



**LEADER MATERIAL**  
Term 4 Session 1

**1**



**HOW DOES  
MY PAST  
SHAPE  
WHERE I'M  
GOING?**

# LIFE LABS 1 | HOW DOES MY PAST SHAPE WHERE I'M GOING?

## 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 help young people understand how their past shapes their path and consider how Jesus can use our past to transform our future.

### Game:

The 'Red Rover' game gets young people to experience how some people's paths might be more difficult than others.

### Activity:

The 'Episodes Frames' activity helps young people reflect on their past and begin thinking about their future.

### Scripture:

The Scripture Acts 26:1-23 explores the Apostle Paul's past and how Jesus transformed his future.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME

(10 MINUTES)

Our lives are full of experiences that shape who we are and how we make our way. Maybe our path has been smooth, full of people who support us and care for us.

Maybe we have walked a rough path with challenging circumstances and people who don't want the best for us. When our paths have been difficult, it can be tough to move forward, and the future can feel hopeless.

Whatever our past has looked like, it plays a part in shaping our paths today and can help us find where we want to go.

How does my past shape where I'm going?

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

*"How does my past shape where I'm going?"*

## STEP 1

# PLAY THE RED ROVER GAME

- Mark out a space large enough for participants to move around in.
- Choose a participant to be 'it' and have them stand in the playing space with the rest of the participants lined up on one side of the playing space.
- Participants must make it from one side to the other without being tagged.
- Before each participant attempts to cross to the other side, they roll a dice. If they roll an odd number, they can only hop to the other side, if they roll an even number, they can run, and if they roll a 6, they get a free pass.
- After each participant has rolled a dice and has their number, whoever is 'it' yells "go" and the participants try to cross without being tagged. Anyone tagged is out.

HOW DID YOU GO WITH THE GAME?

HOW DID IT FEEL WHEN YOU HAD TO HOP?

IN THE PAST, HOW HAVE YOU RESPONDED  
TO CHALLENGING CIRCUMSTANCES?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO LIFE EPISODES 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 'Life Episodes' activity in the group material.
  - Participants reflect on their life as a TV show with distinct 'episodes'. For example, an 'episode' in your life where you faced a challenge. Participants then draw a representation of this time in their life and name the 'episode'.
- After completing each episode, participants name their life as a TV show.

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?  
How did you feel filling in each episode?

Which episodes were easiest to complete? Were there any that you found difficult?

How did you choose your TV show name? How did each episode help you decide the name of your TV show?

How did your past episodes shape what you thought your future episode would be? Where do you think your TV show is heading?



**IN THE GROUP MATERIAL: PARTICIPANTS COMPLETE THEIR LIFE EPISODE FRAMES.**

## STEP 3

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

### ACTS 26:1-23

Agrippa said to Paul, "You may now speak to defend yourself." Paul raised his hand to get their attention and began to speak.

2 He said, "King Agrippa, I feel fortunate that I can stand here before you today and answer all the charges these Jews have made against me.

3 I am very happy to talk to you, because you know so much about all the Jewish customs and the things the Jews argue about. Please listen to me patiently.

4 "All the Jews know about my whole life. They know the way I lived from the beginning in my own country and later in Jerusalem.

5 These Jews have known me for a long time. If they want to, they can tell you that I was a good Pharisee. And the Pharisees obey the laws of the Jewish religion more carefully than any other group.

6 Now I am on trial because I hope for the promise that God made to our fathers.



## STEP 3

7 This is the promise that all the twelve tribes of our people hope to receive. For this hope the Jews serve God day and night. My king, the Jews have accused me because I hope for this same promise.

8 Why do you people think it is impossible for God to raise people from death?

9 "I used to think that I should do everything I could against Jesus from Nazareth.

10 And that's what I did, beginning in Jerusalem. The leading priests gave me the authority to put many of God's people in jail. And when they were being killed, I agreed that it was a good thing.

11 I visited all the synagogues and punished them, trying to make them curse Jesus. My anger against these people was so strong that I went to other cities to find them and punish them.

12 "One time the leading priests gave me permission and the authority to go to the city of Damascus.

13 On the way there, at noon, I saw a light from heaven, brighter than the sun. It shined all around me and those traveling with me.

14 We all fell to the ground. Then I heard a voice talking to me in Aramaic. The voice said, 'Saul, Saul, why are you persecuting me? You are only hurting yourself by fighting me.'





## STEP 3

15 “I said, ‘Who are you, Lord?’  
“The Lord said, ‘I am Jesus. I am the one  
you are persecuting.

16 Stand up! I have chosen you to be my  
servant. You will tell people about me—  
what you have seen today and what I will  
show you. This is why I have come to you.

17 I will keep you safe from your own peo-  
ple and from the non-Jewish people, the  
ones I am sending you to.

18 You will make them able to understand  
the truth. They will turn away from dark-  
ness to the light. They will turn away from  
the power of Satan, and they will turn to  
God. Then their sins can be forgiven, and  
they can be given a place among God’s  
people—those who have been made holy  
by believing in me.”

19 Paul continued speaking: “King Agrippa,  
after I had this vision from heaven, I obe-  
yed it.

20 I began telling people to change their  
hearts and lives and turn back to God.  
And I told them to do what would show  
that they had really changed. I went first  
to people in Damascus. Then I went to  
Jerusalem and to every part of Judea and  
told the people there. I also went to the  
non-Jewish people.



## STEP 3

21 “This is why the Jews grabbed me and were trying to kill me at the Temple.

22 But God helped me, and he is still helping me today. With God’s help I am standing here today and telling all people what I have seen. But I am saying nothing new. I am saying only what Moses and the prophets said would happen.

23 They said that the Messiah would die and be the first to rise from death. They said that he would bring the light of God’s saving truth to the Jewish people and to the non-Jewish people.”



## STEP 3



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

Paul's life radically changed after meeting Jesus, from violently opposing Christians to becoming an apostle. He receives a new mission and direction in life, one that would have seemed impossible before he encountered Jesus. His future from that moment was radically different from his past.

Paul trained as a Pharisee and studied Scripture. After Paul encounters Jesus, he is able to use these skills and experiences from his past to help him become a teacher and missionary.

Paul was on trial because of his faith in Jesus. During Paul's conversion story, Jesus says he will keep him safe and protect him so he can testify to the Good News. Paul had experienced many dangers, including prison, a shipwreck and getting bitten by a snake. Even through all these difficulties, Paul can see how God has worked in his life.

## **STEP 3**

# **DISCUSS THESE TOPIC QUESTIONS**

**What do you think about what we just read?  
How do you think it might relate to how your  
past shapes where you are going?**

**Paul's life completely changed when he met Jesus,  
from opposing Jesus and his followers to becoming  
a preacher. Have you ever experienced a big change?  
Would you like your life to be different in the  
future?**

**Even before he was a follower of Jesus, Paul  
studied the Scriptures to understand more about  
God. Once he met Jesus, this study helped him to  
become a great teacher and missionary. How can  
your past experiences help you today?**

**When Paul looks back at his story, he sees that God  
has been with him the whole time. When you look  
back, can you see where God has been a part of  
your story?**

## STEP 4

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

### READ THE CONCLUSION

Our lives are full of experiences that shape who we are and how we make our way.

But when our paths have been difficult, it can be tough to move forward, and the future can feel hopeless.

The Good News is that Jesus is always beside us and goes with us on the way. Just like Paul, Jesus can use our pasts to transform our future.



### 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**



# YOUR TV SHOW NAME



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EPISODE

A time in your life when you had the most fun

EPISODE

A time in your life when everything felt difficult

EPISODE

A time in your life when you learnt something new about yourself

EPISODE

A time in your life when you overcame a challenge

EPISODE

A time in your life when you needed help from someone

EPISODE

An upcoming episode in your life



**LEADER MATERIAL**  
Term 4 Session 2

**2**



**HOW DO I  
FIGURE OUT  
WHO I AM?**

# LIFE LABS 2 | HOW DO WE FIGURE OUT WHO WE ARE?

## 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

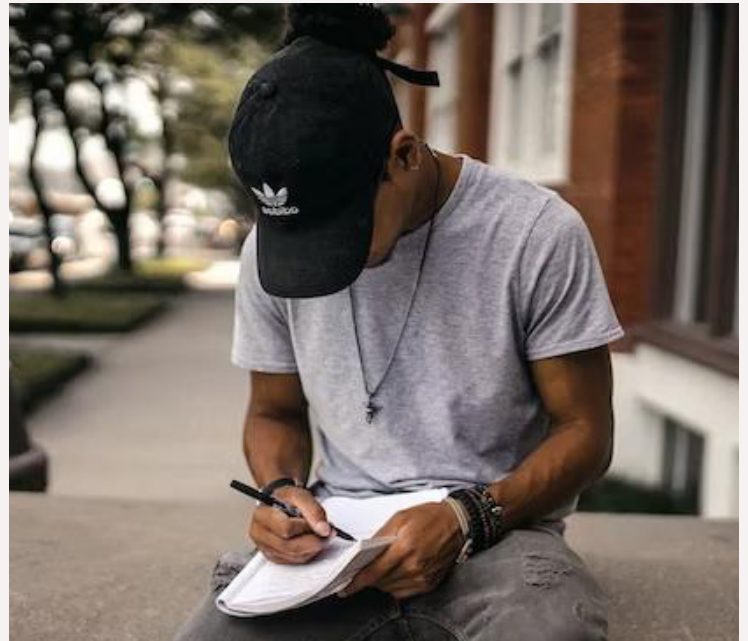
### STEP 4:

Read the conclusion, close the session



## EQUIPMENT NEEDED FOR THE SESSION

- Bingo cards (1 per person)



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people identify unique characteristics that make them who they are and consider God's unconditional love for them.

### Game:

The 'People Bingo' game gets young people to explore how everyone is different.

### Activity:

The 'Personality Quiz' activity helps young people to discover their uniqueness compared to others.

### Scripture:

The Scripture Mark 1:9-11 explores how God's love for Jesus shapes his identity.



## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

Life is constantly changing and so are we. Who we were five years ago is different to who we are today. We grow taller, make new friends, enjoy different hobbies and can feel like we're becoming a whole new person.

This process of change can be confusing. We try new things to see if they fit, but sometimes we can struggle to find what's right for us. If we don't know what's right for us, we can feel lost or head in the wrong direction. We need to know who we are if we're going to make our way.

How do we figure out who we are?

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

*"How do we figure out who we are?"*

## STEP 1

# PLAY THE PEOPLE BINGO GAME

### EQUIPMENT:

- Bingo cards (1 per person)

- In the group material, participants fill in their bingo cards.
- By asking each other questions, young people must find someone who fits the criteria in each bingo square. When they find someone, they write that person's name in the box—i.e., if John has been overseas, they would write 'John' in that box.
- The winner is the first person to complete their card. Depending on the size of your group, you may have to limit how often you can use someone's name, i.e. in a small group, you might need to use someone's name multiple times, whereas in a larger group, you can only use their name once.

HOW DID YOU GO WITH THE GAME?

WHAT CATEGORIES DID YOU FIT INTO?

HOW ARE YOU UNIQUE FROM OTHER  
PEOPLE IN THE GROUP?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

### 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 PERSONALITY QUIZ ACTIVITY

### EQUIPMENT:

- None

- Participants complete the 'Personality Quiz' activity in the group material

- Participants answer questions about themselves, placing a line on a continuum to indicate what they are like as a person.
- After each participant has completed the activity, get them in groups of two or three to compare their answers.
- Encourage participants to explain to each other why they chose to place themselves on that area of the continuum.

## STEP 2

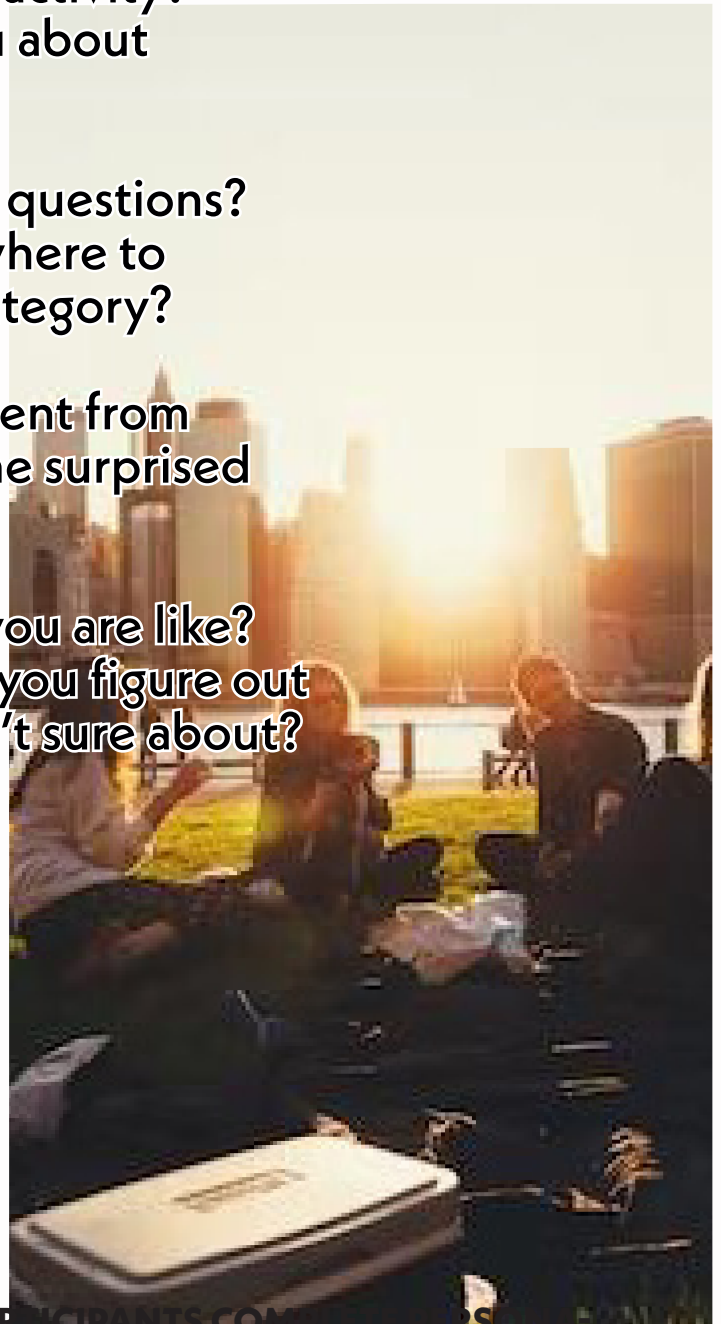
# DISCUSS THE ACTIVITY

How did you go with the activity?  
Did anything surprise you about yourself?

Was it easy to answer the questions?  
How did you figure out where to mark your line for each category?

Were you similar or different from other people? Was anyone surprised by your answers?

How do you know what you are like?  
What can you do to help you figure out parts of yourself you aren't sure about?



**IN THE GROUP MATERIAL: PARTICIPANTS COMPLETE PERSONALITY QUIZ AND FILL OUT THE PERSONAL REFLECTION BASED ON THEIR CONVERSATION WITH THEIR GROUP.**

## STEP 3

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

### MARK 1:9-11

9 About that time Jesus came from the town of Nazareth in Galilee to the place where John was. John baptized Jesus in the Jordan River.

10 As Jesus was coming up out of the water, he saw the sky torn open. The Spirit came down on him like a dove.

11 A voice came from heaven and said, "You are my Son, the one I love. I am very pleased with you."



## STEP 3



### NOTES ON THE SCRIPTURE FOR FACILITATORS

Jesus hasn't started his ministry, yet God affirms him and calls him his son. God loved him unconditionally before he had done anything.

God calls Jesus his beloved son. In the Gospels, Jesus often refers to his relationship to God as his father – it was a core part of his identity.

After his baptism, Jesus began his ministry. His identity as God's son, and the presence of the Holy Spirit, influenced his life.

Just like Jesus, we are all God's children, and we can all share in the Holy Spirit.

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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  
figure out who you are?**

**Jesus had not started his ministry or performed  
any miracles yet when God told him he was very  
pleased with him. Is there anyone who encourages  
you for who you are, not what you do?**

**The Holy Spirit descended on Jesus and God told  
Jesus he loved him. Has there been a time when  
you've felt loved by God?**

**After God calls Jesus "son", he goes out to begin  
his ministry. Once he knows his identity, he begins  
to make his way. How does your identity influence  
how you make your way?**

**Just like Jesus, we are all God's children, and we  
can all share in the Holy Spirit. If you saw yourself  
as God's child, what difference could that make for  
your life?**

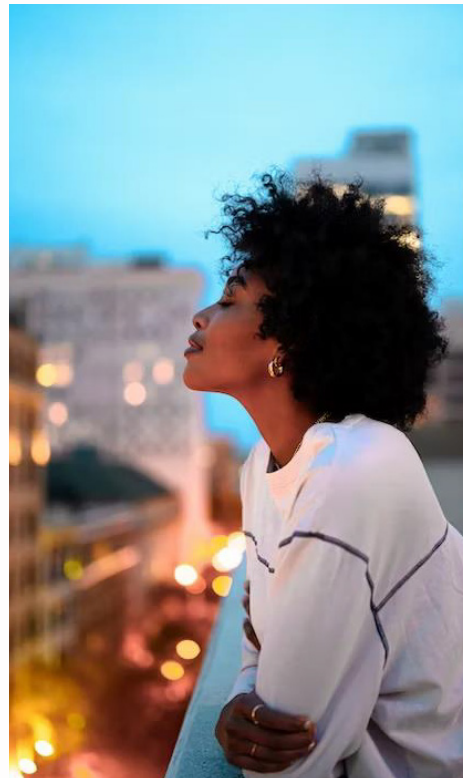
## STEP 4

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

### READ THE CONCLUSION

Life is constantly changing and so do we. This process of change can be confusing. If we don't know what's right for us, we can feel lost or head in the wrong direction.

The Good News is that God loves us unconditionally and we are all his children. While we figure out who we are, we know that God loves us, and that can help us make our way.



### 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 4 Session 3

**3**



**HOW DO  
WE EXPRESS  
WHO WE  
ARE?**

# LIFE LABS 3 | HOW DO WE EXPRESS WHO WE ARE?

## 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

- Taboo cards
- Character cards
- Scenario cards



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people explore what it means to express yourself and consider how Jesus might encourage them.

### Game:

The 'Taboo' game gets young people to experience not being able to express yourself.

### Activity:

The 'Character Roleplay' activity helps young people explore how to express personal characteristics and values.

### Scripture:

The Scripture Mark 14:3-9 explores how Jesus encourages a woman when she expresses herself.

## STEP 1

# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

We all go through a process of discovering what makes us who we are and how we express ourselves. You may have a passion for basketball, so you find time throughout the week to play in a team. You might also wear basketball themed clothes and watch it on T.V. Our identity is made up of more than our hobbies and what we wear.

Our identity is who we are, what is important to us and what makes us special. Sometimes what makes us who we are might not be encouraged or accepted by others. When our identities are discouraged, we can feel shame or confusion about who we are and might feel afraid to express ourselves. But if we can't express ourselves, we feel like we have to hide who we are and can struggle to connect with others and ourselves.

How do we express who we are?

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

*"How do we express who we are?"*

## STEP 1

# PLAY THE TABOO GAME

### EQUIPMENT:

Taboo game cards

- Split the group into teams of 3 or 4 (if you have 5 or fewer people, you can stay as a whole group).
- Have each team stand away from each other so that they aren't distracted by other teams. Have each team take a pile of taboo cards, keeping them face down.
- Each team will have participants take turns trying to explain their taboo card without using the words on the card. If they successfully guess the word, they get a point. If they use a word on the card, they move on to the next attempt and don't get a point.
- After each attempt, have a new participant take a card from the pile to explain to their team.
- Allow 5 minutes or until a team finishes their cards. First to finish or most cards completed wins.

HOW DID YOU GO WITH THE GAME?

HOW DID YOU FEEL NOT BEING ALLOWED TO SAY  
CERTAIN WORDS?

HAS THERE EVER BEEN A TIME WHEN YOU FELT  
LIKE YOU WEREN'T ALLOWED TO BE YOURSELF?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO CHARACTER ROLEPLAY 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:

- Character cards
- Scenario cards

- Have 3 participants choose a character card. Explain that for the activity they must become their character, and at the end, everyone will guess who each participant was.
- Choose a scenario card and read it out to the group. Allow about 30 seconds for the participants to act out what they would be doing in the location and then read out the complication for them to respond to.
- After the participants have finished acting out their scene, give the opportunity for anyone not participating to guess what character each participant was (if there are no 'on-lookers', participants in the scene can guess each other's character).
- Choose 3 new participants to choose a character card and a new scenario card.
- Repeat until everyone has had a go.
- After participants have completed the activity, have them complete their character card in the group material.

## STEP 2

# DISCUSS THE ACTIVITY

How did you go with the activity?  
How easy was it to act as someone else?

When you had to respond as your character, how did you know what to do?

Look at the character card you made for yourself. How do you 'act' these characteristics out in your life? Share an example.

Is there anything that stops you being able to express yourself? How does it make you feel?



**IN THE GROUP MATERIAL: PARTICIPANTS COMPLETE THEIR OWN CHARACTER CARD.**

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## **STEP 2**

### **Scenario:**

**Location:** You are at a birthday party for a close friend.

**Complication:** It has been over an hour since the party started and everyone is starting to get hungry. The person organising and bringing the food hasn't turned up and no one can get hold of them.

**Location:** You are at a busy shopping centre to hang out with your friends in the food court.

**Complication:** The fire alarm goes off and everyone starts running towards the exit except no one can find it.

**Location:** You are at the beach on a hot summer's day with all your friends.

**Complication:** It's 40°C and no one brought a sun shelter. The sand is super hot and everyone is getting burnt.

**Location:** You are on a camping trip at a new camping ground.

**Complication:** You all wander off to explore the bush together but get lost.

**Location:** You are at a fancy new theme park that has just opened.

**Complication:** You all jump on the biggest rollercoaster, but after it starts its climb, it gets stuck at the top.

## STEP 3

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

### MARK 14:3-9

3 Jesus was in Bethany at the house of Simon the leper. While he was eating there, a woman came to him. She had an alabaster jar filled with expensive perfume made of pure nard. She opened the jar and poured the perfume on Jesus' head.

4 Some of the followers there saw this. They were upset and complained to each other. They said, "Why waste that perfume?"

5 It was worth a full year's pay. It could have been sold and the money given to those who are poor." And they told the woman what a bad thing she had done.

6 Jesus said, "Leave her alone. Why are you giving her such trouble? She did a very good thing for me.





## STEP 3

7 You will always have the poor with you, and you can help them any time you want. But you will not always have me.

8 This woman did the only thing she could do for me. She poured perfume on my body before I die to prepare it for burial.

9 The Good News will be told to people all over the world. And I can assure you that everywhere the Good News is told, the story of what this woman did will also be told, and people will remember her.”



## STEP 3



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

A version of this story appears in every gospel. In some versions, the woman is considered sinful, in other versions it is Jesus' friend Mary. This version emphasises the opposition to her actions and Jesus' celebration of her.

This woman is passionate about Jesus and acts on her beliefs. Whilst anointing people's heads was considered normal, this woman goes beyond that to demonstrate her love.

Jesus' followers were not happy about what she did and considered it a waste of money. They criticised her, leaving her vulnerable as a woman in a male-dominated society.

Jesus defends the woman from their criticisms and goes even further to praise her, saying that her actions would be spoken of all over the world and remembered (just like in this Life Lab!).

## STEP 3

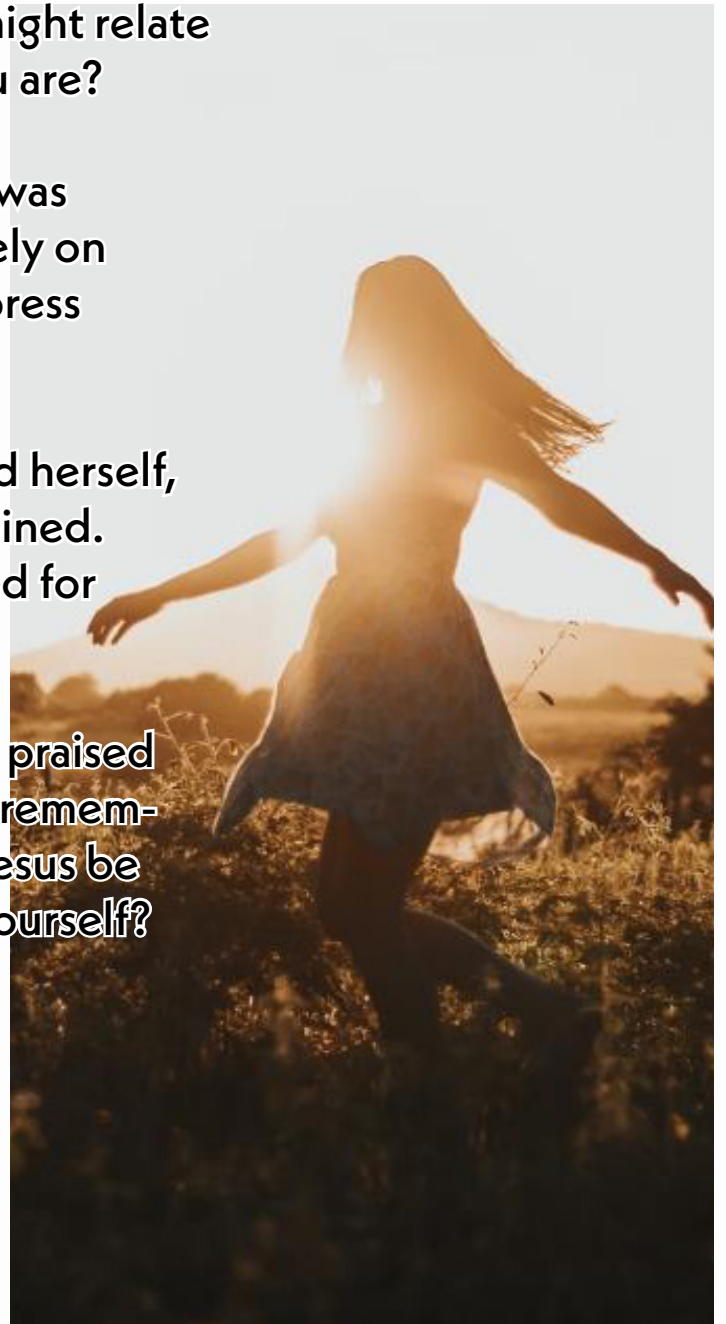
# DISCUSS THESE TOPIC QUESTIONS

What do you think about what we just read? How do you think it might relate to how you express who you are?

This woman believed Jesus was special and acted passionately on her beliefs. How do you express what you believe?

When this woman expressed herself, people got mad and complained. Have you ever been criticised for acting on what you believe?

Jesus didn't criticise her but praised her instead, saying she'll be remembered forever. How might Jesus be proud of how you express yourself?



## STEP 4

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

### READ THE CONCLUSION

We all go through a process to figure out who we are and how we express ourselves. Sometimes this can be challenging, and we can feel disconnected from ourselves or shamed by others.

The Good News is that Jesus accepts and celebrates us. Just like the woman who anoints Jesus, we can be confident in who we are, expressing ourselves regardless of whether others accept 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**

Headlight	Badge	Magnet	North Pole
Deer Car Light Night Drive	Cops Law Rules Ticket Police	Metal Conduct Electric Stick Together	Cold Earth Arctic Snow South

Barbeque	Lamp	Calendar	Birthday
Grill Outdoor Backyard Weber Meat	Light Bulb See Dark On	Months Years Days Week Date	Cake Party Candles Year Surprise

Crystal	Help	Rain	Heart
Ball Glass Kitchen Fancy Gift	SOS Assist Need Accomplish Call	Wet Water Drizzle Pour Umbrella	Blood Organ Valentine Love Beat

Friends	Fish	Talking	Wait
TV Partner Companion Hang Out School	Water Animals Ocean Lake Pond	Speak Laugh Mouth Communicate Tell	Line Time Anxious Bored Queue

Leaving	Power	Monster	Cry
Depart Take Airplane Bus Train	Electricity Battery Strength Cord Outlet	Bed Closet Scared Afraid Kids	Sad Tears Eye Hurt Water

Potato	Trust	Helium	Write
Sack Chips Mashed Baked Meat	Believe Promise Break Family Friend	Balloon Float Funny Talk Tank	Author Books Words Pen Paper

Cough	Garden	Guitar	Puzzle
Mouth Sick Ill Throat Sneeze	Flowers Plants Vegetables Grow Backyard	Instrument Strum Music Acoustic Amplify	Crossword Logic Pieces Solve Solution

Friends	Fish	Talking	Wait
TV Partner Companion Hang Out School	Water Animals Ocean Lake Pond	Speak Laugh Mouth Communicate Tell	Line Time Anxious Bored Queue

Penalty	Playground	Sound	Touch
Illegal Punishment Offense Wrong Law	Slide Swings Round Park Kids	Music Voice Hear Speech Ear	Hands Finger Feel Sense Reach



## Spiderman

Queens, New York

*Special Skill:* Agility, speed and intellect

*Passionate About:* Helping people

*Personality:* Loves people, caring, cheerful

*Hobbies:* Photography and fitness



## Hermione Granger

Hogwarts School of Witchcraft  
and Wizardry

*Special Skill:* Excellent student

*Passionate About:* School and learning new things

*Personality:* Determined and brave

*Hobbies:* Studying and reading



## Barbie

Malibu, California

*Special Skill:* Having over 250 careers

*Passionate About:* Self-expression

*Personality:* Optimistic and kind

*Hobbies:* Scientist, astronaut, bee keeper, just to name a few



## Eleven

Stranger Things

*Special Skill:* Telepathy and telekinesis

*Passionate About:* Connection and friendship

*Personality:* Courageous and protective

*Hobbies:* Hanging out with her friends





## Elsa

Arendelle

*Special Skill:* Making ice and snow

*Passionate About:* Creativity, helping the people of Arendelle

*Personality:* Caring and loyal

*Hobbies:* Art and design



## Captain America

Brooklyn, New York

*Special Skill:* Super strength, strategic thinker

*Passionate About:* Helping others

*Personality:* Honest and loyal

*Hobbies:* Sketching



# Shrek

## Swamp

*Special Skill:* Physical strength

*Passionate About:* Saving his swamp

*Personality:* Cranky, prefers to be alone

*Hobbies:* Taking mud baths



# Yoda

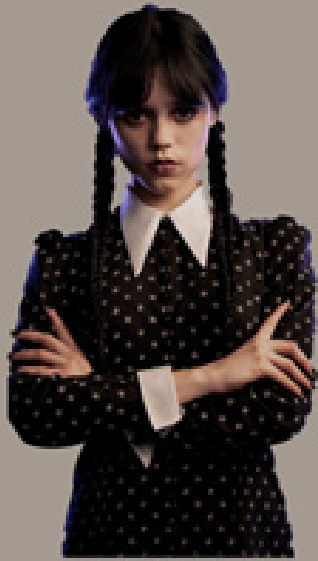
## Star Wars

*Special Skill:* Creating powerful waves of energy

*Passionate About:* Training younger Jedi

*Personality:* Wise and calm

*Hobbies:* Studying and meditating



## Wednesday Addams

### The Addams Family

*Special Skill:* Has visions of the past and future

*Passionate About:* Darkness and her family

*Personality:* Gothic and independent

*Hobbies:* Writing and raising spiders



## BATMAN

### Gotham City

*Special Skill:* Deep voice

*Passionate About:* Fighting crime and technology

*Personality:* Mysterious

*Hobbies:* Finding new ways to improve his equipment



**LEADER MATERIAL**  
Term 4 Session 4

**4**



**HOW DO WE  
STAY TRUE TO  
OURSELVES?**

# LIFE LABS 4 | HOW DO WE STAY TRUE TO OURSELVES?

## 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

- Numbered signs (1-6)
- Dice
- Blu-tack or something to stick the numbers on the wall



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people explore how they respond when situations make it difficult to stay true to themselves.

### Game:

The 'Corner Confusion' game gets young people to experience how they respond when they're faced with confusing choices.

### Activity:

The 'Values Walk' activity helps young people explore and articulate their core values and apply them to scenarios.

### Scripture:

The Scripture Luke 6:6-11 explores how Jesus responded to a challenging decision he faced.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

We've all heard the saying 'you do you'. We want to be ourselves and stay true to what makes us who we are, but this can be difficult when we face challenges. Sometimes difficult circumstances, like poverty or discrimination, mean that we don't have the opportunity to be ourselves.

Sometimes our friends persuade us to do things we normally wouldn't. Sometimes we are faced with tough choices, and we know if we do what we think is right, there will be difficult consequences. But when we do things that go against our values, we can feel regret or shame.

How do we stay true to ourselves?

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

*"How do we stay true to ourselves?"*

## STEP 1

# PLAY THE CORNER CONFUSION GAME

### EQUIPMENT:

- Numbered signs (1-6)
- Blu-tack or something to stick the numbers on the wall
- Dice

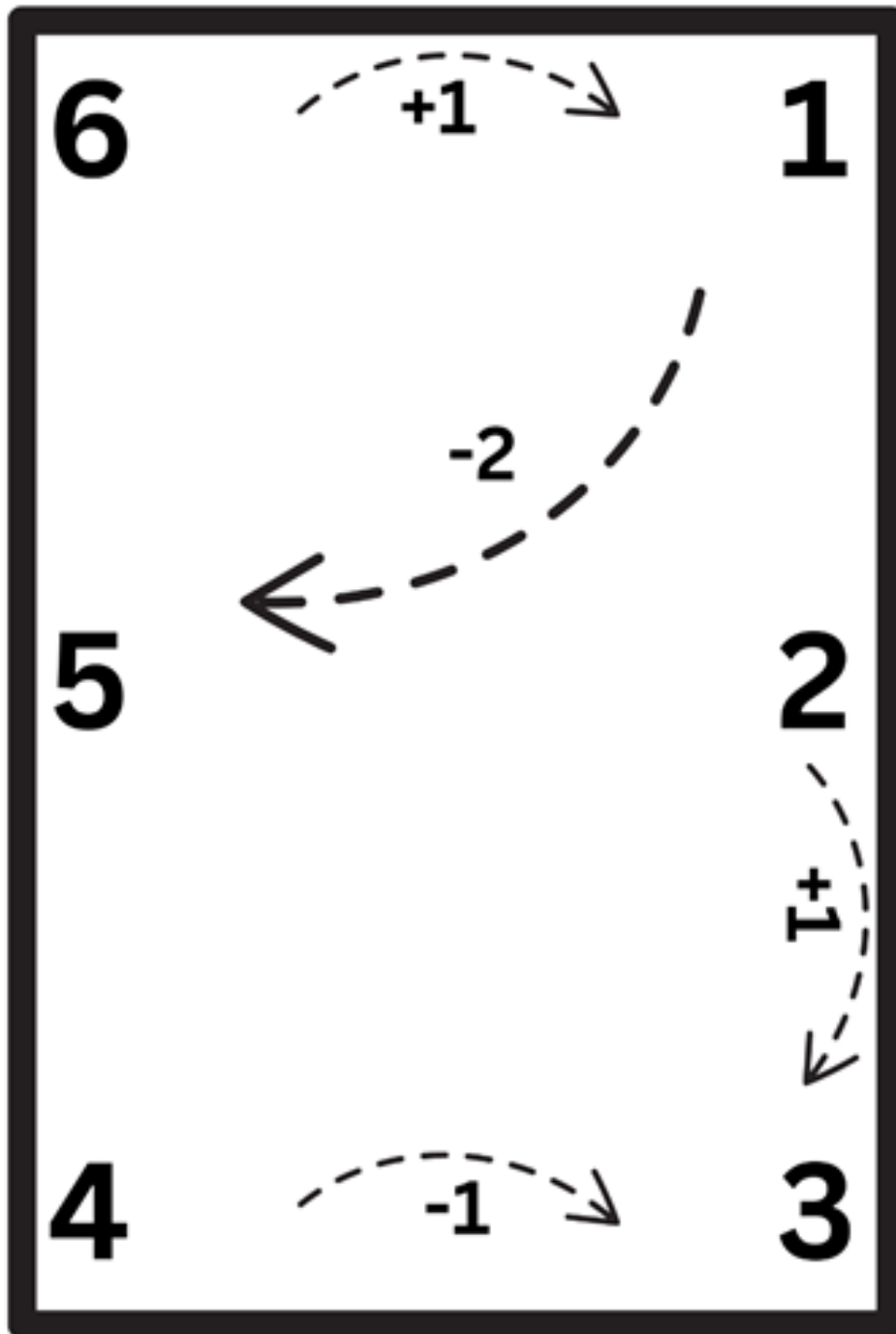
- To set up the game, place the numbers around the room in numerical order (1-6).
- Split participants into three groups. Give each group a different plus or minus number to remember, e.g. +1, -2, etc.
- To start the game, roll the dice and yell out the number. The groups take their plus or minus number and applies it to the number rolled on the dice. Participants then run to the corresponding number on the wall. For example, if a 3 is rolled, those with the '+1' equation would need to go to number 4, whereas those with the '-2' sum would need to go to number 1.
- If the final number is above 6 or below 1, the participants use the numbers like a clock going to the next available number in that direction. For example, if a 6 is rolled, the '+1' group would go to number 1. If a 1 is rolled the '-2' group would go to 5 (see diagram below).
- If a participant goes to the wrong number or is the last person to make it to their number, they are out.
- The last person remaining wins.

HOW DID YOU GO WITH THE GAME?

WHAT DID YOU DO TO MAKE SURE YOU WENT TO  
THE RIGHT CORNER?

HOW DO YOU KNOW IF YOU'RE  
CHOOSING THE RIGHT PATH FOR YOUR LIFE?

# STEP 1





## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO VALUES WALK 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

This activity asks young people to reflect on how they would act in complicated scenarios. It is important to acknowledge that this activity is about how young people make their decisions, not necessarily what they decide. Encourage young people to be respectful of others' opinions and promote discussion to understand any differences in the group.

- Prepare a space where young people can move freely from one side of the room to the other.
- Explain to young people that the right side of the room is 'strongly agree' and the left side is 'strongly disagree'.
- Young people can choose to stand anywhere in between the two statements to indicate how much they agree or disagree.
- Encourage young people not to be exactly in the middle – ask them to choose either slightly towards agree or disagree.
- Choose a scenario and read the first dot point. Allow participants time to choose where they would stand. After they have moved, ask them why they chose their spot.
- Read out the next dot point and encourage the participants to rethink their position.
- If you have enough time you can repeat with scenario 2.

## STEP 2

### Scenario 1

- Your friend finds the answers to an upcoming test, but doesn't hand them in. Do you tell the teacher?
- You get a good score on the test without cheating but the teacher finds out the answers were stolen and is going to make everyone re-do the test unless the culprit is found. Do you tell the teacher?
- The teacher asks you directly if you know who has the answers to the test. Do you tell the teacher?

### Scenario 2

- You find \$20 on the ground and there is no one around that you see it could belong to. Do you keep the money?
- Recently your mum has been very sick and has needed a lot of medication, but your family has not had enough money to buy it. Do you keep the money?
- Your friend comes over to you and is upset. They tell you that they had \$20 in their pocket, but it must have fallen out and they have lost it. You realise the \$20 you found belonged to them. Do you keep the money?

## STEP 2

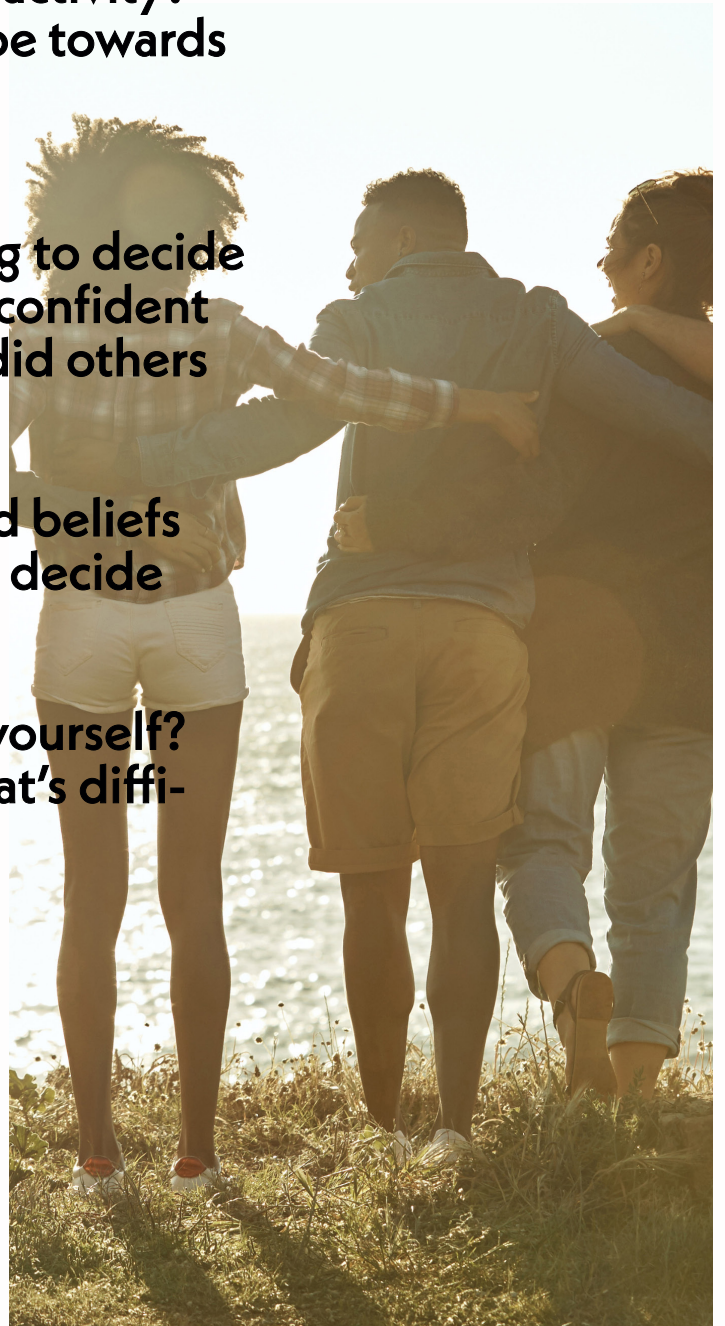
# DISCUSS THE ACTIVITY

How did you go with the activity?  
Were you more likely to be towards  
the  
middle or the ends?

Did you find it challenging to decide  
your position? Were you confident  
about your decisions, or did others  
affect you?

Where do your values and beliefs  
come from? How did you decide  
what you believe?

How do you stay true to yourself?  
What do you do when that's diffi-  
cult?



**IN THE GROUP MATERIAL: PARTICIPANTS RATE VALUES THAT  
ARE MOST IMPORTANT TO THEM.**

## STEP 3

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

### LUKE 6:6-11

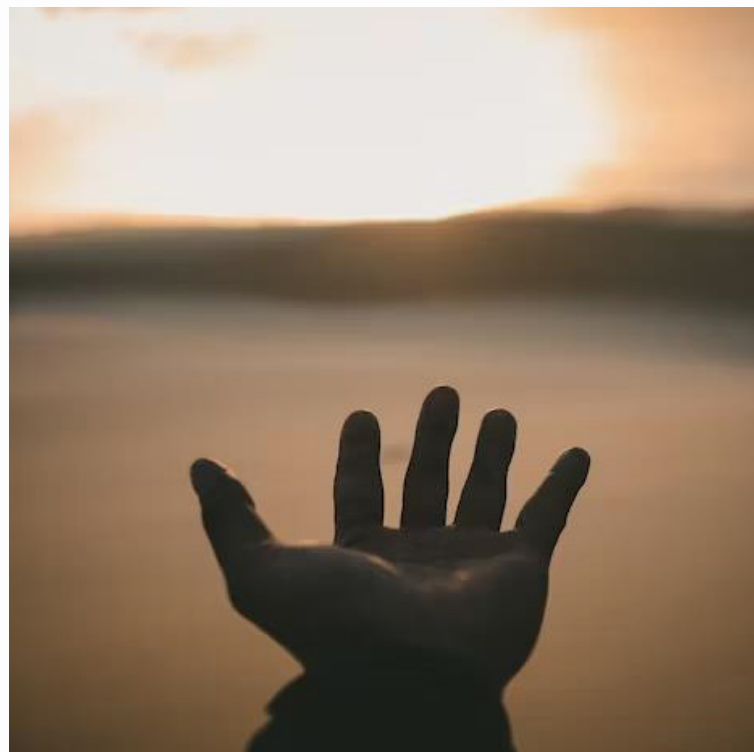
6 On another Sabbath day Jesus went into the synagogue and taught the people. A man with a crippled right hand was there.

7 The teachers of the law and the Pharisees were watching Jesus closely. They were waiting to see if he would heal on the Sabbath day. They wanted to see him do something wrong so that they could accuse him.

8 But Jesus knew what they were thinking. He said to the man with the crippled hand, "Get up and stand here where everyone can see." The man got up and stood there.

9 Then Jesus said to them, "I ask you, which is the right thing to do on the Sabbath day: to do good or to do evil? Is it right to save a life or to destroy one?"

10 Jesus looked around at all of them and then said to the man, "Hold out your hand." The man held out his hand, and it was healed. 11 The Pharisees and the teachers of the law got so mad they **couldn't**



10 Jesus looked around at all of them and then said to the man, "Hold out your hand." The man held out his hand, and it was healed.

11 The Pharisees and the teachers of the law got so mad they couldn't think straight. They talked to each other about what they could do to Jesus.



## STEP 3



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

In Jesus' time there were many rules about what could and couldn't be done on the Sabbath. The Pharisees were known for their strict observance of these rules.

Whilst there is some debate about what kinds of healing are acceptable on the Sabbath, Jesus says that it is the right thing to do and more important to save a life than strictly follow the rules. This helped him navigate a situation where the choice might be difficult.

Jesus knew that by healing the man, he would be challenging the Pharisees' authority, and they would be mad. However, he stayed true to what he knew was right, even though there may be a cost.

Because Jesus stayed true to himself and did what was right, a man's life was changed. Throughout the Gospels, Jesus demonstrates his character and values through what he says and does. His ministry is shaped by his identity.

---

## **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 stay  
true to ourselves?**

**When Jesus was faced with a choice, he knew  
which choice to make. How do you figure out what  
to do when you are faced with choices?**

**Jesus knew that by healing the man, the Pharisees  
would be mad at him. Have you ever been in a si-  
tuation where doing what you thought was right  
would lead to opposition from others?**

**Because Jesus was true to himself, a man's life was  
changed. How does being true to yourself make a  
difference in the world?**

## STEP 4

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

### READ THE CONCLUSION

We want to be ourselves and stay true to what makes us who we are, but sometimes it can be difficult to stay true to ourselves when we face challenges. When Jesus saw the man with a crippled hand, he helped him despite what others thought.

The Good News is that when we follow Jesus and are true to ourselves, we can do what is good and make a difference in the world.



### 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 4 Session 5

**5**



**HOW DO  
WE MAKE A  
POSITIVE  
FUTURE?**



# LIFE LABS 5 | HOW DO WE MAKE A POSITIVE FUTURE?

## 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

- Masking tape
- Spare shoelaces



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people understand how they can work with Jesus to make a positive future.

### Game:

The 'Can I Help You' game gets young people to think about how they can help others.

### Activity:

The 'Great Shoe Tie' activity helps young people understand the individual contribution they can have on a team's overall success.

### Scripture:

The Scripture John 6:1-14 explores how Jesus uses what the boy has to offer to help others.

## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

We want the future to be positive. We want a great life for ourselves, those around us to be happy and the world to be a better place. But when we see our friends who are lonely, people in our community stuck in poverty and natural disasters all over the world, we can question our ability to make a difference.

We can ask 'do we have anything special to contribute?' and wonder if one person can really make a difference. When we don't know what we have to offer, we can give up hope that the future can be positive.

How do we make a positive future?

As a way to begin thinking about this, let's play the 'Can I Help You' game.

*"How do we make a positive future?"*

## STEP 1

# PLAY THE CAN I HELP YOU GAME

- Everyone stands in a circle.
- When the leader says “heads down”, everyone looks down.
- When the leaders says “heads up”, everyone looks up at another person in the circle.
- If the person they look at isn’t looking at them, nothing happens.
- If two people look at each other, they both must say “can I help you?”
- The person who is slower to ask the question is out.
- Repeat the process until there are two people left and they are the winners.

HOW DID YOU GO WITH THE GAME?

WERE YOU THE QUICKEST TO ASK “CAN I  
HELP YOU?”?

HOW DO YOU HELP OTHER PEOPLE?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO GREAT SHOE TIE 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:

- Masking tape
- Spare shoelaces

- Ask everyone to untie their shoes. Use spare shoelaces for any participant without them.
- Get the group to stand with their feet together, as close to the other people as possible.
- The leader then marks a tight circle on the ground around the group using the masking tape.
- Challenge the group to tie everyone's shoes without falling out of the circle. If any participant does fall out of the circle, the group must start over.

## STEP 2

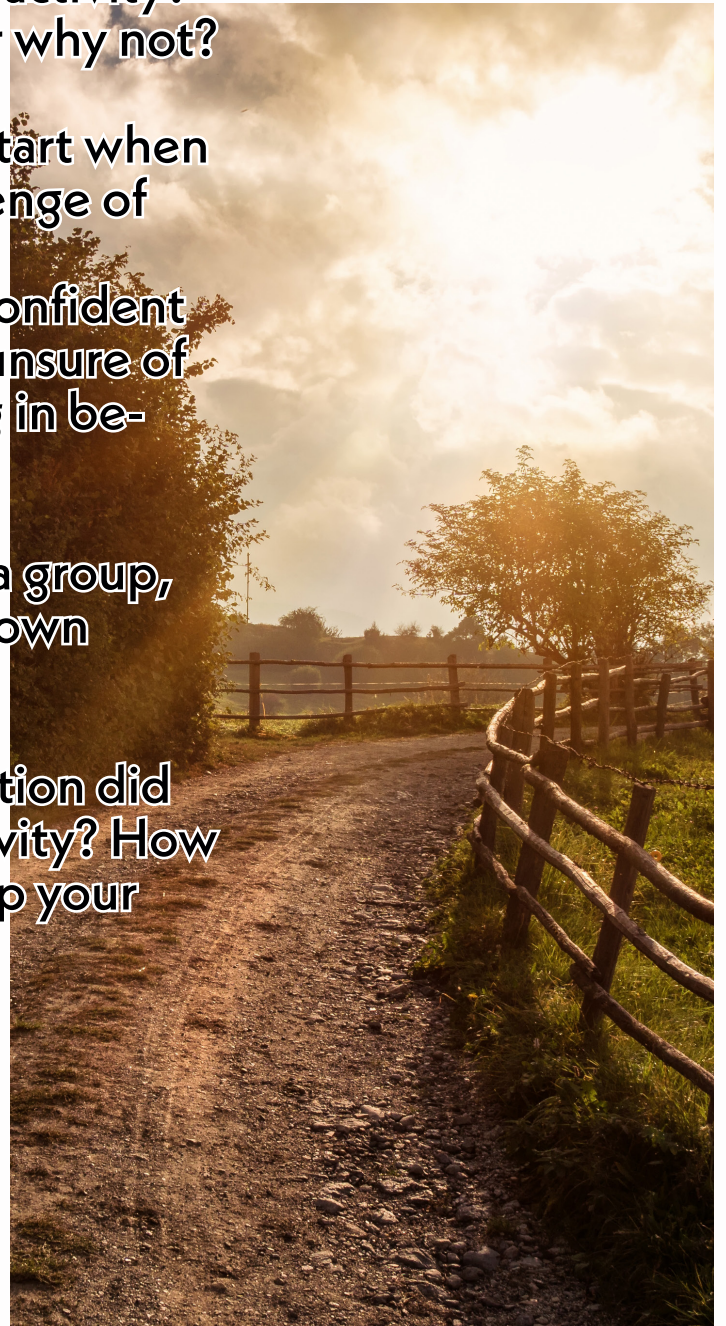
# DISCUSS THE ACTIVITY

How did you go with the activity?  
Did you succeed? Why or why not?

How did you feel at the start when  
you were given the challenge of  
tying the  
shoelaces? Did you feel confident  
you'd be able to do it or unsure of  
what to do (or something in be-  
tween)?

Did you need to work as a group,  
or did everyone do their own  
thing?

What individual contribution did  
you make during this activity? How  
did your contribution help your  
group to move forward?



**IN THE GROUP MATERIAL: PARTICIPANTS COMPLETE THE  
PLACES I HELP BRAINSTORM.**

## STEP 3

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

## JOHN 6:1-14

Later, Jesus went across Lake Galilee (also known as Lake Tiberias).

2 A great crowd of people followed him because they saw the miraculous signs he did in healing the sick.

3 Jesus went up on the side of the hill and sat there with his followers.

4 It was almost the time for the Jewish Passover festival.

5 Jesus looked up and saw a crowd of people coming toward him. He said to Philip, "Where can we buy enough bread for all these people to eat?"

6 He asked Philip this question to test him. Jesus already knew what he planned to do.

7 Philip answered, "We would all have to work a month to buy enough bread for each person here to have only a little piece!"



## STEP 3

8 Another follower there was Andrew, the brother of Simon Peter. Andrew said,

9 "Here is a boy with five loaves of barley bread and two little fish. But that is not enough for so many people."

10 Jesus said, "Tell everyone to sit down." This was a place with a lot of grass, and about 5000 men sat down there.

11 Jesus took the loaves of bread and gave thanks for them. Then he gave them to the people who were waiting to eat. He did the same with the fish. He gave them as much as they wanted.

12 They all had plenty to eat. When they finished, Jesus said to his followers, "Gather the pieces of fish and bread that were not eaten. Don't waste anything."

13 So they gathered up the pieces that were left. The people had started eating with only five loaves of barley bread. But the followers filled twelve large baskets with the pieces of food that were left.

14 The people saw this miraculous sign that Jesus did and said, "He must be the Prophet who is coming into the world."



## STEP 3



### NOTES ON THE SCRIPTURE FOR FACILITATORS

While the scripture mentions 5000 men in the crowd, the amount of people all together could have been 15,000-20,000 people. Women and children were not counted in Jesus' day.

In the first century, children were seen as dependants and without power. But in this story (and in other parts of the Gospels), Jesus cares about young people and honours their contributions.

We can make connections between this text and Moses and the Israelites eating manna in Exodus. Manna was a sticky bread that God gave to the Israelites so that they would have enough food each day. In Exodus, God provided the people with just enough to eat and be satisfied. In this instance of Jesus feeding the 5000, God provides the people with more than enough food to eat.

Jesus partners with us to find solutions to our problems. Jesus asked Phillip what they should do so he could learn. Jesus also used what the boy offered to feed many people. Jesus partners with us to make the world a better place.



### **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 can make a positive future?

Philip didn't believe that Jesus would be able to feed the crowd. Have you ever faced a challenge and doubted your ability to find a solution?

The boy only had five small loaves and two fish to offer, but Jesus used this to bless a whole community. What things can you offer for Jesus to use?

While the action of the boy might seem small, the people had more than enough to eat. The leftover food filled twelve baskets! Has there been a time when your small action made a big difference to help others?

## STEP 4

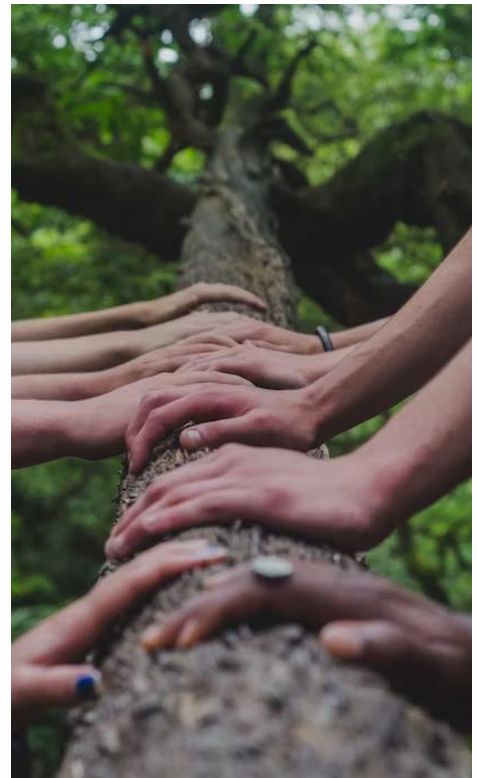
# READ THE CONCLUSION, CLOSE THE SESSION (15 MINUTES)

### READ THE CONCLUSION

It can be challenging to make a positive future if we feel as though we don't have anything to offer. We can question ourselves and feel hopeless about the future.

The Good News is that just like the boy with the loaves and fishes, Jesus can use what we have to make the world a better place.

When we offer what we have to help others, we can be hopeful for a positive future for everyone.



### 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 4 Session 6

**6**

A photograph of a person standing with their arms outstretched horizontally, silhouetted against a bright sunset or sunrise sky. The person is centered in the frame, and the background shows a hazy landscape with hills or mountains. The overall mood is one of hope and contemplation.

**HOW DO WE  
HAVE HOPE  
WHEN WE  
DON'T KNOW  
WHAT OUR FU-  
TURE WILL BE?**

# LIFE LABS 6 | HOW DO WE HAVE HOPE WHEN WE DON'T KNOW WHAT OUR FUTURE WILL BE?

## 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/cones
- 2 chairs (or something to be a goal)
- Pool noodles (or something to be a soft hockey stick)
- A light ball
- Materials for young people to make creations (building blocks, craft, recycling, whatever is easiest)
- Tape



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people explore how they can plan for the future and find support when they struggle to move forward.

### Game:

The 'Number Hockey' game gets young people to experience being prepared for the unexpected.

### Activity:

The 'Collaborative Construction' activity helps young people practice planning for the future, adapting to challenges and finding support when they struggle.

### Scripture:

The Scripture Matthew 14:22-33 explores how we can move forward, even when the future is uncertain, and be confident that Jesus is with us.

## STEP 1

# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

Sometimes the future can seem uncertain. We have to choose what subjects we will study, who we will spend time with and where we want to live. We have so many paths to choose from but don't know what they will mean for our future.

When we don't know what our futures will be, we can feel stressed, anxious and overwhelmed at the potential challenges we might face.

How do we have hope when we don't know what our future will be?

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

*"How do we have hope when we don't know what our future will be?"*

## STEP 1

# PLAY THE NUMBER HOCKEY GAME

### EQUIPMENT:

markers/cones, 2 chairs (or something to be a goal), pool noodles (or something to be a soft hockey stick), a light ball

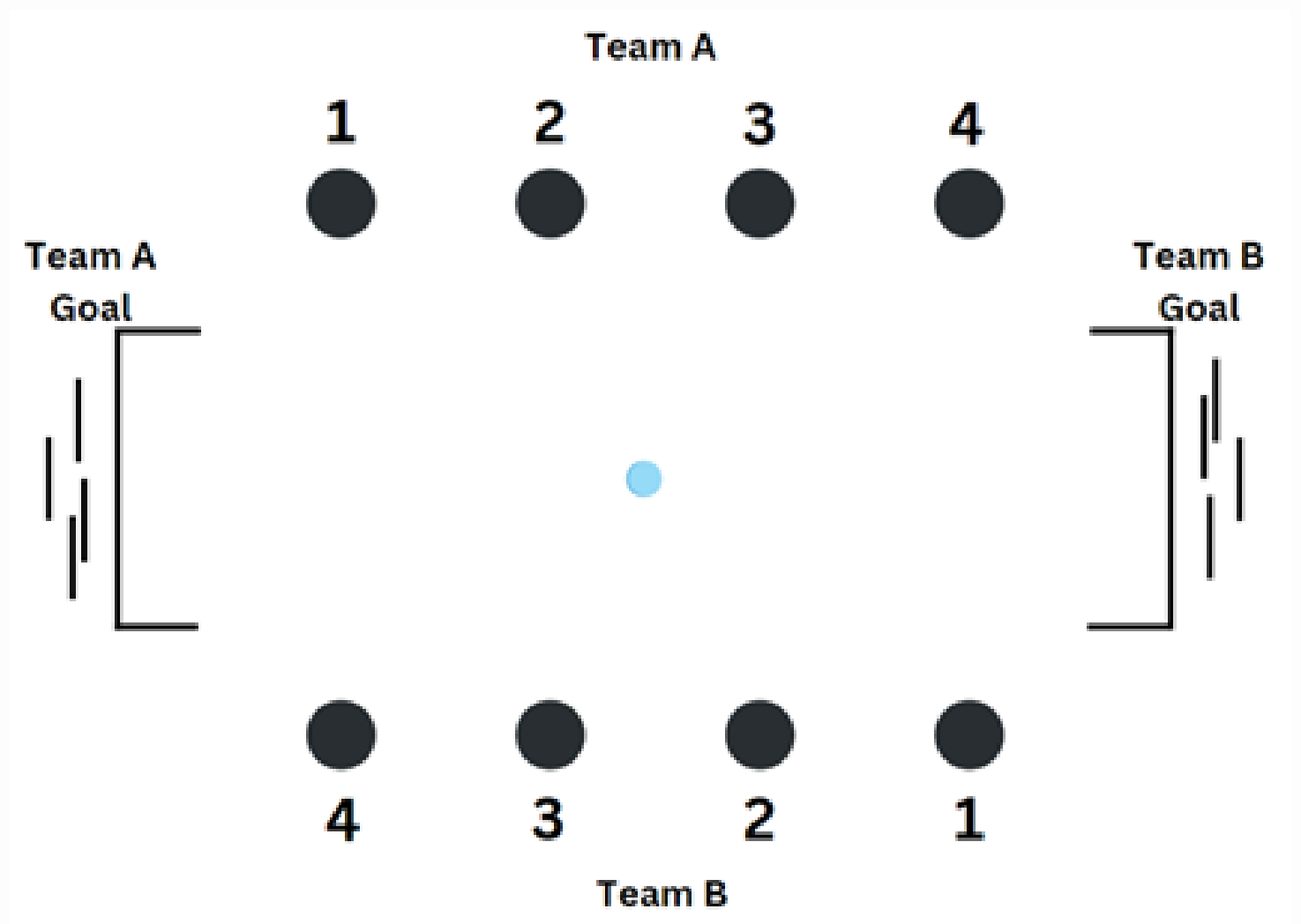
- Set up a playing space with two horizontal lines facing each other and two chairs or goals at each end (see diagram below).
- Have participants pair up and give them a number to remember starting from 1.  
First, split 'pair 1' and have them sit in diagonally opposite corners – one on Team A and the other on Team B. Continue with 'pair 2' until all pairs are split.
- Place the 'hockey sticks' behind the goal of each team and the ball in the middle of the playing area. When you call a number, that pair must run to their goal and grab their hockey stick and then try to score by hitting the ball into the opposite team's goal.
- If you don't have equipment to use as hockey sticks, you can play soccer instead with participant running around their goal before running to the ball.
- When the group seems confident, you can call multiple numbers at once.
- Play while still fun. The team with the most points wins.

HOW DID YOU GO WITH THE GAME?

WERE YOU ALWAYS READY WHEN YOUR  
NUMBER WAS CALLED?

HOW DO YOU RESPOND WHEN  
SOMETHING UNEXPECTED HAPPENS?

# STEP 1



## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO COLLABORATIVE CONSTRUCTION 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:

- Materials for young people to make creations (building blocks, craft, recycling, whatever is easiest) and tape.

- Distribute all the building materials randomly amongst the participants.
- Participants then use the materials they have to make a construction that can hold a ball 30cm off the ground for 10 seconds (depending on the materials you have)
- After a few minutes, take some materials from each person that they haven't used yet, so they have to adapt their design.
- Participants are allowed to share materials. You can make this instruction obvious or not depending on your group.
- When everyone is finished, have young people take turns trying to hold the ball with their construction.



## STEP 2

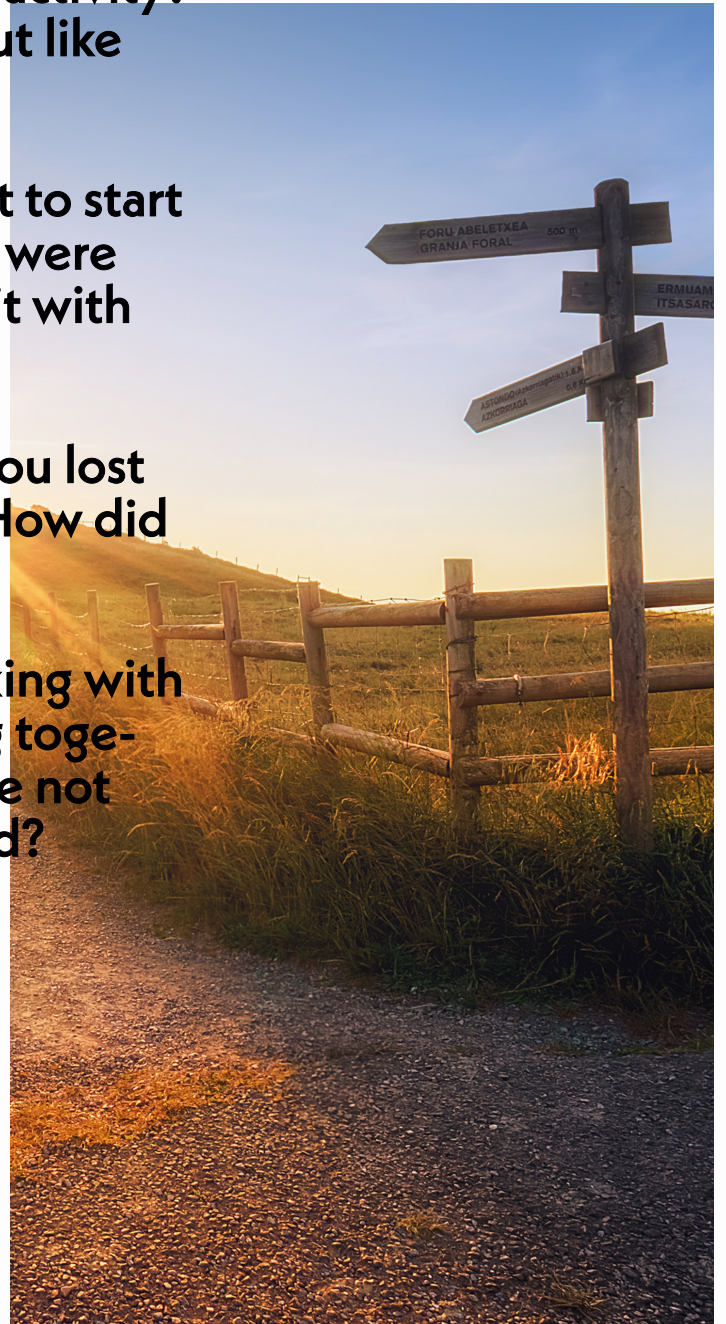
# DISCUSS THE ACTIVITY

How did you go with the activity?  
Did your creation work out like  
you planned?

How did you decide what to start  
building? How confident were  
you that you could build it with  
the materials you had?

How did you feel when you lost  
some of your materials? How did  
you get back on track?

Did you think about working with  
others? How can working toge-  
ther help you when you're not  
sure how to move forward?



## STEP 3

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

### MATTHEW 14:22-33

22 Then Jesus made the followers get into the boat. He told them to go to the other side of the lake. He said he would come later. He stayed there to tell everyone they could go home.

23 After Jesus said goodbye to the people, he went up into the hills by himself to pray. It was late, and he was there alone.

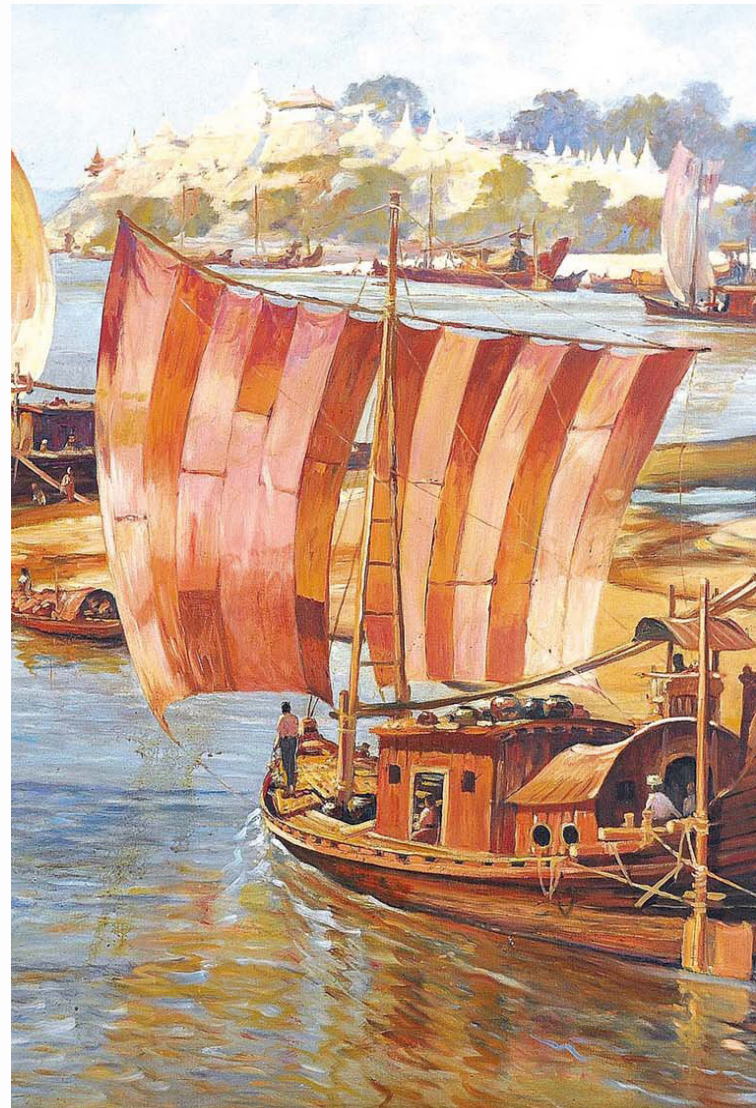
24 By this time the boat was already a long way from shore. Since the wind was blowing against it, the boat was having trouble because of the waves.

25 Between three and six o'clock in the morning, Jesus' followers were still in the boat. Jesus came to them. He was walking on the water.

26 When they saw him walking on the water, it scared them. "It's a ghost!" they said, screaming in fear.

27 But Jesus quickly spoke to them. He said, "Don't worry! It's me! Don't be afraid."

28 Peter said, "Lord, if that is really you, tell me to come to you on the water."



## STEP 3

28 Peter said, "Lord, if that is really you, tell me to come to you on the water."

29 Jesus said, "Come, Peter."

Then Peter left the boat and walked on the water to Jesus.

30 But while Peter was walking on the water, he saw the wind and the waves. He was afraid and began sinking into the water. He shouted, "Lord, save me!"

31 Then Jesus caught Peter with his hand. He said, "Your faith is small. Why did you doubt?"

32 After Peter and Jesus were in the boat, the wind stopped. 33 Then the followers in the boat worshiped Jesus and said, "You really are the Son of God."

Matthew 14:22-33



## STEP 3



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

Jesus encouraged the disciples to travel ahead of him, giving them the opportunity to make their way without him.

When the disciples saw Jesus across the lake, they were afraid because they did not recognise who it was. But when Jesus called out to the disciples, they recognised him and were not afraid. Jesus was always looking out for them.

When Peter saw Jesus, he trusted him and walked to him on the water. By keeping his eyes on Jesus, Peter could make his way with confidence through the waves.

When Peter focussed on the wind and waves, he started to become overwhelmed and swamped by the waves, but Jesus was there for him. Jesus catches Peter and helps him to get back to the boat.

---

## 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 have hope when we don't know what our future will be?

Jesus encouraged the disciples to travel ahead of him, but the journey was difficult as the storms came. When you look at the journey ahead of you, how do you feel?

Peter's trust in Jesus helped him to be confident to make his way across the water. What gives you confidence to keep moving forward when you face challenging circumstances? How could Jesus give you confidence?

When Peter focussed on the wind and waves, he became overwhelmed and began to sink, but Jesus was there to help him. When do you feel overwhelmed and feel like you're sinking? How can Jesus help you?

## STEP 4

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

### READ THE CONCLUSION

Sometimes the future can seem uncertain. We have so many paths to choose from but don't know what they will mean for our future. When we don't know what our futures will be, we can feel stressed, anxious and overwhelmed at the potential challenges we might face.

The Good News is that, just like Peter, we can find the confidence to move forward when we look to Jesus. When we feel overwhelmed about our future, we can remember Jesus is with us and can help us when we struggle.



### 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**



**GROUP MATERIAL**  
Term 4 Session 7

**7**



**HOW DO WE  
FIND HOPE  
FROM THIS  
YEAR?**

# LIFE LABS 7 | HOW DO WE FIND HOPE FROM THIS YEAR?

## 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

- Picture cards



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people reflect on their year and give them confidence going into the future.

### Game:

The '2023 Trivia' game gets young people to reflect on the year

### Activity:

The 'Picture My Year' activity helps young people to describe what their year was like.

### Scripture:

The Scripture Luke 24:13-35 helps young people identify when Jesus was with them this year.



## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

A lot can happen in a year. Maybe you've had a great year and met new friends, had fun and did well at school. Maybe you've had a tough year and lost someone you love, felt alone or struggled to find happiness. Or maybe you've had a mixed year of ups and downs.

Whatever our year has been, we know that a new one is coming. When we look back at this year, we can find hope that helps us feel confident for the future ahead.

How do we find hope from this year?

As a way to begin thinking about this, let's play the '2023 Trivia' game.

*"How do we find hope from this year?"*

## STEP 1

# PLAY THE 2023 TRIVIA GAME

- This is a trivia game to help young people reflect on 2023.

You can do the trivia as an individual competition or split the group into teams.

- Read each question out (see below) and give young people time to write their answers in the group material.

Feel free to swap questions for more local trivia about your state, neighbourhood or even your youth group.

### 2023 Trivia questions

1. The 2023 FIFA Women's World Cup was held in which two countries? **A: Australia and New Zealand**
2. What anniversary did Disney celebrate this year? **A: 100th**
3. Who won the footy grand final? **\*choose whatever footy is most common where you are from.**
4. The song 'Flowers' was released by which artist this year? **A: Miley Cyrus**
5. What anniversary did the Sydney Opera House celebrate this year? **A: 50th**
6. What is the number of the latest released iPhone? **A: 15**
7. Jacinda Ardern resigned as Prime Minister of what country? **A: New Zealand**
8. Who starred as Stereotypical Barbie in the movie 'Barbie'? **A: Margot Robbie**
9. Who was crowned as King this year? **A: Charles**
10. Who performed at the halftime show in the Super Bowl this year? **A: Rihanna**

HOW DID YOU GO WITH THE GAME?

WERE YOU ABLE TO REMEMBER WHAT  
HAPPENED THIS YEAR?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

### 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 PICTURE MY YEAR ACTIVITY

### EQUIPMENT:

- Picture cards

- Print out the picture cards and spread them on the floor in the room so participants can see them all (print 2 or 3 copies so that multiple participants can choose the same picture).
- Explain to the participants that for this activity they will reflect on their year by choosing 3 photos that represent it.
- Give participants a couple of minutes to choose their pictures and reflect on why they chose their picture.
- When participants have selected their pictures, have them share in pairs or to the whole group (whatever works for your participants) about why they chose their pictures.

## STEP 2

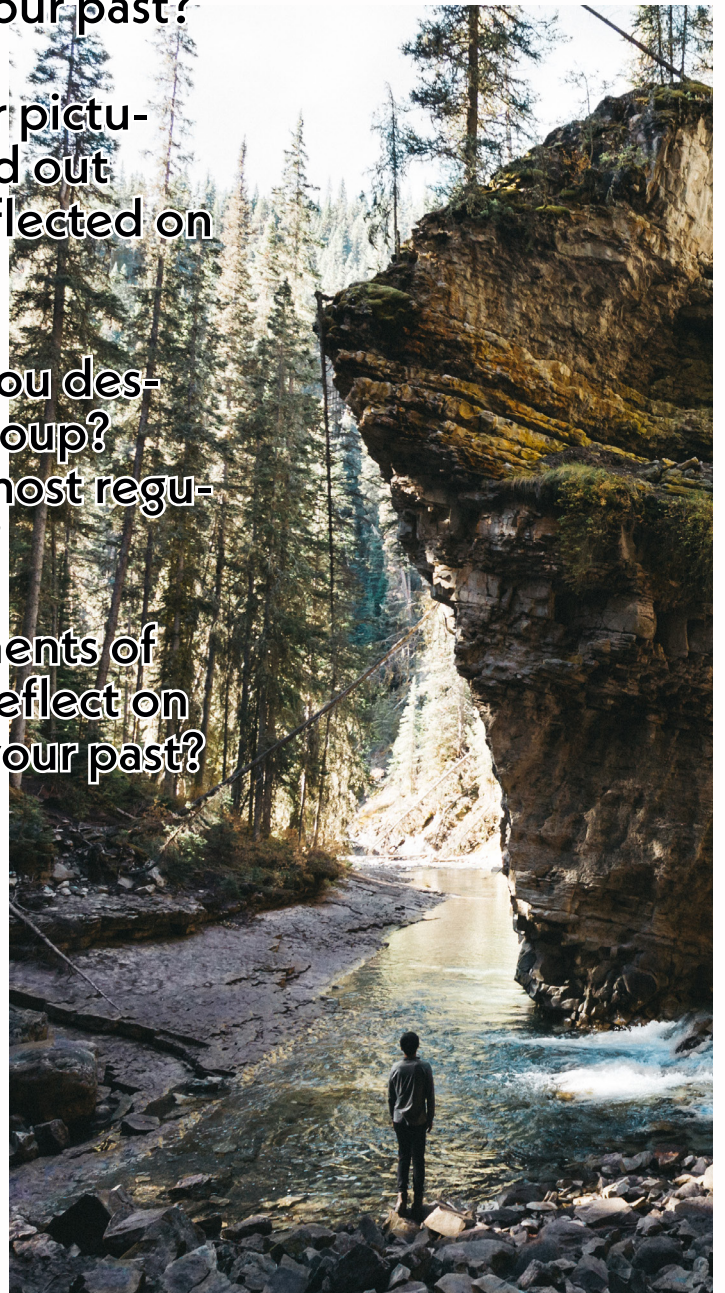
# DISCUSS THE ACTIVITY

How did you go with the activity?  
Do you often reflect on your past?

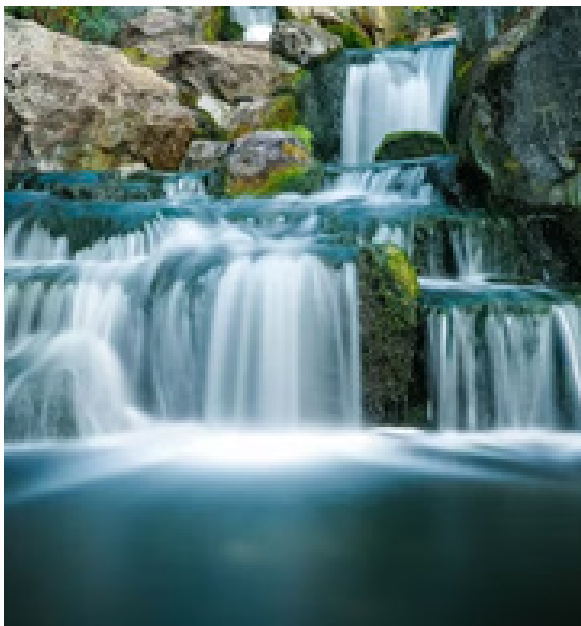
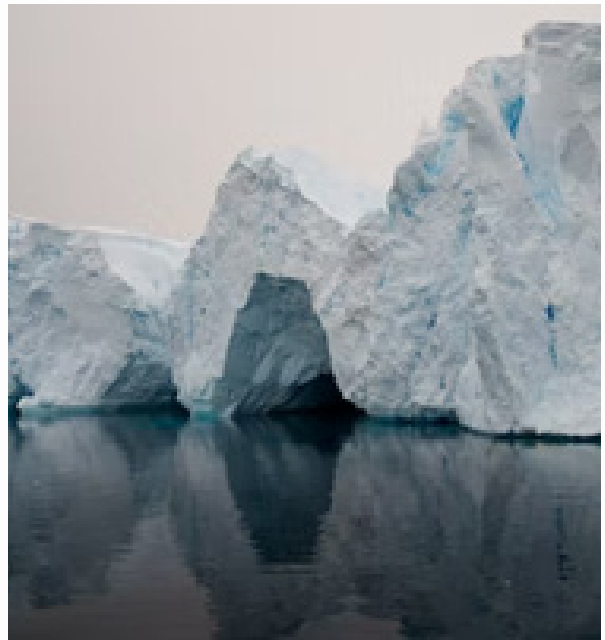
How did you choose your pictures?  
What moments stood out most to you when you reflected on your year?

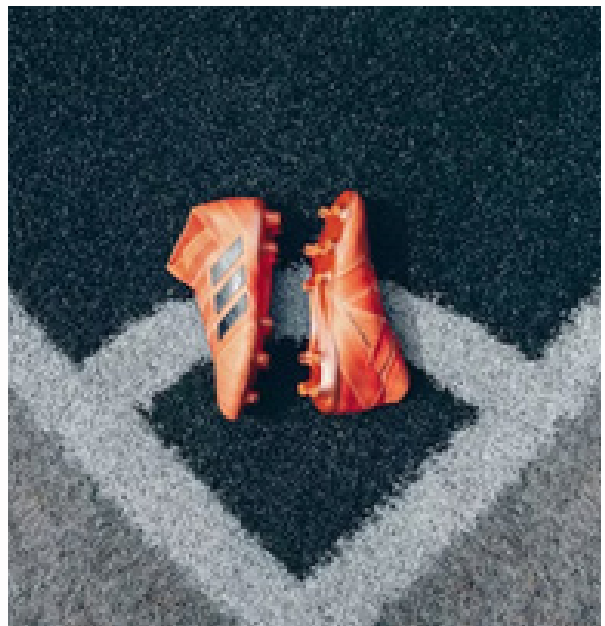
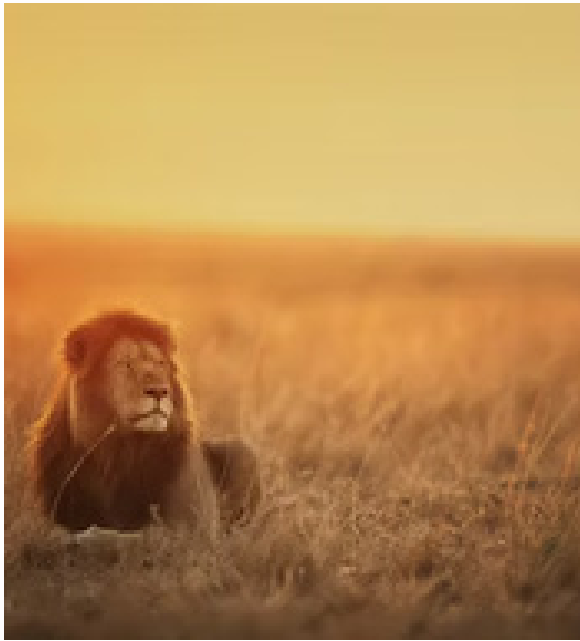
How did you feel when you described your year to the group?  
What emotions did you most regularly feel during the year?

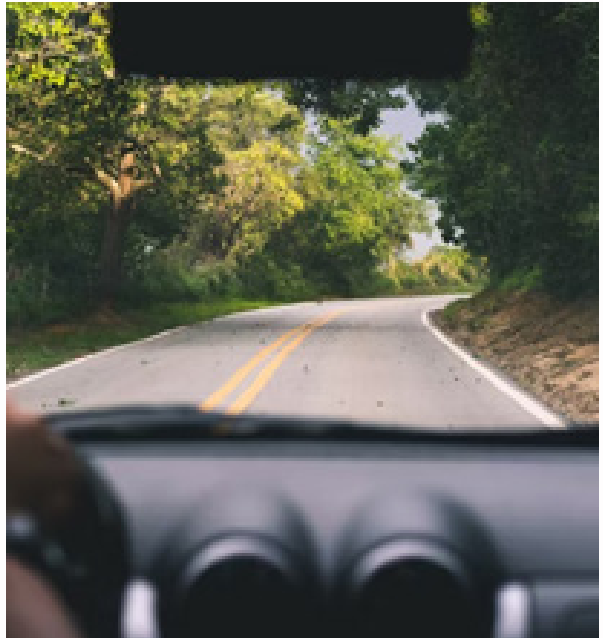
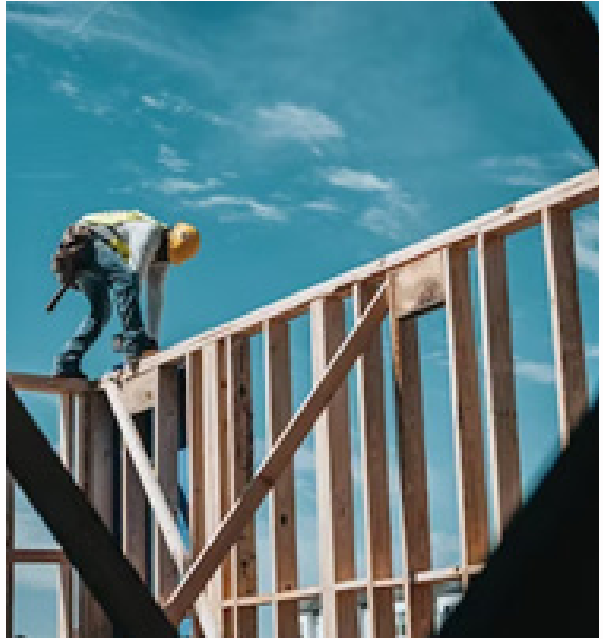
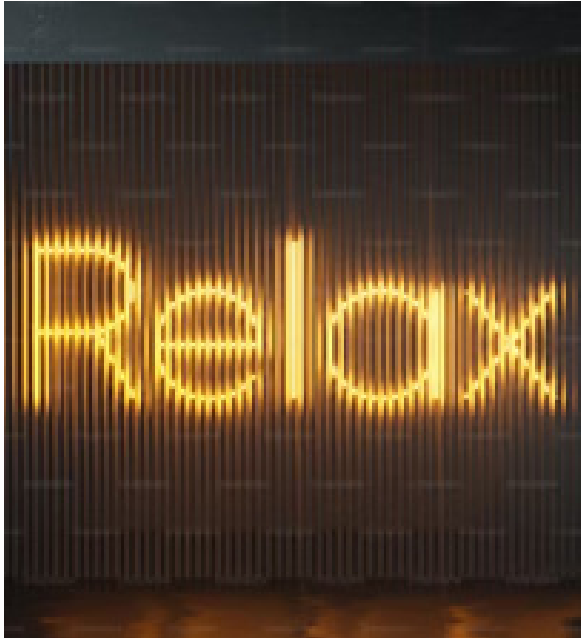
What were the best moments of this year?  
Is it helpful to reflect on positive memories from your past?

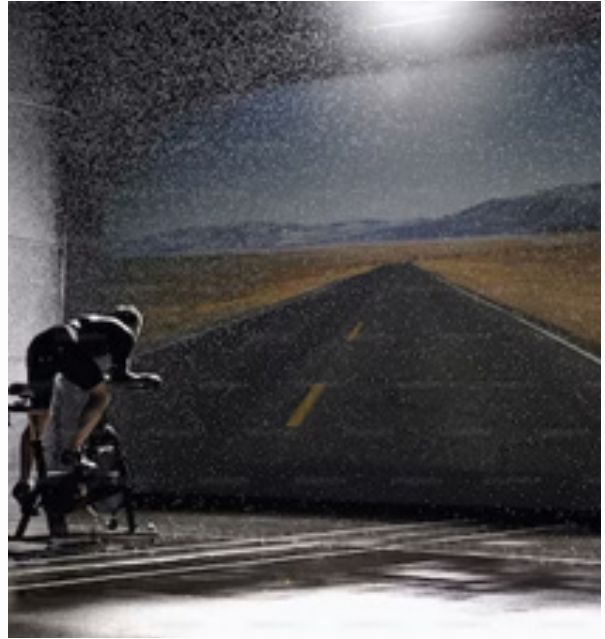


**IN THE GROUP MATERIAL: YOUNG PEOPLE ANSWER 2023 TRIVIA QUESTIONS AND WRITE DOWN A POSITIVE MEMORY OF THE YEAR.**











## STEP 3

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

### LUKE 24:13-35

13 That same day two of Jesus' followers were going to a town named Emmaus. It is about seven miles from Jerusalem.

14 They were talking about everything that had happened.

15 While they were talking, discussing these things, Jesus himself came near and walked with them.

16 (But the two men were not allowed to recognize Jesus.)

17 He asked them, "What's this I hear you discussing with each other as you walk?" The two men stopped, their faces looking very sad.

18 The one named Cleopas said, "You must be the only person in Jerusalem who doesn't know what has just happened there."

19 Jesus said, "What are you talking about?" They said, "It's about Jesus, the one from Nazareth. To God and to all the people he was a great prophet. He said and did many powerful things."



## STEP 3

20 But our leaders and the leading priests handed him over to be judged and killed. They nailed him to a cross.

21 We were hoping that he would be the one to free Israel. But then all this happened. "And now something else: It has been three days since he was killed,

22 but today some of our women told us an amazing thing. Early this morning they went to the tomb where the body of Jesus was laid.

23 But they did not find his body there. They came and told us they had seen some angels in a vision. The angels told them Jesus was alive!

24 So some of our group went to the tomb too. It was just as the women said. They saw the tomb, but they did not see Jesus."

25 Then Jesus said to the two men, "You are foolish and slow to realize what is true. You should believe everything the prophets said.

26 The prophets said the Messiah must suffer these things before he begins his time of glory."

27 Then he began to explain everything that had been written about himself in the Scriptures. He started with the books of Moses and then he talked about what the prophets had said about him.



## STEP 3

28 They came near the town of Emmaus, and Jesus acted as if he did not plan to stop there.

29 But they wanted him to stay. They begged him, "Stay with us. It's almost night. There's hardly any daylight left." So he went in to stay with them.

30 Joining them at the supper table, Jesus took some bread and gave thanks. Then he broke some off and gave it to them.

31 Just then the men were allowed to recognize him. But when they saw who he was, he disappeared.

32 They said to each other, "When he talked to us on the road, it felt like a fire burning in us. How exciting it was when he explained to us the true meaning of the Scriptures!"

33 So the two men got up then and went back to Jerusalem. There they found the followers of Jesus meeting together. The eleven apostles and the people with them

34 said, "The Lord really has risen from death! He appeared to Simon."

35 Then the two men told what had happened on the road. They talked about how they recognized Jesus when he shared the bread with them.



## STEP 3



### NOTES ON THE SCRIPTURE FOR FACILITATORS

This story happens just after Jesus had been killed and his followers were fleeing Jerusalem in chaos, wondering what their future would look like.

Jesus walks with the disciples and helps them to unpack and understand their past and reminds them of the hope that will come from these events.

The disciples did not recognise Jesus until he helped them reflect and make sense of their past. When the disciples realised that Jesus had been with them, they were full of hope and shared it with other disciples.

While Jesus leaves them at the end of the story, he doesn't abandon them. Later in the story Jesus promises his presence will be with them through his Spirit.

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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 we find hope from this year?**

**The story of Jesus did not seem to go according to plan. Jesus had been arrested and killed, and some of his disciples are talking about what had just happened. If things don't go according to plan, does it help to talk it over with others? How do you process change and chaos?**

**In this story, Jesus walks alongside the disciples, helping them to make sense of the chaotic events as they talk. Who do you turn to after you've experienced a challenge? What do you find useful about connecting with other followers of Jesus this year?**

**Jesus was with these disciples, even though they did not see him in their lives. Remembering the 'Picture My Year' activity, how can you see Jesus in the chaos of this year? Where do you see God's love in your life, even if you couldn't see it at the time?**

## STEP 4

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

### READ THE CONCLUSION

A lot can happen in a year. Maybe you've had a great year, a tough year or a mix of ups and downs. Whatever our year has been, we know that a new one is coming and want to feel confident about the future ahead.

The Good News is that just like the disciples, we can look at our past and see that Jesus was with us. When we look back, we can see Jesus in our year and have hope that he will be with us in the future too.



### 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**



**GROUP MATERIAL**  
Term 4 Session 8

**8**



**HOW WILL  
WE WALK  
WITH HOPE  
TOGETHER?**

# LIFE LABS 8 | HOW WILL WE WALK WITH HOPE TOGETHER?

## 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

- Cones/markers
- Textas (1 per person)
- Paper (1 piece per person)



## SESSION OUTLINE

### Purpose:

The purpose of this session is to help young people explore how others can support us to make our way, giving us hope for the future.

### Game:

The 'Link Chasey' game gets young people to experience working together.

### Activity:

The 'Encouragement Circle' activity helps young people practice supporting one another through encouragement.

### Scripture:

The Scripture Matthew 20:29-34 explores how Jesus can help us and those around us to find our way.



## STEP 1



# READ INTRODUCTION, PLAY THE GAME (10 MINUTES)

This year we've looked at how we can walk with hope as we make our way. We know that on our paths we can find hope in the people who support us, the places we feel safe and a God who loves us.

But sometimes we can still feel alone, lost and unsure of our paths. We need people who will walk the path with us and help us find hope when we need it.

How do we walk with hope together?

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

*"How will we walk with hope together?"*

## STEP 1

# PLAY THE LINK CHASEY GAME

### EQUIPMENT:

Cones/markers

- Set up an area with enough room for your group to safely run around in.
- This is a game of chasey, but when a player is caught, they link hands with the chaser to catch the rest of the players until the whole group is linked.
- Keep an eye on things to make sure the game is safe. Using monkey-grip to link up is often best option.
- If fun, choose another player to be the chaser and play again.

HOW DID YOU GO WITH THE GAME?

WAS IT EASY TO WORK TOGETHER WHEN  
YOU WERE LINKED?

HOW DOES LINKING WITH OTHERS HELP  
YOU IN LIFE?

## STEP 2

# DO ACTIVITY, THEN DISCUSS QUESTIONS (15 MINUTES)

## HOW TO DO ENCOURA- GEMENT 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:

- Textas and paper (1 per person)

Prepare your group for this activity by talking about the ways we affirm and encourage each other, e.g. being specific, thinking about the qualities we like about each other or sharing memories about fun or good things we've seen each other do.

- Everyone writes their name on a piece of paper. They can make it as artistic as they like as long as they leave room for others to write.
- Everyone sits in a circle and passes their piece of paper to the left.
- Each person writes an encouraging message to the person whose piece of paper they have.
- When everyone is finished, pass the pieces of paper to the left and repeat. Keep doing this until everyone has their original piece of paper back.

## STEP 2

# DISCUSS THE ACTIVITY

What do you think about what we just read? How do you think it might relate to how we find hope from this year?

The story of Jesus did not seem to go according to plan. Jesus had been arrested and killed, and some of his disciples are talking about what had just happened. If things don't go according to plan, does it help to talk it over with others? How do you process change and chaos?

In this story, Jesus walks alongside the disciples, helping them to make sense of the chaotic events as they talk. Who do you turn to after you've experienced a challenge? What do you find useful about connecting with other followers of Jesus this year?

Jesus was with these disciples, even though they did not see him in their lives. Remembering the 'Picture My Year' activity, how can you see Jesus in the chaos of this year? Where do you see God's love in your life, even if you couldn't see it at the time?

**IN THE GROUP MATERIAL: PARTICIPANTS WRITE DOWN THEIR FAVOURITE ENCOURAGEMENTS FROM THE ACTIVITY AND THINK OF SOMEONE NOT IN THE GROUP WHO IS STRUGGLING THAT THEY CAN ENCOURAGE LATER.**

## STEP 3

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

### MATTHEW 20:29-34

29 When Jesus and his followers were leaving Jericho, a large crowd followed him.

30 There were two blind men sitting by the road. They heard that Jesus was coming by. So they shouted, "Lord, Son of David, please help us!"

31 The people there criticized the blind men and told them to be quiet. But they shouted more and more, "Lord, Son of David, please help us!"

32 Jesus stopped and said to them, "What do you want me to do for you?"

33 They answered, "Lord, we want to be able to see."

34 Jesus felt sorry for the blind men. He touched their eyes, and immediately they were able to see. Then they became followers of Jesus.



## STEP 3



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

Earlier in Matthew 20, Jesus teaches about justice for all people by raising up the 'least' in society and challenging the social power structures of the time. This story shows a practical example of Jesus looking out for the marginalised and dismissing these power structures that would label the blind men as 'less than' other people.

Jesus asks the blind men "what do you want me to do for you?". By doing this, Jesus respects their dignity and gives them agency to determine what help they need from him.

Matthew's account of the story has two blind men, highlighting how even though they were marginalised, they were able to find community together. By inviting them to follow him, Jesus helps the blind men to make their way together.

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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 we can walk with hope together?

In the story, the crowd actively tries to silence the blind men and stop them from reaching Jesus. Have you ever felt like other people tried to stop you from making your way in life? What did you do?

Jesus ignored the crowd and asks the blind men what he can do for them. Who helps you when you're struggling? How can Jesus help you when you're struggling?

In the story, the two blind men found each other and sat beside the road together. Who do you know that is struggling? How can you support them and help them make their way with Jesus?

## STEP 4

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

### READ THE CONCLUSION

This year we've looked at how we can walk with hope as we make our way, but sometimes we can still feel alone, lost and unsure of our paths. We need people who will walk the path with us, encourage us and help us find hope when we need it.

The Good News is that just like the blind men, Jesus can help us find our way. When we follow Jesus we can walk with hope into the future, together.



### 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**