



**LEADER MATERIAL**  
Term 3 Session 1

**1**



**WHO IS  
YOUR  
FAMILY AS  
YOU MAKE  
YOUR WAY?**

# LIFE LABS 1 | WHO IS YOUR FAMILY AS YOU MAKE YOUR WAY?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

None



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people identify the people in their life who are like family to them.

### Game:

The 'Find My People' game gets young people to explore how we are connected to others in ways we decide and ways we don't decide.

### Activity:

The 'TV Family' activity helps young people to think about the qualities they like in an ideal family.

### Scripture:

The Scripture Matthew 12:46-50 explores the idea that family isn't just our relatives, but the people who love and care for us.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME

(10 MINUTES)

We all need family as we make our way. Family are the people we have known the longest, know us best and we spend the most time with. Family means different things for different people.

Some may live away from families, have a blended family or be part of a large extended family. Some people might feel like they don't have a family at all. Even though families can be different, family are the people who care for us and are there for us.

So, who is your family as you make your way?

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

*"So, who is your family as you make your way?"*

## STEP 1

# PLAY THE FIND MY PEOPLE GAME

- Set up a space where participants can run with no obstacles.
- Have all the participants start in the middle of the space.

Explain to the participants that you will call out a category (e.g. coloured shirt) and that they must then find everyone in the group that has the same characteristic as them.

- Example categories:

- |                   |                    |  |
|-------------------|--------------------|--|
| o Hair colour     | o Age              | o Dominant hand                                  |
| o Type of shoes   | o School you go to | o Favourite TV show                              |
| o Favourite sport | o Favourite colour | o Number of states in Australia you have visited |
|                   |                    | o Favourite food                                 |

- Once in their group, they must race against the other groups to come up with 5 other things they have in common. When a group has finished, they raise their hands and yell “done”.

After this, make new groups using the categories above. Continue playing

- while participants are still having fun.

**HOW DID YOU GO WITH THE GAME?**

**WAS IT EASY TO CONNECT WITH THE PEOPLE YOU WERE FORCED TO BE IN A GROUP WITH?**

**HOW DO YOU CONNECT WITH THE PEOPLE IN YOUR LIFE THAT YOU HAVE TO BE AROUND?**

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO TV FAMILY ACTIVITY

- They don't have to have any particular roles (i.e. don't necessarily need to have a mum and a dad, etc.), but encourage participants to think about why they are picking those people – is it because they're people who are fun, caring, problem solvers, etc.?
- When participants have chosen their family, have them share with the group who they have picked and why.

### 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:

NONE

- Participants take time to consider the characters and people they know from television.
- They pick four people from TV or movies to be their ideal TV family. They can be any four people.

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?

Was it fun choosing your make-believe family?

When you look at your 'TV Family', who did you pick?

Are they obvious?

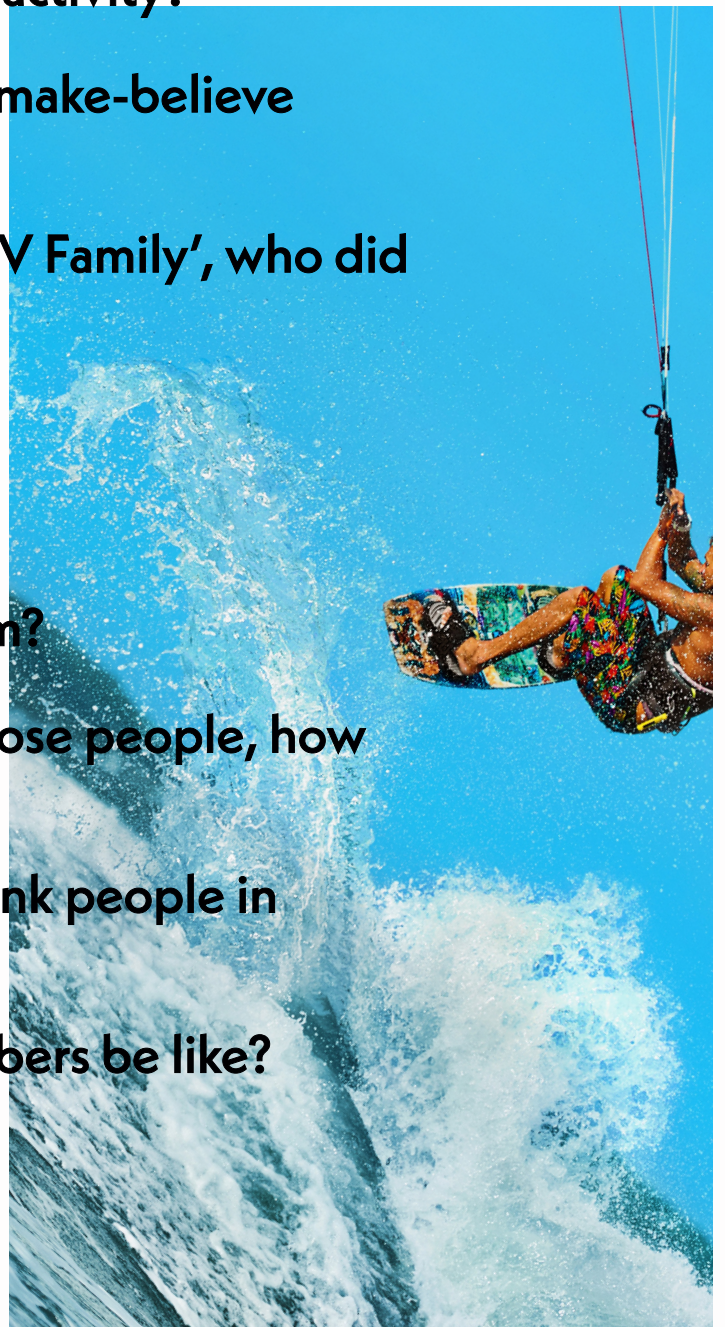
Did some surprise you?

Why did you choose them?

When you think about those people, how do you feel?

What qualities do you think people in families should have?

What should family members be like?



**IN THE GROUP MATERIAL: YOUNG PEOPLE CREATE  
THEIR TV FAMILY.**

## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

### **MATTHEW 12:46-50**

Jesus' Mother and Brothers

<sup>46</sup>While Jesus was still talking to the crowd, his mother and brothers stood outside, wanting to speak to him.

<sup>47</sup>Someone told him, "Your mother and brothers are standing outside, wanting to speak to you."

<sup>48</sup>He replied to him, "Who is my mother, and who are my brothers?"

<sup>49</sup>Pointing to his disciples, he said, "Here are my mother and my brothers.

<sup>50</sup>For whoever does the will of my Father in heaven is my brother and sister and mother."



## STEP 3



### **NOTES ON THE SCRIPTURE FOR FACILITATORS**

Throughout the Gospels, Jesus had a complicated relationship to his family, from his birth and the role Joseph plays in his life, and during his ministry. Young people may see a similarity to their own experience.

Family was central to life in Jesus' time. Family wasn't just close relationships but a network of people that connected you to history as well as societal obligations.

In redefining who the members of his family are, Jesus is making a radically inclusive statement. Family is not defined by blood but by spiritual connections. This is good news for those who are isolated and need support.



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## **STEP 3**

# **DISCUSS THESE TOPIC QUESTIONS**

**What do you think about what we just read?  
How do you think it might relate to who is your  
family as you make your way?**

**Even Jesus knew what it was like to have a  
complicated relationship with his family (at one  
point, they thought he was mentally ill –  
Mark 3:21-22), yet other times they supported him?  
What do you think about complicated family  
relationships?**

**Jesus didn't see his family as just the people he  
was related to and asked the question 'who is my  
family?' Who are the people that are like family but  
aren't related to you?**

**In Jesus' time, calling someone family not only  
meant they were close to you but also a  
responsibility to care and look after each other.  
Who are the people who care for you like family?**

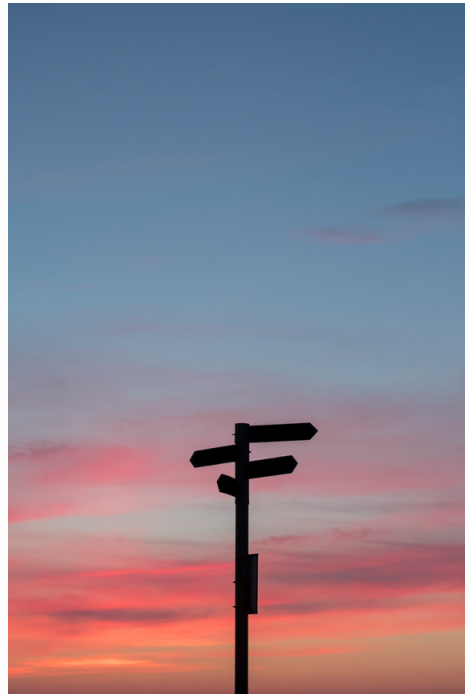
## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

We all need family as we make our way. Family means different things for different people. We don't choose our family, but we can choose the people to go on the journey with. Like Jesus, we can experience complicated family relationships, but the Good News is that Jesus accepts us as family.

No matter what our families are like, we can be a part of God's family.



### ASK THE GROUP

- Get each person to share a takeaway from the session.
- 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**



**LEADER MATERIAL**  
Term 3 Session 2

**2**



**HOW DO  
FAMILIES  
SUPPORT  
US ON OUR  
JOURNEY?**

# LIFE LABS 2 | HOW DO FAMILIES SUPPORT US ON OUR JOURNEY?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

- Balls for dodgeball
- Markers/cones
- Soccer ball or similar
- Chair
- Timer or stopwatch



## SESSION OUTLINE

### Purpose:

The purpose of this session is help young people identify different people who support and care for them.

### Game:

The 'Protect the President!' game gets young people to experience support and protection from team members.

### Activity:

The 'Fast Challenge' activity helps young people explore what types of support are helpful for them.

### Scripture:

The Scripture Mark 5:25-34 explores how Jesus calls us family and supports us like family should.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

We all need support as we make our way. When we have family that love and care for us, we can feel accepted for who we are, confident to try new things and be hopeful about the future. Sometimes we may not feel supported by our family. This can leave us feeling abandoned, unsure and like we can't go on. Knowing how families can support us helps us to get what we need.

What do families do that support us on the journey?

As a way to begin thinking about this, let's play the 'Protect The President!' game

*"What do families do that support us on the journey?"*

## STEP 1

# PLAY THE PROTECT THE PRESIDENT! GAME

### EQUIPMENT:

Balls you can use for dodgeball,  
markers or cones

- Set up a space to play dodgeball.
- Split the group into 2 teams.
- Have each team choose someone to be the 'president'. Each team must protect their president, or they lose.
- If a participant gets hit below the shoulders, fumbles the ball or throws a ball that is caught on the full by the other team, they are out.
- Continue the game until one of the presidents gets out.
- Play while it is still fun, giving other participants opportunity to be their team's president.

HOW DID YOU GO WITH THE GAME?

HOW DID IT FEEL BEING THE PRESIDENT  
FOR YOUR TEAM?

WHO ARE THE PEOPLE THAT HELP YOU  
FEEL SAFE IN LIFE?

WHAT DO THEY DO?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO FAST CHALLENGE 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:

- Ball
- chair
- timer

- Have participants break up into groups of 4-6, depending on the size of your group.
- Each participant chooses one of 4 roles. 1 person will be the competitor, and the others can be either an encourager, helper or advice giver.
- The competitor must complete each challenge in 3 minutes with the help of their teammates according to their specific roles:
  - o The encourager can only give positive feedback.
  - o The helper can practically help complete the challenge but can't communicate.
  - o The advice giver can give suggestions but can't physically help.
- The 3 challenges are:
  - o Score a 'penalty shot', kicking a ball through a chair from approx. 5 metres away.
  - o Solve an anagram word puzzle (in group material).
  - o Balance on 1 leg for 30 seconds.
- After each 3-minute attempt, switch roles in the group so everyone has a turn being the competitor.

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?

Did you use the support of your team to succeed?

Why/why not?

How did the encouragers help you?

What did it feel like being encouraged?

Did you use the advice given to you during the challenge?

How did it help?

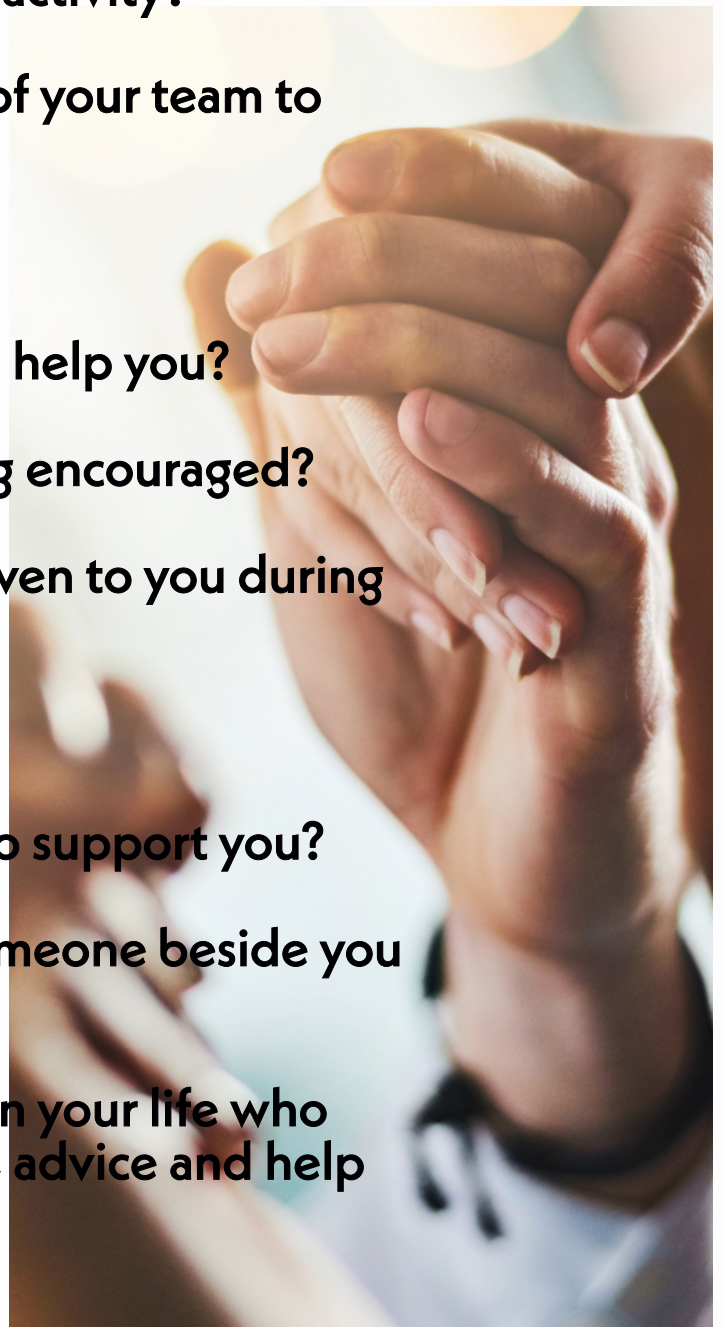
What did the helper do to support you?

How did it feel having someone beside you helping?

Can you think of people in your life who give you encouragement, advice and help when you need it?

Who are they?

**IN THE GROUP MATERIAL: YOUNG PEOPLE IDENTIFY HOW THEY WANT TO BE SUPPORTED AND WHO SUPPORTS THEM.**





## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

### MARK 5:25-34

<sup>25</sup>A woman in the crowd had suffered for twelve years with constant bleeding.

<sup>26</sup>She had suffered a great deal from many doctors, and over the years she had spent everything she had to pay them, but she had gotten no better. In fact, she had gotten worse.

<sup>27</sup>She had heard about Jesus, so she came up behind him through the crowd and touched his robe.

<sup>28</sup>For she thought to herself, "If I can just touch his robe, I will be healed."

<sup>29</sup>Immediately the bleeding stopped, and she could feel in her body that she had been healed of her terrible condition.

<sup>30</sup>Jesus realized at once that healing power had gone out from him, so he turned around in the crowd and asked, "Who touched my robe?"

<sup>31</sup>His disciples said to him, "Look at this crowd pressing around you. How can you ask, 'Who touched me?'"



<sup>32</sup>But he kept on looking around to see who had done it.

<sup>33</sup>Then the frightened woman, trembling at the realization of what had happened to her, came and fell to her knees in front of him and told him what she had done.

<sup>34</sup>And he said to her, "Daughter, your faith has made you well. Go in peace. Your suffering is over."



## STEP 3



### NOTES ON THE SCRIPTURE FOR FACILITATORS

Throughout the Gospels, there are many stories where Jesus is interrupted by people while he is on his way somewhere. Instead of viewing these interruptions as annoyances, he stops and engages the people who are in need.

In Jesus' time, women who were menstruating were considered ritually unclean. This meant they couldn't go to the Temple, and people engaging with them had to perform elaborate hygiene routines. This woman's illness meant that she would always be unclean.

Despite the fact that he had been touched by an 'unclean' person, Jesus was not upset. Like many stories in the Gospels, when 'unclean' people meet Jesus, instead of him becoming tainted, they become clean.

Jesus calls her 'daughter', as in 'Daughter of Abraham'. He reminds her, and the crowd, that she is part of their spiritual family and inheritance rather than an outcast.

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## **STEP 3**

# **DISCUSS THESE TOPIC QUESTIONS**

What do you think about what we just read? How do you think it might relate to how families support us on the journey?

Jesus was on his way to an important man's house when the woman touched him, but Jesus stopped to speak with her. Do you feel like Jesus makes time for you? What does that look like?

Jesus listens to the woman as she shares her story. How do you feel when you are listened to? What difference does it make knowing Jesus listens to you too?

Jesus encourages the woman by calling her his family. What do you think Jesus would say to encourage you?

## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

We all need support as we make our way. When we have family that love and care for us, we can feel accepted for who we are, confident to try new things and be hopeful for the future.

The Good News is that just like the woman in the story, Jesus supports us and calls us family.

When we need support from our family, we can look for people who support us like Jesus.



### ASK THE GROUP

- Get each person to share a takeaway from the session.
- 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**



**LEADER MATERIAL**  
Term 3 Session 3

**3**



**HOW  
DO OUR  
FAMILIES  
SHAPE US?**

# LIFE LABS 3 | HOW DO OUR FAMILIES SHAPE US?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

- Coloured markers/pens
- Paper



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people explore how their families have shaped them.

### Game:

The 'Squiggle' game gets young people to experience how people interact and change each other.

### Activity:

The 'Connection Tree' activity helps young people examine who has impacted their lives and how.

### Scripture:

The Scripture Matthew 4:18-22 explores the idea that Jesus can use the things we've learnt from our families as we make our way.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

Our families help shape who we are. We inherit genetics, some personality traits and sometimes the way we view the world. As we grow up, we are trying to become our own person but are still shaped by our families and upbringing. Our families can teach us skills, support us and guide us on the way. Sometimes they can also be unhelpful, trying to control our decisions, stop us from trying new things or even harm us. When we understand how our families shape us, we can know who we are and who we want to be as we make our way.

How do our families shape us?

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

*"How do our families shape us?"*

## STEP 1

# PLAY THE SQUIGGLE GAME

### EQUIPMENT:

Paper, different coloured markers/pens

- Have participants break up into groups of 4-6, depending on group size.
- Have each group sit in a circle around a piece of paper with each participant having a different coloured pen/marker. As a group, they then take turns drawing one line or squiggle at a time, trying to draw a picture without communicating with one another.
- The group chooses someone to draw the first line or squiggle who then passes the piece of paper to the next participant.
- Continue until the group is happy with their picture and have given their artwork a title.

HOW DID YOU GO WITH THE GAME?

HOW DID HAVING OTHERS DRAWING  
WITH YOU CHANGE THE FINAL PICTURE?

WHO ARE THE PEOPLE THAT IMPACT WHO  
YOU ARE?



## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO CONNEC- TION TREE 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:

- NONE

- Young people spend some time completing their connection tree in the group material.
- Allow 10-15 minutes to complete the tree and then have them share with a partner.

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?

Did anything surprise you?

Who did you choose?

Why did you choose them?

Who are you most similar to?

Who are you most different to?

What are you grateful for when you reflect on your family?

What do you wish was different?



**IN THE GROUP MATERIAL: YOUNG PEOPLE CREATE THEIR CONNECTION TREE.**

## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

### MATTHEW 4:18-22

<sup>18</sup>As Jesus was walking beside the Sea of Galilee, he saw two brothers, Simon called Peter and his brother Andrew. They were casting a net into the lake, for they were fishermen.

<sup>19</sup>“Come, follow me,” Jesus said, “and I will send you out to fish for people.”

<sup>20</sup>At once they left their nets and followed him.

<sup>21</sup>Going on from there, he saw two other brothers, James son of Zebedee and his brother John. They were in a boat with their father Zebedee, preparing their nets. Jesus called them,

<sup>22</sup>and immediately they left the boat and their father and followed him.



## STEP 3



### **NOTES ON THE SCRIPTURE FOR FACILITATORS:**

We have already explored this passage this year in Life Labs when we looked at how the disciples began to make their own way as they followed Jesus. In this session, we are examining a different angle – James and John’s relationship to their family.

That James and John are brothers is not just a fact in the Gospels but becomes part of the story a number of times. They start the journey together, their mother advocates on their behalf to Jesus, and their familial similarity is noted, being called the “Sons of Thunder”.

James and John are also in the family business, fishing. In Jesus’ time, it was common for families to have a trade that was passed down from generation to generation.

James and John break from their family business to follow Jesus, radically going their own way, but they remained connected to their family heritage, often fishing whilst travelling with Jesus.

## STEP 3

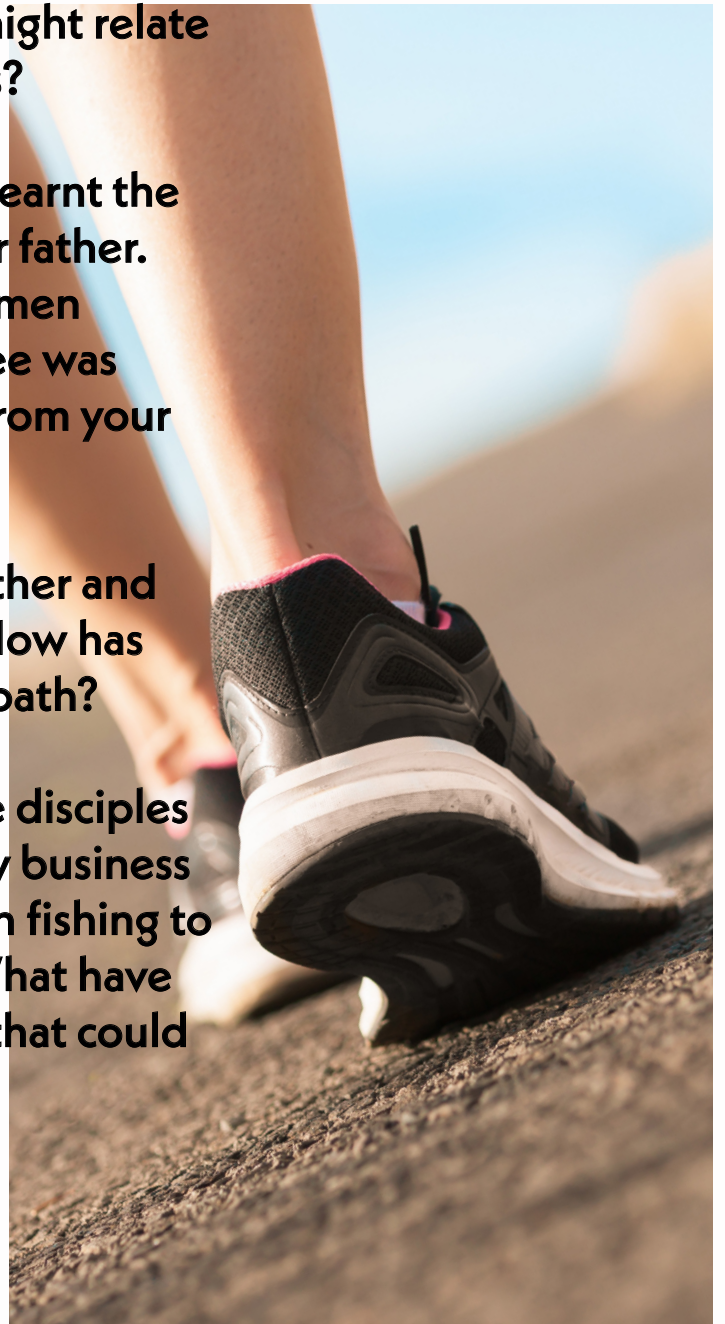
# DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to how our families shape us?

In the 1st Century, the sons learnt the skills and occupation of their father. James and John were fishermen because their father Zebedee was one. What have you learnt from your family?

James and John left their father and started on their own path. How has Jesus helped you find your path?

Throughout the gospels, the disciples continued to use their family business as they followed Jesus, often fishing to earn money and for food. What have you learnt from your family that could help you in following Jesus?



## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

Our families help shape who we are. We inherit genetics, some personality traits and sometimes the way we view the world.

As we grow up we are trying to become our own person, but are still shaped by our families and upbringing. Our families can teach us skills, support us and guide us on the way.

Sometimes they can also be unhelpful, trying to control our decisions, stop us from trying new things or even harm us. taught us and grow to be the person we want to be.

The Good News is that, just like James and John, Jesus chooses us for who we are and can help us find our path. When we follow Jesus, we can use what our family



### ASK THE GROUP

- Get each person to share a takeaway from the session.
- 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**



**LEADER MATERIAL**  
Term 3 Session 4

**4**



**WHAT  
DO WE DO  
WHEN  
FAMILIES  
FIGHT?**

# LIFE LABS 4 | WHAT DO WE DO WHEN FAMILIES FIGHT?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

- Stepping stones (cushions, hula hoops, etc.)
- Markers/cones



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people understand that conflict is normal, but you can choose how to respond to it.

### Game:

The 'Push and Pull' game gets young people to experience conflict and think about how they respond.

### Activity:

The 'Expanse Escape' activity helps young people see that some situations that look like conflict can actually be opportunities to work together.

### Scripture:

The Scripture Matthew 5:43-45 explores the idea of loving our enemies rather than hating those that mistreat us.



## Note to Leaders

LEADERS, this Life Lab is about how we resolve disagreements with people close to us, not about how we respond to unsafe family environments.

The point of this session is to help young people develop conflict resolution skills for the complicated relationships they have with friends and family, but no young person should EVER feel as if they must stay in an unsafe family.

If any of your young people disclose that they are in abusive or neglectful family environments, follow The Salvation Army's reporting procedures, and draw attention to the support services young people can access listed in the group material.

*"no young person should  
EVER feel as if they  
must stay in an unsafe  
family"*



## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

All families fight. Conflict happens and disagreements are normal, and no matter what we do, we can't escape some fighting with those who are to close us.

Conflict can hurt our feelings, affect our lives and sometimes create environments that are uncomfortable. While we can't escape some disagreements, we can decide how we respond to conflict and how we react to the people in our families.

What do we do when families fight?

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

*"What do we do  
when families  
fight?"*

## STEP 1

# PLAY THE PUSH AND PULL GAME

- Have everyone find a partner. This game works better when partners are roughly the same size.
- In their pair, have the participants hold hands like an arm wrestle, then have them point one finger out like a sword.
- When the leader says “go”, each pair try to stab their partner with their finger.
- Each time they get a touch they get a point.

HOW DID YOU GO WITH THE GAME?

WHAT WAS YOUR STRATEGY FOR GETTING  
A POINT?

DO YOU PUSH BACK, GO WITH THE FLOW  
OR SOMETHING ELSE?

WHEN YOU EXPERIENCE CONFLICT WITH  
SOMEONE WHAT DO YOU DO?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO EXPANSE ESCAPE 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:

- Stepping stones (cardboard, hula hoops, etc.), markers/cones

- To set up, create a space that has an expanse approx. 5-7 metres wide that participants will have to

- Gather different materials that participants can use as stepping stones to make their way across the expanse. You could use cushions, hula hoops, carpet tiles or whatever you have that young people can safely step on or in. Put all the materials in a pile between the 2 teams on the side of the expanse you are starting on.
- Only gather enough materials for one team to use to get across the expanse, but don't tell the participants this.
- Divide the participants into 2 teams.
- When the leader says "go", participants take turns running to grab an item from the pile to then use as a stepping-stone. Each participant can only grab one at a time.
- To cross the expanse, teams place their materials on the ground and use them as stepping-stones. If they fall off or step outside the stepping-stone, they need to remove the stepping-stones and start again.
- If the activity starts to breakdown because it is impossible, you can offer suggestions to help them figure out that they need to work together.

## **STEP 2**

# **DISCUSS THE ACTIVITY**

**How did you go with the activity?**

**How competitive were you at the start?**

**How did you feel when you couldn't complete the challenge?**

**Were you frustrated?**

**Did you want to give up?**

**How did you realise that you needed to work together?**

**How did you approach the other team?**

**Have you ever had a time where you didn't get along with someone but needed their help?**

**What was it like? What did you do?**



**IN THE GROUP MATERIAL: A LIST OF SUPPORT SERVICES FOR YOUNG PEOPLE WHO ARE FEELING UNSAFE AT HOME.**

## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

### MATTHEW 5:43-45

<sup>43</sup>"You have heard that it was said, 'Love your neighbour and hate your enemy.'

<sup>44</sup>But I tell you, love your enemies and pray for those who persecute you,

<sup>45</sup>that you may be children of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous.



## STEP 3



### **NOTES ON THE SCRIPTURE FOR FACILITATORS:**

This passage comes as part of the Sermon on the Mount. This is the central platform of Jesus' message and teachings. It is a radical vision of the Kingdom of God and how it is different from the ways of the world.

The idea of 'enemies' was not merely academic to Jesus' audience. They lived under occupation of the Romans. They also lived in an honour society where saving face and avenging wrongs against yourself was important.

Instead of advocating hatred and violence, Jesus calls for love and prayer. He says that, in doing so, you will emulate the Father in heaven and be like His children.

Many religions held that if you were righteous, you would be rewarded. Jesus rebukes that notion, telling his audience that God brings sun and rain to those who are righteous and evil alike. He is explaining that God loves his friends and his enemies. This is the kind of love we are to

## **STEP 3**

# **DISCUSS THESE TOPIC QUESTIONS**

**What do you think about what we just read? How do you think it might relate to what do we do when families fight?**

**In the Scripture, Jesus is talking about loving instead of hating. It's true that we can't end conflict by fighting, but not fighting back isn't always that easy? Why do we sometimes fight back in these situations?**

**How do you love someone that you are fighting with? What does it mean to want the best for someone when you are disagreeing over something?**

**Jesus says that good and bad things happen to everyone, that the world isn't fair. Does this explain why people might fight or want different things? How do bad experiences influence our actions?**

**Jesus talks about a true family of God that is found in people who love instead of hate. What examples have you seen of families that resolve conflict with**



## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

All families fight.

Conflict happens and disagreements are normal, and while we can't escape some disagreements, we can decide how we respond.

The Good News is Jesus shows us that we don't have to hate those we have conflict with but can show love instead.



### ASK THE GROUP

- Get each person to share a takeaway from the session.
- 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**



**LEADER MATERIAL**  
Term 3 Session 5

**5**



**HOW CAN  
WE MAKE  
THE BEST OF  
SCHOOL?**

# LIFE LABS 5 | HOW CAN WE MAKE THE BEST OF SCHOOL?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

- Game cards



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people explore how they persevere when facing tough circumstances at school.

### Game:

The 'But Then, So I' game gets young people to experience responding to adverse circumstances.

### Activity:

The 'School Scenario' activity helps young people explore different responses to tough circumstances at school.

### Scripture:

The Scripture Hebrews 10:23-24 explores how God's promise of connection with us can bring us hope when we encounter challenges.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

We all have to go to school. School can be a place where you belong and you feel capable of doing the work. Sometimes school is fun – somewhere you hang out with your friends. Sometimes it can feel like everyone is against us and that everything is out of control.

When this happens, you may feel hopeless and want to quit school altogether. If we have to be at school, how can we handle all the ups and downs?

How can we make the best of school?

As a way to begin thinking about this, let's play the 'But Then, So I' game.

*"How can we make the best of school?"*

## STEP 1

# PLAY THE BUT THEN, SO I GAME

### EQUIPMENT:

Game cards

- Have participants sit in a circle with the scenario cards in the centre.
- Flip over the first scenario and read it out to the group. The scenario will start with a situation ending with “so I”, e.g. We all went to the zoo for the day, but then the lions got out, so I...
- Choose a participant to complete the sentence. They resolve the complication and end with “but then”, e.g. We all went to the zoo for the day, but then the lions got out, so I climbed a tree to escape, but then...
- The next person in the circle then comes up with a complication. They end their turn with “so I...”. Continue this until you’ve been around the whole circle.
- If you get to the end and it’s still fun, try a new card and go around again.

HOW DID YOU GO WITH THE GAME?

HOW DID YOU ADAPT TO THE SCENARIO  
YOU WERE GIVEN?

HOW CAN YOU CHANGE CHALLENGING  
SITUATIONS TO POSITIVE ONES?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO SCHOOL SCENARIO ACTIVITY

- Have participants get into pairs.
- Participants then read through the scenarios with their partner and write down what they would do.
- Re-join the main group and discuss answers.

### 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:

- None

**IN THE GROUP MATERIAL: SPACE FOR YOUNG PEOPLE TO  
WRITE THEIR RESPONSES TO THE SCENARIOS.**

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?  
Was it easy to come up with  
strategies for the scenarios?

Have you ever been in scenarios  
like this? What happened?

Were your responses similar or  
different to others? Was there a  
strategy someone else shared  
that you thought was helpful?  
Why?

Do you find it easy or difficult to  
have a positive attitude when you  
face challenges at school? What  
difference do you think a good  
attitude makes?



## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

## HEBREWS 10:23-24

<sup>23</sup>Let us hold tightly without wavering to the hope we affirm, for God can be trusted to keep his promise.

<sup>24</sup>Let us think of ways to motivate one another to acts of love and good works.





## STEP 3

### **NOTES ON THE SCRIPTURE FOR FACILITATORS**

The book of Hebrews is written to a group of believers who are struggling with challenges, including persecution because of their faith. The book is written to encourage them to persevere.

The promise mentioned by the writer is that we have connection with God. There are no longer any barriers because of Jesus' death and resurrection.

The passage following is a reminder to the believers of how he has kept his promises to his people throughout history. The author encourages them to keep their faith by remembering what God has done.



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## **STEP 3**

# **DISCUSS THESE TOPIC QUESTIONS**

**What do you think about what we just read?  
How do you think it might relate to how can we  
make the best of school?**

**The Scripture says to hold onto hope without  
wavering. This means to keep moving forward  
even if things are tough. How do you hold onto  
hope when things are tough?**

**What do you think God's promise is for you?  
What difference does it make?**

**When school is tough, it can be helpful to be  
encouraged by others. Who encourages you at  
school? What is one way that you can encourage  
others?**

## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

We all have to go to school. School can be a place where you belong and you feel capable of doing the work. Sometimes school is fun – somewhere you hang out with your friends. Sometimes it can feel like everyone is against us and that everything is out of control.

When this happens, you may feel hopeless and want to quit school altogether.

The Good News is that God can bring us hope in tough circumstances. When we are struggling with school, we can keep going and encourage others, knowing that God is with us.



### ASK THE GROUP

- Get each person to share a takeaway from the session.
- 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**

## 'But Then, So I' Scenario cards

<p>We all went to the zoo for the day, but then the lions got out, so I...</p>	<p>I get to school and my friends ask if I've studied for the big test, but then I realise I didn't know about the test and haven't studied for it, so I...</p>	<p>We're deserted on an island and have just found treasure, but then I hear pirates coming, so I...</p>
<p>I'm about to deliver a big speech, but then I realise I left it at home, so I...</p>	<p>We're on the bus travelling for a school excursion, but then the bus gets a flat tire in the middle of nowhere, so I...</p>	<p>I'm on a cruise in the Pacific Ocean, but then I realise the engine is broken, so I...</p>
<p>I'm in line at Bunnings to get a sausage, but then I get to the front and they are out of sausages, so I...</p>	<p>I'm on my way to a concert, but then I hit a huge traffic jam that will make me late, so I...</p>	<p>I'm going to my friends birthday party, but then I realise I forgot their present, so I...</p>



**LEADER MATERIAL**  
Term 3 Session 6

**6**



**HOW  
DO WE  
MAKE OUR  
SCHOOLS  
SAFE?**

# LIFE LABS 6 | HOW DO WE MAKE OUR SCHOOLS SAFE?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

- Markers



## SESSION OUTLINE

### Purpose:

The purpose of this session is to empower young people to confront injustice in their schools.

### Game:

The 'Together' game gets young people to experience how others can protect us when we need it.

### Activity:

The 'Positive Bystander' activity allows young people to practice skills that can help them support others who aren't safe.

### Scripture:

The Scriptures Proverbs 31:8-9 and Matthew 5:9 explore how God is on the side of those experiencing injustice.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

We all want to go to school and feel safe. When school is safe for us, we can feel comfortable in our environment, connected to our peers and confident to learn. But school isn't always safe for everyone. We can see people who are excluded, don't feel welcome or experience bullying.

When this happens, we can struggle to know what to do and how to respond, and so our schools stay unsafe.

How do we make our schools safe?

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

*"How do we make our schools safe?"*

## STEP 1

# PLAY THE GO TOGETHER GAME

### EQUIPMENT:

Markers

- Set up a space large enough for your group to run around in.
- Choose one player to be 'it' and have the other participants stand on one side of the playing area.
- Whoever is 'it' yells out a number. Participants then can link arms in a group of that size to get a free walk to the other side. If you can't find a group, you are not safe and can be tagged as you cross.
- If a participant is tagged, they are out.
- Continue until you have a winner.
- If participants are still having fun, you can choose another participant to be 'it' and play again.

HOW DID YOU GO WITH THE GAME?

HOW DID IT FEEL TO AVOID THE CHASE BY  
LINKING ARMS?

WHO DO YOU GO TO FOR HELP WHEN YOU  
NEED PROTECTING?



## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO POSITIVE BYSTANDER 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:

- NONE

- You can do this activity in groups of 3-4 or as a whole group.
- Have someone read out one of the scripts to the group.
- Participants take some time to consider what they would do and then have someone act out their response.
- Take turns reading out the scripts and acting out your response in the group.

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity? Did you find it easy or difficult to respond to the situations?

Have you ever experienced a situation where you saw someone being bullied? What happened?

Have you ever been in a situation where someone was a positive bystander for you?

What did this mean to you?

How confident are you helping someone who is being bullied?

Is there anything that you learnt that could help you?



## STEP 2

# Bullying scripts:

### Scenario 1

You walk into school, and you notice someone in year 8 blocking the path of a year 7 student. They stop them from entering the school gates and keep blocking their path, even when the year 7 student asks them to stop. The year 8 student's friends are laughing and making fun of the year 7 student.

### Scenario 2

One of your friends likes to play music in class, but the teacher doesn't allow students to listen to music. Your friend accidentally forgets to connect their headphones, and the music starts playing out loud. The teacher asks who it was, but your friend doesn't say anything. The teacher asks again, and someone else in the class tells the teacher it was your friend. After class, your friend confronts them

### Scenario 3

Your year level has to do a speech in English class. One of your friends tells you they are really nervous about it and hate talking in front of the class. That night, in your friends group chat, someone posts a video of that friend delivering their speech. Their voice is croaky, they are shaking uncontrollably, and they can't finish. Everyone in the group chat sees the video and starts making fun of them. Your friend has seen the messages but isn't responding. The longer they don't respond, the more your other friends make fun of them.

## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

### PROVERBS 31:8-9

<sup>8</sup>Speak up for those who cannot speak for themselves; ensure justice for those being crushed.

<sup>9</sup>Yes, speak up for the poor and helpless, and see that they get justice.

### MATTHEW 5:9

God blesses those who work for peace, for they will be called the children of God.



## STEP 3



### **NOTES ON THE SCRIPTURE FOR FACILITATORS:**

Throughout the Bible, God expresses care for those who are outcast or persecuted and calls his people to work for justice. This is in every part of Bible, from the Old Testament law and prophets to how Jesus interacted with people.

Another way of understanding the word 'blesses' in the Beatitudes is 'honours'. God is highlighting those who work for peace as being honoured by God.

'Peace' is best understood not as the absence of conflict but the presence of justice.

Because God values justice, those who work for peace are acting like him. In this way, they are his children.

## **STEP 3**

# **DISCUSS THESE TOPIC QUESTIONS**

What do you think about what we just read? How do you think it might relate to how we make our schools safe?

The Scripture talks about God caring for those on the margins of society. Have you ever felt like an outsider? Who are the people at school that might feel this way?

In the Scripture, we are encouraged to speak up for others and work for peace. Sometimes this can be challenging. What do you think gets in the way of helping others? How can you try to help others?

Jesus says that those who work for peace are blessed. How do you feel when you help others and stand up for people? Do you feel blessed?

**IN THE GROUP MATERIAL: RESOURCES FOR YOUNG PEOPLE WHO ARE EXPERIENCING BULLYING OR DON'T FEEL SAFE.**

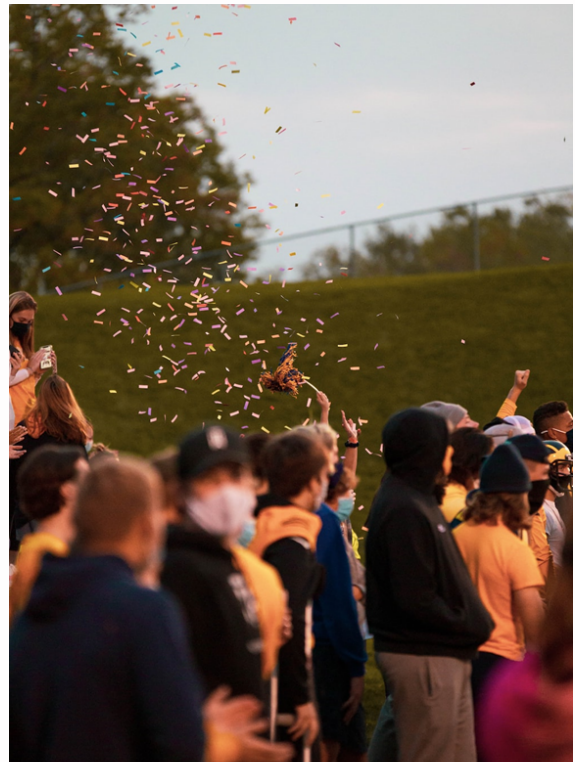
## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

We all want to go to school and feel safe. When school is safe for us, we can feel comfortable in our environment, connected to our peers and confident to learn. But school isn't always safe for everyone. We can see people who are excluded, don't feel welcome or experience bullying.

The Good News is that we can be like Jesus and stand up for those who need help. When school is unsafe and we see others struggling, we can be people who make a difference by working for peace.



### ASK THE GROUP

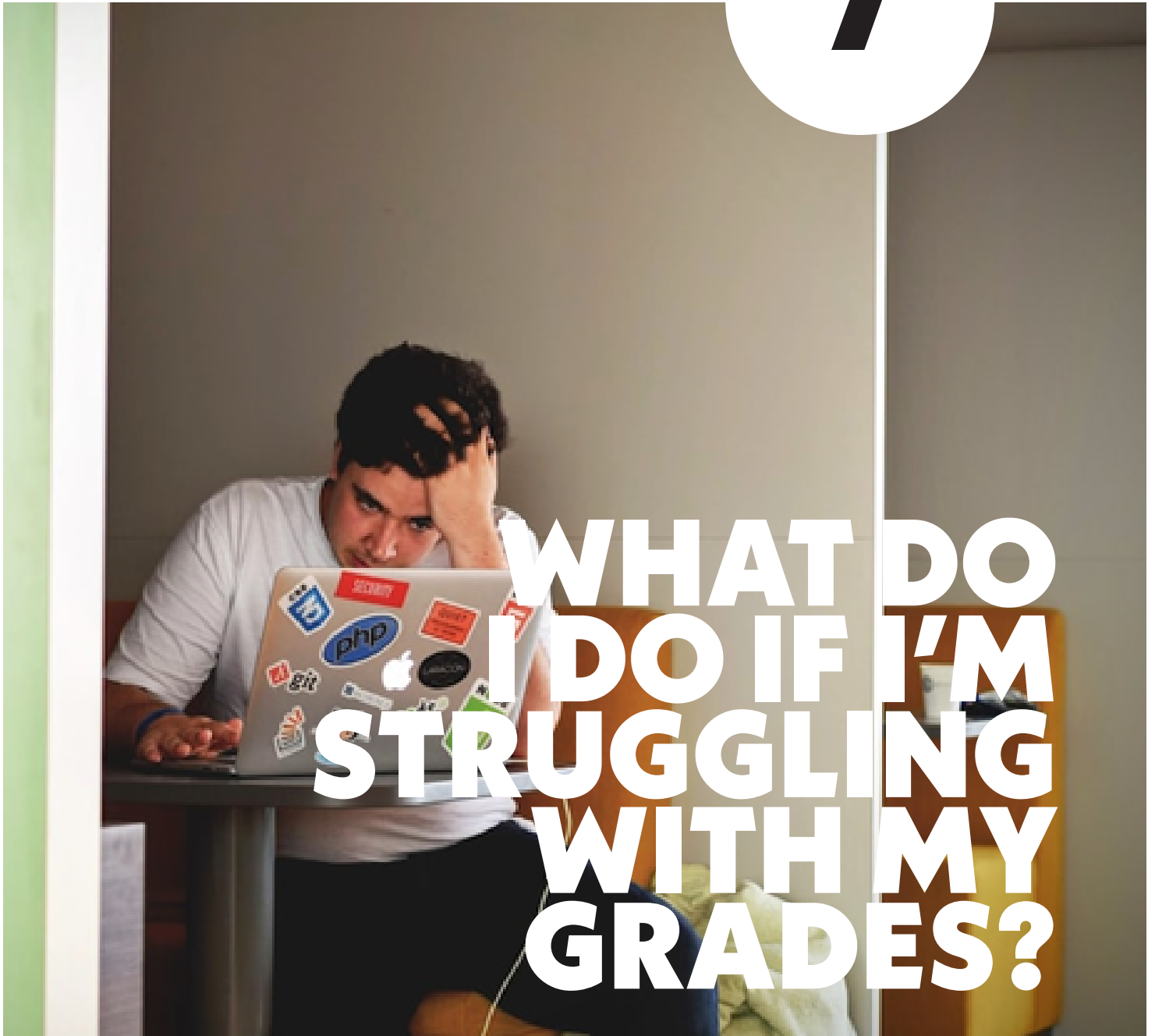
- Get each person to share a takeaway from the session.
- Ask if anybody wants to discuss anything further about this topic with a leader or support person.
- Remind them when the next session is.

**CLOSE THE SESSION**



**LEADER MATERIAL**  
Term 3 Session 7

**7**





# LIFE LABS 7 | HOW CAN WE MAKE THE WORLD A BETTER PLACE?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

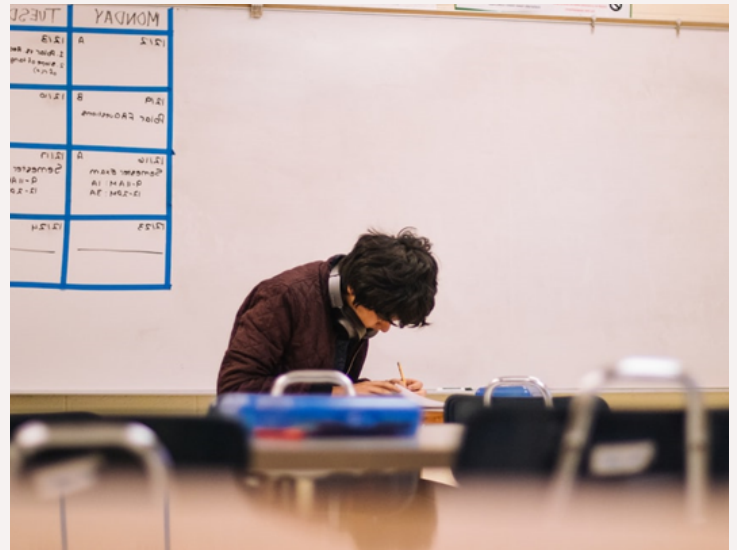
### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

Ball



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people understand that their value goes beyond their test scores.

### Game:

The 'Teacher Says' game gets young people to experience situations where they will struggle and fail, and to reflect on how that feels.

### Activity:

The 'Share the Love' activity helps young people build their self-esteem beyond their academic achievement.

### Scripture:

The Scripture Matthew 20:1-6 explores how God values us, not based on our achievements but because of his love.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

When we go to school, grades can feel like everything. The calendar is geared around tests and assignments, we get marks to show us how well we are going, and when we finish school, we literally get a score comparing us to everyone else.

If we are doing well, we can feel confident and engaged in school, but if we are struggling, we can feel like giving up. This can leave us not only feeling bad about school but also ourselves.

What do I do if I'm struggling with my grades?

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

*"What do I do  
if I'm struggling  
with my grades?"*

## STEP 1

# PLAY THE TEACHER SAYS GAME

- Have participants stand in front of you as the 'teacher'. Explain to them that they have to do what the teacher says, and if they are successful, they get a point.
- Start each command with "teacher says...". Each command should be difficult to complete but not always impossible. Here are some examples:
  - o Pat your head and rub your tummy
  - o Put your fist in your mouth
  - o Count backwards from 1000 in intervals of 87
  - o Lick your elbow
  - o Touch your nose with your tongue
  - o Touch your toes with your legs straight
  - o Do the splits
  - o Raise one eyebrow
  - o Wiggle your ears
  - o Tell me a word that rhymes with 'orange'
- After all the challenges, compare scores out of 10

HOW DID YOU GO WITH THE GAME?

WHAT WAS YOUR SCORE?

HOW DO YOU FEEL WHEN YOU STRUGGLE  
TO DO SOMETHING?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO SHARE THE LOVE 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:

- Ball

- Have participants stand in a circle. Choose one participant to start with the ball.
- That participant throws the ball to someone and gives them a compliment or encouragement.
- Whoever catches the ball gives themselves a compliment and then throws the ball to someone else and gives them a compliment.
- Continue until everyone has had a turn.

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?

How did you feel when you were encouraged?

How did you choose who to throw the ball to?

Did you find it easy to be encouraging to them?

Did you find it easier to encourage yourself or others?

Why?

How often do you think encouraging things about yourself?

What are you proud of yourself for?



**IN THE GROUP MATERIAL: SPACE FOR YOUNG PEOPLE TO WRITE DOWN ALL THE COMPLIMENTS THEY RECEIVED.**

## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

### MATTHEW 20:1-16

<sup>1</sup>“For the Kingdom of Heaven is like the landowner who went out early one morning to hire workers for his vineyard.

<sup>2</sup>He agreed to pay the normal daily wage and sent them out to work.

<sup>3</sup>“At nine o’clock in the morning he was passing through the marketplace and saw some people standing around doing nothing.

<sup>4</sup>So he hired them, telling them he would pay them whatever was right at the end of the day.

<sup>5</sup>So they went to work in the vineyard. At noon and again at three o’clock he did the same thing.

<sup>6</sup>“At five o’clock that afternoon he was in town again and saw some more people standing around. He asked them, ‘Why haven’t you been working today?’

<sup>7</sup>“They replied, ‘Because no one hired us.’  
“The landowner told them, ‘Then go out and join the others in my vineyard.’



<sup>8</sup>“That evening he told the foreman to call the workers in and pay them, beginning with the last workers first.

<sup>9</sup>When those hired at five o’clock were paid, each received a full day’s wage.

<sup>10</sup>When those hired first came to get their pay, they assumed they would receive more. But they, too, were paid a day’s wage.

<sup>11</sup>When they received their pay, they protested to the owner,

## STEP 3

<sup>12</sup>Those people worked only one hour, and yet you've paid them just as much as you paid us who worked all day in the scorching heat.'

<sup>13</sup>"He answered one of them, 'Friend, I haven't been unfair! Didn't you agree to work all day for the usual wage?'

<sup>14</sup>Take your money and go. I wanted to pay this last worker the same as you.

<sup>15</sup>Is it against the law for me to do what I want with my money? Should you be jealous because I am kind to others?'

<sup>16</sup>"So those who are last now will be first then, and those who are first will be last."



## STEP 3



### NOTES ON THE SCRIPTURE FOR FACILITATORS

In Jesus' time, this is how day labourers were hired. The original audience would have known that the keen, hard-working labourers would be the ones arriving early, and the lazier or less talented ones arriving later.

In Jesus' time the audience would have been familiar with stories about people working hard and then being rewarded. Jesus puts a twist on this story – the rewards are not given based on how hard they worked but on the generosity of the landowner.

Jesus shares this parable in the context of other narratives about what greatness means. It is after a rich young ruler is called to give up his wealth and before the disciples argue about who the greatest is. In each case, the message is the same – the first will be last, and the last will be first.



### **STEP 3**

# **DISCUSS THESE TOPIC QUESTIONS**

What do you think about what we just read?  
How do you think it might relate to what to do  
when you're struggling with your grades?

Jesus uses this story to show us that God is like the  
landowner. What did you learn about God in the  
story? Have you ever thought about God in this  
way before?

The landowner found people who weren't  
considered the best workers and hired them. Do  
you ever feel left out because your work wasn't  
considered good enough?

Jesus shows us what God's generosity and love is  
like when the landowner rewards all the workers  
with the same wage, no matter how much they  
worked. How do you feel knowing that God loves  
you, no matter what, including how well you do at  
school? What difference does it make to you?

**IN THE GROUP MATERIAL: TIPS TO HELP YOUNG PEOPLE DO  
THEIR BEST AT SCHOOL.**

## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

When we go to school, grades can feel like everything. If we are doing well, we can feel confident and engaged in school, but if we are struggling, we can end up feeling bad about ourselves.

The Good News is that we are loved and valued by God. When we are struggling with our grades, we can remember that God loves and values us, no matter how well we do at school.



### ASK THE GROUP

- Get each person to share a takeaway from the session.
- 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**



**LEADER MATERIAL**  
Term 3 Session 8

**8**



**HOW DO  
I FIND MY  
PATH AFTER  
SCHOOL?**

# LIFE LABS 8 | HOW DO I FIND MY PATH AFTER SCHOOL?

## HOW TO RUN A SESSION

### STEP 1:

Read introduction, then play the game

### STEP 2:

Do the activity then discuss the questions

### STEP 3:

Read the Scripture, discuss the questions

### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

- 2 cups of water
- Masking tape (or similar) to make a line



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people think about how they find their path in life, especially after school.

### Game:

The 'Distraction Walk' game gets young people to experience how it can be difficult to make our way when there are lots of voices telling us different things.

### Activity:

The 'Life Path' activity helps young people think about their future and make plans.

### Scripture:

The Scripture John 8:12 explores how Jesus guides us to life.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

School can be a place that helps us find our path in life. We can explore subjects that we like, things we are good at and the places we want to go.

But as we make these decisions, other people can try to change our paths. Parents want us to get a good job, friends want us to do what they are doing, and teachers tell us we can't accomplish our dreams.

When others have opinions about our paths, we can be confused about which way we should go. This can leave us feeling stressed, overwhelmed and afraid to go the wrong way.

How do I find my path after school?

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

*"How do I find my path after school?"*

## STEP 1

# PLAY THE WHAT DO YOU MEAN? GAME

### EQUIPMENT:

- 2 cups of water
- masking tape (or similar) to make a line
- Set up a line 8-10 metres long.
- Choose a participant to start, and have the rest of the group at least 2 metres back from the line.
- The participant must walk along the line and carry a cup of water. If they step off the line or spill some water, they must start again.
- The rest of the group can distract the player by saying their name. Be sure to remind those distracting not to get too close or yell too loud – you want it to be distracting, not intense.
- Continue the game until everyone has had an opportunity to walk.
- If one cup of water is too easy, add another cup.

HOW DID YOU GO WITH THE GAME?

DID YOU GET DISTRACTED?

WHAT DO YOU DO WHEN OTHER  
PEOPLE'S VOICES MAKE IT MORE  
DIFFICULT TO WALK YOUR PATH?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO PATH PLANNER 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:

- None

- Participants complete the 'Path Planner' activity in the group material.
- Participants dream about their future and plot on a path what they want to achieve in life. Some participants may need help to think about their hopes and dreams. Pay attention to anyone struggling and offer them help. Here are some category suggestions for young people to reflect on if they are struggling:

- o Career
- o Family
- o Experiences

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?

Was it fun thinking about your future?

What did you map out first?

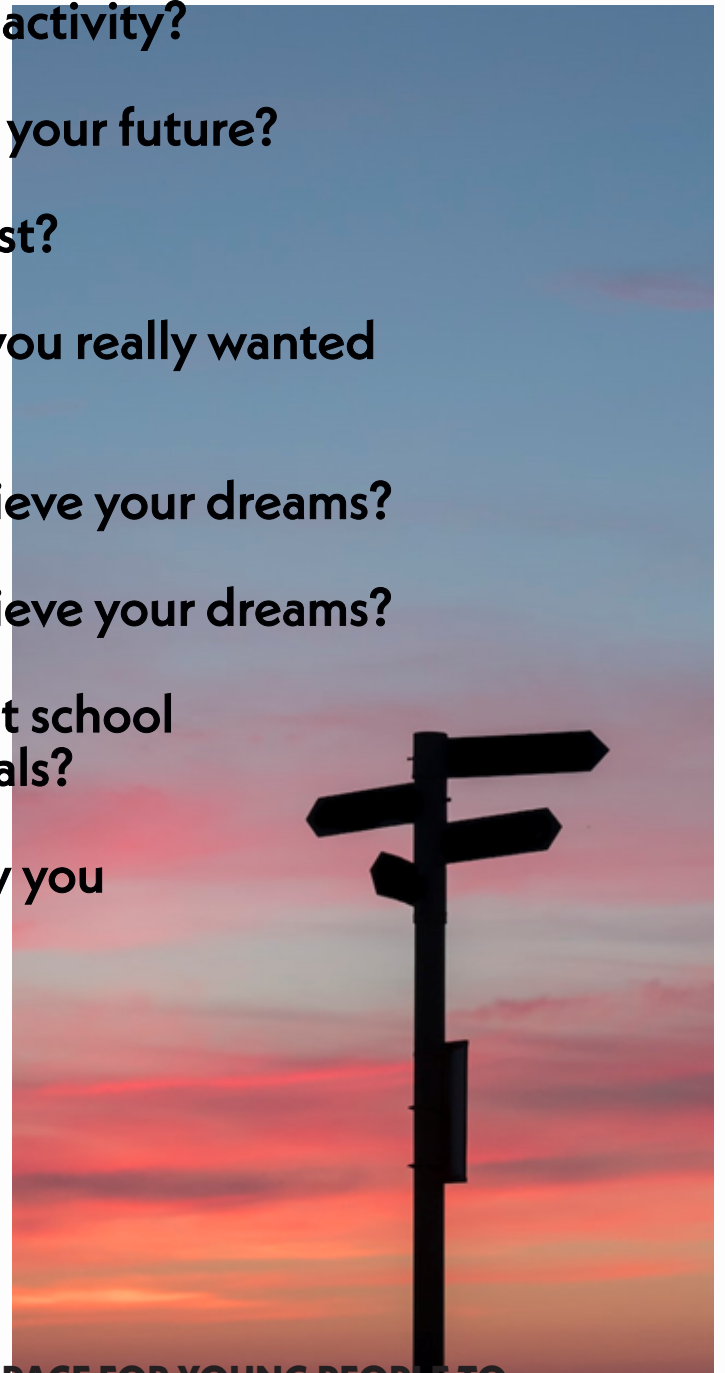
Was there anything that you really wanted to do in your life?

Do you think you can achieve your dreams?

What could help you achieve your dreams?

Does what you're doing at school help you achieve your goals?

How does that affect how you view school?



**IN THE GROUP MATERIAL: SPACE FOR YOUNG PEOPLE TO EXPLORE AND PLAN WHAT THEY WANT TO DO IN LIFE.**



## STEP 3

# READ THE SCRIPTURE, DISCUSS THE QUESTIONS (15 MINUTES)

### JOHN 8:12

<sup>12</sup>Jesus spoke to the people once more and said, "I am the light of the world. If you follow me, you won't have to walk in darkness, because you will have the light that leads to life."



## STEP 3



### **NOTES ON THE SCRIPTURE FOR FACILITATORS**

At the very beginning of the book of John, Jesus is the Word that is the source of life that brings light to the people, a light that will never go out (1:4).

Jesus made this statement during the Festival of Tabernacles, and during this festival, Jerusalem was lit up with lamps. The Festival reminded the Israelites of a time when God provided for his people in the wilderness when their path was unclear.

Shortly after Jesus says this, he talks about walking in the light as opposed to stumbling without it (11:9).

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## STEP 3

# DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to how you find your path after school?

This Scripture talks about walking in darkness. Have you ever felt like you're walking in darkness or confused about your path? What did you do?

Jesus says that when we follow him, it's like following a 'light'. How do you follow Jesus when you need direction on which path to take? How does Jesus help you?

In this Scripture, Jesus says that following him will lead to 'life'. How do you know when a path is right for you? What path do you think will bring you 'life'?

## STEP 4

# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

School can be a place that helps us find our path in life.

But as we make these decisions, other people can try to change our paths, which can leave us feeling stressed.

The Good News is that when we follow Jesus, he can help guide us. When we feel like we are confused, walking in darkness, we can follow Jesus and find a path that brings us life and is right for us.



### ASK THE GROUP

- Get each person to share a takeaway from the session.
- 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**