (push ups, jumping jacks, burpees, etc.). They rate how tired they are (e.g. 1 = not tired at all, 10 = exhausted).
3. Put a backpack filled with books on the student. The student repeats the exercises.
4. Have another volunteer who will complete against the first student. The second volunteer will complete the same exercises except they will 10 repetitions.

💡 TT #4

Ask:

- [student name] can't seem to maintain the pace that s/he had at the beginning. Why?
- Is s/he being lazy?
- Why can't s/he just get over it and power through?
- Why doesn't s/he just change his attitude?
- Would being more optimistic help?"

Prompt: People often think that depression is just feeling sad, but it actually has physical symptoms that you can't get over by just thinking happy thoughts or trying to be optimistic. It can often feel as though you are carrying a lot of weight, or that someone is standing on your chest.

ACTION *(approx. 20 min.)*

Show the video "I had a big black dog, his name was depression".

Option 1

Separate students into 3 groups. Assign them one of the following verses. (💡 **Leader's note:** if you have more than 10 people per group then create additional groups and assign them one of the three verses being used already.)

- Matthew 11:29
- Deuteronomy 31:8
- Psalm 34:7

For 5 minutes, each group will answer the following questions:

💡 TT #2

- Given what we learned about depression from the video, how might these verses help encourage those who are suffering?
- Does this verse mean that God takes away depression? Why or why not?
- Given the theme of the video, what should we not say about this verse to a friend or loved one with depression?

- (Is it helpful or unhelpful to tell someone suffering from depression to “cheer up”? What is something we could say instead?)
- How can we use this verse as an encouragement without making them feel guiltier?
- Each group will select a representative to share their verse and a summary of their answers to the questions.
- After 5 minutes, bring the groups back together and have each representative share what their verse was and what they talked about in their group.

Option 2

5. Have students and leaders stand up and find a different seat/spot in the room. ⚡ TT #5
6. Instruct students to think of a word or image that comes to mind as a passage is read and to retain that word/image; they will share it at the appropriate time.
7. Read each passage one at a time out loud.
8. After each verse, have students say out loud what words or images that came to mind when listening to them.
9. Write the answers down on the recording paper.
10. Ask the following questions as a large group discussion:
 - Given what we learned about depression from the video, how might these verses help encourage those who are suffering?
 - Does this verse mean that God takes away depression? Why or why not?
 - Given the theme of the video, what should we not say about this verse to a friend or loved one with depression?
 - (Is it helpful or unhelpful to tell someone suffering from depression to “cheer up”? What is something we could say instead?)
 - How can we use this verse as an encouragement without making them feel guiltier?

Prompt: Depression is a reality but it is treatable. There are lots of things people find helpful for treating and processing depression. Some options include:

Talk Therapy

- Spiritual Counselling
- Prayer and Meditation
- Cognitive Behavioural Therapy (this is a form of therapy based around reframing and re-examining depressing or anxious thoughts)

Ask: What are some things you think might be helpful for yourself or others to treat, process, or deal with depression?

Record these answers on Recording Paper

CONSOLIDATE/DEBRIEF *(approx. 7 min.)*

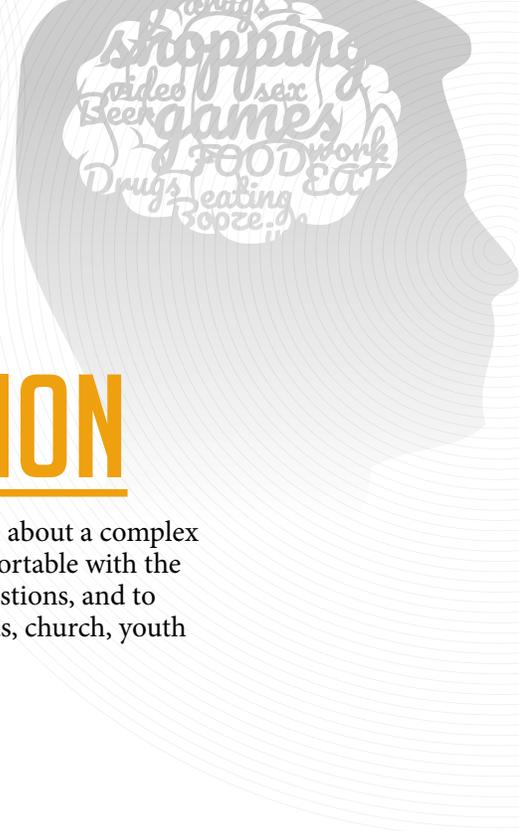
Prompt: The most important thing to remember is that when you struggle with depression is you are not alone. Over 10% of the population is struggling with (or suffering from) depression. The most important thing to remember when seeing a loved one struggle with depression is to believe them, and be patient with them. We are going to end by watching a follow up to the black dog video about how we, as friends and family, can help those we know with depression.

Show the video “living with the black dog”.

After the video is show, have students silently think of someone they could come alongside and write down one practical task they could perform this week. Remind students that if they feel they are dealing with depression to reach out to someone they trust. 🙏 **Leader’s note:** Have that list of recommended counsellors and resources available.

💡 TT #3

Close in prayer.



DEFINING ADDICTION

 **Leader's Note:** The aim of this lesson is to begin a conversation about a complex issue, not to solve a complex issue. Some students may be uncomfortable with the inconclusive nature of this topic. Continue to be open to their questions, and to reinforce the importance of remaining connected to family, friends, church, youth group and (most importantly) to God.

SPIRITUAL AIMS

Hopefully students will be able to...

- Understand addiction as an outward manifestation of the sin every human heart struggles with
- View addiction as a symptom of our broken world not as a personal failing in an individual
- Realize that the relationship and connection God calls us to is one of the greatest factors in addressing addiction successfully

LESSON OBJECTIVES

Students will be able to...

- Define addiction (as different than obsession, dependence, habit, or tolerance)
- Recognize signs and symptoms of addiction
- Develop vocabulary around addiction
- Become aware that addiction is not always related to drugs and/or alcohol and/or sex

MATERIALS NEEDED

- 1 pen/marker per 3 students
- 1 chart paper per 3 students
- Roll of scotch tape (or similar)
- Recording paper
- Min. 1 Bible per 4 students
- Video projection
- Video clips:
 - Christ and the Rich Young Ruler (<https://youtu.be/Qr7u7y5VKXM>)
 - Everything you think you know about addiction is wrong by Johann Hari (<https://youtu.be/PY9DcIMGxMs>)

PRE-LESSON PREPARATION (IF APPLICABLE)

- Review “Everything you think ...” video to determine whether it’s appropriate for your students (there is a joke about consuming alcohol).
- Review information available at the Centre for Addiction and Mental Health (https://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/drug-use-addiction/Pages/addiction.aspx)
- Write 4 “C” on whiteboard or on another sheet of chart paper

 **Leader's note:** Conversation should be humbly directed from the posture assigned to us in Romans 3: 23 (“for all have sinned and fall short of the glory of God” [emphasis added])

MINDS ON *(approx. 10 min.)*

 **Leader's Note:** This subject may be intensely personal to some student. The goal of this activity is to edge students towards thinking about addiction, and especially to have them write out their assumptions about the topic so they can be confronted. As we will discover, this is a complex issue that can and should be dealt with, with compassion and connection.

1. Divide students into groups of 3-4
2. Distribute pens/markers and chart paper to each group.
3. Ask the following questions and allow students to brainstorm answers for 1-2 minutes together before moving on to the next question. Groups should write their answers on the chart paper.
 - a. What are you addicted to? ( **Leader's note:** Other substitute questions can include “what are you obsessed with?”, “what are you in to?”, “what do you dig?”, “what are your favourite things?”)
 - b. What could someone be addicted to?
 - c. What does an addict look like/what does an addict do?

Art Gallery  TT #6

4. Groups will post their sheets on three different walls.
5. Students will walk around to see what other groups have written for each question. (Alternate: You could have groups verbally share what they thought of.)

 **Leader's Note:** Many students will think of obvious answers: drugs, alcohol, pornography, etc. Having them post up their answers may help to create a safe environment as you begin to talk about this sensitive subject. However, if your group is especially open, mature and/or vocal, it's ok to have them respectfully approach these issues verbally.

Ask: Based on what we've written here, how does society view addicts?

Possible answers: lazy, uncontrolled, stupid, foolish, poor, unfortunate, sad, worthless etc.

Prompt: Romans 3:23 tells us that “all have sinned and fall short of the glory of God” [emphasis added]. This is an important passage for us to remember as we talk about addiction. As we saw in our activity, we can have a very specific idea of what it means to be an addict (read out answers from question 3). However, there is more to this issue than we may realize.

Pray: God, may you open our hearts and minds to new information, and that our assumptions about addicts as an abstract concept are set aside in order to experience a deeper truth about the world we live in and the people who live with us.

ACTION (approximately 15-20 minutes)

Ask: Where can you look for reliable research based information about addiction?

Allow students to raise their hands to answer or brainstorm out loud, and have the following answer prepared.



TT #3

Prompt: There are multiple sources that can be viewed, however the Centre for Mental Health and Addiction is widely considered to be the leading research and treatment organization in Canada. The Centre for Addiction and Mental Health (CAMH) defines addiction this way:

The word “addiction” is often used to refer to any behaviour that is out of control in some way. People often describe themselves as being addicted to, for example, a TV show or shopping. The word is also used to explain the experience of withdrawal when a substance or behaviour is stopped (e.g., “I must be addicted to coffee: I get a headache when I don’t have my cup in the morning”).

Leader’s note: You may choose to project this so visual learners can also access this information.)

However, experiencing enjoyment or going through withdrawal do not in themselves mean a person has an addiction.

Because the term “addiction” is commonly used in such a vague way, there have been many attempts to define it more clearly. One simple way of describing addiction is the presence of the 4 Cs (Write on 4 “Cs” sheet)

- Craving
- loss of Control of amount or frequency of use
- Compulsion to use
- use despite Consequences.

Prompt: While the Bible doesn’t directly talk about addiction as we understand it today, there are passages that direct us towards God’s perspective on things that pull us away from Him.

Have a student read Mark 10: 17-22 (Story of the Rich Young Ruler) OR watch the video of the Rich Young Ruler (<https://youtu.be/Qr7u7y5VKXM>)

1. Divide students into 4 groups by assigning each student a number (1 through 4). All of the students with the same number will be a team.
2. Assign each group one of the “four C’s” (Craving, loss of Control, Compulsion to use, use despite Consequences).
3. Each group will discuss how their assigned “C” plays out in this story.
4. Each group will have 1 representative to share their group’s answer with the large group.



Leader’s Note: Some of these thoughts are quite complex. Having a leader or a senior student to help them through this activity is recommended. If you do not have enough leaders, create fewer groups and have them consider multiple “C’s”



Leader’s note: We are only given a finite amount of information about the Rich Man, so encourage your students to think broadly about their “C” in this scenario. Often when someone is dealing with addiction, we don’t know all of the details about their struggle; however, we are still able to clearly see the destructive nature of addiction. In this story, the true failing of the Rich Man is not that he was rich, but rather that his wealth interfered with his connection to Jesus. The Rich Man kept his wealth between his heart and Jesus, and as a result he grieved and was left unsatisfied. When something other than God takes over our hearts we lose our ability to follow Him and connect with others.

After 10 minutes, gather students into the large group. Have the representative share their answer. Also invite others to comment or ask questions about those given answers. Alternate: Consider playing the video of the Rich Young Ruler again and have students request a pause whenever they think their “C” is being displayed.

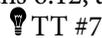
Ask:

- What was the Young Man addicted to? [his wealth]
- What sin can we attach that to? [greed, pride etc...]
- What, then, is the need for wealth representing? Could wealth mean something else?
- Why do people who are wealthy feel the need to keep their wealth?
- Why does it consume them?
- What does this action and need represent in people?
- Read the first sentence of Mark 10:21 “Jesus looked at him and loved him”. How does that sentence teach us how to treat people struggling with addiction? [answer- with love]



Leader's note: You might choose to capture their answers on recording paper.

Have 1 student read 1 Corinthians 6:12, another read Galatians 5:1 and one more read Galatians 5:13.



Ask

- According to the passage in 1 Corinthians what does God offer us? [answer: everything, freedom, choice etc.]
- What does that freedom look like?
- Are there downfalls of having choice?
- How can we avoid those problems? [answer: in Galatians 5:1,13: do not indulge in sinful nature, serve one another in love]



Leader's note: You might choose to capture their answers on recording paper.

CONSOLIDATE/DEBRIEF (approx. 15-20min.)

Prompt: Today we began talking about addiction, we have come up with a simple definition, but we need to remember that this isn't a simple problem. Addiction isn't just a physical, and/or mental issue; it's a heart/soul issue. It's a sickness and a sin problem and needs to be thought of and treated with the same love and compassion that we approach other sins. Addiction is not found only in the deep dark places in our world, in drugs, alcohol, and sex, but can also be found in things that we might think are not problems like health and fitness, having nice things, earning money, gathering information, using technology, and yes- even coffee! As Christians we know that “Everything is permissible for me -- but not everything is beneficial. Everything is permissible for me -- but I will not be mastered by anything” (1 Corinthians 6:12).

Addicts are enslaved by their addictions but we need to remember what Paul wrote in Galatians 5:1, 13 “It is for freedom that Christ has set us free. Stand firm, then, and do not let yourselves be burdened again by a yoke of slavery. You, my brothers, were called to be free. But do not use your freedom to indulge the sinful nature, rather, serve one another in love”

Remember that addicts are people, loved by God just like you are loved by God! Their addiction is a symptom of the broken world we live in, a world that has been redeemed through the work of the Cross!

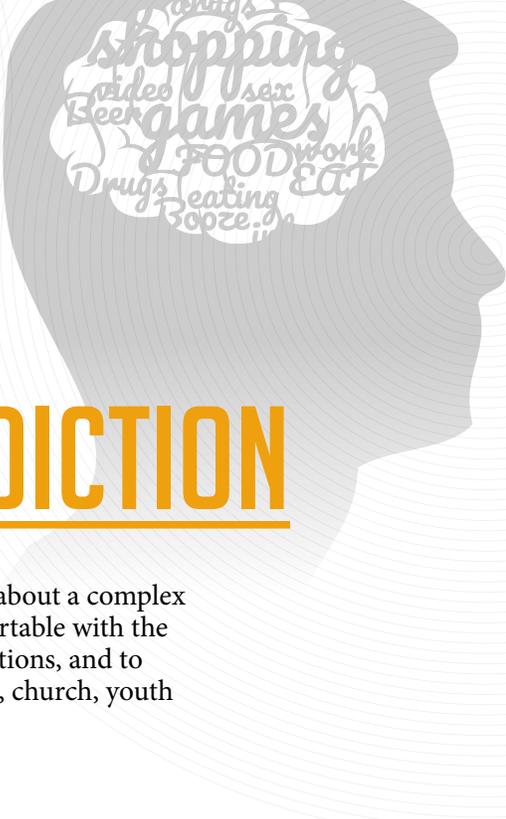
 **Leaders note:** students may have questions about this subject that you will not know the answer to- that's ok! If this happens, be sure to note down their question and let them know that you will look into it and will get back to them. This is a great opportunity to show students that you don't need to have all the answers and that you are someone they can rely on for good, solid responses. This is also an opportunity to show you care by following up on something specific for the student.

Reflection

Ask: How have your views about people with addiction changed over this lesson? (Students do not have to share their response out loud.)

Ask; Is there a person you know who is struggling with addiction? Can you pray for or be more loving to that person? ( **Leader's note:** Provide a moment of quiet for students to pray.)

Close in prayer.



ILLUMINATE
REVEALING THE GREATEST HOPE

LET'S TALK ABOUT ADDICTION

 **Leader's Note:** The aim of this lesson is to begin a conversation about a complex issue, not to solve a complex issue. Some students may be uncomfortable with the inconclusive nature of this topic. Continue to be open to their questions, and to reinforce the importance of remaining connected to family, friends, church, youth group and (most importantly) to God.

SPIRITUAL AIMS

Hopefully students will be able to...

- Understand addiction as an outward manifestation of the sin every human heart struggles with
- Accept addiction as a symptom of our broken world not as a personal failing in an individual
- embrace the relationship and connection God calls us to as one of the greatest factors in addressing addiction successfully

LESSON OBJECTIVES

Students will be able to...

- Utilize vocabulary developed in Lesson 1, to develop questions about addiction
- Connect the concept of community/ connection as a positive resolution of addiction
- Integrate biblical principles into conversations about addiction
- Create questions about addiction to encourage open conversations (both as someone who is addicted, and as someone concerned for an addicted individual)

MATERIALS NEEDED

- Bibles
- 1 copy of Appendix A per 12 students separated into the individual verses
- 1 copy of Appendix B per 21 students separated into individual scenarios
- Recording paper
- 1 whiteboard OR large paper OR small paper per student
- Markers (ideally 9 colours- one for each fruit of the spirit)
- Video equipment
- Video clip: "Addiction: In a Nutshell" (<https://youtu.be/ao8L-0nSYzg>)

PRE-LESSON PREPARATION (IF APPLICABLE)

- Review "Addiction: In a Nutshell" video to determine if this is appropriate for your students (there are mentions of several sensitive issues including heroin and pornography in this video.) You can choose to contact parents to let them know what you will be discussing with your group and send parents a link to the video so that they can be prepared for any questions that may arise after group.
- Gather supplies, print and cut up Appendix A, print and cut up Appendix B

MINDS ON (approx. 10 min.)

Ask, ask, and ask again

This activity is intended to celebrate the asking of questions. Of course, in a real conversation we would want students to ask questions and listen intently to ask intentionally selected questions that relate to the conversation at hand, but this improv game will get them in the right mindset for the rest of this lesson.

1. Have students split into teams of 2. Each form 1 line behind 1 person. The first people of each line are facing each other.
2. Give a topic (e.g. summer activities) that the two students will dialogue on.
3. One person will ask a question. The second person will respond with another question. The conversation will continue until someone makes a statement or repeats a question. Once that happens, the person who lost sits down and the other goes to the back of the line.
4. Encourage those not involved in the dialogue to cheer on their team.
5. Continue until one line has been eliminated.



Leader's note: If you have more than 20 students, you may choose a “tournament” format with smaller-sized teams and play multiple rounds.

Ask:

- Was it easy or difficult to think of questions?
- How did it feel to cheer for others? To be cheered for?
- What does this game make you think about asking (lots) of questions?

Prompt: Last time we worked on defining addiction. Does anyone remember what we defined it as? (allow students to answer). [answer: presence of craving, loss of control, compulsion to use, use despite consequences]

Today we are going to begin a conversation about addiction that goes beyond definition, deals with the heart of the problem, and how we view both addiction and addicts themselves.

ACTION (approx. 30 minutes)



Leader's note: This section is about asking questions. Depending on the size and maturity of your group as well as the number of leaders you have, you may want to consider breaking the group into smaller sections to ask questions, have conversation, and seek answers in the Bible. Ensure you have multiple sets of markers and paper available.

Show video: “Addiction: in a Nutshell” (6 minutes)

Use Recording Paper to write down some of the answers to the following questions.

Ask:

- Based on the video we just saw, what is the real cause of addiction?

- Does this line up with what you know about addiction? Why? Why not?
- Why do you think it's difficult for people to give up something they are addicted to (even if it is negatively impacting their life)?
- What environmental factors lead people towards addiction? Away from addiction?
- Who could you talk to if you felt like you were going too far with something in your life? Do you feel like you have connections that would allow you to recover?

Have a student read Galatians 5:22-23.

💡 TT #7

Ask: Where can we see the Fruits of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control) represented in this suggested road to recovery?

Using the answers to the questions above, ask students to indicate which Fruits of the Spirit listed in Galatians 5:22-23 are represented in those answers. Use coloured markers or different symbols to mark those answers with that specific Fruit. (e.g. If red represents kindness, have students use a red marker to underline answers that require kindness.) You can also have students write down new ideas/suggestions about dealing with addiction that occur to them upon reading the Galatians passage.

👤 **Leader's note:** The goal of this activity is to showcase the different ways that God has intended His followers to engage with other people, especially those struggling with sin.

If you have split into small groups gather your students back together.

Ask: What insight does Galatians 5:22-23 bring to the video we watched? Where can we see God's truth shining through the research suggestions in the video? How does this passage allow for the suggested solutions to work? (Allow some time for students to respond.)

Prompt: Remember that addiction is a state that causes harm (mentally, physically, and spiritually) to all those involved - both the addict and those who care for that person.

Divide students into groups of 4-5. They will answer the following questions. If you have a group that is not comfortable with serious conversation consider giving them pens and paper to write their answers.

💡 TT #2

1. How would you want someone to approach you if you were struggling with an addiction?
2. How could you approach someone you believe is struggling with an addiction?
3. What difficulties could occur in approaching/being approached about an addiction?

Once they have answered the questions, give them one of the scenarios in Appendix B and ask them to formulate a response. Each group will have 1 representative to share their answer with the large group.

CONSOLIDATE/DEBRIEF *(approx. 10 min.)*

Prompt: Addiction is a complex issue that has a complex solution. We need to remember that addiction is a manifestation of both the broken world we live in and of the sin that every human heart struggles with. Our greatest hope lies in Jesus Christ who has already done something about the problem of sin. He came to liberate us from sin and enable us to gain self-control, a fruit of the Holy Spirit. By coming to earth, and dying on the cross Jesus gave us an unbreakable connection to our Holy Father and left us a blueprint for what a God-centred society could look like.

Research about addiction is starting to come into alignment with the view God has given us of the world reconciled to Him. A world where connection is the key to wholeness, where love, joy, peace, patience, kindness, gentleness, faithfulness, goodness and self-control are the lenses through which we approach people and difficult situations. Addiction is a difficult subject to talk about and to work through, in His Holy Word we are able to find solace and hope. As we walk away from today, let us remember the path that God has placed us on and all that He calls us to do, and to be.

Hand out one verse from Appendix A to each student. Have them sit in an area in the room by themselves and to read the verse quietly. They can also choose to pray and ask God to help apply this verse to their life.

Close in prayer.

APPENDIX A

Revealing the Greatest Hope- God's words about recovery

Psalm 50:15

Trust me in your times of trouble; I will rescue you, and you will honor me.

1 Corinthians 6:12

"I have the right to do anything," you say—but not everything is beneficial. "I have the right to do anything"—but I will not be mastered by anything.

1 Corinthians 10: 13-14

No temptation has overtaken you except what is common to mankind. And God is faithful; he will not let you be tempted beyond what you can bear. But when you are tempted, he will also provide a way out so that you can endure it. Therefore, my dear friends, flee from idolatry.

James 4:7

Submit yourselves, then, to God. Resist the devil and he will flee from you.

1 Peter 5:10

And the God of all grace, who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm and steadfast.

Romans 5:3-5

Not only so, but we also glory in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope. And hope does not put us to shame, because God's love has been poured out into our hearts through the Holy Spirit, who has been given to us.

Titus 2:11-12

For the grace of God has appeared that offers salvation to all people. It teaches us to say "No" to ungodliness and worldly passions, and to live self-controlled, upright and godly lives in this present age.

Hebrews 4:15-16

For we do not have a high priest who is unable to empathize with our weaknesses, but we have one who has been tempted in every way, just as we are—yet he did not sin. Let us then approach God’s throne of grace with confidence, so that we may receive mercy and find grace to help us in our time of need.

Philippians 4:13

I can do all this through him who gives me strength.

Galatians 5:1, 13

It is for freedom that Christ has set us free. Stand firm, then, and do not let yourselves be burdened again by a yoke of slavery. You, my brothers, were called to be free. But do not use your freedom to indulge the sinful nature, rather, serve one another in love.

Matthews 26:41

Watch and pray so that you will not fall into temptation. The spirit is willing, but the flesh is weak.

2 Corinthians 12:9-10

But he said to me, “My grace is sufficient for you, for my power is made perfect in weakness.” Therefore I will boast all the more gladly about my weaknesses, so that Christ’s power may rest on me. That is why, for Christ’s sake, I delight in weaknesses, in insults, in hardships, in persecutions, in difficulties. For when I am weak, then I am strong.

APPENDIX B

Scenarios

A friend has a habit (e.g. playing video games, watching Netflix, working out, smoking, watching pornography etc.) that is starting to have negative effects on his/her life. How do you respond?

You hear your friends talking about binge drinking on the weekend, how do you react?

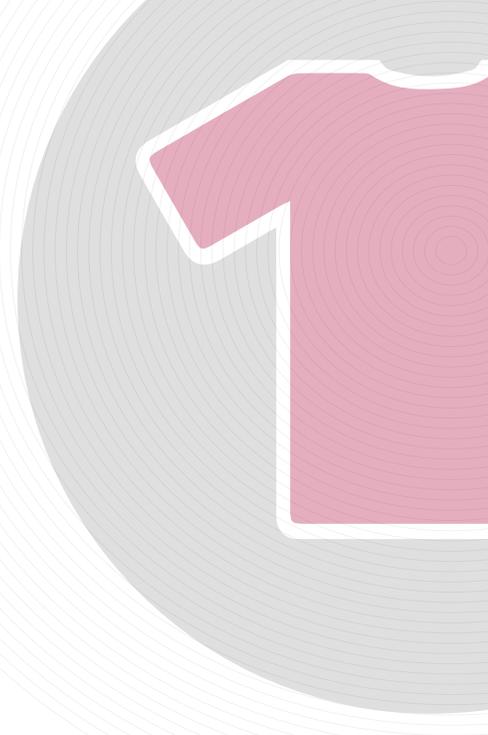
You notice a friend has become withdrawn, he/she is spending a lot of time alone. You suspect that a recent break-up has really affected them. What part can you play in making them feel more connected? [Note: this may require more than one attempt]

A friend began smoking marijuana on weekends at parties, and is now smoking-up during the week, at school, on lunch break etc. When you try to approach them they tell you they “need it to help with their stress”. How do you engage them in a conversation about this habit?

A friend of your always seems to be tired and when you ask them about it they tell you they’ve been playing video games late into the night. When you think about it, you recall that they are always online when you get on, and you remember that they have declined several invites to hangout because they were in the middle of a game and didn’t want to lose their standing. How do you connect with this person?

Your group of friends always seems to be on their phones while you’re hanging out. At first it didn’t bother you, but now you are starting to feel like you are having less fun when you are together, and you’re not really sure what’s really going on in everyone’s lives even though you are together often. What can you do to make sure you stay connected face-to-face?

Your friend is a competitive athlete who keeps talking about “taking things to the next level” and you’ve noticed that they have put on a lot of muscle really quickly. Do you approach them to talk about what they’re doing to gain this “edge”? [Note: this addiction could be about a substance abuse- like steroids- or it could be about the amount of time this person is spending in the gym, it could be about their need to succeed in a competitive situation, about their body image etc.)



ILLUMINATE
REVEALING THE GREATEST HOPE

PINK SHIRT DAY

SPIRITUAL AIMS

Hopefully students will be able to...

- Develop a view of others through God's eyes
- stand as a Christ-representative in these situations
- embrace how God values them

LESSON OBJECTIVES

Students will be able to...

- Recognize some of the ways we can bully others
- Develop a basic understanding of how they can help overcome bullying in their lives

MATERIALS NEEDED

- 8 equal tubes of Toothpaste & paper towel
- 1 timer (e.g. phone, watch)
- Min. 5 post it notes per students
- 1 pen per student
- Video clip: "To This Day" (<https://vimeo.com/59956490>)
- Video projection
- 1 Loonie
- 1 cup of water
- 1 cup of dirt
- Recording Paper

PRE-LESSON PREPARATION (IF APPLICABLE)

- Consider wearing a pink shirt for the lesson. The Pink Shirt has become a symbol of standing up to bullying in Ontario schools (see pinkshirtday.ca).

MINDS ON *(approx. 10 min.)*

To start this lesson separate students into 2 teams. To make the teams have students line up by height. Once they are lined up simply number them 1 and 2 to form the teams. Then, have them select 4 participants from each team. For smaller groups consider having each student participate.

The object of this game is to have students race to see who can empty the toothpaste the fastest. When ready, signify “go” and time the teams to see who empties all of their tubes the fastest. This can be done all at once or having a series of trials giving prizes to each winner and a cumulative prize for the team with the lowest combined time.

Once they are done, have the teams then pick a player for the final round. The final round’s challenge is to have the players put all the toothpaste back into the tube as quickly as possible.

 **Leader’s Note:** This is obviously impossible. So, let them try for a bit and enjoy the laughs. After a minute stop them.

Prompt: It’s obviously a lot easier to squeeze the toothpaste out of the tube than to put it back in. This game is often used as an illustration to show how it is easier to do something than to undo it. For example, it is easier to say things than it is to take them back. For this lesson, we are going to talk about bullying. One way that people are bullied is through the words we speak.

ACTION (APPROX. 25 MIN.)

Prompt: To begin, let’s define bullying. The dictionary says that a bully is “a blustering, quarrelsome, overbearing person who habitually badgers and intimidates smaller or weaker people.”

Ask: What sticks out in this definition?

 **Leader note:** allow students time to talk about the definition. Help guide the conversation by repeating the definition and keeping them on track. Allow 2 minutes for conversation.

Art Gallery  TT #6

1. Provide students with a pen/marker and several post-it notes.
2. Ask students to write down their answer to “How have you seen people bully others or how have people bullied you?” They can write 1 concise incident/method per post-it. Give students 5 minutes to write these.
3. After 5 minutes, have them post it to the designated wall.
4. Have students read the different post-it messages. If there is one that they have either witnessed or experienced personally, place a checkmark on that note. Give students 5 minutes to review. TT #12

Prompt: It is clear that all of us have either seen bullying or we have been bullied. But, how should we respond to bullying? What should we do about it? There are really three types of people here: those who are being bullied, those who see people being bullied, and the bullies. Bullying can have serious, even deadly, consequences. We have seen numerous examples of this in the last few years.

Ask: What do you think is the central root emotion with someone who bullies? With someone who is bullied? With someone who witnesses bullying? (Allow for students to offer answers to each question.)

Prompt: At the heart of bullying is people who struggle with their sense of self-worth. Those who are bullied are left feeling like they don't matter or their life isn't valuable. Those who watch and don't do anything can be accidentally telling the bullied that they aren't worth saving. And, bullies are often people who don't feel good about themselves so they take it out on others. Where does our worth come from?

Ask (allow for multiple responses after each one):

- [Hold up loonie] How much is this coin worth?
- [Dip loonie in cup of water.] How much is it worth now?
- [Dip loonie in dirt] How much is it worth now?
- Are you sure it's still worth a dollar? After all, it's covered in dirt! [wait for responses]

Prompt: No matter what people do to this coin, the value never changes. Why? [wait for responses and then follow up with the next point]. The reason it doesn't lose value is that its value was set by the person that created the loonie. In the same way, regardless of what anyone will try to say or do to you, your value never changes. The Bible says that God loves each of us just as much as everyone else. When you understand that, then bullies will lose their power.

Separate students based on their favourite season i.e. there should be 4 groups. Give each group a copy of Appendix A. Give them 5 minutes to complete the worksheet. Have each group designate a spokesperson to share their answers with the large group.

💡 TT #14

💡 TT #15

👤 **Leader's Note:** Consider writing down their answers on Recording Paper.

Prompt: Now that we've looked at what we can do differently to help end bullying, I want to spend some time talking about what we do with the hurt that we have already sustained from bullying.

CONSOLIDATE/DEBRIEF *(approx. 15 min.)*

Prompt: The truth is that at some point we have all been bullied. We have all had people make fun of us. We have all been hurt. So, what do we do with it?

Show video.

Ask: What are 2 things this video wants you to understand?

(Answer: 1. Names will always hurt you. Don't for a moment buy the lie that names don't hurt. They do. And they hurt for a long time. 2. People who bully with words or actions were wrong.)

Prompt: Every person that ever made fun of you, hit you, hurt you were wrong. You are worth more than that. God is the one that created you. And God is the one that set your worth. The Bible says that "for God so loves the world that he gave his only son so that whoever believes in Him would not perish." That's not just a Sunday School verse. That's the evidence of the worth God set for you. You are worth enough to let his son die for you.

Have a student volunteer read Philippians 2:2-4.

Prompt: If we value others above ourselves we will keep ourselves from bullying others. It also means that we will step in to protect others from bullying.

Close your time in prayer. Give time for students to pray before you close. And, provide space for students to pray one on one with leaders at the end.

APPENDIX A

- Bible Passage

Philippians 2:2-4

2 then make my joy complete by being like-minded, having the same love, being one in spirit and of one mind. 3 Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, 4 not looking to your own interests but each of you to the interests of the others.

Questions

1. What is the first thing that sticks out to you about this passage?
2. What is the main point of the passage?
3. Verse 3 says we need to value others above ourselves. What does that mean to you when you go back to school?
4. How would bullying be different if we lived out this passage?



TO BE KNOWN, SEEN, AND LOVED

 **Leader Note:** This lesson is meant to be a launch pad for going deeper into the many topics around sex, sexuality, love, marriage, relationship, consent etc. Use it as a base and consider keeping the next meeting open for follow-up discussions.

SPIRITUAL AIMS

Hopefully students will be able to...

- Trust and commit in a healthy relationship
- Progress slowly in intimacy
- Trust that they are loved and accepted by God, and that they don't need to grasp at acceptance through risky relationships in which they haven't built a foundation of trust and commitment

LESSON OBJECTIVES

Students will be able to...

- Talk about how they've built trust and commitment in friendships
- Identify different types and levels of intimacy
- Hear that they can grow intimacy slowly in a relationship
- Hear that God loves and accepts them unconditionally, and that this knowledge is an important foundation for any healthy relationship

PRE-LESSON PREPARATION (IF APPLICABLE)

- Cut-out word square cards in Appendix A (place face down on a table)
- Have "Levels of Intimacy" chart posted backwards on the wall until the time comes to use it in the lesson. Then it can be turned around to see the content

MATERIALS NEEDED

- Large bed sheet, blanket or piece of fabric
- Optional: small prizes (max. enough for each student)
- 1 jar filled with assorted marbles
- A dice
- 1 roll of scotch tape (or similar)
- 1 copy of Appendix A
- Part 1 available for large-group viewing (e.g. on chart paper or projected)
- Part 2 printed and cut into cards (to post on Part 1 image). If you have more than 12 students, make multiple copies so each student has at least 1 card to post.
- 1 copy of Part 3
- 1 paper and pen per student
- Recording paper
- Video projection
- Video clips:
 - Brene Brown idea of 'Marble Jar' (<https://www.youtube.com/watch?v=6442YcvEUH8>) (optional)
 - Analogy of Consent like tea (<https://www.youtube.com/watch?v=fGoWLWS4-kU>)

MINDS ON/ GAME 1 (approx. 5 min.)

Optional: Drop Sheet

1. Divide students into 2 teams.
2. Have 2 volunteers hold a large bed sheet perpendicular to the floor with teams crouching on either side.
3. Each team will silently choose 1 person to move to the front of the sheet.
4. When both teams are ready, the sheet is quickly dropped and the two chosen students try to name the other person before they are named.
5. 1 point goes to the team who correctly named first
6. The game continues to a pre-set number of points.

Once the game is done, have students sit in a circle on the floor for a short debrief.

Ask:

- Did you find naming the other person easy? Hard?
- Who did you find easiest to name? Why?
- What traits or qualities of the person did you notice first? (e.g. answers will probably be physical: the color of their shirt, their face...)

Prompt: We're going to talk later about "being known". A name isn't just something we call ourselves; it's also something deeper – our identity. In the Bible, to know someone by name also meant to know them on a deeper, soul-level. Knowing someone's name and recognizing their face is the start to being truly known.

Deeper Minds On/Game 2 (approx. 12 min.)

Gaze Game

Move to a location where students can sit and have them split into pairs.

1. The goal of this game is to look their partner in the eyes without breaking eye-contact for 2 minutes. They can blink or talk as much as they'd like about whatever (sports, the weather, their favourite movies, etc.), but they must keep eye contact.
2. Even if they break eye contact, to continue for the full 2 minutes; although only the pairs who keep unbroken eye contact "win". Consider having a prize ready for the winning pairs.
3. Optional: Play 2 rounds. In the first round, 1 pair will watch the other pair while they stare. In the 2nd round, switch roles.

Ask:

- Compare this game to the sheet game. What traits or qualities of the person did you notice? (e.g. they may have noticed emotions, small and subtle features in their face, their eye colour...)
- How did you feel? Was this uncomfortable? Comfortable? Why?
- Sometimes the idea of being 'seen' is a metaphor for being 'known'. Have you ever

felt known? What did that feel like? Being known can feel freeing, or it can feel uncomfortable. What's the difference?

 **Leader's note:** The idea of 'trust' and 'developing trust' might come up in this discussion. Brene Brown's image of a marble jar can serve as a good object lesson on what it means to build trust, and why we feel uncomfortable being seen or known by someone with whom we haven't developed trust with.

Option 1: Show video clip "Marble Jar"

Option 2: Marble Jar Object Lesson Game

Prompt: Marbles are earned through small acts/moments, not grand gestures. Building trust is having an accumulation of those small acts/moments.

Give each leader a handful of marbles and have them stand at a distance around a large room.

Explain to students that to get a marble from the leaders, they have to tell the leader an example of an action that would build trust (ie. sharing something personal with a friend, asking questions about other people's personal lives, sharing a secret, affirming someone, giving a compliment, always telling the truth, helping someone etc.).

The leader gives a marble once they have heard an example.

Note: Students cannot give 2 examples to the same leader twice in a row (no consecutive 'tries' with the same leader).

After 3-5mins, the student with the most marbles wins the game and has 'grown' the most trust.

Marble Jar Discussion

Ask:

- If we did the opposite, what actions would you give as 'trust-breaking actions'? (i.e. telling a lie, talking behind someone's back, being mean, telling someone else's secret etc.)
- What kind of examples did you give of 'trust-building actions'? Leaders, what were some of the best actions/examples that you heard?
- What are some things that all these actions have in common?

 **Leader's note:** Lead discussion towards the concept of 'commitment to another person, in relationship'

 **Leader's note:** You may choose to record these on recording paper.

Prompt: In romantic relationships especially, trust and commitment are like 2 sides of the same coin. As trust grows, so does your commitment to that person. And as you make deeper levels of commitment to each other, you become more trusting to be seen and known by each other. This is a process that starts low and grows slow. Even with friends, when we first meet someone we don't trust them to keep our deepest secrets, and our commitment to them isn't the same as our commitment to our oldest best friends.

Ask: Who are your oldest friends? Who are your best friends? What makes you trust that person? What makes you stay committed to that friendship?

Prompt: Commitments start low and grow slow, and one of the biggest commitments you can

make in life is marriage. When it comes to romantic relationships, marriage is the deepest, lifelong commitment that frees us to be fully known by our partner in every way, including sexual intimacy. And God's design for sexual intimacy is in the context of marriage--a relationship He created to give us full life and love with a partner.

Prompt: The Gaze Game may have also been uncomfortable because it was intimate. Do you all agree? There are different kinds of intimacy, and many levels of intimacy – and staring into someone else's eyes may have been a few levels deeper than you were comfortable going with them.

Ask: What types of intimacy can you think of?



Leader's note: Record their answers on recording paper.

Suggested answer: physical, emotional, spiritual, sexual, intellectual

ACTION: (approx. 35 mins):

Interactive Discussion on Intimacy

Show Part 1 of Appendix A.

Prompt: On this chart, we have listed various levels of intimacy and corresponding numbers to explain how low or high our intimacy can get: very low/low/medium/high/very high, or '1-10'...

AND

On this table, we have examples of intimacy on cards, facing down.

Students will select a card and the group will vote which level of intimacy it should be placed on the chart. Students can vote by showing their number with their fingers (i.e. if they vote 6, they show 6 fingers). Take the average and post the card under that level with tape.

Prompt: It takes a long time to develop healthy trust and intimacy – like commitment, beautiful relationships start low & grow slow (low levels of intimacy, slow growth of all the types of intimacy).

This applies to romantic relationships, but also to friendships.

Ask: (have students reflect in their heads, or write on a piece of paper for themselves...)

Think about someone you have built a really good friendship with:

- How much do you trust that person? How did they earn your trust?
- What have you done to earn their trust?
- How much do you know about them? Do you think they know the same amount about you?"
- What have you done to build trust in that friendship?

Prompt: When building trust and commitment in both friendships and romantic relationships, low and slow are the way to go! So many of our actions – from what we wear, who we hang out with, to who we're intimate with – come from a desire to be accepted. A great conversation about a common, nerdy interest – that's a feeling of acceptance. A kiss – that can feel like the other person accepts you. But in relationships, how can someone truly accept you if they don't truly know you? And how can you show them who you really are if you're still developing your identity...if you don't truly know yourself? Unhealthy romantic relationships are often fueled by a desperate desire to feel loved and

accepted. When we skip ahead to deep levels of intimacy without knowing each other or building a foundation of trust - we're setting ourselves up to get hurt and disappointed.

Select 4 students to read the Bible passages in Part 3 OR project the passage one at a time.

After each verse, ask students what level of intimacy they would rate it as with their fingers. This time, ask some to volunteer their reason for their vote.

Prompt: Intimacy isn't just something we have with each other. God knows you very deeply and wants us to connect with him deeply as well. It takes time as well, but this relationship with God, the Bible says, won't leave us hurt or disappointed.

CONSOLIDATE *(approx. 15-20 min.)*

Provide each student with a pen and paper.

Ask (they can respond silently or on paper): Looking at your relationships with other people (family and friends), when in your life have you seen this tendency of skipping ahead to deep levels of intimacy - in yourself, or in your group of friends?

Prompt: The healthiest relationships start with each person really knowing that they're already loved and accepted - by God! When you experience God's acceptance, you don't have to rush into desperate intimacy. You can have the confidence to build a relationship with healthy intimacy - starting low and growing it slow. 'Start Low, Grow Slow'

Ask (students can respond silently or on paper): When in your life have you experienced this feeling that God accepts you - totally and completely?

Read each passage in Part 3 again. Then let there be silence for 2 minutes. 💡 TT #8

Have your leaders by the exit doors. Let students know, as they leave, a leader will be saying an affirming statement to them. Like the Gaze game, it may feel a bit awkward, but invite them to receive the statement in their heart as a Truth from God.

As students leave the room, have a leader to each individual (slowly and genuinely):

"[Name], if nothing else today, know you are loved and accepted by God."

APPENDIX A:

Part 1: Levels of Intimacy Chart

(Blow up and print OR write the same chart on a large piece of paper or whiteboard)

				very high (9-10)
			high (7-8)	
		medium (5-6)		
	low (3-4)			
very low (1-2)				

Part 2: Intimacy Cards

(cut out each card and place face down on a table--each student will choose one for the activity--these will then be used to place on the chart above to visually categorize the levels of intimacy)

Sharing something you wouldn't tell other people	Giving a compliment	Giving a kiss	Sharing eye contact
Having Sex	Giving a book	Praying with someone	Holding hands
Having conversation about a shared interest	Giving a hug	Shaking hands	High Fiving

Part 3: Bible Passages

Psalm 139:1-4

John 15:9

1 John 3:1

Jeremiah 31:3

BODY IMAGE (PART 1)

SPIRITUAL AIMS

Hopefully students will be able to...

- Embrace the reality that God loves us for what is inside our hearts

LESSON OBJECTIVES

Students will be able to...

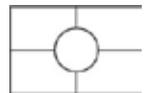
- Define 'body image'
- Verbalize how body image can affect people
- Identify ways that media creates unrealistic expectations of our bodies and the way we look
- Examine how God views us and contrast how that is different from what society teaches us

MATERIALS NEEDED

- 1 magazine per student (group 8 or less) or per 2 students (group larger than 8)
- 1 copy of Appendix A per 18 students
- 1 pad of post-it notes per 10 students
- 2 pieces of chart paper for whole group activities
- 2 pieces of paper for whole group activities
- 1 chart paper per 4 students
- 1 roll of scotch tape (or similar)
- 1 chart paper for every 4 students expected
- 1 marker per student
- Video projection
- Video clip: "Lifehouse Everything" skit (<https://vimeo.com/51565514> OR <https://vimeo.com/49866717>)
- 1 Bible for every 3 students

PRE-LESSON PREPARATION (IF APPLICABLE)

- Prepare and place a chart paper on the wall that has the title "PERFECT" on it.
- Prepare a chart paper that has the title "IMPERFECT" on it. Do NOT place it on the wall beside PERFECT before the lesson starts.
- Post a piece of paper labelled "NO" on one side of the room and a piece of paper labelled "YES" on the opposite side of the room.
- Prepare 1 chart paper for every 4 students in the following format:
- half of the chart papers should read: What messages do women get about their body image?
- half of the chart papers should read: What messages do men get about their body image?



MINDS ON *(approx. 10 min.)*

This Minds On activity is to get youth thinking about the unrealistic images society is putting in front of our faces in regards to body image and what we should look like.

1. Give each student a couple post-it notes and a marker.
2. Ask them to write down characteristics of something/someone that is “perfect”. Have them post it on the applicable chart paper.
3. Put up the chart paper that has the title ‘imperfect’.
4. Ask students to now write down characteristics of something/someone that is “imperfect”.
5. Go over some of the words that are written down, and if need be, ask for clarification on why someone may have suggested that word.

Magazine Search

If your group has up to 8 students, give all participants a magazine. If your group has more than 8 students, have them work in pairs. Give each person (or group, if you have them in pairs) a sticky note and ask them to create a t-chart on it. One side should be labelled “perfect” and the other side labelled “imperfect” (similar to the table below).

 **Leader’s Note:** you may want to do this on the board or chart paper for everyone to see an example).

perfect	imperfect

Over the next 4 minutes, ask them to take a few minutes to flip through and look at the people in the ads. Get them to record with tally marks how many are ‘imperfect’ versus many seem to look ‘perfect’ based off the definitions we just came up with. If they finish their magazine but others are still working away, they can swap it out for a different magazine.

Ask: What ratio did you find in terms of perfect people compared to imperfect people? (You are hoping to get answers that show there are more perfect people in the magazines compared to the imperfect people.)

Voting with Feet

Have students vote “with their feet”. Designate one side of the room as “yes” and the other as “no”. This question allows a continuum so students can stand in between the 2 sides. Remind students that you may ask them to give a reason for their vote.

Ask: Does this ratio of perfect people in the media represent society?

Allow students to find their spot of what they agree with.

Ask if anyone in the “no” category would explain why they do NOT think it represents society.

Ask if anyone in the “yes” category would explain why they DO think it represents society.

Ask if anyone in the middle would explain why they chose to stand in the middle.

Allow students to go back to their original places.

ACTION (approx. 25-30 min.)

Think/pair/share: What is body image?

💡 TT #9

👤 **Leader's Note:** Try to bring the conversation to include that body image isn't just about how we look or what our bodies can do; it also includes our feelings and how we interpret our body's value of what it can do.

Number students off 1-4 (it is good to split up the groups that may have formed with the magazine activity so they are interacting with other youth). Have them sit down in their respective groups (ie. all 1's sit together, all 2's sit in a different area together) and give each student a marker.

Hand out the chart paper that is already sectioned off as suggested in the Pre-lesson preparation and Teaching Tip.

Options for chart paper:

1. What messages do women get about their body image?
2. What messages do men get about their body image?

Placemat

💡 TT #10

Have students each take one section of the chart paper. They are welcome to write in any direction on it answering the question in the middle. They think and write for the whole time without talking. Follow the rest of the instructions in the Teaching Tip.

Bring all groups back together to discuss their findings and what their group found to be the common theme.

Possible answers:

- Messages for women: women should be smaller, and more concerned with their looks
- Messages for men: men should be bigger and stronger, and more concerned with what their body can do

Take the chart paper from one group (for example, from the group looking at women) and swap their chart paper with the group that had the other topic (for example, the men). Have them flip over their pages.

Have them write at the top: How do these images impact men/women and how they feel/act/talk? (depending on which page they now have)

Give them 5 minutes to discuss this and write their answers on the chart paper.

Present briefly to the group what they found.

Ask (could be a reflective/rhetorical question with no answers, or if someone has an answer feel free to have them answer it): Why do we place so much importance on what other people think of us?

Split the group up into 3 (no more than 6 in a group) and have at least one leader in each group (if possible). Note: if you have more than 18 students, you can split them up into even sized groups; just make an extra copy of Appendix A and hand them out evenly.

Groups will be reading through 1 Samuel 16:7, Psalm 139:13-14, 1 Corinthians 6:19-20. Bring it back as a whole group to present their findings. Allow for discussion/questions for the groups.

🕯️ Leader's note: if possible, project or present the verses as each group is presenting so that those that are listening are able to visually see the words as well as listen to the verse. It will hopefully help students process the verses and what the answers are and enrich the conversation.

CONSOLIDATE/DEBRIEF *(approx. 10 min.)*

Option 1:

Show the video clip.

Think/pair/share: Hand out a sticky note per person and have them write down one or two words that they think of while reflecting on that video. Have them turn to a partner, share their word and why they chose that word. Bring it back to the group and ask for people to share.

💡 TT #9

Prompt: Whether you believe it or not at this point, God created you to be who you are, and it is up to you to make that calling your own and live it out in your life. Let go of the self that you have been in the past, make a change, and move forward asking God to guide you and help you with the tough times and choices that you will be faced with. He will always love you, no matter what you look like, what you choose to do or not do. He is a God of mercy and grace.

Option 2: If you do not have video available to you, create a chart for the students to fill in on a board or chart paper that looks like this:

What the WORLD says	What GOD says

Prompt: Using some of the discussion we've had already, or things you are thinking on your own, we are going to fill this chart with adjectives. Adjectives that the world uses to describe people and adjectives that God uses.

Hand out 2-5 sticky notes per person and one marker per student and have them write down words or phrases that could go under either category and when they are ready they can stick them up -- you will probably get duplicates, if this is the case you can suggest that the sticky notes that are similar can go together (instead of them being spread out).

When students are done, take a sharpie marker (or dark black marker) and cross off every single item written under "What the WORLD says". As you do this say...

Prompt: What the world says doesn't matter. When you have a relationship with Christ, you are worthy because he made you in his image. Genesis 1:27 tells us that, "God created mankind in his image, in the image of God he created them." God is an all-knowing and powerful God, who does not look to the outside, but to your heart of who you are.

Close in prayer with the group. Pray that students will be more mindful about the messages they hear about who they are and what they should/shouldn't be. Pray that they will feel your presence and love in times of doubt and struggle.

BODY IMAGE JUNIOR [PART 2]

SPIRITUAL AIMS

Hopefully students will be able to...

- Embrace the reality that God loves us for what is inside our hearts
- Strengthen their relationship with Jesus through an understanding of God's unique and specific design of their body

LESSON OBJECTIVES

Students will be able to...

- Discuss why it's important for each of us to feel good about our bodies
- Show how their personal attitudes and actions can affect how others feel about their own bodies
- Articulate how God views them and what He values in each person
- Produce a list of positive qualities that are valued over their body image

MATERIALS NEEDED

- 1 polished rock per student
- 1 permanent marker
- 1 copy of Appendix A per youth leader
- 1 roll of scotch tape (or similar)
- Video projection
- Video clip: Dove Real Beauty Sketches (<https://www.youtube.com/watch?v=XpaOjMXyJGk>)
- 3-4 post-it notes per student
- 1 writing utensil per student
- 1 chart paper
- 1 Bible per 3 students

PRE-LESSON PREPARATION

- Prepare the polished rocks with words on it "loved", "worthy", "beautiful", "wonderful" and place them in a container
- Prepare the chart paper with the following titles. It can be posted prior to student arrival.

Negative Words	Positive Words

MINDS ON (approx. 5 min.)

This Minds On activity is to get students to see that many people are influenced by body image in different ways. We attempt to start off light and easy but it does dive serious pretty quickly.

Line on the carpet

1. Partner up and stand across the line from each other (about 2 feet from the line).
2. Ask the following questions and have students walk towards the line if they would answer “yes” to that question. Feel free to pick and choose options but keep them in a similar order.
3. Give time for students to reflect on the question, repeating if necessary, and stepping toward the line.
4. They may return to their starting point before the next statement.
5. Begin each line with the following prompt: “Step toward the line if..”

(options for questions)

1. You ate a burger today.
2. You are wearing red clothes.
3. You have ever had a pimple on your face.
4. You have had a bad hair day.
5. You know someone who has been teased because of their size (including height)
6. You know someone who counts how many calories are in their food
7. You know someone who has been on a diet.
8. If the person is a woman or girl, raise your left hand.
9. If the person is a man or boy, raise your right hand.
10. You have ever heard the word “fat” used as an insult.
11. You know someone who feels good about the way they look (including yourself!)
12. You have ever seen ads for diet plans (like Weight Watchers, Jenny Craig, LA Weight Loss, diet pills).
13. If the commercial had a man as a spokesperson, crouch down.
14. If the commercial had a woman as a spokesperson, stand on one leg.
15. You know someone who wants to feel good about themselves as they are right now

Prompt: We all want to feel good about ourselves, but sometimes in this world of social media, models and diets it seems impossible. We are going to examine how we can navigate this cruel and judgmental world.

ACTION (approx. 15 min.)

Show “Dove Real Beauty Sketches” video.

Ask: Why do you think the sketches are so different?

Hand out 3-4 post-it notes to students. Ask them to write down 2 negative words they have heard being spoken about other people (or about themselves) and 2 positive words they have heard. Have them post them on a chart paper or on the board set up like a table/t-chart. If there are similar words/synonyms or duplicates, they can be placed together.

Negative Words	Positive Words
Ex. ugly, unlovable, liar, mean, failure, dumb, ‘a joke’, skinny, fat, stupid,	Ex. beautiful, cute, lovely, wise, smart, witty, athletic, skinny,

Prompt: Many of the words in the negative section are said every day to some people, maybe even to some people in this room. After hearing them for a while, people start to believe that they are true and must be a part of defining who they are, especially if other people are saying it about them.

Hold a river rock (with the word “ugly” on it) over a bucket of water.

Prompt: If I were to throw this river rock into this bucket, let’s say I’m saying to a peer at school that I was mad at, what would happen to the water in the bucket? (allow for some responses but ultimately you are looking for the ‘ripple effect’).

Prompt: Yes, if I say this negative thing to my peer at school, it is going to negatively affect them. It will not only hurt them at that moment in time, but it will probably go home with them that night to their family life, it may be remembered for many years. (Insert a personal experience here - for example, I remember in grade 7 a girl teased me about my personality. She laughed it off saying, “I’m just joking”, but I definitely didn’t take it as a joke. It took me many years to forgive her, and it still is a part of who I am, even though I don’t actually believe it anymore). Words, whether said out loud or written down, last a long time and can have a harmful effect.

Have a student read Romans 12:1-2.



Prompt: This verse is telling us to change the way we think and do. Change the way we think about ourselves and others, change the way we interact with each other to be more positive and looking out for each other’s well-being.

Break students up into small groups. The size of the small group will be dependent on your leader count, as each group should have a leader to help walk them through the discussion time. Have each group find a comfortable spot to discuss, and hand out Appendix A to each group.

 **Leader’s note:** Depending on the length of your evening, it would be beneficial for each individual group to complete the whole Appendix, however use your discretion if you need to give each group one section of the Appendix and then they can report back to the whole group what their discussion was.

CONSOLIDATE/DEBRIEF *(approx. 5 min.)*

Ask (rhetorical): Is there someone you can think of right now, that you know you need to change your words with? Maybe they are a peer in your class, a person in this youth group, or someone you work with, a sibling or family friend. Think about this person and how you need to change your words and actions to better help them see who they really are in God's eyes. Write this person's name in your mind, find a way to remember them in the coming week and

Have a student read Luke 3:22.



Prompt: Don't believe what others tell you, and be careful what you say to others so that they are not being forced to believe lies. God is pleased with who you are, as He made you and loves you no matter what. As you leave, grab into this container and get a rock. This will be your rock to remember that God is with you and loves you no matter what. Remember to be a positive ripple in this world.

Pray for the youth, that they may be positive ripples in the earth as they impact those around them. Pray for anyone who may be feeling a negative ripple from someone else that is impacting their image, that they may feel God's presence and overwhelming love for them as a child of His.

APPENDIX A

A Group 1

Read the following scripture:

1 Samuel 16:7 - But the Lord said to Samuel, "Do not consider his appearance or his height, for I have rejected him. The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart."

Underline the words that society would consider important.

Circle the words that God would consider important.

How are these words different?

Why are they so different?

What does this tell us about God/Christ's view of us?

APPENDIX A

Group 2

Read the following scripture

Psalm 139:13-14 - For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

Why is it important for us to remember God made us?

Why should we 'praise' God for making us? How can that change our perspective?

What does this tell us about God/Christ's view of us?

APPENDIX A

Group 3 -

Read the following scripture:

1 Corinthians 6:19-20 - Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honour God with your bodies.

Why is it important to think of our bodies as being given by God ('we received from God')?

How can we honour God with our bodies? What does that mean?

What does this tell us about God/Christ's view of us?

APPENDIX B

Small Group Reading and Discussion Questions

1. Have someone re-read Romans 12:1-2

“Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.”

Ask:

- What does this mean to you?
- Is it possible for us to be living sacrifices and not follow what the world wants us to be like? Why or why not?
- What can we do in our lives to strive to follow this verse?

2. Have a different person read Philippians 4:8

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”

Ask:

- What is the overall message from this verse?
- What does this mean in today’s world?
- What are some examples of things that are true, noble, right, pure, lovely and admirable?
- What are some examples of things that are opposite of these characteristics?
- What can we do to help us focus on the positive things over the negative things?

3. Have another group member read Galatians 5:22-23*

“But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.”

*forbearance is another word for patience

Ask:

- What is God focussing on in these verses? Why do you think he is focussing on these characteristics?
- Why is it important to know that God looks at our character and not our outward appearances?
- How can that help us manage day-to-day interactions with others in our world?

SOCIAL MEDIA:

What does it look like to follow Jesus in the technological world?

SPIRITUAL AIMS

Hopefully students will be able to...

- Embrace that their identity is found in Jesus Christ
- Identify and live out the characteristics of Christ they are called to represent as Christ followers in all aspects of their lives
- Learn to see themselves and others the way God sees them and allow that knowledge to transform how they interact with those around them
- Be a light and an example to their friends
- Assess their own lives and determine what changes need to be made in order to live more like Jesus
- Gain an understanding of why Jesus is worth following and find ways to actively follow him in their everyday lives
- Practically determine what it looks like to follow Jesus
- Consciously integrate biblical principles into Social Media use

LESSON OBJECTIVES

Students will be able to...

- Identify and assess the pros and cons of Social Media use in the 21st Century
- Develop the ability to analyze personal use of Social Media Platforms
- Develop a deeper understanding of the long and short term implications of Social Media
- Construct an outline of appropriate behaviour for Social Media

MATERIALS NEEDED

- 3 Small White Boards (or clipboard with 5 pieces of paper each)
- 3 White Board Markers (or 3 markers for clipboard option)
- 3 White Board Erasers (not needed with clipboard option)
- 2 Chart Papers per 5 students (or pieces of regular white paper if chart paper is not available)
- 1 Marker per 5 students
- 1 Pen per student
- Min. 1 Scrap paper per student (a regular 8 ½ X 11 piece of paper divided into quarters is an appropriate size)
- 1 small prize
- 1 larger prize that can be shared amongst the winning team (i.e. candy)
- 1 copy of Appendix B
- 1 copy of Appendix C
- 1 copy of Appendix E per leader
- Recording paper

PRE-LESSON PREPARATION:

- Review Appendix A to learn some fun facts about Social Media and youth today

MINDS ON *(approx. 5 min.)*

Ask: In your day-to-day lives, what social media sites are you frequently using? (Allow students to share their responses i.e. Facebook, Instagram, Twitter, Snapchat, etc.)

Prompt: Today I want to test your Social Media skills and see just how much you know about some of your favourite sites. So I'm going to need three people to volunteer to compete in a little trivia challenge.

Choose 3 people to come to the front. Hand each student a whiteboard, whiteboard marker and a whiteboard eraser. Divide the rest of the group into three teams. (Teaching Tip #10) Have each volunteer represent one of these three teams. During the game, the team can help their representative with their trivia answers. (👤 **Leader's note:** Before this game starts, remind students they are not allowed to use their smartphones to help them find any answers.)

Prompt: I am going to see just how well you all know the Instagram world. In my hand I am holding a list of the top 5 most followed Instagram accounts as of May 2017. I am going to ask you who has the fifth most Instagram followers, then who has the fourth most followers and so on and so forth. I will ask you and then give you a few minutes to consult the rest of your team to see if they can help you out. When you think you have the correct answer you will hold your white board facing yourself until I ask you to reveal your answer. Are you ready? Let's get started!

Use *Appendix B* to walk your students through this game.

Prompt: I think it's safe to say that in the world of social media, and especially Instagram, it becomes increasingly important how many followers you have, how many people you're following and how many likes your photos are receiving. Today, I want us to acknowledge that, while that world of likes and followers exists, we want to make sure that we are first and foremost following Jesus and that he likes what he sees and hears from us.

ACTION *(approx. 30 min.)*

Think/pair/share for 2 minutes (1 minute per person): Where does your identity come from? How can you show more of God's heart to the world around you?

💡 TT #9

💡 TT #2

👤 **Leader's Note:** Below are some potential answers your students may have in response to these questions:

- Where does your identity come from?
 - The sports team I am a part of
 - The school I go to
 - The city I am from
 - My family
 - My group of friends
 - My hobbies (dance, sports, reading, art etc.)

- How can you show more of God’s heart to the world around you?
 - Be kind to others
 - Include people who are by themselves
 - Introduce yourself to the new kid at school
 - Volunteer/serve

Prompt: On a Scale of 1-5, 1 being not hard at all and 5 being very hard, how difficult was it for you to answer those questions? (Let students respond. They can either respond by displaying their answer on their hands or you can select a few students to share their answer out loud with the group). Well today I want us to spend some time thinking about some potential answers to those questions.

Have a student volunteer to read Matthew 4:18.

💡 TT #2

💡 TT #7

Ask: What does it mean to follow someone?

(Allow time for students to provide answers)

Prompt: The word “follow” means “to go or come after (a person or thing proceeding ahead); to move or travel behind.” “Follow” essentially means then that you have put something or someone else before you. If that thing is a person and we put them before us it means we are looking at them, that our eyes are fixed there and that we will see everything they do. It means we consider them worth watching and worth pursuing.

Hand out small pieces of scrap paper and pens to students.

Prompt: I want you to think of one person you follow on social media or if you don’t have social media choose someone you would follow if you did. It may be a musician or band, maybe it’s a sports team or a professional athlete, or perhaps it’s a celebrity or political figure.

1. Instruct students to write the name of a celebrity, musician, athlete etc. on their scrap paper.
2. Once they have something written down have them scrunch the paper into a ball.
3. Once everyone is finished instruct them to hold their scrunched up piece of paper in the air and hold it. (Wait until everyone is holding up their scrunched up piece of paper before continuing.)

Prompt: When I say “throw” you need to throw your paper towards me... 3, 2, 1, THROW

Pick up one of the pieces of paper and unfold it. Read aloud the name written on it. Ask who wrote the name and if they would like to share why they want follow that person. Students can choose not to identify themselves or share their reason. Repeat 5-6 more times.

👤 **Leader’s Note:** Multiple students may claim writing down the answer you read aloud. Allow time for each of those students to respond to your next question.

Prompt: I love that we all follow different people for different reasons. I want to remind us that if we have decided to become Christ followers then we have committed to following Jesus for the rest of

our lives. If you haven't yet decided to follow Jesus and you are still figuring out who Jesus is and why he might be worth following I want you to know I'm so glad you've joined us today and as we head into our next activity I want all of us to ask ourselves the same questions.

So why Jesus? What makes him worth following?

1. Divide students into groups of 5.
2. Give each group of students a piece of chart paper and a marker.
3. Have them assign one person to be the writer for their group.
4. Have them pick a different student to be the speaker who will share their answers at the end of their time together.
5. Assign each group a passage of scripture from Appendix C that will highlight an aspect of God's character and have them read the passage together.
6. Using chart paper have students write words, draw pictures or use the paper to create a model or sculpture that depicts the characteristics of God in the passage that make him someone worth following.
7. Allow students 8 minutes to review their passage of scripture. Once time is up, have the speaker read the passage and share which quality or characteristic of God is exemplified in the passage, with the large group.

💡 TT #12

Once their time is up have one student from each group read aloud their groups assigned passage of scripture. Then let each group share which quality or characteristic of God their passage exemplified.

💡 TT #13

As students share write down their answers on Recording Paper.

Ask: What other qualities or characteristics God possesses that make him worth following? (As students share their answers add them to the Recording Paper.)

Prompt: We've concluded then that there are a lot of really great reasons to follow Jesus – He is someone worth following. So now that we know he's worthy of being followed we need to figure out what it looks like to live the kind of lives he wants us to. I want us to think specifically about what kind of lives Jesus would want us to be leading in the world of Social Media. I don't want us to create a list of rules for how we should or should not be using social media but I do want us to create a list of questions we should be asking ourselves when we are using it.

Placemat (💡 TT #10)

Have students brainstorm on the question, "What questions should I be asking myself when using social media?" Follow the placemat format and have each group compile their own top 10 questions they would ask. Have a speaker from each group share their top 10 with the large group. Add their answers to the recording paper.

👤 **Leader's note:** If students are not sure, you can give 2-3 examples from Appendix D.

CONSOLIDATE/DEBRIEF *(approx. 10 min.)*

If you currently have a Small Group structure in your youth group consider using option #1 for your debrief time. If you currently do not have a Small Group structure in your youth group or you have a group of 10 students or less consider using debrief option #2.

Debrief Option#1:

Have students divide into small groups (these may be preassigned groups that meet regularly each week or you may create groups that evening). For these conversations it may be helpful to group females together and males together in order to allow for a more comfortable context for discussion. Ensure that there is one leader per group who can facilitate the conversation.

 **Leader's Note:** Have a hard copy of the questions below printed for your leaders so they can facilitate the conversation effectively.

Prompt: Earlier I asked you to consider two questions and I want us to return to these two questions again as we wrap up. I'm going to divide you into small groups and would love for you to take time wrestling through these two questions:

1. Where does your identity come from?
2. How can you show more of God's heart to the world around you?

Have the leader pray for the group and then dismiss students from their small groups.

Debrief Option #2:

Think/Pair/Share: Have students get into a pair with a partner of their choosing. Ensure everyone has a partner. If there is an odd number of students allow for a group of three.

Prompt: Earlier I asked you to consider two questions and I want us to return to these two questions again as we wrap up. I'm going to ask you to find a partner in the room and ask that you pair up with that person.

Think/Pair/Share: Where does your identity come from? How can you show more of God's heart to the world around you?

 TT #9

 TT #2

 **Leader's note:** The person with the longest hair can share first. Each student will have 5 minutes to share.

 **Leader's note:** As they listen, suggest to students to notice if their partner mentioned something you never thought of or if they have similar answers?

Allow students 10min to share their answers to the two questions in a Think/Pair/Share format. Once the 10 minutes is up ask students, if they are comfortable, to share with the larger group what their partner shared with them. Take 5 minutes to have students share answers.

Pray for the group and then dismiss.

APPENDIX A:

Facebook's Privacy Settings function differently for users under 18 yrs of age compared to adults.

Users under 18 can only get messages from friends or Friends of Friends while an adult user can receive messages from anyone.

Only Friends or Friends of Friends can tag a user under the age of 18 in a post or photo and the Review Setting which notifies you if you are tagged is set to "on" by default on a young users account.

Location sharing is "off" by default for users under 18 yrs of age.

For more information on how to help your students manage Social Media and Technology check out Media Smarts at <http://mediasmarts.ca/digital-media-literacy/general-information>

APPENDIX B:

How Many Instagram Followers

Ask: Who has the fifth most followed account on Instagram?

Allow students time to consult their teams. Have each student reveal their answer. Reveal the correct answer (see 🦋 **Leader's note** below) and award points accordingly.

Continue for 4th most, 3rd most, 2nd most and most followed account.

🦋 **Leader's Note:** At the end of each round be sure to announce the correct answer

Correct answers are as follows:

- #1 Instagram: 223 million followers
- #2 Selena Gomez: 121 million followers
- #3 Ariana Grande: 107 million followers
- #4 Taylor Swift: 102 million followers
- #5 Beyoncé: 102 million followers

Keep track of who has the most correct answers. The winning volunteer and their team will be awarded a prize at the conclusion of the game. 💡 TT

#11

Option 2: If your group is having a hard time identifying the top 5 provide them with a list of the top 10 most followed accounts on Instagram and allow them the opportunity to try to select the top 5 from that list of ten.

The top 10 most followed accounts on Instagram are:

- #1 Instagram: 223 million followers
 - #2 Selena Gomez: 121 million followers
 - #3 Ariana Grande: 107million followers
 - #4 Taylor Swift: 102 million followers
 - #5 Beyoncé: 102 million followers
 - #6 Cristiano Ronaldo: 102 million followers
 - #7 Kim Kardashian West: 100 million followers
 - #8 Kylie Jenner: 94.4 million followers
 - #9 Dwayne “the Rock” Johnson: 87.5 million followers
 - #10 Nicki Minaj: 80.6 million followers
- (This top ten list was updated in May 2017.)

APPENDIX C

Assign groups one of the following passages of scripture (if you don't have enough groups to assign one or two to each group then focus on the first five passages).

 **Leader Note:** You can simply read aloud the verses of scripture assigned to each group or if you would like you can pre-type the verse references and students can be handed a hard copy.

Say: I'm going to assign each group a passage of scripture that will highlight an aspect of God's character and I want you to read the passage together and then write down on your chart paper the characteristics of God in that passage that make him someone worth following.

1. John 4:8- Love
 - *"Whoever does not love does not know God, because God is love."*
2. John 3:17 – Saviour, Redeemer
 - *"For God did not send his Son into the world to condemn the world, but to save the world through him."*
3. Genesis 1:1 – Creator
 - *"In the beginning God created the heavens and the earth."*
4. Hebrews 13:8 – Constant
 - *"Jesus Christ is the same yesterday, today and forever."*
5. Psalm 18:30 – Perfect Protector
 - *"As for God, his way is perfect; The Lord's word is flawless; he shields all who take refuge in him."*
6. John 14:6 – Life, Truth
 - *"Jesus answered, I am the way and the truth and the life. No one comes to the Father except through me."*
7. Isaiah 41:10 – Strength, Righteousness, Helpful
 - *"So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand."*
8. Philippians 4:7 – Peace
 - *"And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus."*
9. Isaiah 40:28 – Everlasting
 - *"Do you not know? Have you not heard? The Lord is the everlasting God, the Creator of the ends of the earth. He will not grow tired or weary, and his understanding no one can fathom."*

APPENDIX D

Below is a list of helpful questions we should be asking ourselves before we post or comment on Social Media.

1. Am I angry?
2. Am I battling jealousy or discontentment?
3. Do you hide through Social Media?
4. Do you use Social Media as a platform to vent/complain?
5. Am I using Social Media as a platform to promote myself?
6. Do you use Social Media to boost or inflate your ego?
7. Do you use it for connection with others instead of attention from others?
8. Is Social Media being used as a weapon or a tool?
9. Do we use it for justice or for revenge?
10. Do we use it for public shaming?
11. Is what we are posting kind?
12. Is what I am about to post a moment to protect?
13. Is Social Media the first thing you turn to when you wake up?
14. Is Social Media the last thing you look at before bed?
15. Do you experience anxiety when you are not on Social Media?
16. Does Social Media make you a healthier and happier person?
17. Am I spending more time on Social Media than with people?
18. Do you value your online interactions more than your face to face interactions?
19. Is the kind of person people see on Social Media the same person people see when they see you in real life?
20. Is this the best use of my time?
21. Does this help me serve another person?
22. Are you accurately representing yourself as a person through Social Media?
23. Is what you are posting appropriate? Would you want your parents to

see it? Would you want Jesus to see it?

24. Is Social Media your Master?

25. Is Social Media an avenue through which you are glorifying God?

26. Is it causing you to sin?

27. Consider who you have chosen to follow and interact with online. What is coming onto your feed and into your mind and heart every day?

28. Social Media [1] isn't just a part of our lives anymore, it has become a platform through which we live our lives and as Christians we've committed to living lives that reflect Jesus. So are you reflecting Jesus in the things you post and say online?

Wow! Fantastic questions...great for adults to consider too ;)

APPENDIX E

DEBRIEF QUESTIONS

OPTION 1

1. Where does your identity come from?
2. How can you show more of God's heart to the world around you?

THE MESSAGE OF CHRISTMAS:

God Loved, So He Gave!

SPIRITUAL AIMS

Hopefully students will be able to...

- Appreciate the Christmas message
- Personalize and internalize the message of Christmas
- Respond to the message of Christmas by personally accepting the gift of Jesus and/or re-committing their lives to Jesus

LESSON OBJECTIVES

Students will be able to:

- Retell the Christmas story in their own words
- Identify which scriptures reveal the message of Christmas
- define the message of Christmas
- Discuss the importance of the message
- Reflect on how the message of Christmas relates to them
- Choose how to respond to the message

MATERIALS NEEDED

- Min. 1 slip of paper per student
- 1 small container, box or Santa hat
- 1 candy or small token per student
- 3 small gift boxes
- Wrapping paper
- 1 roll of scotch tape (or similar)
- 1 blank sheet of paper per 3 students
- 1 copy of Appendix A
- 1 copy of Appendix B per student
- Optional: 1 copy of Appendix C per 4 students
- Recording paper
- Video projection
- Video clip: Christmas LEGO video (<https://www.youtube.com/watch?v=xyhPDMS5VB0>)

PRE-LESSON PREPARATION

- Wrap 3 gifts containing a token or candy.
- Place the wrapped gifts at the front of your meeting space where students will see them.
- Keep the other unwrapped candy or token hidden from the students for later.

MINDS ON: (Approx. 10 mins.)

This activity will help students articulate how they feel about the tradition of getting and giving gifts.

- Instruct the students to write their names on a slip of paper and place it in the hat or container.
- Draw 3 names and have those students stand near the gifts.
- Whoever's name was drawn first, gets to pick a gift first and then the second, then the third. Students may pick any gift they'd like, but they CANNOT open the gift yet.



Leader's Notes: Keep the hat and the remaining names handy as you will need to use them again.

Prompt: As you all know, a big part of the Christmas season, and possibly the favourite part for some of you, is the tradition of getting gifts. But, Christmas is also a time of giving gifts.

- Have the students draw 3 new names from the hat.
- Let the new set of students open the gifts.
- **Ask** the first set of students: Describe what it felt like when you thought you were getting a gift and then when you had to give it up.
- **Ask** the other students: How did you feel when you knew you weren't going to a gift?
- **Ask** all the students: Would you say that I'm a good gift giver? Why or why not?

Prompt: Today we're going to talk about someone who is the ultimate gift giver. His gift is not limited to a few, he gives it to everyone. The beauty of this gift is that once you have it, it can never be taken away. This gift has more worth and value than anything we could ever get from anyone else, or that we could ever give to anyone else. This gift also has a special message attached to it. Let's find out more. Actually, before we do that, I think you should all get a present too.

Pass around the box and tell students to take one. Give the same token to all the students.

ACTION: (Approx. 25 mins)

Prompt: This gift was given a long, long time ago and was packaged rather uniquely. Perhaps you already have some idea about what it is and who gave it. Let's spend some time exploring our ideas.

Option 1: Christmas Storyboard

- Divide the students into groups of 3. ( **Leader's note:** you can also allow students to work in pairs or individually at your discretion.)
- Have each group recall as many events around the Christmas story as they can and illustrate the events on their storyboard. Remind them their drawings don't have to be fancy; they can use stick figures if they'd like. Students can use Appendix C as a reference if needed.
- When they are finished, have the groups share their storyboards with everyone.

Option 2: Christmas Role Play (For smaller groups, or for those who like to act.)

- Have the group or a representative from the group re-tell the story as if they were a news reporter, interviewing characters from the Christmas story.

 **Leader's note:** For either option, ensure they are recalling based on their own memory, not using any other reference (e.g. Bible, internet search, etc.).

After the activity is complete, gather everyone into the large group.

Prompt: Let's compare what you recall as the Christmas story. Note which parts you got right and which parts were not accurate.

Option 1: Show "LEGO Christmas video".

Option 2:

Have a student volunteer to read the Bible passage from Appendix A or from the following Bible passages:

- 1) Luke 1:26-31
- 2) Matthew 1:18-21 & 24
- 3) Luke 2:4-6
- 4) Luke 2:6-7.
- 5) Luke 2:8-12
- 6) Luke 2:13-14
- 7) Luke 2: 15-16
- 8) Matthew 2:1-2 & 9-12

 TT #13

Option 3: If possible, have someone pre-record the Bible passages and play it instead of reading it live.

Ask: Who is the ultimate gift giver is and what the ultimate gift is?

(Answer: The ultimate gift giver is God and the ultimate gift is his son, Jesus.)

- Write John 3:16 and Matthew 1:21, on Recording Paper.
- Have students read them altogether, or ask if anyone would be willing to recite John 3:16.

Ask: Why did God send Jesus as a gift to the world?

(Answer: God sent his son, Jesus into the world to save us.)

Ask: What did Matthew's passage says that Jesus will save his people from?

(Answer: Their 'sins.')

Ask: What is sin?

 **Leader's Notes:** If need be, discuss what sin is and how it keeps us from having a right relationship with God. (Romans 6:23 & Romans 3:23) This is essential for students to understand, so they can really grasp the personal meaning of why Jesus came. Help the students see that sin separates us from God because God is Holy and perfect and we are not; and we can never be, as well as the fact that sin also requires a punishment. One definition of sin is one's decision to act contrary to God's will i.e. following their own way and not God's way since he created everything.

Have the students think about a time when they got caught doing something they shouldn't have been doing.

Ask: What happens when you do something really bad and your parents, or teachers find out? Do they just say, "That's ok." What is more likely to happen?

(Answer: You get a consequence or are punished.)

Prompt: Because God is perfect, he needed someone to take the punishment for our sin...Jesus did that. God sent Jesus to earth as a baby. Jesus grew up and taught people about God's love and God's ways. Then, Jesus suffered and died on a cross. Jesus said he would take the punishment for our sin on himself. Jesus took our place. Jesus paid the punishment for you and for me.

Ask: What does John 3:16 say God will give to all those who believe in what Jesus taught and did for them?

(Answer: Eternal life. Because of the gift of Jesus, we are forgiven for the wrongs we have done and we can now have a close friendship with God even after we die.)

Ask: What do you think about Jesus taking the punishment of sin for you? How does that make you feel?

 **Leader's Notes:** Be sensitive, not everyone will be eager to answer. Let it sit with them...that's okay.  TT #17

Prompt: The ultimate gift giver is God and the ultimate gift is Jesus. God gives this gift to anyone who would take it...and the awesome part is, unlike earlier, when we were giving and taking away gifts, when you accept the gift of Jesus, it can never be taken away from you. It's yours forever! It's the true message of Christmas, but the world tells us all kinds of different messages about the meaning of Christmas.

Think/Pair/Share: What does society (through TV, media and other sources) say that the meaning of Christmas is or should be?

 TT #9

(Possible answers: gather with family and friends, support the less fortunate, give money to local charities, vacation times, or exchanging gifts.)

Give each student a copy of a copy of Appendix B.

 **Leader's Notes:** Students can work alone, or with a partner. Remind the students to keep the answer to themselves, so that everyone has a chance to complete the puzzle.

 TT #12

- Before giving the answer to the puzzle, read 1 John 4:9-10. TT #18
- **Ask:** Why did God give us the gift of Jesus? (Answer He loves us.)

Prompt: What was the answer to your puzzle? God Loved, So He Gave! That's the message of Christmas. God is the ultimate gift giver. Jesus' life is the ultimate gift. And together they form the true message of Christmas. God Loved, so He Gave.

CONSOLIDATE/DEBRIEF *(Approx. 5 mins)*

Prompt: The message of Christmas is so clear now. God Loved, so He Gave! God wants you to believe and accept the Christmas message and the gift. God loves you so much that he sent Jesus to die for you, so that you could have a right relationship with God and live for all eternity with him. You can accept it, consider it further, or you can reject it. It's up to you.

Prompt: Underneath the message of Christmas that you decoded, I want you to write, "Now What?" beside "God Loved, So He Gave!" We're going to spend a few minutes in silence and I want you to answer that question, "Now What?" What are you going to do with this message? You can write your thoughts on the back of the paper, or you can just think about it in your mind and heart. Let this be a personal time of commitment between you and God.



Leader's Notes: Let the students know that you or others are available to talk more with them about today's lesson.

Give the students a few minutes to reflect. Close this time in prayer.

APPENDIX A

Matthew 1:26- 32 (The Message)

26 In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to the Galilean village of Nazareth 27 to a virgin engaged to be married to a man descended from David. His name was Joseph, and the virgin's name, Mary. 28 Upon entering, Gabriel greeted her: Good morning! You're beautiful with God's beauty, Beautiful inside and out! God be with you. 29 She was thoroughly shaken, wondering what was behind a greeting like that. 30 But the angel assured her, "Mary, you have nothing to fear. God has a surprise for you: 31 You will become pregnant and give birth to a son and call his name Jesus. 32 He will be great, be called 'Son of the Highest.'

Matthew 1:18-21 & 24 (The Message)

18 The birth of Jesus took place like this. His mother, Mary, was engaged to be married to Joseph. Before they came to the marriage bed, Joseph discovered she was pregnant. (It was by the Holy Spirit, but he didn't know that.) 19 Joseph, chagrined but noble, determined to take care of things quietly so Mary would not be disgraced. 20 While he was trying to figure a way out, he had a dream. God's angel spoke in the dream: "Joseph, son of David, don't hesitate to get married. Mary's pregnancy is Spirit-conceived. God's Holy Spirit has made her pregnant. 21 She will bring a son to birth, and when she does, you, Joseph, will name him Jesus - 'God saves' - because he will save his people from their sins." 24 Then Joseph woke up. He did exactly what God's angel commanded in the dream: He married Mary.

Luke 2:1-18 (The Message)

1 About that time Caesar Augustus ordered a census to be taken throughout the Empire.

2 This was the first census when Quirinius was governor of Syria. 3 Everyone had to travel to his own ancestral hometown to be accounted for. 4 So Joseph went from the Galilean town of Nazareth up to Bethlehem in Judah, David's town, for the census. As a descendant of David, he had to go there. 5 He went with Mary, his fiancée, who was pregnant. 6 While they were there, the time came for her to give birth. 7 She gave birth to a son, her firstborn. She wrapped him in a blanket and laid him in a manger, because there was no room in the hostel. 8 There were shepherders camping in the neighborhood. They had set night watches over their sheep. 9 Suddenly, God's angel stood among them and God's glory blazed around them. They were terrified. 10 The angel said, "Don't be afraid. I'm here to announce a great and joyful event that is meant for everybody, worldwide: 11 A Savior has just been born in David's town, a Savior who is Messiah and Master. 12 This is what you're to look for: a baby wrapped in a blanket and lying in a manger." 13 At once the angel was joined by a huge angelic choir singing God's praises: 14 Glory to God in the heavenly heights, Peace to all men and women on earth who please him. 15 As the angel choir withdrew into heaven, the shepherders talked it over. "Let's get over to Bethlehem as fast as we can and see for

ourselves what God has revealed to us.”¹⁶ They left, running, and found Mary and Joseph, and the baby lying in the manger.¹⁷ Seeing was believing. They told everyone they met what the angels had said about this child.¹⁸ All who heard the shepherders were impressed.

Matthew 2:1-2 & 9-12

1 After Jesus was born in Bethlehem village, Judah territory - this was during Herod's kingship - a band of scholars arrived in Jerusalem from the East. 2 They asked around, "Where can we find and pay homage to the newborn King of the Jews? We observed a star in the eastern sky that signaled his birth. We're on pilgrimage to worship him. 9 Instructed by the king, they set off. Then the star appeared again, the same star they had seen in the eastern skies. It led them on until it hovered over the place of the child.

10 They could hardly contain themselves: They were in the right place! They had arrived at the right time! 11 They entered the house and saw the child in the arms of Mary, his mother. Overcome, they kneeled and worshiped him. Then they opened their luggage and presented gifts: gold, frankincense, myrrh.

APPENDIX B

Carefully follow the instructions to uncover the “Message of Christmas.”

Do **NOT** strike out any words that are **CIRCLED**.

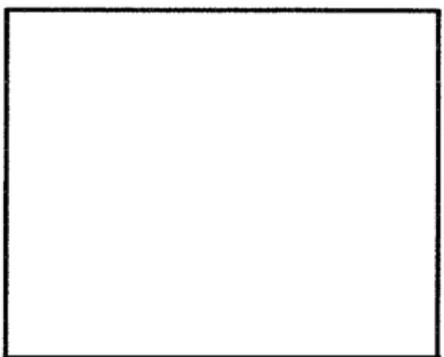
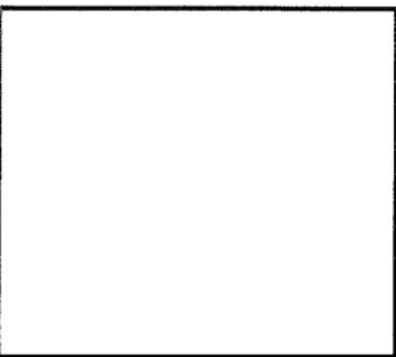
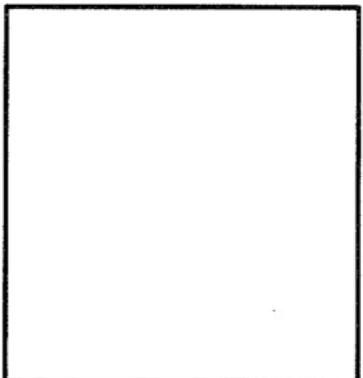
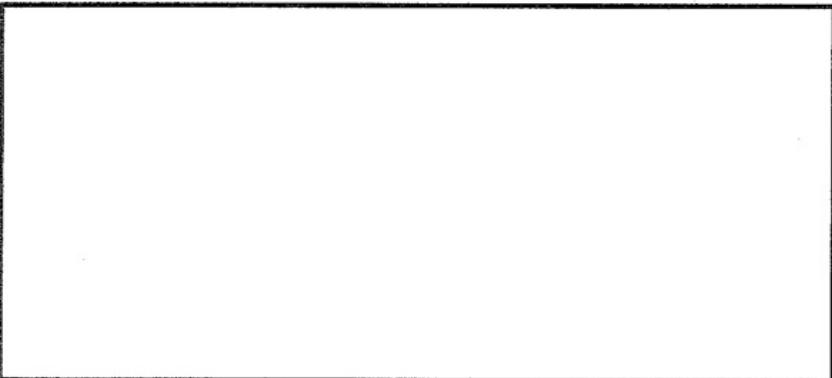
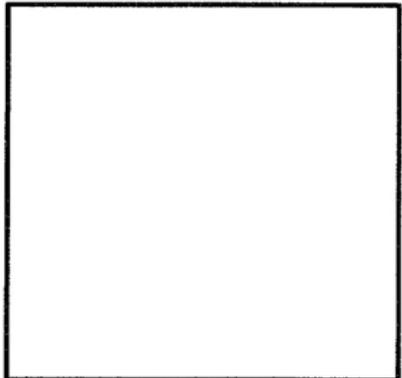
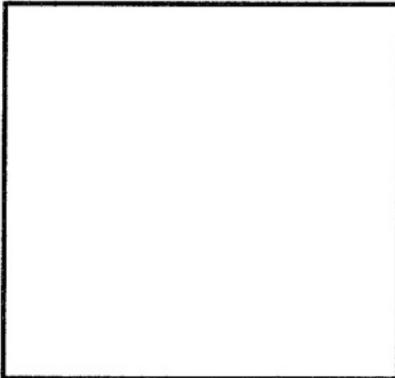
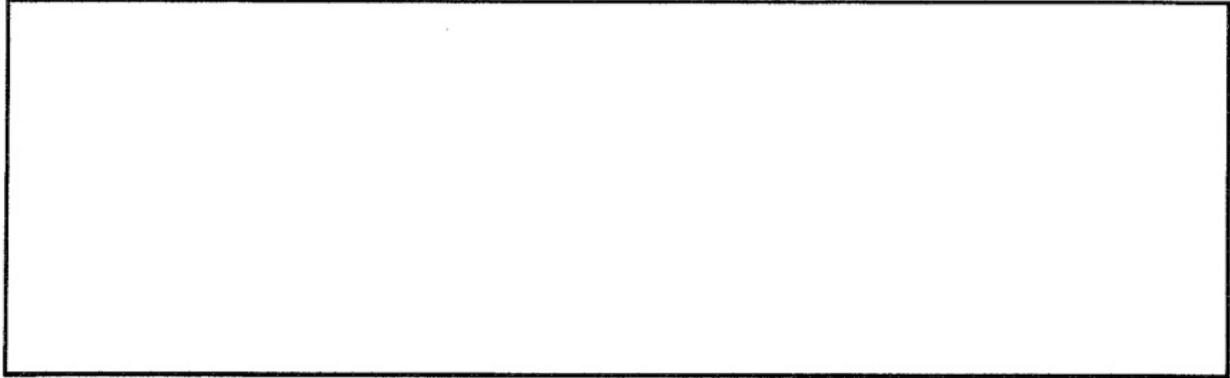
1. Strike out words that have more than 5 letters.
2. Strike out words that have the letters T, W, F, B in it.
3. Strike out words that begin with a vowel.
4. Circle words that have the letter G in it.
5. Strike out words that have the vowel “I” in it.
6. Circle words that begin with the letter L.
7. Strike out all words in the third row.
8. Circle 2 letter words.
9. Strike out words that start with the letter S.
10. Fill in the spaces below with the circled words.
11. Using the circled words, put them in the right order.

“For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.”

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— —
— — — — — !

APPENDIX C

Christmas Storyboard





ILLUMINATE
REVEALING THE GREATEST HOPE

WALKING THROUGH EASTER:

Experience Thursday to Sunday

SPIRITUAL AIMS

Hopefully students will be able to...

- recognize God's love for them in a new or deeper way
- grasp that the practice of communion is honouring God's love for us in community with one another, as we recognize our brokenness and need for Jesus

LESSON OBJECTIVES

Students will be able to...

- explore the significance and meaning of Christ's crucifixion and resurrection
- experience the Easter journey through the emotions of 'Thursday'; 'Friday', 'Saturday', and 'Sunday', culminating in a communion experience

MATERIALS NEEDED

- 1 copy of Appendix A
- 1 copy of Appendix B
- 1 copy of Appendix C
- 1 copy of Appendix D
- 1 copy of Appendix E per 22 students
- 1 Water basin (alternative: 1 spray bottle)
- 1 cloth/towels per student
- 1 roll of Masking Tape
- 1 pillow/chair per student
- Optional: background music (for "Friday", "Sunday" set-ups)
- Min. 5 Post-it notes per student
- 1 Pen per student
- Optional: 1 flashlight
- Optional: 1 paper or small journal per student
- Decorations (battery tea lights, balloons, streamers—all optional—whatever you already have)
- Snacks or a meal ready to go with place settings, cutlery and drinking cups
- Min. 1 Bible
- 1 bowl of juice
- 1 piece of bread per student

 **Leader's Note:** Have enough extra leaders to have one present in each space as students move to each station to keep students on track and facilitate what happens in the space if needed.

PRE-LESSON PREPARATION *(Approximately 30-60 minutes of set-up):*

- To prime your own heart and reflect on the journey towards Easter, consider reading Brian McLaren's article (<http://www.patheos.com/blogs/brianmclaren/2015/04/the-uprising-begins-an-easter-sunday-reflection/>)

Below is a quick overview of how to set up the space and how long each “day section” should take:

	Thursday Space	Friday Space	Saturday Space	Sunday Space
1 Evening, 3-4	Room #1	Room #2	Room #3	Room #4 (or room #1 transformed)
Different Spaces	(approx 40 mins)	(approx 20 mins)	(approx 20 mins)	(approx 40 mins)

- *Set up the 4 spaces/stations* (representing Thursday, Friday, Saturday, and Sunday) prior to your students arriving.
- *Place masking tape arrows on the ground* between the stations so students know where to go/which station is next. They can simply follow the directions on the ground.

 **Leader's Note:** If possible, wait to transition the 1st space into the '4th' space after Space 1 is finished to help spatially connect Thursday (foot washing) to Sunday (communion). This will require a volunteer(s) to set up Space 4 while the group is in Space 2 & 3. Alternatively, all 4 spaces can be set-up prior to students arriving

Space 1: THURSDAY - See appendix C.

1. Set-up a circle of chairs (1 chair per student)
2. Prep a basin with water and a cloth and have towels for drying feet (you could even ask students to bring a towel to the lesson that day).
3. Optional: have a 'misting' spray bottle for kids who are not comfortable having their feet washed.

Space 2: FRIDAY - (suggested: situate in your church's sanctuary) - See appendix B.

1. Have the focus be on a cross, at the front of your sanctuary. If there is no cross, consider taping the shape of a cross onto the wall with masking tape.
2. Set out pillows to make floor-sitting comfortable, or chairs set up in a circle (if moving through in pairs, only a few seating options necessary, if moving as a group, have enough seats for everyone).
3. Consider playing soft music in the background.
4. Set out post-it notes and pens available for each student at the base of the cross.
5. Place the “Friday words” at the base of the cross. Post the scripture and reflection at eye-level with the cross on the wall (from Appendix B).

Space 3: SATURDAY - Empty room - See appendix C.

1. Dim the lights, if possible, and empty the room. (Consider moving everything out of a room the students know, for greater effect.)
2. Have students stand or sit in chairs set up in a circle.
3. Have silence (no music).
4. Scatter the “Saturday words” in the centre of the circle on the ground, or, paste them to walls and have students’ chairs face away from the centre, still in a circle (or stand in a circle facing away from centre) to observe the words.
5. Have Saturday scripture and reflection questions handy for the leader to read. (If room is quite dark, set flashlight nearby for reading.)

Space 4: SUNDAY - Party room/Hallway leading to room - See appendix D.

1. Cut out and tape the words and scripture on the hallway walls leading to the party room.
2. Set up tables in a large square with a space in the centre, or one long table for a meal or snack.
3. Set out snacks or have meal ready to go before the journey starts.
4. Decorate with celebration in mind (electric tea lights, streamers, balloons, or other ‘party’ decorations)
5. Have fun music to help create a celebratory atmosphere.
6. See appendix E for words that can be taped under each person’s chair in the party room. You’ll want to create partners out of people who find the same word, so do the math and make sure there are enough pairs of words for everyone to have a partner during the meal and discussion time.

 **Leader’s Note:** This lesson is meant to be communicated equally (if not more than) through space and actions, as well with words. Be intentional about the way you set up each of the 4 spaces representing the ‘Thursday, Friday, Saturday, and Sunday’ of Easter. If possible, keep students from seeing the spaces until the designated time in the meeting, or include only a few in helping you to set them up—it might be a good mentoring opportunity.

Leader suggestions

- Give kids small booklets to write responses/prayers/thoughts throughout the journey.
- Have empty seats at the table in the ‘party’ room—who will you invite to the banquet? (Who in your life is suffering like Friday? Who is lonely like Saturday? How can you show them that Jesus is alive – is with them in those places?)

MINDS ON - ‘STAND UP IF YOU...’ (approx. 10 mins.)

This is a fun game to start the lesson, or weekend, and to get students comfortable in the first Thursday space.

In the circle of chairs, with 1 less than the number of people; the extra person starts in the middle. They call out “Stand up if you... [have a brother]”, after which every student [with a brother] must find another chair. The last person who can’t find a chair is now “it”, and calls out the next “Stand up if you... [like pizza, took the bus today, can’t whistle etc]”. Students may not sit in either chair immediately next to their previous chair, or sit back down in the same chair they were just in.

ACTION: SPACES 1-3 (approx. 70 min.)

Remain in the ‘Thursday’ space with all the students. Pre-choose one of the options below so you can communicate the plan clearly.

Option 1: students move through the Friday and Saturday spaces in pairs or small groups. In this Option, have students sit next to their partner/group in the Thursday space. As you wash their feet, send the pair/group off before beginning to wash the next student’s feet. If you choose this option, have leaders present in each space to facilitate and instruct students as they enter the different spaces.

Option 2: the whole group moves together through the stations. Depending on the size of the group, you may still choose to split the students up into small groups at each space, or to work through the reflective questions together as one large group.

Prompt: Today we’ll be doing an interactive journey to help us to understand Easter and what each of the days of Easter represent. (If Option 1: ‘We will all eventually meet at the last station to share some food. As we send off pairs, follow the arrows so you know which station to go to next.’) In the 2 following spaces, you’re asked to stop, look at the words in the space, read the scripture, reflection, and questions out loud (alternating, if you’d like), then silently reflect or share with your partner/group before moving on to the next station. But for now, we start our Journey on Thursday, when Jesus washed his disciple’s feet...

Space 1: Thursday (See Appendix A)

Have a few students volunteer to read John 13:2-17.

Ask: What did it mean for Jesus to wash his disciple’s feet?

Wash (or ‘mist’) the feet of each student, drying their feet with a towel and saying “Just as Jesus humbled himself to help others, so you too are invited to humble yourself to help others”.



Leader’s note: Some students can choose not to participate in this task.

Afterwards, release students in pairs, or move as a group to Space 2.

Space 2: Friday: (See Appendix B)

Have students reflect on the posted words, read the provided statements and questions, and discuss in pairs/small groups or answer on their own in writing or in thought.

At the end of this station, invite students to take a post-it note and write one word that spoke to them most from this station and stick it to the cross before they leave.

Afterwards, release students in pairs, or move as a group to Space 3.

Space 3: Saturday: (See Appendix C)

Stand in the circle facing inward or outward to observe the words. If in a large group, have the leader or student read the scripture and/or reflection and have a minute of quiet before moving onto Sunday. If in pairs, the students can read to scripture and reflection to one another and take a moment in quiet before moving on to Sunday.

When completed, release students in pairs, or move as a group to Space 4. Remind them that they will start to see words in the hallway as they travel to space 4. They can choose a word that they like on the way and re-post it onto the wall in the celebration room.

Space 4: Sunday (See Appendix D)

This space is the destination at the end of the ‘journey’, and represents a celebration of Christ’s resurrection, and an invitation to go be like Christ in the world (through the ritual of communion).

 **Leader’s note:** Have music playing, and food/drink available for students to munch on while they’re waiting for everyone to arrive. Students can just chat, or a casual game can be played--you choose.

Once all the students have arrived, have a student read the following scripture (with excitement!):

Luke 24:1-8

Invite students to a few call-and-response: “He is risen!”, “He is risen indeed!”

Feel free to stay here for a few minutes so students can enjoy the snacks.

CONSOLIDATE/DEBRIEF *(approx. 40 min.)*

Have students look under their chair and sit beside the person who has the same word as them. This is a fun activity, and will mix the group into new pairs, different than the journey partner

Prompt: As we leave soon, we’re invited to continue the Journey. A journey that all started on Thursday, when Jesus gave the disciples a meal with a whole new meaning...”

Have a student volunteer to read 1 Cor. 11:17-26, 33.

 TT #7

 TT #13

Prompt: In John’s telling of the Last Supper he focuses on Jesus washing his disciples feet, and the other Gospels focus on Jesus giving his disciples bread and wine. These are both symbolic actions. This means that Jesus was trying to teach the disciples something through his acting like a servant. And to teach them something through the metaphor of life-giving food and comparing it to his coming actions of self-giving love on the cross.

It wasn't just about cleaning the disciples' dirty feet because they were dirty, it was also about leading by example and showing them that to follow is to serve. It wasn't just about meeting the disciple's hunger and thirst, it was also a ritual that would remind them, every time they ate a meal, that to follow Jesus is to deny themselves and serve.

Ask: What do the foot-washing and bread-giving have in common? (serving one another etc)

 **Leader's note:** Read or tell these stories in your own words (or, even consider having a guest story-teller come in to share these stories with the group in a dramatic way):

Matthew 9:9-12 (Jesus eats with sinners)

Luke 14:1-14 (Jesus at a Pharisee's House)

John 2:1-11 (Jesus turns water into wine)

Ask: (feel free to adapt these questions to suit your group)

- Who did Jesus feast with? (everyone)
- What did he do at feasts? (healed, offended, turned water into wine)

Communion

Prompt: We're going to do an ancient ritual together called Communion. Communion was originally a meal, and Jesus asks us to remember him any time we eat and drink.

Ask: What do we remember about Jesus?

(Answer: He showed us what God's love is like: Thinking of others first, Forgiving, Including people that most people ignore or don't like.)

Prompt: Communion is also about accepting God's love and acceptance for you. Lastly, communion is an invitation to imitate Jesus' love, by 'inviting others to the banquet'; showing inclusive self-giving love & acceptance. If you accept God's love for you as Jesus showed us, and want to imitate that love, I invite you to take a little bread, dip it in the cup, and eat it.

Serve communion to each student, saying "Just as Jesus loved and forgave others, so you too are invited to show God's love and acceptance to others".

 **Leader's note:** Depending on your tradition, communion may not be a good option. You can remove the cup and use this as an "agape meal". The implications are similar: those who take the bread are publicly signifying that they recognize Jesus as their primary source of dependence.

Pray to close end of the lesson.

APPENDIX A:

THURSDAY

Scripture:

John 13:2-17 (Jesus washes his disciples feet)

The evening meal was in progress, and the devil had already prompted Judas, the son of Simon Iscariot, to betray Jesus. Jesus knew that the Father had put all things under his power, and that he had come from God and was returning to God; so he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.

He came to Simon Peter, who said to him, "Lord, are you going to wash my feet?"

Jesus replied, "You do not realize now what I am doing, but later you will understand."

"No," said Peter, "you shall never wash my feet."

Jesus answered, "Unless I wash you, you have no part with me."

"Then, Lord," Simon Peter replied, "not just my feet but my hands and my head as well!"

Jesus answered, "Those who have had a bath need only to wash their feet; their whole body is clean. And you are clean, though not every one of you." For he knew who was going to betray him, and that was why he said not everyone was clean.

When he had finished washing their feet, he put on his clothes and returned to his place. "Do you understand what I have done for you?" he asked them. "You call me 'Teacher' and 'Lord,' and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. Very truly I tell you, no servant is greater than his master, nor is a messenger greater than the one who sent him. Now that you know these things, you will be blessed if you do them.

APPENDIX B:

FRIDAY

Words displayed:

Cut apart and post—consider printing 2-3 copies so the words are repeated in the space

BETRAYAL
LOSS
SUFFERING
SIN
BROKENNESS

Scriptures:

Choose one or all scriptures--do what's best for your group. Print and post in the best spot or suggested spots in setup instructions.

Psalm 32:3-7

When I kept silent, my bones wasted away through my groaning all day long. For day and night your hand was heavy on me; my strength was sapped as in the heat of summer. Then I acknowledged my sin to you and did not cover up my iniquity. I said, "I will confess my transgressions to the Lord." And you forgave the guilt of my sin. Therefore let all the faithful pray to you while you may be found; surely the rising of the mighty waters will not reach them. You are my hiding place; you will protect me from trouble and surround me with songs of deliverance.

Luke 23:33-34:

When they came to the place called the Skull, they crucified him there, along with the criminals—one on his right, the other on his left. Jesus said, "Father, forgive them, for they do not know what they are doing." And they divided up his clothes by casting lots.

Mark 15:33-38: *At noon, darkness came over the whole land until three in the afternoon. And at three in the afternoon Jesus cried out in a loud voice, "Eloi, Eloi, lema sabachthani?" (which means "My God, my God, why have you forsaken me?"). When some of those standing near heard this, they said, "Listen, he's calling Elijah." Someone ran, filled a sponge with wine vinegar, put it on a staff, and offered it to Jesus to drink. "Now leave him alone. Let's see if Elijah comes to take him down," he said. With a loud cry, Jesus breathed his last. The curtain of the temple was torn in two from*

top to bottom. And when the centurion, who stood there in front of Jesus, saw how he died, he said, "Surely this man was the Son of God!"

Reflection and questions: Print and post together. Place post-it notes below the cross with pens.

Reflection:

One way to define Sin is to 'miss the mark' – like in archery: aiming for the bullseye but failing to hit it.

Another way to define Sin is 'dehumanization' – treating someone as less-than-human, and failing to show them the dignity each and every human deserves (yourself included).

We all have experienced messed-up things in the world. We have all been treated as "less than human" at some point, and we have all failed to show another person the dignity they deserve as a creation of God.

Questions:

1. How does it feel to know that Jesus also suffered betrayal, pain and loss?
2. What does the crucifixion of Jesus say and mean to you today?
3. Jesus asked God to forgive the people who hurt him – is there anyone you've hurt who you can offer forgiveness to?
4. God offering that same forgiveness to you – is there any way you've 'missed the mark' that you'd like to confess to God?

APPENDIX C:

SATURDAY

Words displayed:

Cut apart and post—consider printing 2-3 copies so the words are repeated in the space

GRIEF
FEAR
LONELINESS
DISAPPOINTMENT
DOUBT

Scriptures:

Choose one or all scriptures. Print and post in the best spot or suggested spots in setup instructions.

Ecc. 1:1-2:

The words of the Teacher, son of David, king in Jerusalem:

“Meaningless! Meaningless!” says the Teacher.

“Utterly meaningless! Everything is meaningless.”

Psalms 88:3-14:

I am overwhelmed with troubles and my life draws near to death. I am counted among those who go down to the pit; I am like one without strength. I am set apart with the dead, like the slain who lie in the grave, whom you remember no more, who are cut off from your care. You have put me in the lowest pit, in the darkest depths. Your wrath lies heavily on me; you have overwhelmed me with all your waves. You have taken from me my closest friends and have made me repulsive to them. I am confined and cannot escape; my eyes are dim with grief. I call to you, Lord, every day; I spread out my hands to you. Do you show your wonders to the dead? Do their spirits rise up and praise you? Is your love declared in the grave, your faithfulness in destruction? Are your wonders known in the place of darkness, or your righteous deeds in the land of oblivion? But I cry to you for help, Lord; in the morning my prayer

comes before you. Why, Lord, do you reject me and hide your face from me?

Reflection:

Feelings like Fear, Loneliness, Disappointment, Grief, and Doubt are part of everyone's life – and we find them in the Bible too.

Have you ever asked “Where are you, God?”

The day after Jesus died, the disciples had no idea what to do. Their world had come crashing down, and it seemed like all their hopes and dreams were dead.

Can you identify with them today? This would be like your favourite teacher or role model dying, and you just don't know what to do.

Doubting God's love or even God's existence isn't wrong; it's part of the journey.

Take a moment to allow yourself to feel emptiness, doubt, disappointment, and fear, and don't try to explain them away. But keep open to the possibility that God is bigger than your biggest fear, disillusionment, or sorrow.

APPENDIX D:

SUNDAY

(Hallway or stairs leading to party room)

Words displayed:

Cut apart and post—consider printing 2-3 copies so the words are repeated in the space on the walls of the hallway. These words can also be written on post-it notes and students can collect the words that stand out or speak to them personally. (maybe add some balloons in this hallway for effect)

SURPRISE
WONDER
AWE
CELEBRATION
EXCITEMENT

Scripture:

Luke 24:1-8:

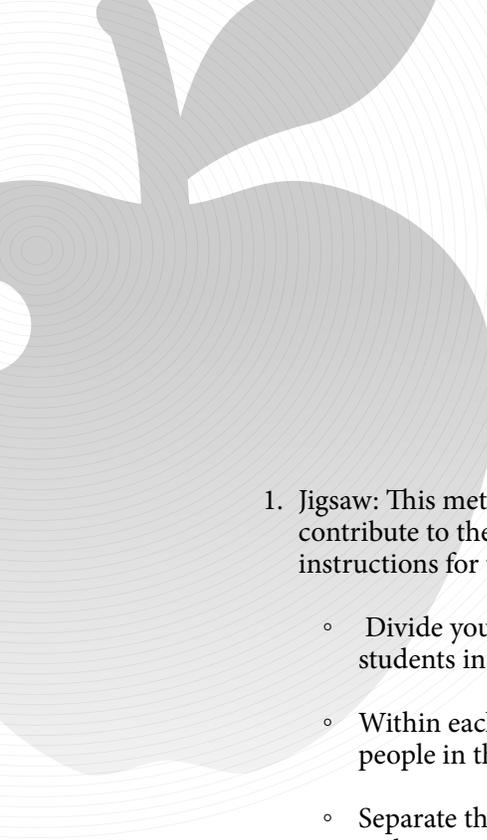
On the first day of the week, very early in the morning, the women took the spices they had prepared and went to the tomb. They found the stone rolled away from the tomb, but when they entered, they did not find the body of the Lord Jesus. While they were wondering about this, suddenly two men in clothes that gleamed like lightning stood beside them. In their fright the women bowed down with their faces to the ground, but the men said to them, “Why do you look for the living among the dead? He is not here; he has risen! Remember how he told you, while he was still with you in Galilee: ‘The Son of Man must be delivered over to the hands of sinners, be crucified and on the third day be raised again.’” Then they remembered his words.

APPENDIX E

PARTY ROOM/COMMUNION:

Print the chart and cut the words apart to paste them under the party room chairs so there are enough to have the group split into pairs based on the matching words. Add your own celebratory words if there are not enough here for your group.

Party	Party
Celebration	Celebration
Joy	Joy
Resurrection	Resurrection
Right	Right
Good	Good
Justice	Justice
Peace	Peace
Reconciliation	Reconciliation
Whole	Whole
New	New



TEACHING TIPS

1. 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:
 - Divide your students into the number of groups requested with equal number of students in each (e.g. 4 home groups).
 - 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.)
 - 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.
 - After the applicable time, regather students based on their home groups. They will complete the task for the home group.
2. If you are assigning different passages to different students or a series of questions, posting/ projecting them during that activity provides a point of reference.
3. During an activity, you can determine how much time groups need to prepare. If a set time is not listed in the lesson, judge how much time is necessary to complete the task. Give a 2-minute warning so groups know when to wrap up the activity.
4. After an activity that requires volunteers, always have the group thank the volunteers after the activity is complete.
5. Changing physical location and position can open our imaginations to ideas we wouldn’t have thought of before (also great for tactile and spatial learners).
6. 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.
7. Having multiple people (i.e. 2-3) read the same passage allows for reinforcement of the content with different voices and includes a wider number of participants.
8. Have silence can be an uncomfortable experience for some people. Before doing so, let students know when it will be happening and how long it will happen for. Remind them that you will definitely end the time of silence and encourage them to enjoy it even if it is uncomfortable.
9. Think/pair/share: there are usually two common occurrences: a. Nobody talks first. You can pre-determine who will go first by adding the instructions “the person with the longest hair goes first”, or “the person with the most red on goes first.” b. One person dominates

the allotted time and the second person does not get a chance to speak. You can solve this problem by calling out at half time – “now change, and the other person speaks”. This method uses the following steps:

10. Students should be in pairs (you can decide how students will be paired up).
11. Each student reflects on their answer to the given question.
12. Students share their answer with their partner.
13. Each student should be ready to share their partner’s answer with the large group.
 - Placemat: This method uses the following steps:
 - Divide the large group into equal #s (between 3-5) in each small group. E.g. if you have 21, divide them into 7 groups of 3. If you have 15, divide into 3 groups of 5. (With prime #s i.e. 7, 11, 13, 17, etc., you will need to have 1 group with 1 less or 1 more person.)
 - On a large chart paper, have them draw a circle in the middle and divide the rest of the paper so that each person has 1 section of the paper in front of them.
 - In the first round, give students 3 minutes to write their answers to the given question. There is no talking at this point. (You can adjust the time accordingly).
14. In the subsequent rounds (e.g. if there are 4 people, there are 3 remaining rounds), turn the sheet so that the adjacent person’s answers are in front of you. Students have 1 minute to comment on those answers with a check-mark in agreement, an X in disagreement, or other comments or ideas based on those answers. (Students do not need to reiterate what they wrote originally in that section.)
15. Repeat step 4 until each person has reviewed everyone else’s answers.
16. Give students 5 minutes to consolidate all their answers into 1 summary statement or into a top 5 list (depending on what the given question is).
17. Have a spokesperson share their group’s final answer with the large group.
18. Consider bringing some small prizes for students that get the right answer!
 - As a task ends, with one minute remaining, regain the group’s attention. Ask students if they have completed their task or if they need more time. If more time is needed then ask students how much time they need to complete it and provide them with more time.

- Some students are very willing and able to read publicly. Others (whether because of their reading level or fear of public speaking) may need some lead-time to prepare. If you're asking a student who's not as comfortable, give him or her the passage to read ahead of time. Consider using a translation or paraphrase that will be easily understood by your group (e.g., the Message). With passages that are length (i.e. more than 3 verses), consider having the students participate in the reading. Have volunteers agree to read 1-2 verses at a time.
- When dividing groups, determine if the size of the group is appropriate for the activity e.g. if the group is reviewing a Bible passage, groups should be no bigger than 5 people. You can further divide groups and have them accomplish the same task.
- If there is a discrepancy in whether the sizes of the groups are not equal (e.g. one group has 2 people, the other has 6), you can choose to reassign students to another group.
- Some questions can seem easy to answer. Develop the answer further by having them justify/prove their answer with other facts. You can also play "devil's advocate" and challenge their answer. If you do plan to do that, brief your students that you are indeed playing "devil's advocate"; otherwise, they may feel you're attacking them personally.
- When discussing as a large group, remind students that you will acknowledge who's turn it is to share and they should be respectful of the person talking.
- For a more contemplative atmosphere, you may want to have 1 person read the passage slowly while students sit quietly in a space on their own and listen. You could also provide a written copy for them to read while the passage is being read. You could also turn off part of the lights.



**CANADIAN
BAPTISTS**
of Ontario
and Quebec

416-620-2946
cboqyouth@baptist.ca
cboqyouth.ca

