

**LIFE
LABS**

We love because God first loved us.

1 JOHN 4:19

HOW DO I KNOW I'M SIGNIFICANT?

**LEADERS MATERIAL
PART 1**

ALL^{of} US

LIFE LABS 2025 | TERM 1
SALVOS YOUTH AND YOUNG ADULTS



TOPIC OUTLINE:

In the first half of the term, we will explore the truth that God loves us and made all of us significant. We are all unique individuals and God made us unique for a purpose. God can use people in our lives to remind us of our significance and worth, and we can help others realise their significance and worth.

In the second half of the term, we will explore how we can respond positively to mistakes, disappointments, criticisms, or times when we feel like we don't fit in. Through it all, God loves us, and these experiences don't diminish our worth. We can move forward and thrive, knowing that we never stop being loved, accepted and valued by God.

LIFE LABS

In the first half of the term, we will explore the truth that God loves us and made us all significant.

LIFE LABS 1: How do I know I'm significant? (page 4)

Purpose: The purpose of this session is to help young people explore what helps them feel significant.

Scripture: The Scripture (1 John 4:8b-11a) teaches us the Good News that we are significant because God's love is for all of us.

LIFE LABS 2: What is unique about all of us? (page 10)

Purpose: The purpose of this session is to help young people identify ways in which they are unique.

Scripture: The Scripture (Psalm 139:13-16) teaches us the Good News that God made us unique for a purpose.

LIFE LABS 3: Who are the people who help us feel significant? (page 14)

Purpose: The purpose of this session is to help young people identify people in their lives who help them feel significant.

Scripture: The Scripture (Philippians 1:3-8) explores the Good News that God can use other people to remind us of our God-given significance.

LIFE LABS 4: How do we help others feel significant? (page 19)

Purpose: The purpose of this session is to help young people explore things they can do to help others feel significant.

Scripture: The Scripture (John 13:4-17) explores the Good News that all of us can help others feel valued and important.

LIFE LABS 5: What if I don't fit in? (page 24)

Purpose: The purpose of this session is to help young people reflect on the experience of not fitting in.

Scripture: The Scripture (Galatians 3:27-29) explores the Good News that all of us find belonging and acceptance in the Kingdom of God.

LIFE LABS 6: What if I don't feel good enough? (page 29)

Purpose: The purpose of this session is to help young people consider voices that help them feel good/bad about themselves.

Scripture: The Scripture (Jeremiah 1:5-6 and John 4:5-9) explores the Good News that we don't have to be perfect to be valuable to God.

LIFE LABS 7: What if things don't go to plan? (page 35)

Purpose: The purpose of this session is to help young people acknowledge the experience of disappointment when things don't go to plan.

Scripture: The Scripture (Genesis 37:18-28, 36 and 45:4-8) explores the Good News that there is a bigger picture, and God often surprises us by bringing something positive out of disappointment.

LIFE LABS 8: What if I make mistakes? (page 40)

Purpose: The purpose of this session is to help young people recognise that mistakes are a natural part of life. They don't define us, and we can move forward.

Scripture: The Scripture (Luke 23:24, 39-43) explores the Good News that God sees the best in us, gives us a fresh start, and loves us no matter what.

APPENDIX – ACTIVITY SESSIONS

INTRODUCTORY ACTIVITY SESSION (page 44)

For the first session of the term, you can take the opportunity to welcome the young people back and introduce them to the theme. Rather than a structured Life Lab session, the material explores some activities you could do that are fun, will connect the young people, and help introduce the ideas we'll look at in Life Labs. For example, in this session, you can help young people explore the idea of significance through activities like a Weird Talent Show, Team games night or Board game night.

REFLECTION ACTIVITY SESSION (page 45)

The activity session provides an opportunity to reflect on the topic idea in a session less structured than a Life Lab. You can use the ideas to create a fun and social session that will help develop the topics. For this topic, you could explore the idea of significance by holding a movie night, scavenger hunt or escape room.

SPEAKER BRIEF (page 46)

The speaker brief provides the outline of a short Good News message to share with young people. The message will connect with young people's experiences of longing to feel significant. Using the Scripture (1 John 4:8b-11a) we explore the Good News that we are significant because God's love is for all of us.

ACKNOWLEDGEMENT OF COUNTRY

At the start of each session, acknowledge the Country and Traditional Owners of the land your group is gathering on. Below is a template you could use.

"Today we meet on _____ Country.

We acknowledge the Traditional Owners of the lands and waters from which we've all come or crossed over to arrive here today. We commit ourselves to being voices of reconciliation."

HOW DO I KNOW I'M SIGNIFICANT?



HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

SESSION OUTLINE

Purpose: The purpose of this session is to help young people explore what helps them feel significant and to reflect on the Good News that we are significant because God's love is for all of us.

Game: The *Gold Star Challenge* game gets young people to experience being publicly rated and rewarded for achievements.

Activity: The *Sources of Significance* activity helps young people to reflect on the things that help them feel significant.

Scripture: The Scripture (1 John 4:8b-11a), explores the Good News that all of us are significant because we are loved by God.

EQUIPMENT NEEDED FOR THE SESSION:

- ☐ Enough balloons for every participant (with some spares)
- ☐ Large sheet of butcher's paper (or whiteboard)
- ☐ 100 gold star stickers
- ☐ Packet of Blu tack
- ☐ Colour printed copies of the 'Sources of Significance – Coloured Strip' document, cut into strips (one per participant).
- ☐ Whiteboard marker or felt tip marker
- ☐ An envelope for each participant

READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

We all want to feel significant – to know we're valuable and that we matter. But it's easy to question our worth.

We might see our peers winning trophies, acing exams, or shining in sports. They seem to have something that makes them special and interesting – but what about us?

Or we might feel we don't have anyone to talk to. Without someone who listens and cares, we can start to wonder if our story really matters.

Social media offers a pathway way to get noticed – with positive comments and reactions helping us feel valued, but the feeling fades fast, leaving us wanting more.

As young people, we sometimes feel like our opinions don't matter. We get shushed, pushed to the side, and brushed off as 'just kids'.

So where can we find significance? How do we know that we matter?

How do I know I am significant?

As a way to begin thinking about this, let's play the 'Gold Star Challenge' game.



PLAY THE 'GOLD STAR CHALLENGE' GAME

EQUIPMENT:

- ☐ Enough balloons for every participant (with some spares)
- ☐ 100 gold star stickers

- The aim of this game is to collect as many gold stars as possible.
- Explain to the group that you will give them a series of challenges and will award gold stars to those who perform best.
- Challenge 1: *First person to blow up a balloon.* [Give 3 stars to the person who finishes first, 2 stars to the person who finishes second, 1 star to the person who finishes third].
- Challenge 2: *Balloon waddle.* Participants place a balloon between their knees, race across the room and touch the wall, then come back again, without dropping their balloon. If their balloon falls to the ground, they need to start again. [Give 3 stars to the person who finishes first, 2 stars to the person who finishes second, 1 star to the person who finishes third].
- Challenge 3: *Balloon stomp.* Each participant ties a balloon to one of their ankles. When you say 'go', participants need to stomp on and pop someone else's balloon, while avoiding getting their own balloon popped. [Give 3 stars to the last three people still in at the end].
- Count who got the most stars and reward them with a prize.

How did you go with the game? How did you feel when you received a gold star?

What things are like 'gold stars' in our lives – making us feel significant or valuable?

DO ACTIVITY AND DISCUSS QUESTIONS

(15 min)

HOW TO DO THE 'SOURCES OF SIGNIFICANCE' ACTIVITY

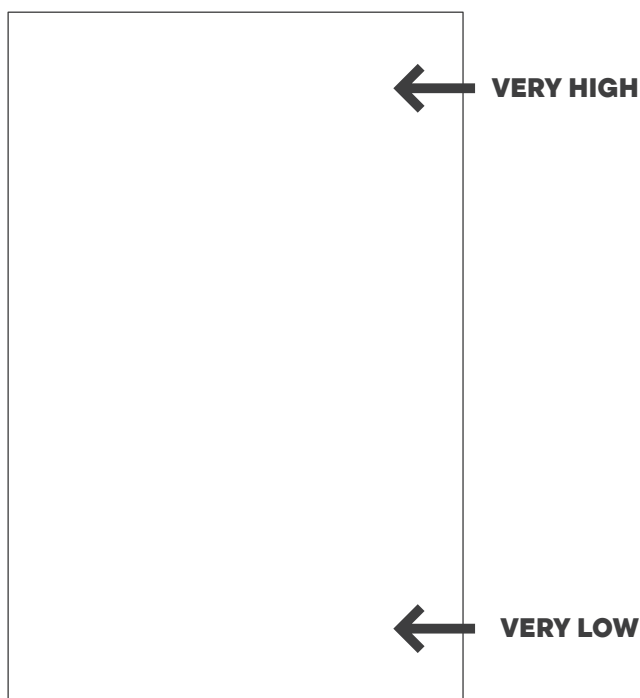
LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

EQUIPMENT:

- ☐ Large sheet of butcher's paper (or a whiteboard)
- ☐ Packet of Blu tack
- ☐ Colour printed copies of the 'Sources of Significance – Coloured Strip' document, cut into strips (one per participant).
- ☐ Whiteboard marker or felt tip marker
- ☐ An envelope for each participant

- Give each young person an envelope with a set of colour-coded strips inside.
- Draw the following picture on the whiteboard or butcher's paper:



- Say, "In your envelopes, you will find a bunch of things that can help people feel significant. I want you to look at the pieces of paper and think about how much impact each thing has on how important and valuable you feel."
- When participants have decided, they will stick the strips in the right spot on the shared chart, using Blu tack.
E.g. If having friends makes you feel significant and you would question your worth if you had no friends, put 'Friends and Family' toward the top of the chart.
If you don't have any social media accounts and don't feel tempted to, put 'Social media' near the bottom of the chart.
- Remind participants there are no right or wrong answers.

FAME/POPULARITY
SKILLS/ACHIEVEMENTS
BEING A KIND AND GENEROUS PERSON
HAVING A PURPOSE
MY CULTURE OR RELIGION
WEALTH
SOCIAL MEDIA
FRIENDS AND FAMILY

FAME/POPULARITY
SKILLS/ACHIEVEMENTS
BEING A KIND AND GENEROUS PERSON
HAVING A PURPOSE
MY CULTURE OR RELIGION
WEALTH
SOCIAL MEDIA
FRIENDS AND FAMILY

DISCUSS THE ACTIVITY

How did you go with the activity? Were you surprised by anything?

What patterns do you notice across our answers? Were people's answers similar or different?

How often do you feel significant? What happens if people don't feel significant?

Do you think we are looking for worth in the right places? Why or why not?

In the group material: What does 'significance' feel like? Draw a picture or write some words.



READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

GOD IS LOVE

1 John 4: 8b-11a (ERV)

God is love. ⁹This is how God showed his love to us: He sent his only Son into the world to give us life through him. ¹⁰True love is God's love for us, not our love for God. He sent his Son as the way to take away our sins.

¹¹That is how much God loved us, dear friends!

DISCUSS THESE TOPIC QUESTIONS

*What do you think about what we just read?
How do you think it might relate to the question,
'How can I feel significant?'*

*What does it feel like when someone loves us
and puts us first? How can it affect our sense
of significance?*

*Have you ever felt confident that God loves you?
What was that like?*

*How can we remind ourselves of God's love and draw
our significance from him, rather than other places?*

NOTES ON THE SCRIPTURE FOR FACILITATORS:

- Love describes the very character and heart of God. He is so rich in love and compassion that it can be described as his very being.
- In Verse 9, we are reminded that God doesn't just say he loves us, he has *shown* his love by making the biggest possible sacrifice for us. This is love.
- When we read "us" in these verses, we can be confident the writer means "all of us". We see this in John 3:16 when John says, "Yes, God loved the world so much that he gave his only Son, so that everyone who believes in him would not be lost but have eternal life."

READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

We all want to feel significant – to know we're valuable and that we matter. But it's easy to question our worth.

We may feel like we lack special talents or like no-one is interested in us. Being told to stay quiet or feeling overlooked because of our age can intensify these feelings of insignificance. Social media might offer fleeting moments of validation, but those feelings rarely last.

With all of this going on, how do I know that I matter? How do I know I am significant?

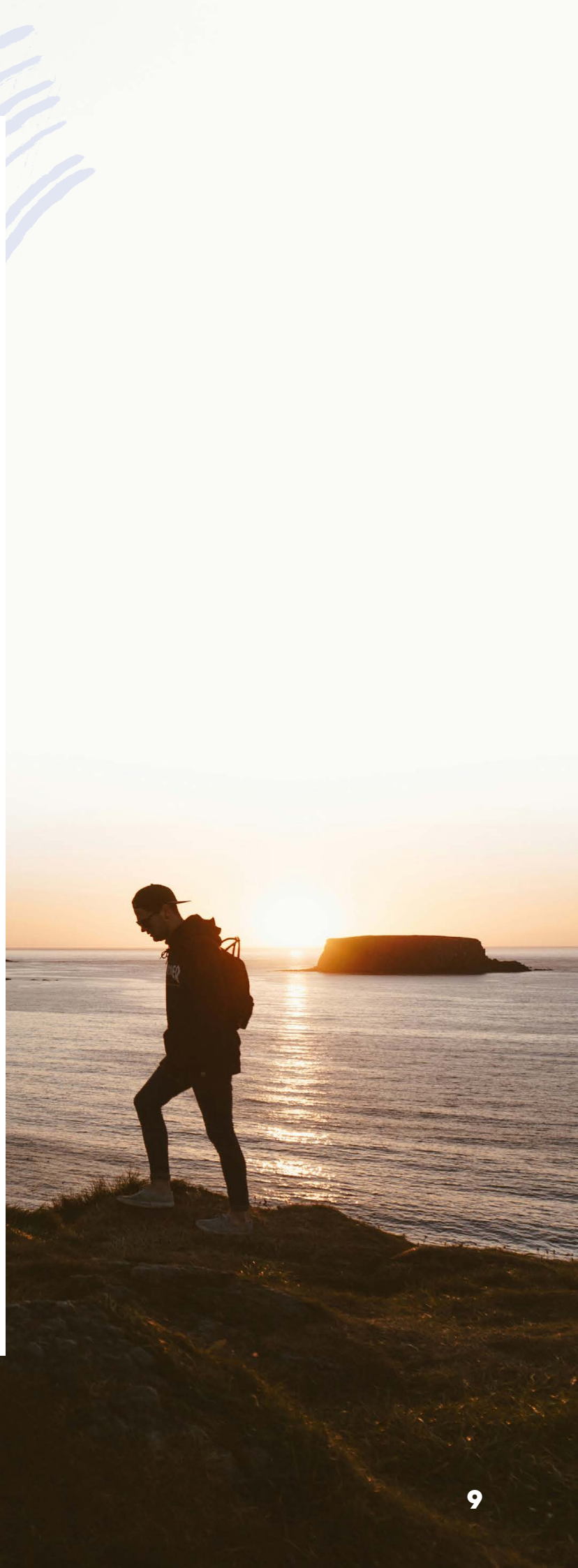
The Good News is that all of us are deeply loved by God. His love never changes, and it is for everyone. We can feel confident that we are significant, knowing we are loved by the creator of the universe.

I am significant, and so are you, because God loves all of us.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION



WHAT IS UNIQUE ABOUT ALL OF US?

HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

SESSION OUTLINE

Purpose: The purpose of this session is to help young people identify ways in which they are unique and to explore the Good News that God made us unique for a purpose.

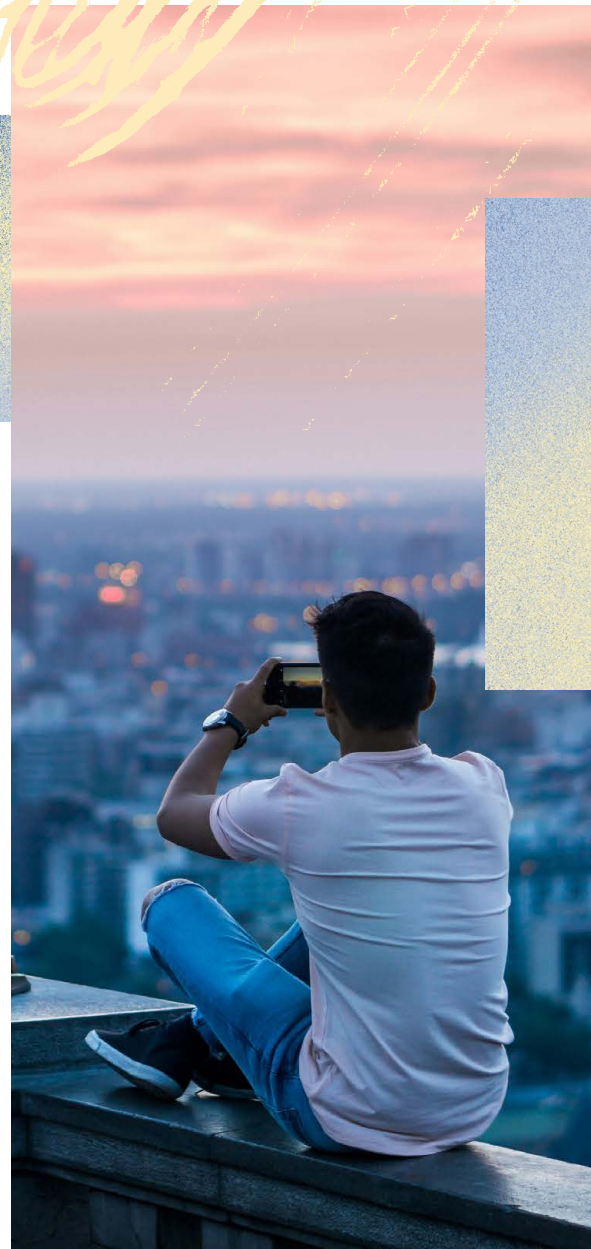
Game: The *Silent Line Up* game gets young people to identify how their qualities, experiences and preferences differ from those of other group members.

Activity: The *Personalised Crocs* activity helps young people identify things about themselves that are unique.

Scripture: The Scripture (Psalm 139:13-16) explores the idea that we are wonderfully and uniquely made, and that God knew us before we were born.

EQUIPMENT NEEDED FOR THE SESSION:

- ☐ Scissors
- ☐ Glue
- ☐ Pens / coloured pens



READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

We all long to feel special – to be noticed and recognised as interesting and unique.

Some people do this without even trying – they might be great at music or sport or be popular and outgoing. People notice their talents and praise them for them. It's easy to feel uninteresting or mediocre by comparison.

If we feel like there is nothing special or exceptional about us, we can start to question our significance. This can crush our confidence and sense of self-worth. We might withdraw socially or avoid trying new things.

In a world full of 8 billion people, are we really all interesting and unique?

What is unique about all of us?

As a way to begin thinking about this, let's play the 'Silent line up' game.

PLAY THE 'SILENT LINE UP' GAME

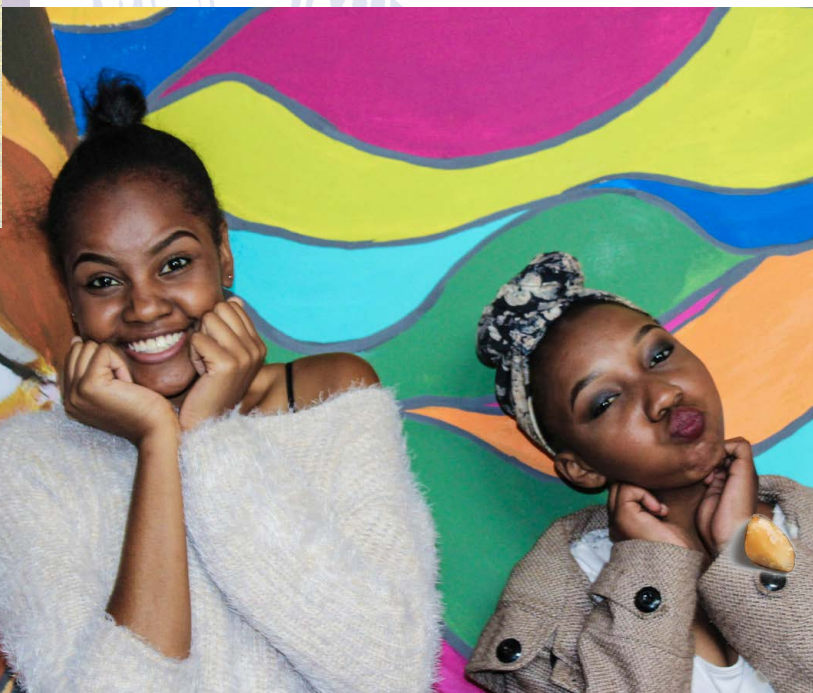
- A leader calls out an option from the list below, and the group must line up accordingly.
- The group must stay silent the whole time, but they can communicate using hand gestures.
- If someone speaks or makes a sound they are out until the next option is called out.
- Feel free to add extra options that are relevant to your group.

Line up options:

- Tallest to shortest
- Biggest feet to smallest
- Earliest wake up time to latest on a Saturday
- Spiciness level in food from most to least
- How far away you live – from furthest away to closest
- How much you like chocolate – from most to least
- [Own choice].

How did you go with the game? Were you surprised by anyone's answer?

What is something new you learned about someone?



DO ACTIVITY AND DISCUSS QUESTIONS

(15 min)

LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

HOW TO DO THE 'PERSONALISED CROCS' ACTIVITY

EQUIPMENT:

- ☐ Scissors
 - ☐ Glue
 - ☐ Pens / coloured pens
 - ☐ Group material
- Each person is given the group material with both 'Crocs activity' pages
 - Choose and cut out 'charms' (also known as 'jibbitz') that represent something about you. Glue them onto the Crocs page. The charms you choose could represent anything about your experiences, personality, culture, likes/dislikes, or something else. Feel free to be creative!
 - There is also a space for you to design your own
 - For each charm you choose, write down how it represents you as a person e.g. 'The ear represents that I am a good listener.'

DISCUSS THE ACTIVITY

How did you go with the activity? How easy was it to find charms that represented you?

Did you find that others had the same charms as you? Did it mean the same thing for them?

What is something that you put on your Crocs or wrote that is unique to you?

How do you express your uniqueness in your life?

In the group material: Croc Charm Page and Empty Croc Shoes page



READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

GOD MADE ME

PSALM 139:13-16 (ERV)

You formed the way I think and feel.

You put me together in my mother's womb.

¹⁴ I praise you because you made me in such a wonderful way.

I know how amazing that was!

¹⁵ You could see my bones grow as my body took shape,

hidden in my mother's womb.

¹⁶ You watched my body grow there.

In your book you wrote about all the days planned for me before any of them happened.

DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read?

How do you think it relates to the idea of us all being unique?

Verse 13 says, 'You formed the way I think and feel'. What does this mean to you? Do you usually think about your personal traits in this way?

Why do you think God chose to make everyone different?

What difference would it make if everyone treated each other like we are 'wonderfully made'?

NOTES ON THE SCRIPTURE FOR FACILITATORS:

- This psalm is written by a king named David. David is expressing wonder over the thought that God knows every person in a deep, personal way. Our unique qualities are not accidental – God put thought, care and love into them before we were even born.
- In a time when pagans thought their gods were hostile and didn't care about those who worshipped them, David highlighted that the true God cares enough to be concerned about the littlest details, thinking about us and shaping us even when we were growing in our mother's womb.

READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

We all want to feel like there is something special about us – to be seen as an interesting individual. Being recognised as special seems to happen easily for some. But others feel like they blend into the background. When we feel like we are not special or unique, we can start to question our significance. The Good News is that God made us and knows everything about us. He made us unique and special, and for a purpose, even if we might not know what that is yet.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION



WHO ARE THE PEOPLE WHO HELP US FEEL SIGNIFICANT?

HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

SESSION OUTLINE

Purpose: The purpose of this session is to help young people identify people in their lives who help them feel significant and to explore the Good News that God can use other people to remind us of our God-given significance.

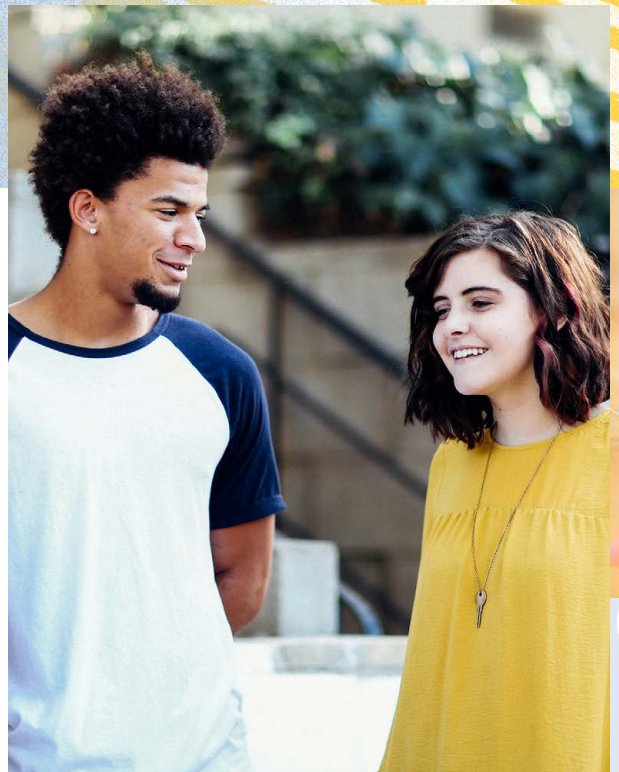
Game: The *Bodyguard Dodgeball* game gets young people to experience having someone step forward to join their team and protect them.

Activity: The *Who is in your Circle* activity helps young people reflect on the people who help them feel significant.

Scripture: The Scripture (Philippians 1:3-8), explores the Good News that God can use other people to remind us of our significance.

EQUIPMENT NEEDED FOR THE SESSION:

- ☐ Ball
- ☐ Coloured pencils, pens, or markers
- ☐ Math compasses or circle templates (optional)



READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

READ THE INTRODUCTION

All of us long to have people who see us, know us and accept us.

When people seem excited to see us, take an interest in the things we care about, encourage us or need us, it can remind us of how significant we are.

But when nobody seems to notice or care if we are around, we can start to question our worth.

So, who are the people who help us to see how significant we are and how do they help us feel that way?

Who are the people who help us feel significant?

As a way to begin thinking about this, let's play the 'Bodyguard Dodgeball' game.

PLAY THE 'BODYGUARD DODGEBALL' GAME

EQUIPMENT:

- ☐ A ball

- The aim of this game is to try to hit the chosen 'target' with the ball.
- Ask the group to form a circle.
- Explain that you will choose a 'target'. Everyone else must try to throw the ball to hit the target below the knees.
- Once the target has been hit, ask the target to remain in the centre.
- Explain that you would like someone to volunteer to join them in the centre to act as a 'Bodyguard'. The 'Bodyguard' must try to protect the target from being hit.
- Choose a volunteer and play again. Once the target has been hit, the two players can return to the circle.
- Choose a new target and repeat.

How did you go with the game? How did it feel to have someone volunteer to protect you?

Who are the people in our lives who are like a 'bodyguard' for us? What difference does it make to know someone is on our side?

DO THE ACTIVITY AND DISCUSS QUESTIONS

(15 min)

HOW TO DO THE 'WHO IS IN YOUR CIRCLE?' ACTIVITY

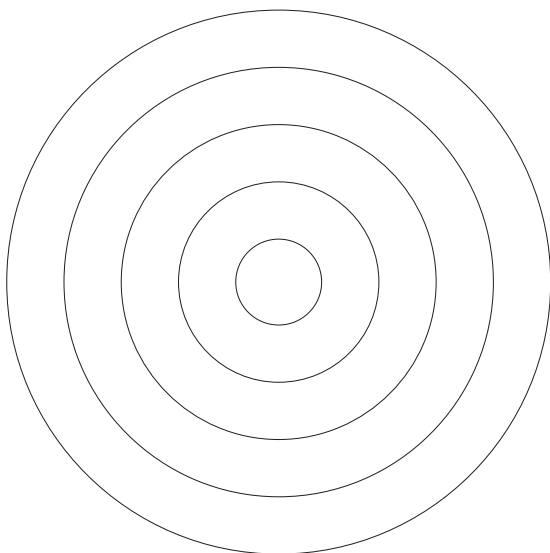
LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

EQUIPMENT

- ☐ Coloured pencils, pens or markers
- ☐ Math compasses or circle templates (optional)
- Ask everyone to draw a circle in the centre of the box in their workbook (about 3cm in diameter). Draw several larger circles around it to form a set of concentric circles.

Who is in your close circle?



- Say, "Think about the people who help us to feel significant. What do they do that leaves us feeling like we matter?"
- Inside each circle, write the name of someone who helps you to feel significant. Use the colour that shows how they do this.
- If a person fits into more than one category you could write their name multiple times in the circle in different colours.

Loves me unconditionally

Wants what is best for me

Asks about my life

Encourages me

Always on my side

Remembers my name

Spends time with me

Protects me

Listens to me

Sees me for who I really am

Remembers things I've told them

Focuses on my strengths

DISCUSS THE ACTIVITY

How did you go with the activity?

Were you surprised by anything?

What patterns do you notice across your answers?

Are there any colours that have been used more often?

What are some other things people in your life do or say to make you feel significant?

What difference does it make to regularly connect with these people?

READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

PAUL LOVES THE PHILIPPIANS

Philippians 1:3-8 (ERV)

I thank God every time I remember you.⁴ And I always pray for all of you with joy.⁵ I thank God for the help you gave me while I told people the Good News. You helped from the first day you believed until now.⁶ I am sure that the good work God began in you will continue until he completes it on the day when Jesus Christ comes again.

⁷I know I am right to think like this about all of you because you are so close to my heart. This is because you have all played such an important part in God's grace to me—now, during this time that I am in prison, and whenever I am defending and proving the truth of the Good News. ⁸God knows that I want very much to see you. I love all of you with the love of Christ Jesus.

DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to the question, 'Who are the people who help us feel significant?'

In what ways did Paul show the Philippians they were significant? What are some things people do to make you feel significant?

Have you ever come across someone who does not make you feel significant? Can you think of a time when you handled this in a healthy way? What did you do or say?

How does it feel to know that God uses other people to remind us that we are significant? What are some ways that you could acknowledge or show gratitude to those people?

NOTES ON THE SCRIPTURE FOR FACILITATORS:

- Paul wrote this letter to the Philippians from prison. He could have been miserable, wrapped up in his own problems. Instead, inspired by the love of Jesus, he wrote letters to teach and encourage others.
- The Philippians helped Paul in practical ways – offering financial support to his ministry and sending Timothy to help him.
- In Jesus, we are made perfect but throughout our lives, we continue to grow into that perfection (verse 6). We can be confident that God will help us on this journey of growth.
- Optional: In the closing prayer time, the young people could pray Verses 9-11 for each other.





READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

All of us long to have people who see us, know us and accept us. When people seem excited to see us, take an interest in the things we care about, encourage us or need us, it can remind us of how significant we are.

But when nobody seems to notice or care if we are around, we can start to question our worth.

The Good News is that God has created us to live in community, building each other up. God can use other people to remind us of our God-given significance.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION

HOW DO WE HELP OTHERS FEEL SIGNIFICANT?

HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

EQUIPMENT NEEDED FOR THE SESSION:

- ☐ Blank paper
- ☐ Pens/pencils/coloured pencils

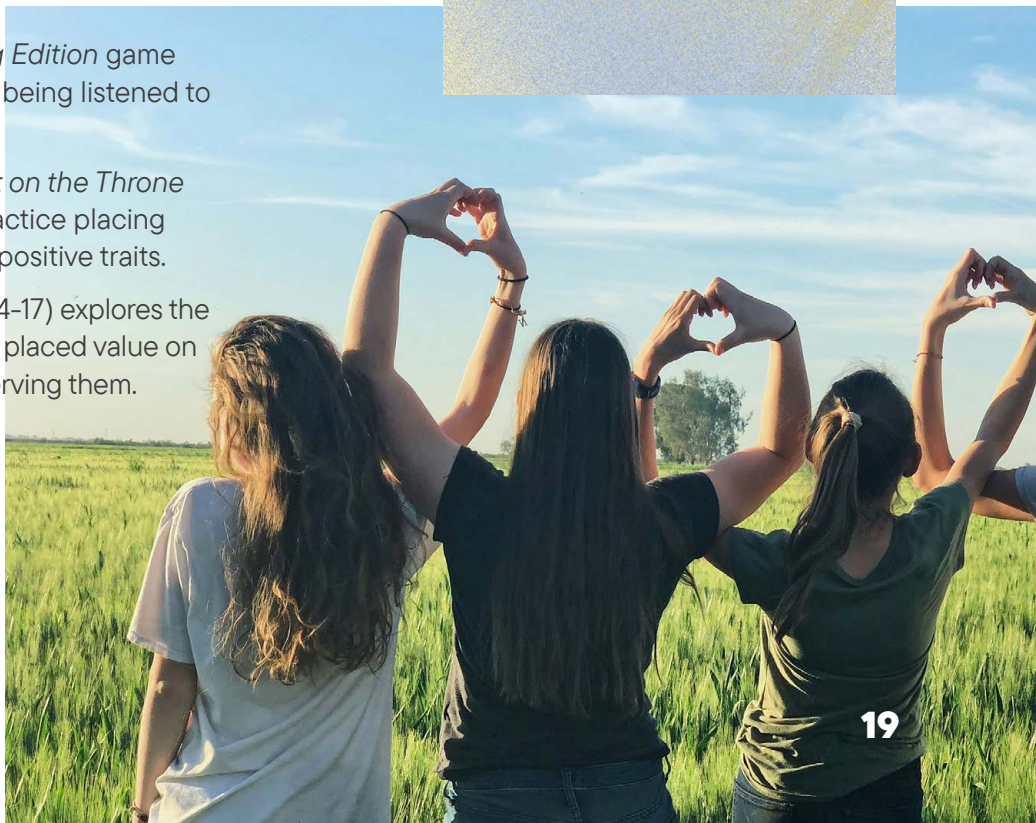
SESSION OUTLINE

Purpose: The purpose of this session is to help young people explore things they can do to help others feel significant, and to reflect on the Good News that all of us can help others feel valued and important.

Game: The *Picture This: Listening Edition* game gets young people to experience being listened to and *really listening* to others.

Activity: The *Why I Deserve to Sit on the Throne* activity helps young people to practice placing value on others by affirming their positive traits.

Scripture: The Scripture (John 13:4-17) explores the attitude and actions of Jesus, who placed value on others by humbling himself and serving them.



READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

READ THE INTRODUCTION

It's common to go through times when we don't feel very significant.

At times, we might notice that a friend seems to be questioning their value or worth. They might say things like, "No-one cares what I think" or "I'm a useless waste of space", but sometimes the signs are less obvious. We might notice a change in their mood or behaviour. They might seem quieter and more withdrawn, or they might be taking dangerous risks.

When we know a friend is feeling insignificant, it can be hard to know how to help them – especially if we are struggling too.

How can we help others to feel significant?

As a way to begin thinking about this, let's play the 'Picture This: Listening Edition' game.

PLAY THE 'PICTURE THIS: LISTENING EDITION' GAME

Equipment:

- ☐ Blank paper
- ☐ Pens/pencils/coloured pencils

- Get into pairs and take turns sharing three facts about yourselves (e.g. favourite food, hobbies or funny experiences). When your partner is sharing, try to remember the details.
- After sharing, each person takes a few minutes to create simple drawings that represent what their partner shared. No art skills are needed – stick figures and symbols are fine!
- Take turns showing your drawings to the group and see if others can guess the meaning of your art!

How did you go with the game? How did it feel to have someone listen to you and remember things you had shared?

How easy or hard was it to listen and remember what your partner told you?

DO ACTIVITY AND DISCUSS QUESTIONS

(15 min)

HOW TO DO THE 'WHY I DESERVE TO SIT ON THE THRONE' ACTIVITY

LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

EQUIPMENT:

- ☐ Pieces of paper with group members' names written separately on each piece

- Give each group member a piece of paper with the name of someone else in the group. Tell them not to tell anyone who they have been allocated.
- Give group members three minutes to prepare for a short speech on why this person is amazing/significant and deserving of the 'throne'.
- There is a twist. When you are giving your speech, you need to give it in the first person, pretending to be the person whose name you have.
- Leader: Make sure this space remains positive. There should be absolutely no rebuttals!
- Once everyone has given their speeches, see if you can guess who was pretending to be you!

DISCUSS THE ACTIVITY

How did you go with the activity? Were you surprised by anything the person said?

What positive things did the person say that you agree with? What positive things were said that made you feel significant and important?

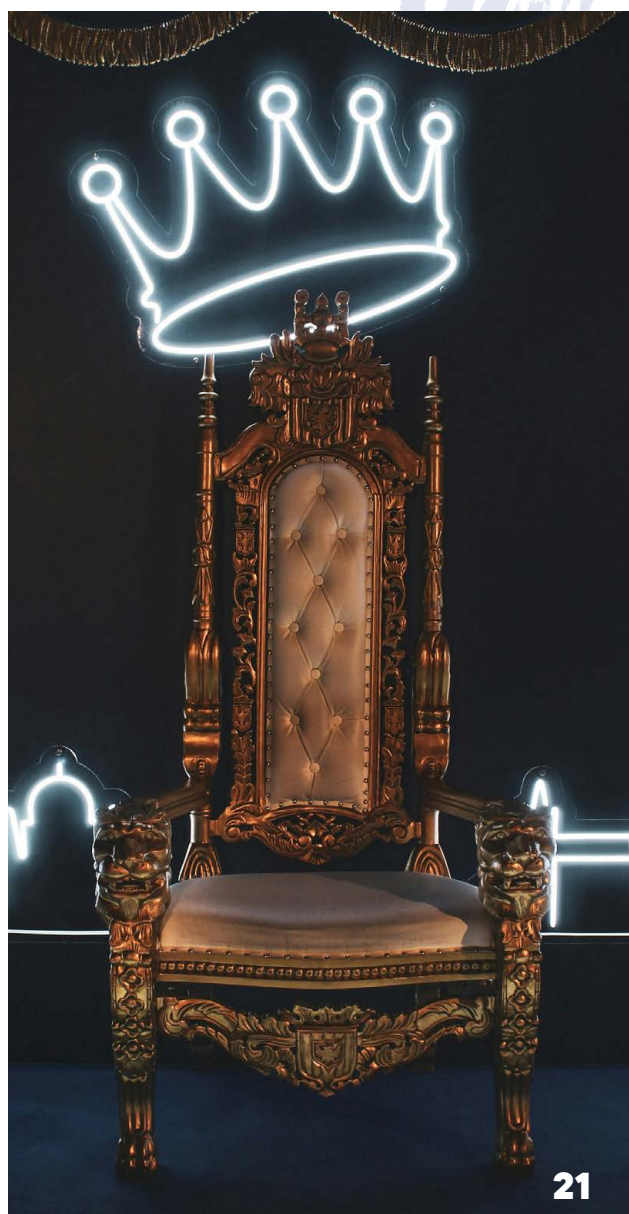
What was it like to give a speech about how amazing another person is?

What other ways can we help others to feel valued and important in everyday life?

IN THE GROUP MATERIAL:

This week, I will remind the following people that they are amazing and important to me:

- 1.
- 2.
- 3.



READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

JESUS SERVES THE DISCIPLES

JOHN 13:4-17 (ERV)

⁴ So while they were eating, Jesus stood up and took off his robe. He got a towel and wrapped it around his waist. ⁵ Then he poured water into a bowl and began to wash the followers' feet.[a] He dried their feet with the towel that was wrapped around his waist.

⁶ He came to Simon Peter. But Peter said to him, "Lord, you should not wash my feet."

⁷ Jesus answered, "You don't know what I am doing now. But later you will understand."

⁸ Peter said, "No! You will never wash my feet."

Jesus answered, "If I don't wash your feet, you are not one of my people."

⁹ Simon Peter said, "Lord, after you wash my feet, wash my hands and my head too!"

¹⁰ Jesus said, "After a person has a bath, his whole body is clean. He needs only to wash his feet. And you are clean, but not all of you." ¹¹ Jesus knew who would hand him over to his enemies. That is why he said, "Not all of you are clean."

¹² When Jesus finished washing their feet, he put on his clothes and went back to the table. He asked, "Do you understand what I did for you?" ¹³ You call me 'Teacher.' And you call me 'Lord.' And this is right, because that is what I am. ¹⁴ I am your Lord and Teacher. But I washed your feet. So you also should wash each other's feet. ¹⁵ I did this as an example for you. So you should serve each other just as I served you. ¹⁶ Believe me, servants are not greater than their master. Those who are sent to do something are not greater than the one who sent them. ¹⁷ If you know these things, great blessings will be yours if you do them.

DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to helping others to feel significant?

What does it feel like when someone is kind to you? How does an act of kindness show someone they are valuable and important?

What is something kind you have personally done to show someone they are important? What was that like for you?

What are some other things we can do to show people they are significant?

NOTES ON THE SCRIPTURE FOR FACILITATORS

- This event occurred shortly before Jesus died. They had gathered for the Last Supper, a last, significant meal together.
- Jesus knew he was God's Son but chose to perform an act of humility by washing his disciples' feet. In the culture of the day, foot-washing was typically performed by the lowest servants, so for their teacher and Lord to take on this humble role was an awesome demonstration of love, humility, and respect toward them. This shows that true significance in God's kingdom is shown through humble service to others.
- Verses 6-11: Jesus' act of washing his disciples' feet would have deeply impacted them. They would have felt they were worthy of his care and attention. By washing the disciples' feet, Jesus showed them that they are significant because they are cleansed through him and belong with him.
- Verses 12-17: Jesus calls his disciples to follow his example and serve others with humility. He modelled for them that no one is above serving others, and by serving them we show them how significant they are to God.

READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

We all want to feel significant, and we want to help others to feel significant too.

With everything going on in the world, how can we help our friends and family know that they matter? When we help, serve and listen to them, we can show them they are important.

The Good News is that Jesus showed us how to help others feel valued and important. His act of serving his disciples by washing their feet deeply impacted them, making each of them feel valued and significant. We can follow his example and help others feel significant too.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION

WHAT IF I DON'T FIT IN?

HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

SESSION OUTLINE

Purpose: The purpose of this session is to help young people reflect on the experience of not fitting in and to explore the Good News that all of us find belonging and acceptance in the Kingdom of God.

Game: The *Numbers* game gets young people to experience the feeling of being 'left out' in a light-hearted way.

Activity: The *What would you do?* Activity helps young people reflect on how we can respond when we don't fit in.

Scripture: The Scripture (Galatians 3:26-29) explores the Good News that we are part of God's family, we belong to Christ, and we are all 'one' in him.

READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

READ THE INTRODUCTION

All of us have times in life when we feel like we don't fit in. Some might not care about fitting in but for others, it can be really upsetting.

When we are in spaces where we don't fit in, it can affect our confidence. We can start to question whether there is something wrong with us. Why is everyone here so different to me? Do I need to change myself?

Sometimes we can just avoid the spaces where we don't feel like we fit in, but other times we don't have this option.

So, what can we do if we find ourselves in settings where we don't fit in?

What if I don't fit in?

As a way to begin thinking about this, let's play the 'Numbers' game.



PLAY THE 'NUMBERS' GAME

- Explain to the group that you will ask multiple-choice questions. Each of them will have four options.
- Once they have chosen their answer, they should hold that many fingers up, behind their back.
- The leader will say, "Ready, set, reveal!". On the word "reveal!" everyone will show their fingers.
- Anyone who doesn't have someone who chose the same number as them is eliminated.
- For example, 'Which season is best: 1: Summer, 2: Winter, 3: Spring or 4: Autumn?' If only one person chooses 4: Autumn', they are eliminated.
- Repeat the process for a variety of multiple-choice questions.
- Keep calling out categories until there is no one left.
- (Optional: Add some extra questions, relevant to your group).

1. Which season is the best? (1. Summer, 2. Winter, 3. Spring, 4. Autumn)
2. What type of holiday would you prefer (1. Beach, 2. Skiing, 3. Camping, 4. Staycation)
3. Which ice-cream flavour do you prefer? (1. Strawberry, 2. Cookies and Cream, 3. Choc-Mint, 4. Chocolate)
4. Which of the following would you order? (1. Pasta, 2. Pizza, 3. Gnocchi, 4. Salad)
5. Which do you prefer? (1. Running, 2. Swimming, 3. Bike-riding, 4. Soccer)
6. Which instrument do you wish you could play? (1. Guitar, 2. Violin, 3. Piano, 4. Drums)
7. Which subject do you like best? (1. English, 2. Sport, 3. Maths, 4. Art)
8. Which animal would you like to have as a pet? (1. Monkey, 2. Lizard, 3. Sloth, 4. Dog)
9. Which colour do you prefer to wear? (1. Red, 2. Yellow, 3. Black, 4. White)

How did you go with the game? How did it feel to be 'leftover', the odd one out?

Have you ever felt like the odd one out in your life? How does it feel?

DO ACTIVITY AND DISCUSS QUESTIONS

(15 min)

HOW TO DO THE 'WHAT WOULD YOU DO?' ACTIVITY

LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
 - what they find hard
 - Ask for a volunteer to read each story out loud.
 - After each story, as a group, discuss what you would do.
- what they find easy
 - what worked
 - what caused conflict

Joash's story

A few months ago, 13-year-old Joash moved from Melbourne to Sydney. He has really struggled to make friends at his new school. The kids are not mean, but he just doesn't click with anyone. They love NRL, he loves AFL, but it's more than that. He just doesn't feel like he can relax and be himself. He feels tense and awkward all day long. He has considered joining a club or something after school hours, but he's not sure if he should. What if he feels like an outsider there too? He wonders if it will be less stressful and awkward if he just stays home whenever possible.

What would you do?

Amy's story

Amy is part of the popular group at school but doesn't feel like she fits. She isn't obsessed with makeup, skincare and boys like the other girls. She feels drained and bored by their conversations and she is tired of faking interest. But being part of that group helps her feel valued.

A couple of years ago, she was part of a different friendship group at school. They really understood her and had similar interests. It was so easy and nice. She could relax, be herself and feel understood. But that group is very unpopular now and often gets bullied. She wants to hang out with people she can be herself around – people who 'get' her, but she doesn't want to become unpopular or get bullied.

What would you do?

Alex's story

16-year-old Alex does alright at school, but it doesn't come easily at all. It all feels like torture – study, homework, sitting in class listening to a teacher. They just feel like a fish out of water. No-one else seems to find it as hard as they do. They don't feel like they fit in with the other kids at school either. At the start of Year 11, they got a part-time job at the local mechanic, and they felt like they came alive! It was like they had finally found their people. They felt like they fit in at last! Part of them wanted to quit school and work at the mechanic full-time, but they have always had a goal of going to uni and becoming a radiographer. They don't want to give up that dream, but they're sick of feeling like they don't fit in at school.

What would you do?

DISCUSS THE ACTIVITY

How did you go with the activity? How easy was it to agree on a next step for everyone?

When have you found it hard to fit in and how did you respond?

How important is it to 'fit in' compared to being true to yourself?

Who is someone you can be completely yourself with?

In the group material: Box with the three stories.

READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

GALATIANS 3:26-29 (ERV)

WE ARE ALL CHILDREN OF GOD

You were all baptised into Christ, and so you were all clothed with Christ. This shows that you are all children of God through faith in Christ Jesus. Now, in Christ, it doesn't matter if you are a Jew or a Greek, a slave or free, male or female. You are all the same in Christ Jesus. You belong to Christ, so you are Abraham's descendants. You get all of God's blessings because of the promise that God made to Abraham.

DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to the question, 'What if I don't fit in?'

This Scripture says that we all belong to God's family equally; all of us are God's children. What difference does it make to know that you will always fit in and be accepted in God's family?

We are all 'one' in Christ, but our unique traits don't get erased. How do you think this works? How can we all be different, and yet all belong?

How can we show others that everyone 'fits in' and is accepted in God's family?

NOTES ON THE SCRIPTURE FOR FACILITATORS:

- In this Scripture, Paul teaches that once we are saved, we all belong to God's family and are children of God. It doesn't matter what our race, gender, social status or standing is, we are all one.
- Our individual differences don't get erased, but they don't define our value to God. We are all significant and accepted into the Kingdom of God. There is a place for all of us.



READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

All of us have times in life when we feel like we don't fit in. Sometimes we can just avoid the settings where we don't feel like we fit. Other times, we have no choice but to keep going to that place. When we spend a lot of time in places where we don't fit in, it can affect our confidence. We can sometimes start to question whether there is something wrong with us.

The Good News is that when we trust in Jesus, we are all one and belong to the family of God.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION



WHAT IF I DON'T FEEL GOOD ENOUGH?



HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

SESSION OUTLINE

Purpose: The purpose of this session is to help young people consider the voices that impact how they feel about themselves and to explore the Good News that we don't have to be perfect to be valuable to God.

Game: The *What am I Saying* game gets young people to experience having to tune out one voice while listening to another.

Activity: The *Voices* activity helps young people reflect on the impact of different voices in their lives.

Scripture: The Scriptures (Jeremiah 1:5-6 and John 4:5-9), explore the Good News that we don't have to be perfect to be valuable to God.

EQUIPMENT NEEDED FOR THE SESSION:

- ☐ Blindfold
- ☐ Printed copies of the phrases
– cut into individual slips
- ☐ Container/hat (to draw the slips of paper from)
- ☐ Black or blue pens for each participant
- ☐ Highlighters – enough for each participant to have two colours

READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

READ THE INTRODUCTION

There are times when we feel like we are not good enough – we might feel like we are a disappointment or that we don't measure up.

Sometimes people in our lives can send us this message. They might put us down with their words, point out our shortcomings, or even ignore us.

We are surrounded by different voices giving us messages about our worth – friends, influencers, family members and teachers all seem to have something to say.

If the loudest voices in our lives scream that we are not good enough, we can start to believe it's true.

How can we focus on the voices of truth?

What if I don't feel good enough?

As a way to begin thinking about this, let's play the 'What am I Saying?' game...

PLAY THE 'WHAT AM I SAYING?' GAME



EQUIPMENT:

- ☐ Blindfold
- ☐ Printed copy of the phrases
– cut into individual slips

- The aim of this game is to get your teammate to hear and repeat a phrase.
- Divide the group into two teams. Ask both teams to stand on one side of the room.
- Ask Team A to choose a person to be the 'listener'. The 'listener' must put on the blindfold and sit on the other side of the room.
- When the leader says 'go', Team A draws a slip of paper from a container/hat and yells the phrase to their 'listener'. Team B must try to distract the 'listener' from hearing by yelling other messages at the same time.
- Give Team A two minutes to get the listener to guess as many phrases as possible.
- Swap over and repeat.
- The team whose 'listener' repeats the most correct phrases wins!

God's Spirit is a source of power, love and self-control.	Even on my weakest days I get a little bit stronger
We can build this dream together Standing strong forever	You held me down, but I got up Already brushing off the dust
I'm a Porsche with no brakes I'm invincible	This is just a journey, drop your worries You are gonna turn out fine
What doesn't kill you makes you stronger Stand a little taller	Starting right now I'll be strong I'll play my fight song
Don't be afraid or discouraged! I am your God, and I will help you wherever you go.	I put my armour on, show you how strong I am
I got the eye of the tiger, a fighter Dancing through the fire	Those who trust the Lord will find new strength.
I know it's hard to remember sometimes But you gotta keep your head up	I'm beautiful in my way 'Cause God makes no mistakes
You should know you're beautiful just the way you are	Christ gives me the strength to face anything.
I don't really care if nobody else believes 'Cause I've still got a lot of fight left in me	When I see your face There's not a thing that I would change
We have the Lord our God with us! Our God will help us. He will fight our battles!	There's a hope that's waiting for you in the dark
No better you than the you that you are No better life than the life we're living	Who says, who says you're not perfect? Who says you're not worth it?
Your differences are your greatest strengths	Keep alert. Be firm in your faith. Stay brave and strong.
All we need, is hope And for that we have each other	Baby, you're a firework Come on, let your colours burst
Just put your paws up 'cause you were born this way, baby	Let your hope make you glad. Be patient in times of trouble and never stop praying.
I praise you because you made me in such a wonderful way.	We'll rise up And we'll do it a thousand times again

How did you go with the game? How easy or hard was it to hear the right voice?

When or where do we hear messages that suggest we are not good enough?

DO ACTIVITY AND DISCUSS QUESTIONS

(15 min)

HOW TO DO THE 'VOICES' ACTIVITY

LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

EQUIPMENT:

- ☐ Black or blue pens for each participant
- ☐ Highlighters – enough for each participant to have two colours

- Give each young person a pen and two highlighters.
- Say, “No matter who we are, our feelings about our worth are influenced by many different voices.”
- Participants will write the name of anyone who has had a significant (positive or negative) impact on how they feel about themselves. Next to each name, they will write one or two key messages that person has left you with – they might be helpful or unhelpful.
- E.g. Marcus – You can do anything you choose to do. Maree – You are not worth my time. Charles – I accept you for who you are.

PEOPLE WHO INFLUENCE ME	KEY MESSAGES

- Ask the participants to highlight the ‘helpful’ messages in one colour and the ‘unhelpful’ messages in another colour.

DISCUSS THE ACTIVITY

How did you go with the activity?

How easy or difficult was it to identify the people who influence you?

What patterns did you notice between ‘helpful’ and ‘unhelpful’ messages?

How do these messages impact the way we feel about ourselves?

We will always have ‘helpful’ and ‘unhelpful’ voices in our lives. What are some things we can do to focus more on ‘turn up the volume’ on the helpful voices?

In the group material: People who influence me table

READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

GOD ENCOURAGES US

JEREMIAH 1:5-6 (CEV)

“Jeremiah, I am your Creator,
and before you were born,
I chose you to speak for me
to the nations.”

⁶ I replied, “I’m not a good speaker, Lord, and I’m too young.”

JOHN 4:5-9 (ERV)

In Samaria Jesus came to the town called Sychar, which is near the field that Jacob gave to his son Joseph. ⁶ Jacob’s well was there. Jesus was tired from his long trip, so he sat down beside the well. It was about noon. ⁷ A Samaritan woman came to the well to get some water, and Jesus said to her, “Please give me a drink.” ⁸ This happened while his followers were in town buying some food.

⁹ The woman answered, “I am surprised that you ask me for a drink! You are a Jew and I am a Samaritan woman!” (Jews have nothing to do with Samaritans.)

DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to the question, ‘What if I don’t feel good enough?’

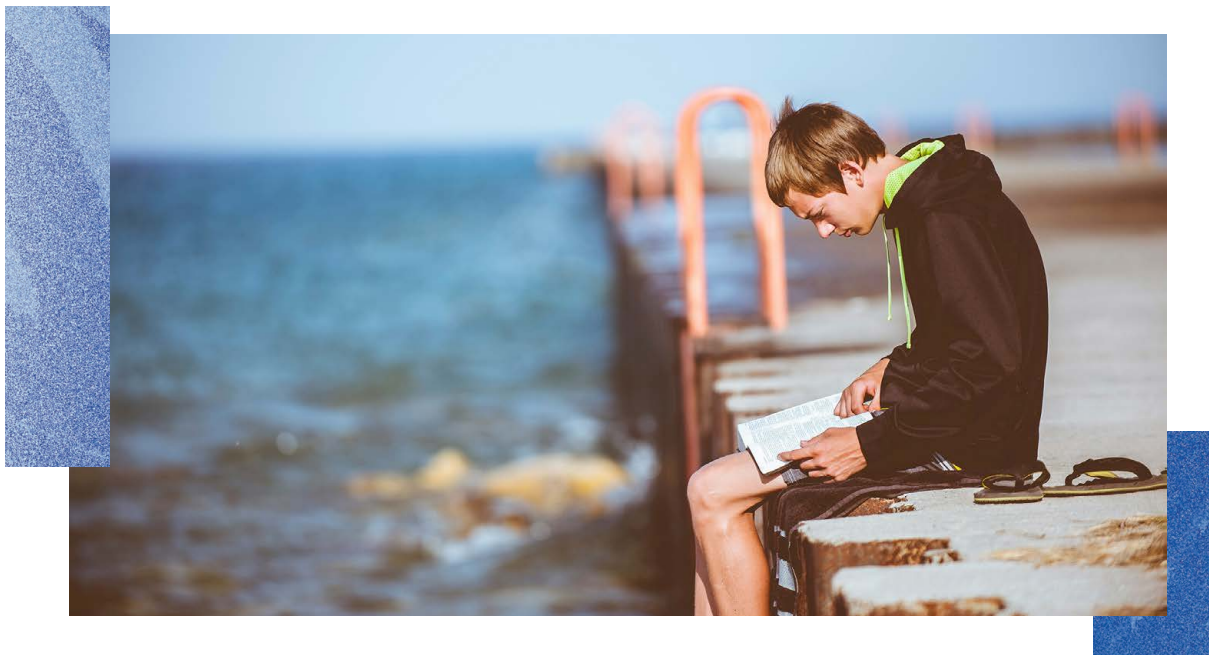
The woman at the well says she is surprised that Jesus is interacting with her, because she holds a lower place in society (she is a Samaritan and a woman). Jeremiah didn’t feel good enough because of his age and inability to speak well. What other things can cause us to feel like we are not good enough?

In these Scriptures, God encourages people who felt inadequate. Have you ever felt confident that God thinks you are valuable? What was that like?

Can you think of any ways that we can tune in to God’s voice rather than the negative ones? What difference could this make?

NOTES ON THE SCRIPTURE FOR FACILITATORS:

- The Bible contains numerous stories about God choosing people who didn’t feel good enough. Some other examples are Moses (Exodus 4:10-13) and Gideon (Judges 6:14-15).
- Jeremiah, the son of a priest, was about twenty years old when God called him to deliver his messages. Jeremiah claimed that he was not a competent speaker, but God gave him the courage and ability to speak up.
- In the culture of the day, there are several reasons why Jesus would not have been expected to speak to the woman at the well, including gender and racial differences. In addition, this woman was a social outcast because she had been married a number of times and was now living with someone else.



READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

There are times when we don't feel like we are good enough – like we don't measure up. The messages that we hear from friends, teachers, family, and social media can contribute to this.

If the voices telling us we are not good enough get too loud, we can start to believe they are true.

The Good News is that we can concentrate on God's voice and be reminded we are valuable and loved.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION



WHAT IF THINGS DON'T GO TO PLAN?

HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

SESSION OUTLINE

Purpose: The purpose of this session is to help young people acknowledge disappointment when things don't go to plan and to explore the Good News that there is a bigger picture, with God often surprising us by bringing positives out of disappointment.

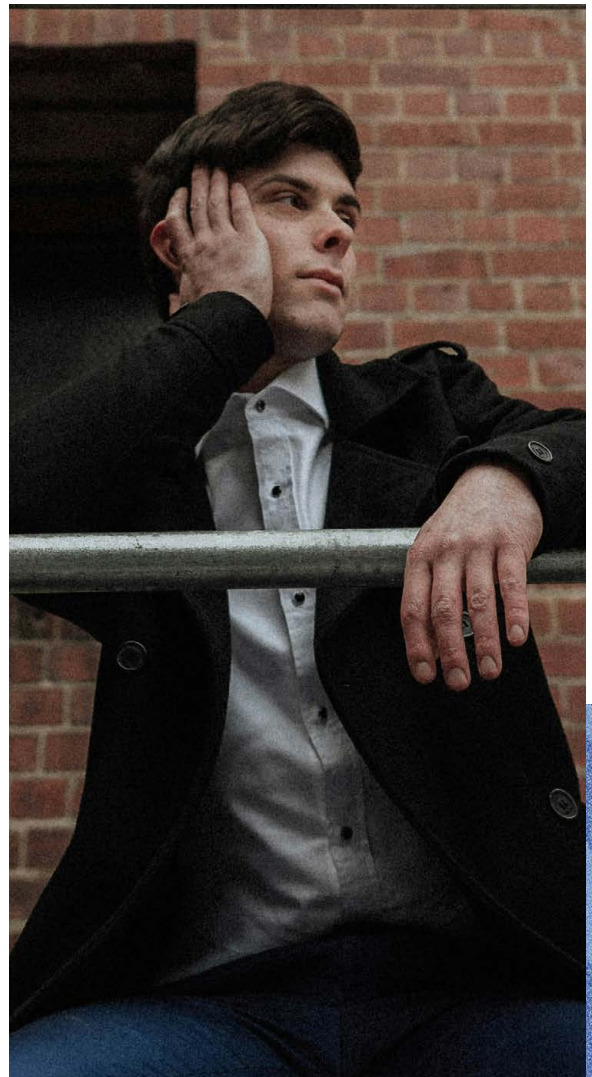
Game: The *Snakes and Ladders* game gets young people to experience unexpected turns for the worse.

Activity: The *Plot Twist! Storyboard* activity helps young people identify ways they have built resilience in their lives when things haven't gone as planned.

Scripture: The Scripture (Genesis 37:18-28, 36 and 45:4-8) explores the Good News that when things don't go to plan, God can do something awesome through it.

EQUIPMENT NEEDED FOR THE SESSION:

- ☐ 'Snakes and Ladders' board game or Uno cards
- ☐ Plot-diagram template
- ☐ Pens/pencils



READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

READ THE INTRODUCTION

Sometimes in life, things don't go to plan. Life can throw us unwanted curve balls that interrupt or destroy the plans we have.

Whether it's a course we didn't make it into, a breakup we didn't see coming, an unexpected move to a new area, or a sudden injury, we can feel blindsided and crushed.

It might feel like our dreams have been stomped on. We can question who we are now that things haven't gone to plan. If we were working towards a goal, we might lose hope and motivation.

How can we find hope and confidence in these times?

What if things don't go to plan?

As a way to begin thinking about this, let's play the 'Snakes and Ladders' game.

PLAY THE 'SNAKES AND LADDERS' GAME

(Alternative game: Uno)

EQUIPMENT:

- ☐ The board game 'Snakes and Ladders' (OR Uno cards)

- Play the board game, 'Snakes and Ladders'.
- Players take turns rolling the dice and moving forward by the number rolled.
- If you land at the bottom of a ladder, climb up to the top of it.
- If you land on a snake's head, slide down to its tail.
- The first player to reach the final square wins the game.

How did you go with the game?

How did you feel when you landed on a snake and had to slide back down?*

Can you think of a time in your life when things took an unexpected turn for the worse?

*If you played Uno, refer to the disappointment of being dealt a 'Draw Four' or 'Draw Two' instead.



DO ACTIVITY AND DISCUSS QUESTIONS

(15 min)

HOW TO DO THE 'PLOT TWIST! STORYBOARD' ACTIVITY

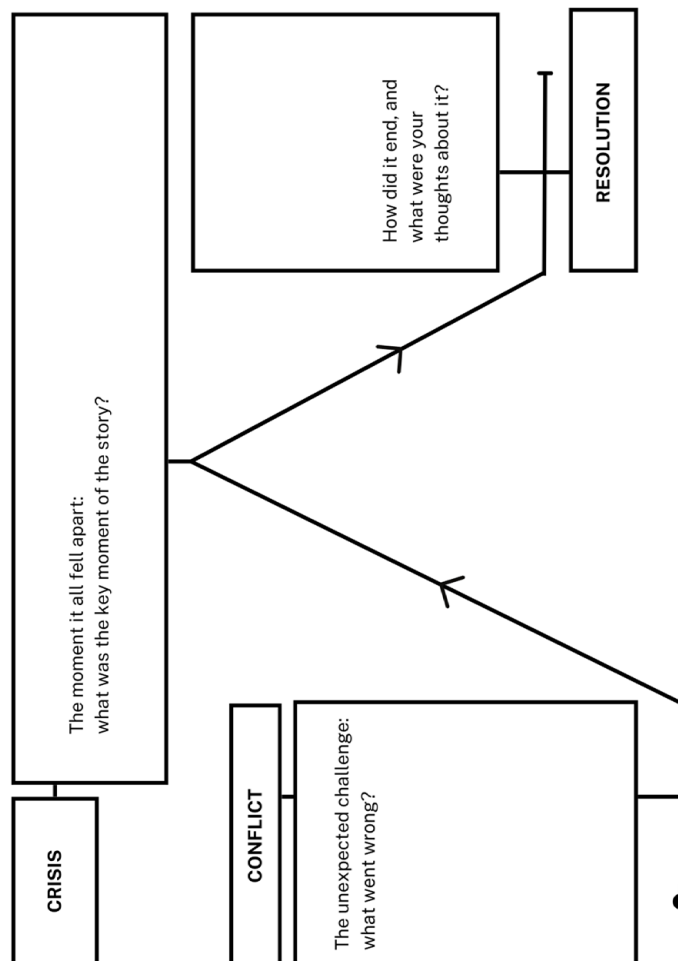
LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

EQUIPMENT:

- ☐ Plot-diagram template
- ☐ Pens/pencils

- Say, 'Life often feels like a story with unexpected plot twists. Today, we are going to create a storyboard about a key moment in our lives that didn't go as planned.'
- Participants will think of a moment in their life that didn't go as planned (e.g. missed the bus, a tough exam, an injury, an unexpected move to a new area, a friendship/relationship conflict)
- Next, participants will write or sketch their story in the boxes on the template:
 - **Conflict:** The unexpected challenge: what went wrong?
 - **Crisis:** The moment it all fell apart: what was the key moment of the story?
 - **Resolution:** How did it end, and what were your thoughts about it?
- Once the templates are complete, participants will get into pairs and share their stories with each other. OR share a story/stories in the larger group.



DISCUSS THE ACTIVITY

How did you go with the 'Plot Twist! Storyboard' activity? What was it like plotting the parts of your story on the diagram?

How did you feel when you experienced the unexpected challenge?

How did the experience or conflict impact your life in practical ways?

What did you learn from your experience? What will you do next time a situation like that comes up?

In the group material:

- Example plot diagram
- Plot diagram template
- Some young people face family violence challenges or abuse. There are resources to help young people identify when things don't go to plan and where to seek help:
 - Kids Helpline Kids Helpline | Phone Counselling Service | 1800 55 1800
 - 1800Respect Home | 1800RESPECT

READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

HOPE IN DIFFICULT TIMES

GENESIS 37:18-28, 36 (ERV)

¹⁸ Joseph's brothers saw him coming from far away. They decided to make a plan to kill him. ¹⁹ They said to each other, "Here comes Joseph the dreamer. ²⁰ We should kill him now while we can. We could throw his body into one of the empty wells and tell our father that a wild animal killed him. Then we will show him that his dreams are useless."

²¹ But Reuben wanted to save Joseph. He said, "Let's not kill him. ²² We can put him into a well without hurting him." Reuben planned to save Joseph and send him back to his father. ²³ When Joseph came to his brothers, they attacked him and tore off his long and beautiful coat. ²⁴ Then they threw him into an empty well that was dry.

²⁵ While Joseph was in the well, the brothers sat down to eat. They looked up and saw a group of traders[a] traveling from Gilead to Egypt. Their camels were carrying many different spices and riches. ²⁶ So Judah said to his brothers, "What profit will we get if we kill our brother and hide his death? ²⁷ We will profit more if we sell him to these traders. Then we will not be guilty of killing our own brother." The other brothers agreed. ²⁸ When the Midianite traders came by, the brothers took Joseph out of the well and sold him to the traders for 20 pieces of silver. The traders took him to Egypt.

....

³⁶ The Midianite traders later sold Joseph in Egypt. They sold him to Potiphar, an officer of the king of Egypt and the captain of his palace guards.

GENESIS 45:4-8 (ERV)

⁴ So Joseph said to his brothers again, "Come here to me. I beg you, come here." When the brothers went to him, he said to them, "I am your brother Joseph. I am the one you sold as a slave to Egypt. ⁵ Now don't be worried. Don't be angry with yourselves for what you did. It was God's plan for me to come here. I am here to save people's lives. ⁶ This terrible famine has continued for two years now, and there will be five more years without planting or harvest. ⁷ So God sent me here ahead of you so that I can save your people in this country. ⁸ It was not your fault that I was sent here. It was God's plan. God made me like a father to Pharaoh. I am the governor over all his house and over all Egypt."

DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to times when things don't go to plan?

When Joseph reflected on the challenges he faced, he saw how God was at work in his life. When have you experienced God with you during difficult times?

Through everything, Joseph focused on God. How could focusing on God be helpful when we are facing disappointment? What practical things can we do to focus on God in these times?

Why do you think God chose to bring something so good out of the evil actions of Joseph's brothers?

What do you think this says about God? When we are facing disappointment, how can we remind ourselves that God can bring new possibilities and hope out of our pain?

NOTES ON THE SCRIPTURE FOR FACILITATORS:

- Despite being sold into slavery by his brothers, Joseph remained faithful and trusted in God to deliver him.
- This story reminds us that God's plan may not be obvious to our limited perspective.
- Joseph did not plan to be taken away from his dad or betrayed by his brothers, but God did something awesome through it.

READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

We all want things to go to plan, but sometimes they don't go the way we would have hoped. We can be disappointed when we experience unexpected turns for the worse.

When this happens, what do we do? How do we get through it?

The Good News is that there is a bigger picture, and God often surprises us by bringing something positive out of disappointment. As we trust God, he can transform our disappointments into hope and new possibilities for ourselves and others.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION

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Session 8

WHAT IF I MAKE MISTAKES?



HOW TO RUN A SESSION:

- Read the introduction and play the game
- Do the activity and discuss the questions
- Read the Scripture and discuss the questions
- Read the conclusion and close the session

Adapt this session to suit the needs of your group as required.

SESSION OUTLINE

Purpose: The purpose of this session is to help young people recognise mistakes are a natural part of life and to explore the Good News that even when we make mistakes, we are still significant. God sees the best in us, gives us a fresh start, and loves us no matter what.

Game: The *Copy Clap* game gets young people to experience making mistakes and feeling their impact.

Activity: The *Flip Flop* activity helps young people to own their mistakes and work out how to move on from them.

Scripture: The Scripture (Luke 23:34, 39-43) explores the Good News that if we come to Jesus with our mistakes, he gives us a future filled with hope.

EQUIPMENT NEEDED FOR THE SESSION:

- ☐ Printout of flip flops/Aussie thongs
- ☐ Pens/pencils



READ THE INTRODUCTION AND PLAY THE GAME

(10 min)

READ THE INTRODUCTION

No-one likes making mistakes. Sometimes the feeling of embarrassment is brief, and we forget about it afterward. But some mistakes play over and over in our minds. They can shake our confidence or cause us to feel like failures.

We know that mistakes are part of life, so how can we make sure our mistakes don't define us?

What if I make mistakes?

As a way to begin thinking about this, let's play the 'Copy Clap' game.

PLAY THE 'COPY CLAP' GAME

- Everyone stands in a circle. The leader shows the group a simple clapping pattern – e.g. clap hands together three times and stomp one foot after the other.
- One by one, go around the circle and give each group member a chance to copy the pattern.
- Each time you have gone around the circle, add a little bit to the pattern, to make it more complicated. Alternatively, you can increase the speed.
- If someone makes a mistake, they are eliminated.

How did you go with the game? How did it feel to make a mistake and be eliminated?

How does it feel in life when we make mistakes?

DO ACTIVITY AND DISCUSS QUESTIONS

(15 min)

LEADERS, WATCH THE PARTICIPANTS FOR:

- what they say to each other
- what they find hard
- what they find easy
- what worked
- what caused conflict

HOW TO DO THE 'FLIP FLOP' ACTIVITY

EQUIPMENT:

- ☐ A4 printouts of a pair of flip flops/Aussie thongs – enough for 3-4 per participant
- ☐ Pens/pencils
- On one strap of a pair of flip flops, write a mistake you've made. On the other strap, write a lesson you learned from the mistake.
- Fill in up to four flip flop pages each.
- You can write some funny mistakes but try to include at least one or two serious ones.
- When everyone is finished, work together to create a path of flip flops/thongs that are all pointing forward, in the same direction.

DISCUSS THE ACTIVITY

How did you go with the activity? What was it like writing your mistakes on the page?

Why do you think mistakes can cause us to question our worth? Has this ever happened to you?

Can you think of a time when a mistake helped you grow or move forward?

How can we keep positive and hopeful, even if we trip up sometimes?

In the group material:

Write down three successes you've had, or things you can do well, that started with you making mistakes.

- 1.
- 2.
- 3.

READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

(15 min)

TWO MEN TALK TO JESUS

LUKE 23:34, 39-43 (ERV)

³⁴ Jesus said, "Father, forgive them. They don't know what they are doing."

...

³⁹ One of the criminals hanging there began to shout insults at Jesus: "Aren't you the Messiah? Then save yourself, and save us too!"

⁴⁰ But the other criminal stopped him. He said, "You should fear God. All of us will die soon. ⁴¹ You and I are guilty. We deserve to die because we did wrong. But this man has done nothing wrong."

⁴² Then he said, "Jesus, remember me when you begin ruling as king!"

⁴³ Then Jesus said to him, "I promise you, today you will be with me in paradise."

DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to the question, 'What if I make mistakes?'

What do you think the second criminal was hoping for from Jesus, after a life of making mistakes?

In this Scripture, a criminal turns to Jesus. The criminal had made terrible mistakes, but Jesus treated him like he was very significant. What do you think this says about Jesus?

How does it feel to know that Jesus loves us and values us no matter what? What could we do to remind ourselves and each other of this truth?

NOTES ON THE SCRIPTURE FOR FACILITATORS:

- The second criminal reached out to Jesus, even though he knew he was guilty of sin. (v41)
- Jesus gave the second criminal far more than he could have imagined. The criminal asked only to be remembered; Jesus said, "you will be with me in paradise."
- When we come to Jesus, he shows us unconditional love and swaps our failures for his goodness. He takes what we give him and gives us everything that is his. Mistakes, when handed over to Jesus, are opportunities for an awesome future. He gives us a fresh start and helps us become all we can be.



READ THE CONCLUSION AND CLOSE THE SESSION

(5 min)

READ THE CONCLUSION

Mistakes are a natural part of life. But sometimes, after we make a mistake, we can feel bad about ourselves. They can play over in our minds.

So, when we make mistakes, how do we remember that we are still significant? How can we move on from a mistake and even turn it into a success?

The Good News is that Jesus loves us and values us, no matter what. When we come to him, he shows us we are still significant. He helps us move on from our mistakes and gives us a future filled with hope.

ASK THE GROUP:

- Get each person to share a takeaway from the session.
- Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

CLOSE THE SESSION

APPENDIX – ACTIVITY SESSIONS

INTRODUCTORY ACTIVITY SESSION – HOW DO I KNOW I’M SIGNIFICANT?

The Introduction Activity session provides an opportunity to introduce the topic of the term in a less structured session than a Life Lab. You can use the ideas to create a fun and social session that will help introduce the concepts. For example, for this topic, we share ideas for activities that help young people think about their significance in this world and how God created all of us unique.

INTRODUCTION:

We all want to feel significant, but it’s easy to question our worth.

In a world that values achievement, talent, charisma, and fame it can sometimes seem like there is nothing special about us – like we don’t matter.

How do we know we are significant?

DISCUSSION:

Take the opportunity to explore young people’s experiences with the topic before we spend the next few sessions on it. You can ask questions like:

- What makes someone a valuable or significant person?
- What does significance feel like?
- Does being famous or popular make us significant?
- Who or what helps you feel significant?

WHAT YOU COULD DO:

You could use this session to build group connection by playing games or going somewhere new. Here are some ideas that would make sense for the term:

- Weird Talent Show
- Show and Tell – Bring in something that you are proud of and tell the story about it.
- Dress up Party – dress as a celebrity, or someone you see as significant.
- Watch a movie that explores the idea of significance e.g. Matilda (PG), Eddie the Eagle (PG), School of Rock (PG).
- Team games night – Include a mix of games that use different skills and talents. E.g. Trivia, jingle-writing, spelling questions, arm wrestle, dragon tails, poison ball.
- Board game night – Play games where players acquire wealth or status, e.g. Game of Life or Monopoly.

REFLECTIVE ACTIVITY

– HOW DO I KNOW I’M SIGNIFICANT?

The Reflective Activity session provides an opportunity to reflect on the topic idea in a less structured session than a Life Lab. You can use the ideas to create a fun and social session that will help reflect on the concepts of the term. For example, for this topic, we encourage reflection around the idea that we are still valuable and significant – even if we make mistakes or things don’t go to plan.

INTRODUCTION:

This term we’ve explored the Good News that we are still valuable and significant – even if we make mistakes or things don’t go to plan. This concluding activity session is a way to further reflect and celebrate all that has happened this term.

WHAT YOU COULD DO:

You could use this session to help your group reflect on the topics explored this term. Here are some ideas that would be fun to incorporate into your end of term celebration.

- Movie Night – Watch a movie where someone overcomes adversity or struggles with feeling insignificant (e.g. *Soul Surfer*, *Remember the Titans*, *Inside Out 2*, *Shrek*)
- Scavenger hunt – Work in teams to solve the clues and find the items.
- Escape rooms – Answer a bunch of questions, problem solve and do tasks to exit the room as a team
- House of cards – Build a card house in teams – create obstacles like an uneven floor
- Obstacles relay

DISCUSSION:

Take the opportunity to explore with young people their experiences of the topic in informal ways. You could ask questions like:

- Who is a role model (real or fictional) who inspires you to keep going and stay strong when things don’t go to plan?
- When we fail, it doesn’t make us a failure. How can we remind ourselves of this and keep moving forward?
- When you are feeling discouraged or down, who or what reminds you of your significance?

SPEAKER BRIEF

SEASON 6, CHAPTER 1

Message: All of us are significant because we are loved by God.

LIVED EXPERIENCE OF YOUNG PEOPLE:

- We all want to feel significant – to know we're valuable and that we matter. But it's easy to question our worth.
- If we see our peers winning trophies, acing exams or shining in sports it can seem like they have something that makes them special and interesting – but what about us?
- Some of us feel like we don't have anyone we can talk to about our lives. Without someone who knows our name and seems excited to see us or someone who listens and cares, we can start to wonder if our story really matters.
- Social media offers a pathway way to get noticed – with positive comments and reactions helping us feel valued, but the feeling fades fast, leaving us wanting more.
- As young people, we sometimes feel like our opinions don't matter. We get shushed, pushed to the side and brushed off as 'just kids'.

PERSONAL REFLECTION QUESTIONS:

- As a teenager, when did you struggle with feeling insignificant or unimportant? What contributed to you feeling that way?
- As a young person, can you think of a particular moment when you felt strongly aware of how much God loves you?
- How did/does God's love for you shape your sense of self-worth?

SCRIPTURE:

1 JOHN 4: 8B-11A (ERV)

God is love.⁹ This is how God showed his love to us: He sent his only Son into the world to give us life through him.¹⁰ True love is God's love for us, not our love for God. He sent his Son as the way to take away our sins.

¹¹That is how much God loved us, dear friends!

SCRIPTURE POINTS:

- Love describes the very character and heart of God. He is so rich in love and compassion that it can be described as his very being.
- In Verse 9, we are reminded that God doesn't just say he loves us, he has *shown* his love – making the biggest possible sacrifice for us. This is love.
- When we read "us" in these verses, we can be confident the writer means "all of us". We see this in John 3:16 when John says, "Yes, God loved the world so much that he gave his only Son, so that everyone who believes in him would not be lost but have eternal life."

PERSONAL REFLECTION QUESTIONS:

- What does it feel like when someone loves us and puts us first? How can it affect our sense of significance?
- How does it feel when we are confident that God loves us?
- What helps you feel aware of God's love for you?
- What practical things do you do to remind yourself of how God sees you?
- How can we remind ourselves of God's love and draw our significance from him, rather than other places?

THE GOOD NEWS MESSAGE:

We all want to feel significant – to know we're valuable and that we matter. But it's easy to question our worth. If we don't have obvious special talents and there aren't many people who seem to care about our story, we can start to wonder if we matter. The Good News is that all of us are deeply loved by God. His love never changes, and it is for everyone. We can remind ourselves of this truth and can be confident that we are significant, valuable and loved by the creator of the universe.

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salvationarmy.org.au/youth-ya
equileaders.com.au