

Welcome to Spread the Word Web-based lessons. Here are a few tips to help you as you teach these lessons.

These lessons are designed for one hour. In parenthesis you will see the estimated time each exercise takes. In lesson two only, if you do the optional pit stop, the time increases to 70-75 minutes.

The lessons are designed to be done consecutively in this order:

The Importance of the Lost  
Things vs. Treasure  
Discovering the Joy of Giving  
Creating a Lifestyle of Giving  
How to Make a Difference

The lessons are set up in the following sections:

Starting the Engines  
Pulling Out of Pit Row  
Gaining Speed  
(Pit Stop) only included in lesson 2 and 3  
Down the Straightaway  
Headed for the Checkered Flag

The text in bold is to be spoken to the class. Of course, you should feel free to adapt it into your own words. These lessons can be done at the times that fit best for your group.

Feel free to take what works best for you and adapt these lessons to make the greatest impact on your ministry.

There will be six weeks of five daily devotionals that your students can find on the Web site [www.chogy.org](http://www.chogy.org). These go along with your lessons and should be a rich supplement to your teaching. Encourage your students to check them out. You also may want to have available weekly copies to make it easy for your students to pick up and take home with them.

## ***The Importance of the Lost*** **Lesson 1**

### **Objectives**

To realize how blessed we are.

To recognize the people of the world that need to hear about a loving Savior, Jesus Christ.

To receive God's challenge to spread the word.

To respond by providing for the Gospel to be shared.

### **Materials/Preparation**

- A globe (preferred), world map, or world atlas to identify the 10/40 Window of evangelism.
- Any pictures you have of a mission trip to another country. (This would work best if these could be any personal pictures that you might already have or of others from the

church that your students would be able to identify. If these types of pictures are not available, search the internet for places like chogy.org and 30hourfamine.)

- Note cards or paper to use as a “tally” sheet
- Pens and pencils
- Bibles

***Pulling Out of Pit Row (15 minutes)***

Ask, **How many of you consider yourselves rich?** Take a minute to define what it means to be rich with the group. Where do we draw the line for being truly rich? Is it earning \$100,000 or \$1,000,000 a year? Does anyone fall into that category?

Here are the most recent statistics to help form an intelligent position. For instance, according to the US Department of Health and Human Services for 2001, a family of four earning \$17,650 is considered to be living in poverty.<sup>(1)</sup> According to the US Census Bureau for 2001<sup>(2)</sup>, the latest complete year that statistics are available, if you live in the US, the poverty line for a married family of four is estimated at \$20,812. How does this compare to the rest of the world? It is estimated that 1.2 billion people live on less than \$1 a day.<sup>(3)</sup>

Distribute the student hand out sheet titled “How Many?” Young people will also need pens or pencils to complete this short survey. Use the answers to reinforce the realization that most of us are blessed more than we know. Then say to your students, **Now take a virtual tour of your home: Imagine that you’re walking up toward the place you live from the street. Using the “How Many?” handout take a count of the following articles as you travel through the rooms and across the grounds of your house.**

**How many?**

How many refrigerators?

How many televisions?

How many telephones, cell or mobile telephones and/or electronic pagers?

How many computers, laptops, desktops, PDA’s etc.?

How many different modes of transportation: (cars, trucks, boats, motorcycles, bicycles, four wheelers)?

How many different pairs of shoes?

How many rooms in your home?

How many bathrooms?

How many Bibles?

How many trips to a movie or how many video/DVD rentals do you use in one week?

Bonus—Plus 10 if you have hot and cold running clean water inside your home.

For simplicity’s sake, have them add up all the different numbers for a grand total. **What’s your total? \_\_\_\_ If your total was more than 10, by the world’s standards you can consider yourself “rich” or at least “well off”?** How many in the group still do not consider themselves rich? Compared to their neighbors? Compared to the world?

According to an article by Thomas Sowell of January 5, 2000 entitled “Revolutionary Century,” “by 1970, virtually all [US] families living in poverty had refrigerators. By 1994, most American households below the poverty line had a microwave oven and a videocassette recorder....”<sup>(4)</sup>

(If you'd like to compare more statistics to the world, simply do a "Google Search" *for World Poverty Statistics* before class. If you're not sure what a "Google search" is, ask your students, they probably do.)

For instance, did you know that in the Caribbean, over 30% of the children under 5 years of age suffer chronic malnutrition and die at the rate of 137.7 per 1000. Or that in the Philippines, 75% of school children have intestinal parasites. In Mali (which is located in West Africa) the life expectancy for men is 45 and for women, 48.3. <sup>(5)</sup> If you have ever been to a third world country on a mission trip you know that millions of people live without running water and many don't have electricity.

### ***Gaining Speed (5)***

(If you have a globe, world map, or atlas, get it out and show the group here.)

**How many of you know what the "10/40 Window is?** (Look for it around India and Indonesia, etc.)

The "10/40" Window is an imaginary rectangle that appears between 10 degrees latitude and 40 degrees longitude. It has the greatest number of people in the world who do not know Jesus Christ.

See if anybody find it on the map/globe/atlas.

If you have time, attempt to count the different countries that are represented in this area. Also, try to count the different cultures and religions that area also represents. Almost 3 billion people live in this region; statistics show that Christianity makes up less than 5% of the believers in this window. 97% of the least evangelized people and 82% of the poorest people in the world, 2.4 billion existing on less than \$1.40 a day live in this area. <sup>(6)</sup> (See the included help sheet below.)

Countries usually listed in the 10/40 Window.

Afghanistan	Egypt	Japan	Morocco	Syria
Algeria	Eritrea	Jordan	Myanmar (Burma)	Taiwan
Bahrain	Ethiopia	Korea, North	Nepal	Tajikistan
Bangladesh	Gambia	Korea, South	Niger	Thailand
Benin	Gibraltar	Kuwait	Oman	Tunisia
Bhutan	Greece	Laos	Pakistan	Turkey
Burkina Faso	Guinea	Lebanon	Philippines	Turkmenistan
Cambodia	Guinea-Bissau	Libya	Portugal	United Arab Emirates
Chad	India	Macau	Qatar	Vietnam
China	Iran	Mali	Saudi Arabia	Western Sahara
Cyprus	Iraq	Malta	Senegal	Yemen
Djibouti	Israel	Mauritania	Sudan	

Determine the distance between where you live in the US and any country in the 10/40 Window (using the globe, map or atlas). Other than miles, what else may distance you from these people living in far away lands? If you have time, take a few minutes to brainstorm ways to "bridge the gap" between these countries and their cultures.

### ***Down the Straightaway (15-20)***

Have the students follow along as you or a good volunteer reader read Romans 10:13-15. **Let's break it down verse by verse so we can understand it better....**

**For someone to be saved, what does the scripture (vs 13) say must happen?** Call upon the name of the Lord.

**Notice that having “nice thoughts” or doing “good things” does NOT appear in the scriptures.**

**Who can be saved?** Everyone

For additional emphasis, “*everyone*, who calls on the name of the Lord will be saved.” If you feel you can, consider mentioning that even those students who wished to shoot their classmates or those who would wish to destroy America would be accepted into God’s kingdom if they called upon the name of God and asked for forgiveness. This might lead you into a delicate discussion. It’s okay to stress that many of these people might have never heard of Jesus Christ and their need is great.

Have students get into groups of two or three and read verse 14 and the beginning of verse 15. Find the four questions outlined in the passage and write them down.

In the NIV, these questions might be asked like this....

Question 1—How can they call on if they don’t believe?

Question 2—How can they believe if they don’t hear?

Question 3—How can they hear without someone telling them?

Question 4—How can they tell them without being sent to do so?

**Optional:** If your group is good at debating (and what teens aren’t?), choose either side of the discussion to debate the following points.

Point A: As a group, come up with four reasons that would convince other Christians that they should spread the word of the Gospel.

Point B: As a group, come up with four reasons that could convince non-believers of the importance of sharing the Gospel.

The objective is for everyone to consider opposing views on why it would be important to spread the word of Jesus Christ, especially to people who don’t or only marginally believe in Jesus.

**After the debate, summarize: In other words, all people, everywhere can be invited to be saved by calling on the name of the Lord. But they won’t call on him unless they believe in him, and they won’t believe in him unless they hear about him, and they won’t hear about him unless someone tells them the Good News, and they won’t share the Good News unless they are commissioned and committed to do so.**

Now go back and answer those questions that were asked above. Can you see answering them any other way except for that “Someone needs to do these thing’s and that someone is YOU?”

Question 1—Someone has to show them what to believe.

Question 2—Someone has to let him or her hear.

Question 3—Someone has to tell them.

Question 4—Someone has to be sent.

**That *someone* needs to be me and you! We are God’s answer to sharing the Gospel! You see from the scripture that there are four questions but only ONE answer—that answer is YOU!**

## *Heading for the Checkered Flag (15)*

**So what can you do?**

**St. Thomas Assisi is quoted as saying, “share the gospel at all times and if you have to, use words.” Clearly we are all called to share the words of the Gospel. But as committed Christians, we should also be active in doing everything we can to Spread the Word of Jesus Christ. That is what St. Thomas Assisi is referring to—it’s not just what we say, but what we do. Would you agree that it’s how we act that really proves what is important to us?**

Read: **“How beautiful are the feet of those who bring good news?” (Romans 10:15b, NIV).**

**OK, let’s discuss feet...Most people don’t consider their feet to be a thing of beauty. What do you think the author (Paul) means by talking about “how beautiful” those feet are? Why?**

The final part of verse 15 tells us of the reward that’s available to those who are not afraid to Spread The Word. While Paul writes about having “beautiful feet”, the reward is clearly being known as the person who was willing and able to share the good news of the Gospel with someone they cared about.

**Do you know anybody who by Paul’s definition would consider your feet beautiful? Who would be happy to see you because you shared the gospel with them?**

Ask any of your students if they would share about a time when they shared the Gospel. Who they shared with and what happened. (Encourage a few students to speak about a time they shared the Gospel with someone or a time they were present when someone accepted Christ as Lord and Savior, and how they felt afterwards. Realize that some may have never shared the gospel and others may have not had a good experience. If they didn’t have a good experience, let them know that it is our job to share and the Holy Spirit’s job to convict. Be ready to talk about a time when you shared Jesus with others)

**We all know that it’s not our feet but the symbol they provide about the person who takes the time to find ways to Spread the Word. Remember that all the people you see with your eyes are created and loved by God. How important are they in God’s eyes? How important are they in your eyes?**

Ask, **What we can do, as individuals and as a group, to see that the Gospel of Jesus Christ is shared.**

Brainstorm together and see what you can come up with. Some ideas might be...

- Learning and being able to lead someone through the plan of salvation.
- Personally commit to pray everyday for an opportunity to share the Gospel with two or three people in the coming months.
- Make a conscious decision to give to Spread the Word specifically giving tools for evangelism around the world. [www.chogy.org](http://www.chogy.org) for more information.
- As a group, seek out a local mission or homeless shelter to serve.
- Schedule yourself to work at a local food bank distributing essentials for people in need.
- Pray about what else God may be directing you to do as an individual or a group or class.

### ***Review and Closing Prayer (5)***

Review what has come out of the discussion and study time. Acknowledge the fact that we are all called to be God's witnesses and ambassadors to spread the Word about the forgiveness, love, and grace available to them from Jesus Christ. Challenge your group to pray about giving to Spread the Word. In review of this study, remind them that the Word instructs Christians to be active in spreading the Word.

*BUT* they won't call on him unless they believe in him.

*AND* they won't believe in him unless they hear about him.

*AND* they won't hear about him unless someone tells them the Good News.

*AND* they won't share the Good News unless they are commissioned and committed to doing so.

### **Who is going to commit to Spread the Word—will you?**

#### **Ideas for STW:**

There are many different approaches that work. Here are just a few suggestions:

Set a monetary goal for the group to give for the 40 days of Lent—March 12th until Easter (April 20). Have your students help you set a reachable but challenging God-sized goal. Make sure to celebrate how God has worked.

Challenge students to specifics. Challenge students to give up something for Lent and give the money to STW. Examples would be the money they would have spent on CDs for the 40 days; the money they would have spent on going to the movies during this time; or the money they would spend to buy a new video game. You could ask them to give up sodas and save the money for STW or fast one meal a week and give what they saved to STW. Be creative; but we find that when you give concrete examples, it helps students to have a realistic goal.

Challenge your youth to give above their tithe and offering. You could set a specific amount (for example, \$50) or a specific percentage of their weekly income. For some \$50 would be a sacrifice; for others who are working it might not be.

As a leader, you set the stage by giving to STW. You can be certain that few students will out give what you give. Lead out in faith! We want you to know the Youth Ministry Team is trying to model this. We have pledged \$7500 among the five of us because we believe God is going to use this money in incredible ways.

Always remember this: what God desires is life change. This money will change lives. Focus on the life change rather than the money.

Ask them to pray about it; then, next week hand out the challenge cards. A sample of the challenge card was in the STW packet sent out in February and is also available on the Web at [www.chogy.org](http://www.chogy.org) (leader's site).

Encourage your students to visit [www.chogy.org](http://www.chogy.org)—student site for six weeks of devotionals that go along with these lessons.

Pray that God will open everyone's eyes to being sensitive to share the Gospel. Pray that God will soften our hearts to share the Gospel and to prepare the hearts of those who need to hear. Pray for God's direction in giving to this evangelistic offering. Pray also that God will reveal to each one a

way and an opportunity to get involved for the expansion and the expression of the Good News of Jesus Christ around the world.

References:

- (1) SOURCE: Federal Register, Vol. 66, No. 33, February 16, 2001, pp. 10695-10697
- (2) US Census Bureau \* [www.census.gov/hhes/www/poverty/html](http://www.census.gov/hhes/www/poverty/html)
- (3) <http://www.worldbank.org/data/wdi2002/economy.htm>
- (4) Thomas Sowell, "Revolutionary Century," January 5, 2000
- (5) Save the Children - [www.savechildren.net](http://www.savechildren.net)
- (6) <http://www.ad2000.org/1040ovr.htm>

***Things vs. Treasures***  
**Lesson 2**

**Objectives**

- To understand the difference between earthly and heavenly treasures.
- To understand how to store up heavenly treasure.
- To understand God's priorities versus our priorities.
- To challenge students to think about their pledge to STW.

**Materials/Preparation**

- Treasure hunt clues; treasure
- Index cards or scrap paper, one per student
- Copies of "My Top Twenty" found at the end of the lesson for all students
- Copies of "Earthy vs. Heavenly" chart found at the end of the lesson (optional to copy)
- Ask one of your student leaders to be prepared to offer the closing prayer, especially for STW around the world and for your group to store up heavenly treasures
- STW pledge cards
- Writing instruments for students

**(Optional) Special Preparation:**

- Prepare two or more treasure hunts in the church by writing clues on pieces of paper and then hiding them around the building.
- Copy Matthew 6:19-21 on small cards to give out to your students to memorize

**Starting the Engines (Optional opener) (5)**

Start off with a treasure hunt. Prepare two or more treasure hunts by writing clues on pieces of paper and then hiding them around the building or room. Have each clue point to the next one. The different hunts should not overlap, but point to the same treasure. Have some sort of treasure at the end, such as a roll of Life Savers or bag of small candy bars. The clues can be rather straightforward, such as "How many disciples did Jesus have? Go to that pew number for the next clue." Or they can be more indirect and tied to scripture; for example, "When Mary was at Jesus' feet, where was Martha?" Inform your students that they are going out looking for treasure. Divide the group into teams, with one team for each hunt you have prepared. Set a time limit to find the treasure. Don't tell them that the different hunts terminate in the same treasure. If they can't find it in the allotted time, stop the hunt and continue with the lesson.

Please feel free to adapt this exercise to fit your group. We realize space availability and numbers will limit some groups.

**Looking for treasure can be a blast, especially when you know what the treasure is. This week we're going to discuss just how important looking for treasure really is.**

### **Pulling Out of Pit Row (10)**

Hand out an index card and a writing instrument to each student. Ask students to write on the index cards five things they would take if they knew they were going to be stranded on a deserted island. After they write their five items, have students form small groups of three and tell them that because of space limitations, their group can only take two things per person, so each group has to decide what to keep and what to get rid of. They can take all five things from one person if they wish, but still only a grand total of six per group. Give them about five minutes to decide and then come back together as the whole group. If you have a smaller overall group, ask each small group to explain why they picked what they chose to take with them. If your group is larger just ask some of the groups to tell you what they would take.

### **Gaining Speed (12)**

Make copies and hand out the list, "My Top Twenty." (See the end of this lesson.) Give your students around five minutes to fill them out.

After they are finished, have them amend their list with the following instructions. **If there is any way something on your list can be taken from you, cross it out. If it's a person, they could move away or die. If it is an object, it could be stolen. If it has to do with a talent or skill or looks, you could be injured and lose it.**

After they have done this (give just a couple of minutes) discuss how it felt to mark through an item on the list. **Did you have just a little bit of hesitation in "giving it up"?** (Make sure your students hold on to these lists; they will need to refer back to them later in the lesson.)

Have someone read Matthew 6:19-21. *Do not store up for yourselves treasures on earth, where moth and rust destroy, and where thieves break in and steal. But store up for yourselves treasures in heaven, where moth and rust do not destroy, and where thieves do not break in and steal. For where your treasure is, there your heart will be also.*

If they have their Bibles, suggest that they underline these key verses.

Ask the following: **According to Jesus, what happens to treasure stored up on earth?** It is destroyed.

**What happens to treasure stored up in heaven?** It lasts forever.

**If your important things can be taken away from you, then they are like the treasures destroyed by rust and moths. Let's see how we can change them into heavenly treasures.**

**(Optional) Pit Stop (10)** (If you have an hour or less meeting time—we suggest you scrap this.)

**But first, let's see what it feels like to be stored up as people.** Play Sardines, which is like reverse hide and seek. One person is selected to hide and all the others are seekers. Keep all the seekers in the room for a minute while the hider goes to hide. When a seeker finds the hider that seeker has to get into the same location as the hider and hides too. Seekers keep looking until they find where the hideout is. As the seekers find the rest, they have to hide in there too. The last seeker to find the group loses. Play as many rounds as you have time.

**Option 2:** Find the smallest closet in the building and see if you can cram the entire group into it. Make sure you do this safely and no one gets hurt by a mop or a lawn mower—or by a board

member yelling at you. You could also have two teams race to see which team can get all their people into the closet the fastest.

Adapt to what fits your space availability and group size.

### **Down the Straightaway (15-20)**

Ask students to look again at Matthew 6:19–21.

**What does Jesus mean by “treasures”?** Things that are valuable to you.

**Why did he use the term “treasures” instead of “money”?** A lot of things can be valuable to us instead of money.

Divide your students into groups of three to five and ask them to list some differences between earthly treasures and heavenly treasures. You can copy the “earthly vs. heavenly chart” at the end of the lesson or just have them write their answers on a piece of paper. After about 5 minutes have them come back together. Depending on your group size, have some or all of the groups share some of their answers.

**Why does Jesus want us to store up heavenly treasures instead of earthly ones?** He wants us to have our priorities right. Things that last forever—heavenly things—are what should be important to us. Make the point here that while stuff can be a problem, more often it’s about how important that stuff is to us.

### **Heading for the Checkered Flag (10)**

Have each student look at their top twenty list and ask them to rate how many heavenly treasures and how many earthly treasures they listed out of the twenty. Give them a couple of minutes to do this. Ask them which ones did you have more of—earthly or heavenly? It is very unlikely that their heavenly list will outweigh their earthly list.

**We have an opportunity this next week to invest in heavenly treasures, in eternity. We are handing you a pledge card to pledge for Spread the Word. Spread the Word is an opportunity for teenagers to give to tools for evangelism that spread the love of Jesus around the world. STW gives specifically to tools for evangelism. Things like cars, vans, trucks, motorcycles, sound systems, projectors, and printed evangelistic materials, and other evangelism tools are things that help those in other countries get the message of Jesus out.**

**You can be a part of investing in storing up heavenly treasures, investing in something that will make an eternal difference. This Wednesday (March 12) is the beginning of Lent. Lent is a period beginning 40 days before Easter. Historically, it is usually a time when people make sacrifices or give things up in honor of the ultimate sacrifice of Jesus for us.**

**You may want to give up going to the movies for the next 40 days and take the money and give to Spread the Word. You may want to give up soft drinks during this time and pledge the money saved to STW. You may want to take the money you would have spent on clothes or CD’s or DVD’s during the next 40 days and give to STW. Whatever God lays on your heart.**

**The STW challenge is above your tithes and offering to our local church. You can fill out this pledge card today or you can take it home and pray over it and bring it back next week. Will you invest in heavenly treasure?**

**Let's work together with teenagers around North America to change the world, one life at a time.**

**Closing prayer:** Invite the student you asked to pray to pray for STW around the word and for your group to store up heavenly treasure.

**Optional** (Hand out the Matthew 6:19–21 on a small card to your students and challenge them to put it somewhere they can see it and to memorize it.)

***Memory Verse***

*Do not store up for yourselves treasures on earth, where moth and rust destroy, and where thieves break in and steal. But store up for yourselves treasures in heaven, where moth and rust do not destroy, and where thieves do not break in and steal. For where your treasure is, there your heart will be also (Matt 6:19–21).*

## My Top Twenty

Make a list of the twenty most important things in your life. You can put anything on your list, such as:

- stuff: such as your stereo, your car, a skateboard;
- people: such as your parents, your best friend, your algebra teacher;
- places: such as your room, the hills and woods where you go hunting, the band room;
- abstract things: such as your intelligence, your popularity, your athletic ability, a talent.

They do not have to be your personal items, but can be something owned by your whole family, something at school, or a place that's not really owned by anyone. List whatever is *the most important* to you, things that you would be pretty upset to lose or not have anymore.

### Create your list:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Now rank them from *most* to *least important* to you.

### Earthy vs. Heavenly

Fill out the table below with some earthly treasures and some heavenly treasures. List at least five in each column.

Earthy Treasures	Heavenly Treasures
Examples: Money, clothes	Examples: Giving money to poor, People you have witnessed to

### *Discovering the Joy of Giving* Lesson 3

**FLAG – money page from Curtis and don't forget also the pledge cards**

#### **Objectives**

- To understand the joy of giving financially to support God's kingdom.
- To understand how God views our financial resources.
- To understand God's priorities versus our priorities.
- To understand about being a cheerful giver.

#### **Materials**

- A small prize (such as a five-dollar bill, a free movie rental coupon, or even a CD) wrapped multiple times
- Large gloves or mittens
- Large heavy coat or jacket
- Hat or stocking cap
- Pair of dice (or spinner)
- Dry erase board or flip chart
- Markers
- Poster board or large pieces of paper
- Scotch tape or staplers or glue sticks
- Copies of "My Favorite Gift" (found at end of lesson)
- Writing instruments for students
- Make sure and have STW pledge cards on hand

- My Money Page—sheet of \$1,000,000
- Optional memory verse cards for students – 2 Corinthians 9:7

### **Special Preparation**

Wrap one box with a small gift wrapped multiple times in numerous other boxes and as many layers as you can, including wrapping paper (or newspaper). Each box should be wrapped and heavily taped. You want to make it hard to get into.

Copy the page with seven \$1,000,000 bills on it for each student or pre-cut seven \$1,000,000 bills for students.

Ask one of your student leaders to be prepared to close in prayer. Ask the student to be prepared to focus on thanking God for what he has given to us as well as asking him to help us be givers with a cheerful heart.

### **Starting the Engines (5)**

Institute a race unwrapping boxes. Ask a student to put on gloves, coat, and hat that are on the floor next to him or her. The rest of the group should be sitting as close as possible in a circle. At the word *go*, the student puts on hat, coat, and gloves and then starts to unwrap the gift as quickly as possible. At the same time, the students in the circle take turns rolling the dice. If one rolls doubles, it is now his turn to continue the unwrapping. The first student has to stop and remove the winter clothes and the student who rolled the doubles must then put on the clothes and continue the unwrapping. Meanwhile, the other students are still rolling. As soon as someone rolls doubles, that person then gets to unwrap. The student who actually finishes the unwrapping gets the prize. Encourage speed and frenzy. (If you use a spinner instead of dice, pick a certain color or number it is to land on.)

We realize that some larger groups may need to adapt and only a few from the audience come on stage to participate in this activity as the audience watches.

**Man, you really tore into that box. You must really like to get presents. We're going to discuss getting presents and giving them.**

### **Pulling Out of Pit Row (10)**

Give out "My Favorite Gift" sheets (found at the end of this lesson) and writing instruments to your students. Give them about five minutes to fill these out.

If your group is larger than ten, divide them into groups of three to five to share their two most special gifts from their lists. (If your group is ten or fewer, they can stay in one big group.) They should share one that is special because of the gift itself and one that is special because of the person who gave it. Ask them to explain why they chose that specific gift.

Next, have all students tell about a gift that they were very excited about giving. Ask them to explain why it was so special.

If you divided into groups, call them back together.

**Giving, not just Christmas and birthday gifts, is a very important part of God's plan. He talks a lot about it in both testaments. Let's see what scripture has to say.**

### **Gaining Speed (10)**

Ask several students to read the following verses to the group:

Genesis 14:17–20

Exodus 22:29–30

Exodus 35:4–9

Leviticus 27:30–33

Numbers 18:8–10, 25–29

Deuteronomy 14:22–23

Deuteronomy 26:12

List the following questions (in italics) on a board or a screen so the students can see them while the verses are being read. Have them pair up to see if they can answer these questions after all the verses have been read.

*How much was to be set aside as a tithe? 10 percent.*

*List at least five things that could be given as an offering.* Gold, silver, bronze, grain, birds, sheep, goats, calves, fruit.

*List the requirements for things to be acceptable as offerings by the Israelites, and why.* First-born; no blemish; no substitutions—God demands the very best.

*List three purposes for the tithes and offerings the Lord asked the people to give.*

(1) Materials for the tabernacle—Exodus 35; (2) As a sacrifice to please God; (3) To provide for the priests—Numbers 18; (4) To learn to revere God as provider—Deuteronomy 14; (5) To provide for widows, guests, orphans, and so forth—Deuteronomy 26.

### **Pit Stop (10)**

Have student get into groups of eight to ten (if you have fewer than ten total students, stay in one group). Make a copy of The Money Page (found at the end of this lesson) for each student and ask them to cut their money out. (It would be much easier to have someone cut these up in advance so you could hand out quicker.) Also, give each group a marker and a poster board. They will each have the same amount of fake money, seven \$1,000,000 bills. Each student then picks one charity and writes it on a poster board or piece of paper. Then, all students give a short reason why they chose that one and then tries to sell the other students on giving to that charity. After all students in the group have stated their “giving pitch,” have the group go around and give to the charities they want to support. They can attach (staple, tape, glue) their fake money to the poster board. They can give to as many as they want, as long as they don’t exceed the \$7,000,000. They cannot give to their own charity and must give all their money away.

Have the groups gather back together. Take a look at what causes raised the most money. Ask several students to explain why they gave like they did.

Next, get a basket or hat and pass it around for a real offering. Tell students they should only give what they can honestly give cheerfully.

### **Down the Straightaway (15)**

Have different students read each of these questions. List the following questions (in italics) on a board or on the screen so students can know what to look for as the scriptures are being read.

**Have various students read the scriptures.** Ask, *What are some “rules” for proper giving?*

*How much are you supposed to give?*

Matthew 6:3

Give without making a big show of it.

2 Corinthians 9:7

God loves a cheerful giver.

1 Corinthians 16:2	First day of the week, give in keeping with income.
Mark 12:41–44	Poor widow gave everything she had.
2 Corinthians 8:1–7	The Macedonians gave out of their poverty—they were <i>eager</i> to give.
Acts 5:1–11	Ananias and Sapphira lie about their giving.

Then discuss these questions:

*What are some “rules” for proper giving?* Anonymous; cheerful; consistent; according to income; eager and willing; honest.

*How much are you supposed to give? Everything?* Jesus wants us to be willing to give everything, but usually doesn’t call us to give every penny we have.

*How is the concept of giving different between what you studied in the Old Testament and what you have learned today in the New?* Jesus did not throw out the concept of the tithe (10 percent), but rather expanded it. He taught cheerful, eager giving way beyond just 10 percent— whatever God and other people need. In the Old Testament we see that most of the gifts went to God, either as temple offerings or as support for the priests. In the New Testament we find most of the gifts going directly to people in need. In the Old Testament, giving was part of the law; in the New Testament, the act of giving is more from a sense of selflessness and genuine love for other people.

*What is the main reason we are to give away what we have?* To provide for people who need help; to pay for God’s work to get done.

*What should be our attitude as we give?* Cheerful.

### **Headed for the Checkered Flag (10)**

In this section we want to highlight the attitude that people are infinitely more important than money or possessions. **God wants us to be more willing to give our money for other people and his kingdom, than to buy things for ourselves.**

**What kind of person or group is it easy for you to give to? Which ones are hard for you to give to?** (For example, people who are homeless, people who have had a natural disaster destroy their home, people with AIDS etc.)

Ask students to explain why they are hard or easy. Discuss your own preferences for giving as an adult. **How do you react to beggars? How do you respond to other giving concerns?**

**How “cheerful” are you in giving part of your money away to someone or something else? What can you do to become more cheerful? A possible answer could be:** try to understand that the money goes to bring God’s kingdom to people who really need him.

**The secret to discovering the joy of giving is really understanding that people are more important than possessions, and when you give money to others it helps them.** Make a list as a group of things that *could* happen when you give money away. (You may want them to get into groups of three to five)

(Here are a couple examples.)

1. Someone might be able to hear the gospel of Jesus Christ for the first time.
2. Someone may get to eat today instead of going hungry.
- 3.
- 4.
- 5.
- 6.
- 7.

- 8.
- 9.
- 10.

If you did the Pit Row, as a group decide how to give away your offering to a local ministry or organization (other than your own church). Yes, we know we are in the midst of a pledge drive for STW, but STW is about creating a culture of giving and we believe God blesses this attitude.

**Closing Prayer:** Ask the student you invited to close in prayer, focusing on thanking God for what he has given to us and asking him to help us to be givers with cheerful hearts.

**Hand out pledge cards for STW** and collect those that didn't come in last week. You may want to summarize STW again for those who were not present last week. See the March 9 lesson for this information.

**(Optional) Put on small cards to hand out**

**Memory Verse**

*Each of you must give as you have made up your mind, not reluctantly or under compulsion, for God loves a cheerful giver (2 Cor 9:7, NRSV).*

***Creating a Lifestyle of Giving***  
**Lesson 4**

**Objectives**

- To understand how to give away your time.
- To understand how to give away your career.
- To understand the kind of attitude it takes to live a giving lifestyle.
- To understand about loving people so much you want to give to them.

**Materials**

- Small box or bag of candy or gum with pieces that can be shared, such as M&Ms, Reeses Pieces, and so forth
- Writing instruments for each student
- Extra STW cards
- Optional memory verse cards – Philippians 2:3-4 (NLT)

**Special Preparation:**

Copies of “Time Flies” for each student (found at the end of this lesson)

Copies of “Give Me an Evaluation” for each student (found at the end of lesson)

**Starting the Engines (10)**

Play some noncompetitive game and arbitrarily pick one-fourth to one-third (see below) of the students as “winners ” to receive the candy. Do not say anything about sharing with the others, but observe how much they do share, if at all.

A suggested game: Picture Gossip. Instruct the students to form a line front-to-back. Show a very simple picture (such as a page from a young child's coloring book) to the last person in line. He or she then draws the picture with a finger on the back of the person in front. That person then attempts to draw the same picture on the back of the next one in line. The actual picture is shown

only to the first drawer in line. The person at the head of the line tries to guess what the picture was. Meanwhile, the leader secretly keeps track of which students are left-handed. At the end of the exercise, award the candy to them. If you have too many or too few lefties, use some other arbitrary criteria for picking several students to receive the candy. How they are chosen is not important—the object is to see how they react to getting something valuable while the others do not. (If you have a large group, divide into groups of ten for this exercise.)

**It is not always easy to pass something on when you don't have a clear picture of it to begin with. Today we're looking at the picture—what would a lifestyle of giving look like?**

Now, return to the issue of the candy. Ask the candy winners from the opening exercise to explain why they shared or did not share their candy with the others. Ask if it occurred to them that they did not deserve the candy any more than the others.

### **Pulling Out of Pit Row (10)**

Divide your students into groups of four ; give them the “Time Flies” sheet and ask them to total up how much time the entire group spends on each area in a typical day. Measure it in hours.

Come back together and get the totals from each group. List the following categories on a dry erase board or screen, fill in the cumulative totals from all the groups.

___ school (in class)	___ chores at home	___ doing nothing
___ school (homework)	___ sleeping	___ eating
___ church	___ working out	___ sports
___ music (band, choir, piano)	___ music (listening)	___ job
___ shopping	___ hanging with friends	___ hobbies
___ other	___ movies/television	___ computer (non- school related)

**We have just been given fourteen more hours each week. How should we spend it?** (Direct them back into their groups to decide this.) After two or three minutes, quickly discuss how the groups chose to spend the extra time.

**Now we have just lost fourteen hours each week, two hours per day. Where do we cut?** (Direct them back into their groups to decide this.) After two or three minutes, quickly discuss how the groups chose to spend the extra time.

### **Gaining Speed (15)**

Ask a student to read the familiar story of the Good Samaritan (Luke 10:25–37). Ask the group to help you modernize the parable. If you have a group of 30 or fewer, divide the students into groups of eight to ten. Have them come up with a two or three minute skit that would be a modern day version of this story. If you have a larger group, you may just want to go over the questions. **If Jesus were telling the story to your group right now, who would the different characters be? What kind of modern day character would represent the priest? The Levite? The Samaritan? The innkeeper? The injured man? Where was each of them going when they saw the injured man? Where would he be taken? What other complications or situations would they encounter if Jesus were telling it today? How would the first two explain their failure to help?** Everyone has to be involved in the skit, students can be a donkey, a tree, a rock, but they all must have a part. Give them 5 minutes to get it together. Have them come back together and act it out. Tell them you are going to keep a time clock and will stand up when their time is up. (This will help to keep the groups from going on too long.)

**What is the difference between the attitudes of the priest and the Levite compared to the attitude of the Samaritan?** The first two thought much more of their prestige, their position, their schedule, their reputation, maybe even their clothing than they did of the injured man who needed help. The Samaritan put his schedule, his money, his reputation, his clothes at risk to help, because the person was more important than anything else was.

Have them think about the question, **Of these two attitudes, which one do you think is most like yours? Be honest.**

### **Down the Straightaway (10)**

Read Philippians 2:1–10. **Who should our attitude be like? Jesus. What were some characteristics of that attitude?** Humble, obedient, concern for others.

Ask volunteers to read the following verses. Then discuss what Jesus was sacrificing in each situation. We have given some suggested answers; there may be plenty more.

Matthew 8:1–4	comfort (crowded by sick people), health (risking leprosy)
Matthew 9:10–11	reputation (eating with sinners)
Mark 1:35–37	time, comfort
Mark 11:15–18	reputation, acceptance
John 19:1–3, 10–11	health, comfort, rights

**We usually don't think about Jesus in terms of giving up his career, money, and family to go around healing people and showing compassion to sinners. The human side of Jesus might have thought many times about just going back home to Nazareth and getting into his comfort zone. But he put others—including us—before himself and sacrificed all those things.**

**We're supposed to have that same attitude.**

### **Headed for the Checkered Flag (15)**

Hand out “Give Me an Evaluation” (found at the end of this lesson). Give students a few minutes to fill out these sheets individually

Ask several students to volunteer to share their self-rankings. Which area is strongest and which one is weakest for your group overall?

Discuss specific ways for your group to strengthen that weakest area. Press for ideas in two different categories: attitude and action. Attitude changes should include what they have learned from the scripture passages. Figure out how to think of others as more important than yourself. Action changes might include ideas such as giving up something and taking the money saved and giving to STW. Another idea may be to give up some time to help out at the church or a charity organization.

**Closing Prayer**—Divide into groups of five or six and spend some time praying for each other to become giving people. Form a circle and have students pray for themselves and someone else in the group. Encourage them to confess wrong attitudes and ask God to stretch them in learning how to be givers. (Make sure you have an adult in the group or a student leader to help facilitate).

Have STW cards on hand for those who didn't receive one.

**(Optional)** Put the Memory Verse on small cards to hand out.

**Memory Verse**

*Don't be selfish; don't live to make a good impression on others. Be humble, thinking of others as better than yourself. Don't think only about your own affairs, but be interested in others, too, and what they are doing (Phil 2:3–4) NLT.*

**How to make a difference  
Lesson 5**

**Objectives**

To challenge students to focus on what is on the inside rather than the outside.

To examine characteristics in Jesus' life that made a difference on others.

To examine what characteristics we need to impact others.

To commit to strive to see people as Jesus does.

**Materials**

- Bibles
- Chalkboard or dry erase board, chalk or markers
- STW commitment cards
- Contents for Starting the Engines (see special preparation)
- Optional memory verse on cards for students – Colossians 3:17

**Special Preparation**

Starting the Engines—requires before hand preparation

Option 1: one jar of baby food, five to six Hershey Kisses, one five dollar bill, five to ten uncooked beans, one small plastic sandwich bag.

Option 2: one small box, one large box, wrapping paper, tape, ribbon, one five dollar bill, plastic bag with sealed garbage

**Starting the Engines (5)**

What you see, isn't always what you get:

**Option 1:** Take five or so Hershey Kisses, and carefully unwrap them, and take the candy out. In its place, put uncooked beans and wrap them back up to look like they have candy in them. Put them on a little saucer or dish.

Take most of the baby food out of a baby food jar. Make sure you leave food on the insides of the jar so your students cannot see inside. Take a dollar or a five dollar bill (depending on your generosity), fold and seal it in some plastic, and place it in the jar of baby food.

Tell the students that you have two gifts but you are only going to give out one. They may choose only one. Show them the two gifts at the same time and ask them to choose one. Do not let them touch or hold the gifts before giving them out. Keep the gifts at a distance.

When they choose one (hopefully the fake kisses), let them have the gift they choose. After the groans and moans of having beans instead of candy, show them what was in the baby food jar.

*NOTICE: If they pick the baby food jar, don't panic. Just jokingly tell them they destroyed your example (make them eat the baby food, just kidding) and then move to the transition statement.*

**Option 2:** Take a small box and place one to five dollars in it and wrap it like a present. Wrap it carelessly with the tape and edges hanging out, ribbon off center, and so forth. Maybe even put some food stains on it. Take a larger box and get some nasty garbage and seal the garbage in a large plastic bag. It should be okay if you have sealed it tightly. Wrap that box perfectly.

Tell the students that you have two gifts but you are only going to give out one. They can choose only one. Show them the two gifts at the same time and ask them to choose one. Do not let them touch or hold the gifts before giving them out. Keep the gifts at a distance.

When they choose one (hopefully the larger one), let them have the gift they choose. After the groans and moans of discovering garbage, show them what was in the other box.

*NOTICE: If they pick the carelessly wrapped box, don't panic. Just jokingly tell them they destroyed your example and they have to eat something out of the garbage (just kidding). Move on to the transition statement.*

Transition Statement: **We can't always judge something by looking on the outside. The same is true of people; the outside doesn't always show what is on the inside. Today we are going to explore choices Jesus made when dealing with people.**

#### **Pulling Out of Pit Row (5)**

**Have you been around someone who acted one way around certain people and another way around others? Like a friend who said they would be there for you and then ignored you when someone else came around?**

(You may want to interject a personal story if this has happened to you. We suggest you tell the story without revealing the names of the offenders).

**If something like this has happened to them, ask them how it made them feel. Did you want to hang out with them again?**

**Being real around others (real relationships) is one of the primary ways to make a difference in someone's life.**

#### **Gaining Speed (15)**

**Jesus was a great example of being real in all situations. You always knew where he stood.**

Divide into groups of five to six and assign the following scriptures to each group. Ask them look up the following scriptures. Luke 19:1–9; Luke 7:36–50; Matthew 9:9–13. Ask them to come up with who these people might have been if Jesus had interacted with them today in the 21 century. Also, tell them to look for major themes that run throughout these stories.

(If you didn't use the skit in the previous lesson, you may want them to come up with a skit portraying one of these passages as if Jesus had lived in the 21st century—see Gaining Speed on Lesson 4).

After five or so minutes, ask them to come back to report on what they found. If you have a group of more than forty, you may want to ask only a couple of the groups.

**What major themes did you find throughout these stories?** There may be a few themes, but the one to highlight is: Jesus was more concerned about the heart (the inner life) of people than

what was on the outside. **What people or types of people did you come up with if this story was in the 21st century?**

### **Down the Straight Away (15-20)**

**Why do you think Jesus was so concerned about the inside and so unconcerned about the outside?** Possible response: He knew the inside was what would last and the outside would fade away.

Ask someone to read Matthew 23: 27–28

**Who was Jesus talking to?** Pharisees, religious leaders

**Why was he so tough on them?** They looked good on the outside, but the inside was messed up.

**What is Jesus trying to communicate in these verses?** Possible response: What is on the inside truly reveals who we are.

Ask someone to read Proverbs 4:23, 21:3 and 26:23.

**What do you think these verses are saying?** Possible response: What is on the inside is more important than what is on the outside.

Ask your students to return to their earlier groups. Instructions: **As a group, come up with a list of things on which people base their judgments about others in our society.** (Example, what they wear, and so forth.)

Come back together in the large group; share and discuss some of their ideas.

, Ask the group to **come up with a list of things they think Jesus sees as important when looking at a person** .(Example, attitude, love or lack of love for others and so forth, but don't let them say the heart without delving into what that means.) You may want to write their answers on the board.

### **Headed for the Checkered Flag (15)**

**How many of you have a hard time looking at people for what is on the inside rather than the outside?** If we are honest it would probably be all of us.

Have them get back in their groups. **Let's brainstorm ways that will help us look at others through Jesus' eyes?** You may want to mix up groups or combine some to shake it up some.

After a few minutes have them come back together and discuss. Possible ways they may come up with: Hold each other accountable each week, try to get to know someone before you make a judgment, don't stereotype others.

**What would happen if all Christians really saw people for who they are on the inside rather than the outside?**

**What would happen if that were true of our youth ministry?**

**Over the last few weeks we have been talking about what it means to give. We have challenged you to give financially to Spread the Word to spread the gospel around the world to make a difference. If you haven't filled out a pledge card and would like one, raise your hand and we will get you one.**

**STW is awesome, but making a difference also involves how we live daily. How we live and treat those around us. Today, who will take the challenge to ask God to help them see others through his eyes. Eyes that focus on those around us for what is inside and not what they look like on the outside.**

**Closing Prayer:** There are a couple of options here. One, ask those who wanted to take the STW challenge to stand; then pray over them to have eyes like Jesus to focus on the inside rather than the outside. Two, ask them to raise their hands to indicate their commitment; then pray for them.

**(Optional)** Put the Memory Verse on small cards to hand out

**Memory verse:** “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him” (Col 3:17, NIV).

### Time Flies

Together list how much time the entire group spends on each area in a typical week day. Measure it in hours. Add everyone together. For example, if four of you spend eight hours at school, list thirty two hours at school.

___ <i>school (in class)</i>	___ <i>chores at home</i>	___ <i>doing nothing</i>
___ <i>school (homework)</i>	___ <i>sleeping</i>	___ <i>eating</i>
___ <i>church</i>	___ <i>working out</i>	___ <i>sports</i>
___ <i>music (band, choir, piano)</i>	___ <i>music (listening)</i>	___ <i>job</i>
___ <i>shopping</i>	___ <i>hanging with friends</i>	___ <i>hobbies</i>
___ <i>other</i>	___ <i>computer (non-school related)</i>	___ <i>television/movies</i>

### Give Me an Evaluation

Evaluate where you are in terms of being a giver. Rate yourself from 1 to 10 on your willingness to give in the following areas (1 is “bad news” and 10 means you are just like Jesus):

Time	1	2	3	4	5	6	7	8	9	10
Money	1	2	3	4	5	6	7	8	9	10
Career	1	2	3	4	5	6	7	8	9	10
Comfort	1	2	3	4	5	6	7	8	9	10
Rights	1	2	3	4	5	6	7	8	9	10
Reputation	1	2	3	4	5	6	7	8	9	10

**Make a commitment to God that you want to live a *Lifestyle of Giving* in every part of your life. Ask him to show you and teach you how to get there.**

### **My Favorite Gifts**

Think back over all the different gifts you have received for Christmas, birthdays, graduations, or any other special occasion. Select one that you remember as being very special because the gift itself was awesome (such as a toy, game, bicycle, or CD player). Next, pick one that was very special because of the person who gave it to you, something like a pocketknife from your grandfather or a book of poetry from your best friend.

Describe why these two different gifts mean so much to you.

Think back over all the different gifts or presents you have given to someone else and pick one that stands out in your mind the most, a gift that you were really excited about giving. Explain why you enjoyed giving that particular gift to that person.