



**LEADER MATERIAL**  
**TERM 3 | 2024**

*How do we respond  
to big questions in  
our life?*



## TOPIC OUTLINE:

### Good News Message:

There are many big questions and issues facing our world. Sometimes, they are big challenges that affect our whole society, like climate change, poverty, racism, and disability. Sometimes, circumstances in our lives challenge our beliefs and leave us confused. When we face these big questions and challenges, we can feel confused. It's difficult to know the way forward, and we can feel lost.

The Good News is that God is with us and cares about these issues. When we feel lost, we can trust His guidance and lean on others for support. When our world faces challenges, God cares and shows us how to respond.

### Life Labs

In the first half of the term, we will explore how we respond to questions and challenges about faith. In the second half, we will explore our experiences and thoughts about big issues society faces and how we can respond.

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#### **Life Labs 1:** What do we do when we have questions about faith? (page 4)

Purpose: the purpose of this session is to help young people identify who to talk with when they have questions about faith and explore the Good News that there are people like Jesus who can support us and help us with our questions.

Scripture: the Scripture John 20:24-29 teaches us that having faith involves believing in Jesus, even when we can't see Him for ourselves.

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#### **Life Labs 2:** What do we do when we're struggling with our faith? (page 11)

Purpose: the purpose of this session is to help young people know what to do when they're struggling with their faith and explore the Good News that we can turn to Jesus and people like Him for support.

Scripture: the Scripture Matthew 26:36-56 explores how we can turn to God for support and guidance when we're struggling.

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#### **Life Labs 3:** How do I work out what I believe? (page 19)

Purpose: the purpose of this session is to help young people develop a strong understanding of their values and beliefs and explore the Good News that we can trust our beliefs by the fruit they produce.

Scripture: the two Scriptures (John 15:1-5 and Galatians 5:22-23) explore the idea of God producing fruit in our lives.

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#### **Life Labs 4:** What do we do when others have questions about faith? (page 26)

Purpose: the purpose of this session is to help young people know how to support their friends who may have questions about faith. They will also explore the Good News that we can guide others and help them find their place with Jesus.

Scripture: the Scripture John 1:43-49 explores how young people can guide their friends towards Jesus.

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#### **Life Labs 5:** How can followers of Jesus respond to climate change? (page 32)

Purpose: the purpose of this session is to help young people compare experiences of exploitation or connection to the environment. They will also explore the Good News that God cares deeply for the environment and has called us to care for it.

Scripture: the two Scriptures (Genesis 1:9-13 and Genesis 2:15) explore the idea of God's care for the environment and our responsibility to care for it.

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#### **Life Labs 6:** How do we respond to poverty? (page 39)

Purpose: the purpose of this session is to help young people develop an understanding of how poverty may affect different people in Australia and explore the Good News that Jesus walks alongside those experiencing poverty.

Scripture: the Scripture Matthew 25:34-40 explores Jesus' teaching of caring for those in need.

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**Life Labs 7:** How do we respond to racism? (page 45)

Purpose: the purpose of this session is to help young people develop an understanding of racism and how to respond when they come across it. They will also consider the Good News that we are all God's children, equally loved in our diversity.

Scripture: the Scripture Galatians 3:26-29 explores that whatever race we are, we can all belong to God's family.

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**Life Labs 8:** How do we relate to people living with a disability? (page 51)

Purpose: the purpose of this session is to help young people relate to those living with a disability and explore the Good News that the Kingdom of God is for everyone.

Scripture: the Scripture Luke 14:15-21 explores the idea that God is inviting everyone to 'the table' no matter who you are.

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## Appendix – Activity Sessions

**Introductory Activity Session** (page 57)

For the first session of the term, you can take the opportunity to welcome young people back and introduce them to the theme. Rather than a structured Life Lab session, the material explores some activities you could do that are fun, will connect the young people, and help introduce the ideas we'll look at in the life labs. For example, in this session you can help young people explore their beliefs and where they come from through activities like trivia, puzzle games, or a scavenger hunt.

**Reflection Activity session** (page 58)

The activity session provides an opportunity to reflect on the topic idea in a less structured session than a Life Lab. You can use the ideas to create a fun and social session that will help develop the topics. For this topic, you can explore ways we can respond to big issues like climate change, poverty, racism, and disability through fundraising, engaging in nature, or excursions to learn more about issues.

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## ACKNOWLEDGEMENT OF COUNTRY

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

Today we meet on \_\_\_\_\_ Country.

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

# SESSION 1

## *What do we do when we have questions about faith?*

### SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people identify who to talk with when they have questions about faith and explore the Good News that there are people like Jesus who can support us and help us with our questions.

**Game:** the '20 Questions' game gets young people to practice asking people questions.

**Activity:** the 'Trivia Challenge' Activity helps young people explore how it can be easier to overcome challenges when we have people to support us.

**Scripture:** the Scripture John 20:24-29 teaches us that having faith involves believing in Jesus, even when we can't see Him for ourselves.

### How to run a session

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

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

### Feel Prepared to Run this Session

Mental health can be a complex and challenging topic to discuss, especially with young people. We can worry about saying the wrong thing, not know how to address different mental health challenges and feel overwhelmed by how prevalent it is in the world. Mental health is an important topic for young people. Therefore, during the following four sessions, we want to foster spaces where mental health can be discussed and young people can be encouraged to seek support if needed.

If any of your young people disclose that they are experiencing mental health challenges that could put them at risk of harm, follow The Salvation Army's reporting procedures and draw attention to the support services in the group material that young people can access.

## READ THE INTRODUCTION, PLAY THE GAME

10 MINUTES



There are lots of different philosophies and beliefs in the world. Some people grow up religious; others choose to be part of a religion. Some people are spiritual but not religious, while others think there's nothing spiritual about life. When people have ideas different from ours, they might question or even criticise our beliefs. When we're challenged about our beliefs, we might feel like we don't have the right answers. Our beliefs can also be challenged when we go through difficult times in life. We might start to wonder if what we believe is true. All these experiences can leave us with questions about our faith. While it's normal to have questions about our faith, if we can't find answers, we can feel lost and confused.

What do we do when we have questions about faith?



## PLAY THE '20 QUESTIONS' GAME

- Play in a group of 2-5 people.
- Choose one participant to be 'it'. This participant thinks of a person, place, or animal for the group to guess.
- The group then asks up to 20 yes or no questions to guess what it is. For example: "Is it a person?" or "Does it live in the ocean?"
- If the group guesses incorrectly, then it counts as one of the 20 questions.
- Make sure that all participants get a chance to ask a question.
- If someone guesses correctly, they win, and it's their turn to be 'it'.
- Play while still fun.



How did you go with the game? Did you find it difficult or easy to come up with questions? Have you ever had questions about what you believe but did not know how to ask them?

## DO THE ACTIVITY AND DISCUSS THE QUESTIONS

15 MINUTES

# HOW TO DO THE 'TRIVIA CHALLENGE' ACTIVITY



- The aim of this Activity is for participants to answer trivia questions in groups of different sizes.
- To start the Activity, the leader will call out a number. Participants must form a group of that size. If there is not an even number, the remaining participants form a smaller group.
- For example, if you have 8 participants and call out '6', then a group of 6 and 2 will form. You should choose a number so that there are different-sized groups.
- After everyone has found a group, the leader asks the groups a question from the trivia questions below.
- Participants must work together in their groups to answer the question. When a group thinks they know the answer, one representative can run up to the leader to share it.
- Each participant from the group that gets the answer correct first gets a point.
- After each question, repeat the process with the leader calling out a different number and participants forming new groups.
- The participant with the most points wins.

### Leaders, watch the participants for:

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



### Discuss the activity

*How did you go with the Activity? How did it feel trying to answer the trivia questions?*

*What was different about being a part of a large or small group?*

*Which one was more helpful?*

*How did you decide what answer to choose in the Activity? When you have questions in your life, how do you know if the answer you've come up with is right?*

*Can you think of a time when you didn't know the answer to an important question you had? What did you do?*

## TRIVIA QUESTIONS:



According to Guinness World Records, what's the best-selling book of all time?	The Bible
In which hand does the Statue of Liberty hold her torch?	Right
What is sushi traditionally wrapped in?	Seaweed
Actor Steve Carell plays what memorable character in the popular TV series "The Office?"	Michael Scott
Which element is represented by the letter 'K' on the periodic table of elements?	Potassium
What actor plays Ken in the 2023 blockbuster movie "Barbie?"	Ryan Gosling
Unless you can prove you are a magician, what animal in Queensland is illegal to own as a pet?	A rabbit
How many strings does a standard guitar have?	6
When was the first iPhone released?	2007
Which astronomer is mentioned in the song "Bohemian Rhapsody"?	Galileo

## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

15 MINUTES

# THOMAS HAS QUESTIONS

<sup>24</sup> Thomas (called Didymus) was one of the twelve, but he was not with the other followers when Jesus came. <sup>25</sup> They told him, “We saw the Lord.” Thomas said, “That’s hard to believe. I will have to see the nail holes in his hands, put my finger where the nails were, and put my hand into his side. Only then will I believe it.”

<sup>26</sup> A week later the followers were in the house again, and Thomas was with them. The doors were locked, but Jesus came and stood among them. He said, “Peace be with you!” <sup>27</sup> Then he said to Thomas, “Put your finger here. Look at my hands. Put your hand here in my side. Stop doubting and believe.”

<sup>28</sup> Thomas said to Jesus, “My Lord and my God!”

<sup>29</sup> Jesus said to him, “You believe because you see me. Great blessings belong to the people who believe without seeing me!”

**John 20:24-29 (ERV)**





## DISCUSS THESE TOPIC QUESTIONS

These questions are starting points for exploring young people's thoughts and experiences about the topic and Scripture. Ask follow-up questions and use examples of real-life situations to help young people go deeper.



*What do you think about what we just read? How might it relate to what we do when we have questions about faith?*

*In this story, Thomas questions what the disciples tell him about Jesus because he hasn't experienced it himself. Have you ever questioned something because you couldn't see it for yourself?*

*Thomas had people in his life who he could talk through his questions with. Who in your life helps you when you have questions?*

*Jesus was there for Thomas when he had questions about his faith. What difference does it make knowing that Jesus is always with us, even when we have questions?*

### Notes on the scripture for facilitators

- The disciples wanted to share the Good News that Jesus had risen from the dead. But Thomas questioned whether this had happened because he hadn't seen Him for himself.
- Thomas has a community with the other disciples who he could share his questions and doubts with. He wasn't alone. Even though they had opposing views, Thomas was still a part of their community when they met again a week later.
- Jesus doesn't ignore Thomas' questions or reject him because of them. He connects with Thomas and helps him find the answer to his question.
- Jesus helps Thomas to believe in Him. He appears to Him, knows what he has asked for - to believe - and gives Thomas the proof he asked for. Jesus uses this moment to encourage Thomas and the other believers that he is.

### In the group material:

Young people identify three people they feel comfortable asking questions about faith.

## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



*There are many different philosophies and beliefs in the world. When others criticise us or we go through tough times, we can have questions about our faith. The Good News is that asking questions about our faith is normal. Just like Thomas, we can turn to Jesus and his followers for support when we have questions about our faith, and they can help us find the answers we're looking for.*



### Ask the group

Get each person to share a takeaway from the session.

Ask if anybody would like prayer for this topic or would like to pray. Then, lead the group in prayer.

Ask if anybody wants to discuss anything further about this topic with a leader or support person.

Remind them when the next session is.



# CLOSE THE SESSION

# SESSION 2

*What do we do  
when we're struggling  
with our faith?*



## SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people know what to do when they're struggling with their faith and explore the Good News that we can turn to Jesus and people like Him for support.

**Game:** the 'Magic Shape' game helps young people experience struggling to work a problem out.

**Activity:** the 'Faith Challenges' Activity helps young people explore challenges to their faith and supports that could help.

**Scripture:** the Scripture Matthew 26:36–56 explores how we can turn to God for support and guidance when we're struggling.

## How to run a session

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

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

## Equipment needed for this session

- Faith struggle and support cards (Back of the session)

## READ THE INTRODUCTION, PLAY THE GAME

10 MINUTES



Sometimes, we can wonder if faith makes sense in our lives. We might learn about new ideas, struggle with religious rules, or feel different from our friends and others in society because of our beliefs. We might look at others around us who seem to belong at church and feel lost because we don't feel the same way. This can leave us wondering if faith is for us, if we can fit in at church, or if faith will be a part of our lives in the future. We know that faith can be meaningful in our lives, but what do we do when we're struggling with it?

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

# PLAY THE 'MAGIC SHAPE' GAME

- Tell participants that the purpose of the game is to lower the broom handle to the ground without dropping it.
- Ask each participant to have a go lowering a broom handle. Participants use one finger to lower it to the ground from standing. They cannot use any other body part or object to assist them. To win, the broom handle must be laying on the ground and never lose contact with the participant's finger.
- Once everyone has had a go, if they haven't thought of it already, suggest they try to lower the broom handle with a partner. Let everyone have a go at completing the challenge.



How did you go with the game? How did you feel when you struggled to work out the riddle? What do you do when you're struggling to work something out in your life?

## READ THE INTRODUCTION, PLAY THE GAME

15 MINUTES



*It's normal to struggle with our faith sometimes. Maybe you've struggled with your faith in the past, are in the middle of a struggle now, or have seen a friend struggling with their faith. It can feel really lonely when we can't find support when we need it. In this Activity we will do a brainstorm about some of the faith struggles we might have, and what we can do to work through these challenges.*

# HOW TO DO THE 'FAITH CHALLENGES' ACTIVITY

### Equipment:

Faith struggle and support cards  
(At the back of the session)

### Leaders, watch the participants for:

What they say to each other  
What they find hard  
What they find easy  
What worked  
What caused conflict

### In the group material

Young people reflect on supports they find personally helpful, and new resources they might try.

### Activity:

- Ask participants to sit in a circle.
- You can start the Activity in two ways. You could ask the group to identify faith challenges and reveal each card or write their suggestion on the blank template as they are suggested. Another way is placing the cards on the floor, talking through the challenges, and then asking if the group has any faith challenges they would like to add.
- Repeat the same process for the faith support cards after you have the faith challenge cards on the floor.
- When you have all the cards in the middle of the circle, start matching what supports would help for each faith challenge as a group. (If the group wants to use a faith support card more than once, write out that support again on a blank card.)
- Work through as many cards as you can as a group, allowing approximately 15 minutes for the Activity.



### Discuss the Activity

*How did you go with the Activity? How does it feel when you're struggling with your faith?*

*Did you find it easy or difficult to come up with faith challenges? Why or why not?*

*What faith supports do you think are most helpful? Who or where could you go to find them if you're struggling with your faith?*

*Have you ever felt like any of the situations before? What would you do differently if you faced that challenge now?*

## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

15 MINUTES

# JESUS PRAYS ALONE

<sup>36</sup> Then Jesus went with his followers to a place called Gethsemane. He said to them, “Sit here while I go there and pray.” <sup>37</sup> He told Peter and the two sons of Zebedee to come with him. Then he began to be very sad and troubled. <sup>38</sup> Jesus said to Peter and the two sons of Zebedee, “My heart is so heavy with grief, I feel as if I am dying. Wait here and stay awake with me.”

<sup>39</sup> Then Jesus went on a little farther away from them. He fell to the ground and prayed, “My Father, if it is possible, don’t make me drink from this cup.[a] But do what you want, not what I want.” <sup>40</sup> Then he went back to his followers and found them sleeping. He said to Peter, “Could you men not stay awake with me for one hour? <sup>41</sup> Stay awake and pray for strength against temptation. Your spirit wants to do what is right, but your body is weak.”

<sup>42</sup> Then Jesus went away a second time and prayed, “My Father, if I must do this[b] and it is not possible for me to escape it, then I pray that what you want will be done.”

<sup>43</sup> Then he went back to the followers. Again he found them sleeping. They could not stay awake. <sup>44</sup> So he left them and went away one more time and prayed. This third time he prayed, he said the same thing.

<sup>45</sup> Then Jesus went back to the followers and said, “Are you still sleeping and resting? The time has come for the Son of Man to be handed over to the control of sinful men. <sup>46</sup> Stand up! We must go. Here comes the one who will hand me over.”

**Matthew 26:36–56 (ERV)**

## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS



### Discuss these topic questions

These questions are starting points for exploring young people's thoughts and experiences about the topic and Scripture. Ask follow-up questions and use examples of real-life situations to help young people go deeper.

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

*In this Scripture, Jesus faces a difficult circumstance that causes him to struggle. Does it surprise you that Jesus struggled like this? Have you or a friend ever struggled with faith?*

*While Jesus doesn't struggle with his faith, we see him struggling to do what God has called him to do. He responds by praying. How could God support you when you face challenges with your faith?*

*Jesus wants the support of his friends when he is struggling. Who can help you when you're struggling with your faith?*

### Notes on the scripture for facilitators:

- Sometimes when we struggle and question following God, we can feel lost and ashamed. But even Jesus struggled with challenges. Jesus shows us that it's okay to struggle and let God know we are finding it difficult.
- Jesus wrestled with following what God wanted him to do. Even when his heart was full of grief, he still prayed for God's purposes to be fulfilled in his life.
- Jesus turns to God for guidance and support. In doing so, Jesus finds wisdom, peace, and confidence to follow God moving forward.
- Jesus knows he can't fulfil God's purposes for his life alone. He brings the disciples with him and seeks support from his community.

## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



Sometimes we can wonder if faith makes sense in our lives. This can leave us wondering if faith is for us, if we can fit in at church, or if faith will be a part of our lives in the future. The Good News is that when we struggle with our faith, we can turn to Jesus and people like Him for support. While our faith might be challenged, these times are an opportunity to grow, try new practices, and better understand what we believe.

### Ask the group

Get each person to share a takeaway from the session.

Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.

Ask if anybody wants to discuss anything further about this topic with a leader or support person.


Remind them when the next session is.

## CLOSE THE SESSION





COMMON FAITH STRUGGLES:



Someone close to us passes away	Someone close to us experiences pain or 'bad things.'	Some churches might have unique rules they want us to follow that we don't understand
Struggle to hear from God	Friends think that going to church is strange	Learn new ideas about the world that don't align with our faith
Pray for something to happen, but nothing changes	You read something in the Bible that seems wrong	See Christians acting badly
A person important to you in the church leaves	Life becomes tough	

**SUPPORTS:**



Reach out to a trusted adult	Find someone who you can ask what they think	Try different ways of connecting with God
Find someone who will walk alongside you	Find peers who you can talk to about faith	Learn more about the Bible and what it means to be a follower of Jesus
Search online for answers to your questions	Read books or articles about topics you want to learn more about	Write down your important values
Find a church community that looks after you		

# SESSION 3

## *How do I work out what I believe?*



### SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people develop a strong understanding of their values and beliefs and explore the Good News that when we follow Jesus he can help us produce good fruit in our lives and help shape and guide our beliefs.

**Game:** the 'Beliefs Walk' game gets young people to become more aware of what they believe.

**Activity:** the 'My Values Part 1' activity is connected with the Activity in Session 4. It encourages young people to consider where their values have come from.

**Scripture:** the two Scriptures (John 15:1-5 and Galatians 5:22-23) explore the idea of God producing fruit in our lives.

### How to run a session

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

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

## READ THE INTRODUCTION, PLAY THE GAME

10 MINUTES



*As we grow, we develop a set of beliefs. These beliefs shape what we think and how we act. Some of these beliefs come from our parents, while others can come from our peers or faith community. Our beliefs are also shaped by our culture and society. But what do we do when we hear new ideas that challenge our beliefs? Without a strong understanding of our values and beliefs, we can feel lost and confused about what to trust. We need firm beliefs to guide us, but how do we figure that out?*

*How do I work out what I believe?*

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

# PLAY THE 'BELIEFS WALK' GAME

- 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 'yes', and the left side is 'no'.
- Encourage young people not to stand in the middle – ask them to choose yes or no.
- Read the first question and allow participants time to choose either side to stand. After they have moved, ask them why they chose their spot.
- Read out the following question and encourage the participants to rethink their position.



## QUESTIONS

Pineapple belongs on pizza.

Dogs make the best pets.

Crocs are a must-have footwear item.

Samsung is better than Apple.

The Country is better than the city.

If you find a winning lottery ticket, you should try to find the rightful owner.

It is sometimes okay to lie.

If you caught someone cheating in a test, you should say something.

We have a moral obligation to look after the environment.

One person's life can be worth more than someone else's.



*How did you go with the game? Were there any answers that you felt strongly about? Why do you believe that?*

## DO THE ACTIVITY AND DISCUSS THE QUESTIONS

15 MINUTES

# HOW TO DO THE 'MY VALUES PART 1' ACTIVITY

- Encourage participants to spend some time reflecting on their values and what they believe.
- Use the My Values Part 1 worksheet in the group material to write down your values and what you believe.
- Encourage participants not to share their responses until the next session.
- Participants may also like to put their values up somewhere where they will see them often to be reminded of their values.

### Leaders, watch the participants for:

What they say to each other  
What they find hard  
What they find easy  
What worked  
What caused conflict



### Discuss the activity

*How did you go with the Activity? Was it easy or difficult to identify your values?*

*Did you discover any new values that you hold during this Activity? What did or didn't surprise you?*

*Are your values and beliefs something that you think about often? How might knowing your values and beliefs impact the decisions you make?*

*Can knowing your values help you evaluate ideas you hear from others?*

### In the group material:

Participants complete the My Values Part 1 worksheet. An example of the worksheet is below.

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## COMMON VALUES:

Loyalty	Health	Love	Stability	Achievement
Family	Love	Openness	Influence	Justice
Creativity	Integrity	Success	Wealthy	Recognition
Peace	Courage	Boldness	Knowledge	Leadership
Fairness	Honesty	Compassion	Faith	Contribution
Adventure	Beauty	Wisdom	Kindness	Determination
Reputation	Growth	Learning	Optimism	Community
Security	Fame	Respect	Intelligence	Service
Harmony	Curiosity	Happiness	Fun	

### List your top 3 values from the list, or think of your own:

- 1.
- 2.
- 3.

Why are these values important to you?

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What may have influenced your values (people, places, experiences, etc.)

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How are these values connected to what you believe?

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How do your values affect your thoughts and behaviour?

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How have your values changed or stayed the same throughout your life?

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## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

15 MINUTES

# THE VINE AND THE FRUIT

**15** Jesus said, “I am the true vine, and my Father is the gardener. <sup>2</sup> He cuts off every branch of mine that does not produce fruit. He also trims every branch that produces fruit to prepare it to produce even more.

<sup>3</sup> You have already been prepared to produce more fruit by the teaching I have given you. <sup>4</sup> Stay joined to me and I will stay joined to you. No branch can produce fruit alone. It must stay connected to the vine. It is the same with you. You cannot produce fruit alone. You must stay joined to me. <sup>5</sup> “I am the vine, and you are the branches. If you stay joined to me, and I to you, you will produce plenty of fruit. But separated from me you won’t be able to do anything.

**John 15:1-5 (ERV)**

<sup>22</sup> But the fruit that the Spirit produces in a person’s life is love, joy, peace, patience, kindness, goodness, faithfulness, <sup>23</sup> gentleness, and self-control. There is no law against these kinds of things.

**Galatians 5:22-23 (ERV)**

### Discuss these topic questions

*These questions are starting points for exploring young people’s thoughts and experiences about the topic and Scripture. Ask follow-up questions and use examples of real-life situations to help young people go deeper.*

*What do you think about what we just read? How might it relate to how we work out what we believe?*

*These Scriptures talk about producing good fruit in our lives. What do you think ‘good fruit’ looks like?*

*When we struggle to know if what we believe is ‘good’, one way of testing it is to think about the ‘fruit’ it produces in our lives. When have you seen ‘good fruit’ in your or your friend’s life because of their connection to Jesus?*

*This Scripture talks about Jesus being the vine and us being the branches that are connected to the vine. What does it mean to be connected to Jesus? How does being connected to Jesus affect our values and beliefs?*

### Notes on the scripture for facilitators:

- When we are connected to Jesus like a branch from a vine, we can grow and be transformed as people. This helps us to produce good fruit in our lives that can shape our values and beliefs.
- When we struggle to know if what we believe is ‘good’, one way of testing it is to think about the ‘fruit’ it produces in our lives. When we are connected to Jesus, we produce the ‘good fruit’ of the spirit.
- Each person following Jesus is like a branch connected to God. When we are working out what we believe we aren’t alone.
- Even if we have doubts or are wrestling with some aspects of our faith, we can keep walking with Jesus and ask the Holy Spirit to guide us. We can pray that he would show us what is true.



## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



*As we grow, we develop a set of beliefs. These beliefs shape what we think and how we act. These beliefs might come from our parents, friends, culture, or society. Without a strong understanding of our values and beliefs, we can feel lost and confused about what to trust. The Good News is that when we follow Jesus he can help us produce good fruit in our lives and help shape and guide our beliefs. When we are connected to Jesus, He can be our guide and support us to discover how faith can make a positive difference in our lives.*

### Ask the group

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

*Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.*

*Ask if anybody wants to discuss anything further about this topic with a leader or support person.*

*Remind them when the next session is.*



# CLOSE THE SESSION

# SESSION 4

*What do we do when others have questions about faith?*

## SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people know how to support their friends who may have questions about faith. They will also explore the Good News that we can be a guide for others and help them find their place with Jesus.

**Game:** the 'Charades' game gets young people to experience the challenges that can come from trying to share their opinions.

**Activity:** the 'My Values Part 2' activity builds on the Activity in Session 3 by helping young people discuss their values with others.

**Scripture:** the Scripture John 1:43-49 explores how young people can guide their friends towards Jesus.

### How to run a session

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

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

### Equipment needed for this session

- A prize
- Cut out movie titles (Back of session)

## READ THE INTRODUCTION, PLAY THE GAME

10 MINUTES



*Have your friends ever asked you questions about faith? They might have asked you why you believe in Jesus, question whether God is real, or wonder what their life means. Sometimes, it can be tricky to answer these questions. We might feel like we don't have the right answer, feel uncomfortable talking about our faith, or not want to push ideas on others. When our friends want to talk about faith but we don't know how to respond, we might struggle to help them find their way.*

*What do we do when others have questions about faith?*

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

# PLAY THE 'CHARADES' GAME

### Equipment:

List of Movie Titles (back of the session), prize for the winning team

- Divide the players into two teams.
- Print out the movie titles for each team.
- In turn, each player draws from the bowl and acts out the title shown using hand signals and body motions but no spoken words.
- The other players try to guess the title within a time limit.
- The player or team who guesses correctly gets a point.
- The team with the most points at the end wins
- Play while still fun.



*How did you go with the game? How did it feel to know the answer but only be able to communicate by acting? Can you think of a time when you knew something but felt stuck about how to share your opinion?*

## DO THE ACTIVITY AND DISCUSS THE QUESTIONS

15 MINUTES

# HOW TO DO THE 'MY VALUES PART 2' ACTIVITY

- Ask participants to look at the values they listed in their group material from the previous session. If participants were absent for Session 3, give them time to identify their top 3 values from the list. This will also give those present at the last session a chance to refresh their memory.
- Participants get into pairs. Ask each participant to think about what their pair's top 3 values might be.
- Give participants 5 minutes to share their values with each other and reflect on the other person's values.
- Participants can use the question prompts in the group material to facilitate a conversation with their pair about their values. The prompt questions are shown below.
  - Where have your values come from? Why are these values important to you?
  - Who or what may have influenced your values?
  - How are our values similar and different from one another?
  - Why did you think \_\_\_\_\_ was one of my values?
  - What things have you heard me say that may have been influenced by my values?

### Leaders, watch the participants for:

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



### Discuss the Activity



*How did you go with the Activity? What did you notice about your pair's values?*

*What did you learn about your activity partner? What questions did you ask to understand their values?*

*Do you think your pair could understand more about themselves after this Activity?  
How did you help them to better understand their values?*

*How can you help someone in your life understand more about themselves and what they believe?*

**In the group material:** participants ask their pair questions.

## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS (15 MINS)

<sup>43</sup> The next day Jesus decided to go to Galilee. He met Philip and said to him, "Follow me."

<sup>44</sup> Philip was from the town of Bethsaida, the same as Andrew and Peter. <sup>45</sup> Philip found Nathanael and told him, "We have found the man that Moses wrote about in the law. The prophets wrote about him too. He is Jesus, the son of Joseph. He is from Nazareth."

<sup>46</sup> But Nathanael said to Philip, "Nazareth! Can anything good come from Nazareth?" Philip answered, "Come and see."

<sup>47</sup> Jesus saw Nathanael coming toward him and said, "This man coming is a true Israelite, one you can trust."

<sup>48</sup> Nathanael asked, "How do you know me?"

Jesus answered, "I saw you when you were under the fig tree, before Philip told you about me."

<sup>49</sup> Then Nathanael said, "Teacher, you are the Son of God. You are the King of Israel."

**John 1:43-49 (ERV)**

### Discuss these topic questions.

These questions are starting points for exploring young people's thoughts and experiences about the topic and Scripture. Ask follow-up questions and use examples of real-life situations to help young people go deeper.



*What do you think about what we just read? How might it relate to what we do when others have questions about faith?*

*Philip found his place with Jesus and told his friend Nathanael. Do you ever have conversations about your faith with your friends? Why or why not?*

*Philip wanted to share the Good News of Jesus with Nathanael. But when he told Nathanael he had questions about what Philip was saying. When have you been asked a question that you found challenging to answer?*

*Philip encourages Nathanael to see Jesus for himself. How can you help guide someone you know to meet Jesus?*

### Notes on the Scripture for Facilitators:

- When Jesus met Philip, he invited him to find his place with him. We can assume that Phillip would have felt excited to share the Good News of Jesus with the people around him.
- The town of Nazareth was small and insignificant. Nathanael was sceptical that anything good could come out of Nazareth, especially the Messiah.
- Nathanael's life was changed because he found out that Jesus knew him and encouraged him.
- As followers of Jesus, it's important that we help guide our friends and family towards Jesus. They might be sceptical like Nathanael, but rather than arguing with them, we can show them how Jesus cares for them.

## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



*Have your friends ever asked you questions about faith? Sometimes it can be tricky to answer these questions. When our friends want to talk about faith but we don't know how to respond, we might struggle to help them find their way. The Good News is that we can be a guide for others and help them find their place with Jesus. When we ask questions to understand where they are coming from and show them how Jesus cares for them, we can help them find their way.*

### Ask the group



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

*Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.*

*Ask if anybody wants to discuss anything further about this topic with a leader or support person.*

*Remind them when the next session is.*



# CLOSE THE SESSION

MOVIE TITLES



Titanic	The Avengers	The Little Mermaid
Barbie	Oppenheimer	Wonka
How to Train Your Dragon	The Grinch	Jumanji
Lord of the Rings	Peter Pan	Mean Girls

# SESSION 5

## *How can followers of Jesus respond to climate change?*



### SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people compare experiences of exploitation or connection to the environment. They will also explore the Good News that God cares deeply for the environment and has called us to care for it.

**Game:** the 'Speed Landscape' game gets young people to become more aware of the environment.

**Activity:** the 'Creation Connection' activity helps young people to form a tangible connection with their environment.

**Scripture:** the two Scriptures (Genesis 1:9-13 and Genesis 2:15) explore the idea of God's care for the environment and our responsibility to care for it.

### How to run a session

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

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

### Equipment needed for this session

- A4 paper
- Pens



## READ THE INTRODUCTION AND PLAY THE GAME

10 MINUTES

The climate around us is changing. We can see this for ourselves with more extreme natural disasters happening in Australia and around the world. We experience bushfires, cyclones, and floods that destroy everything in their path. But things don't seem to be changing. Climate advocates don't seem to be taken seriously enough, and the environment is being exploited. When money is prioritised over people and our planet, we can feel frustrated, insignificant, and helpless. The environment that we are all connected to is being exploited and we struggle to know how to respond.



*How can followers of Jesus respond to climate change?*

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



# PLAY THE 'SPEED LANDSCAPE' GAME

### Equipment:

- A4 paper
- Pens

- Ask participants to sit in a circle.
- Give each participant a piece of paper and ask them to write their name at the top.
- Participants have 30 seconds to draw something they'd find in nature on the page before passing their paper to the left.
- Participants may choose to draw something related to what is already on the page or draw something completely new.
- If participants do not feel confident drawing, encourage them to write something instead.
- Keep playing until participants have their piece of paper back.



*How did you go with the game? What did you draw that's found in nature?  
What do you like about the environment?*

## DO THE ACTIVITY AND DISCUSS THE QUESTIONS

15 MINUTES

# HOW TO DO THE 'CREATION CONNECTION' ACTIVITY



### Read this out to the group:

*“For tens of thousands of years, Aboriginal and Torres Strait Islander peoples have connected with Country in ways that allow them, and the world around them, to prosper. Since colonisation our natural resources have been exploited for economic growth, which hurts the environment and Indigenous peoples.*

*But Country is so much more than just a place. Country includes all living things. By connecting with Country, we can connect with the world around us. Aboriginal law, kinship, ceremony, and language are all informed by, and connected with Country. One aspect of Country that we’ve been discussing in this session is our connection with land. So, what can we learn from the land that we are on right now?”*

Take your group outside, remove your shoes, and stand on the ground. Ask these questions and direct the group to discuss the answers with each other;

- **Touch;** How does the environment feel? How does ground feel on your feet? How does the air and light feel on your skin? Describe it to each other.
- **Look;** How does the environment look? Don't just look at the buildings or cars, but the natural world around you. Describe it to each other.
- **Listen;** What is the environment saying? What natural sounds can you hear? What might God be saying to you right now? Describe it to each other.

### Leaders, watch the participants for:

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



## DISCUSS THE ACTIVITY



*How did you go with the activity? How did you go describing the environment to each other?*

*What feelings did you have? Do you often feel connected to the environment around you?*

*Think about when you were describing what the environment felt like, looked like, and sounded like. Do you consider yourself to be a part of the environment? Why? Why not?*

*As we live on this land, we are all connected to Country. If we are all connected to Country, what does climate change mean for us?*

**In the group material:** participants to identify what Indigenous Country they are on.

Country describes the lands, waters and skies that are connected through ancestral ties and family origins. There are hundreds of Indigenous Countries within Australia, and each have their own culture, customs, language, and law. Check out this website of the AIATSIS Map of Indigenous Australia.

[aiatsis.gov.au/explore/map-indigenous-australia](http://aiatsis.gov.au/explore/map-indigenous-australia)

Look at the map and discover the Indigenous Country you currently live on. Do some research into that Country and see what you can learn about their culture, customs, language, and law.



## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

### 15 MINUTES

<sup>9</sup> Then God said, “Let the water under the sky be gathered together so that the dry land will appear.” And it happened.

<sup>10</sup> God named the dry land “earth,” and he named the water that was gathered together “seas.” And God saw that this was good.

<sup>11</sup> Then God said, “Let the earth grow grass, plants that make grain, and fruit trees. The fruit trees will make fruit with seeds in it. And each plant will make its own kind of seed. Let these plants grow on the earth.” And it happened. <sup>12</sup> The earth grew grass and plants that made grain. And it grew trees that made fruit with seeds in it. Every plant made its own kind of seeds. And God saw that this was good.

<sup>13</sup> There was evening, and then there was morning. This was the third day.

### Genesis 1:9-13 (ERV)

<sup>15</sup> The LORD God put the man in the Garden of Eden to work the soil and take care of the garden.

### Genesis 2:15 (ERV)



## DISCUSS THESE TOPIC QUESTIONS

These questions are starting points to explore young people's thoughts and experiences about the topic and the Scripture. Ask follow up questions and use examples of real-life situations to help young people go deeper.



*What do you think about what we just read? How might it relate to what we do when we have questions about faith?*

*What do you think about what we just read? How do you think it might relate to how followers of Jesus respond to climate change?*

*The first Scripture from Genesis tells us that God created the environment and said that it was good. Why does it matter that God values the environment?*

*The second Scripture from Genesis teaches us that we are placed in the environment to take care of it. What do you think it means to 'take care' of the environment?*

*What are some practical ways that you could care for the environment?*

### Notes on the scripture for facilitators

- The first Scripture from Genesis describes the goodness and beauty of God's creation. God values and cares deeply for all his creation, including humanity and the environment.
- The second Scripture from Genesis describes how we as humans have a responsibility to take care of the environment. Just as the Garden of Eden was entrusted to Adam and Eve, God has trusted us with all of his creation.
- All throughout Scripture, God encourages us to advocate for those who are not listened to. The environment can't speak for itself, but we can speak up for it.

## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



The climate around us is changing. We can see this for ourselves with more extreme natural disasters happening in Australia and around the world. We might feel frustrated that there is not more action from people in power. The Good News is that God cares deeply about the environment and has called us to care for it. When others exploit the land, we can choose to live in a way that looks after the environment. We can connect with Country and speak up for what is right.

### Ask the group

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



# CLOSE THE SESSION

# SESSION 6

## *How do we respond to poverty?*



### SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people develop an understanding of how poverty may affect different people in Australia and explore the Good News that Jesus walks alongside those experiencing poverty.

**Game:** the 'Hundred Dollar' game gets young people to consider the choices some may need to make when living in poverty.

**Activity:** the 'Responding to Poverty' activity helps young people learn about practical ways you can help those experiencing poverty.

**Scripture:** the Scripture Matthew 25:34-40 explores Jesus' teaching of caring for those in need.

### How to run a session

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

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

### Equipment needed for this session

- Something to play a video on (with sound)

### Notes on the scripture for facilitators

Be aware that there might be young people in your group who live in poverty. Give them opportunity to share their experiences but don't put them on the spot. Young people may or may not feel comfortable discussing their experience. Remember, it's not their responsibility to educate us, and we don't want to single them out.

## READ THE INTRODUCTION AND PLAY THE GAME

10 MINUTES

There are nearly three million Australians living in poverty, including 419,000 young people. For some, living in poverty is noticeable. A person experiencing homelessness might couch surf at their friends' houses or live on the street and not have a place to call home. For some, living in poverty is less obvious. A family might not have enough money to visit the doctor because they need the money for the week's groceries. With the amount of people living in poverty, it's clear that more needs to be done to help. But when we see or know people who are struggling, we can sometimes feel unsure about how to help.



*How do we respond to poverty?*

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

# PLAY THE 'HUNDRED DOLLAR' GAME

Get participants into two groups.



### Read out the following:

"People living in poverty often have limited resources. They have to make decisions about what they will spend their money on. This simulation will give some insight into the choices some people need to make week to week. Just remember, living in poverty is a lot more complex in real life. Each round you will be given \$100 to spend as a team. You will be presented with two options. Each option you choose costs \$100. You cannot split your money or save money for another round. Each team will be given time to decide what they will spend their money on. Once a decision is made, each team will be asked why you chose that option."

- Once participants understand the game, read the first option listed. Give participants time to make their decision and then ask them why they chose that option.
- Repeat until you have gone through the list of options. If you have more time, think of your own options for teams to decide on.

### Options:

- Food or accommodation
- A mobile phone or a laptop
- Electricity or Water
- Heating or Internet
- Medication or lunches for the week



*How did you go with the game?*

*How did you make decisions about what to spend your money on?*

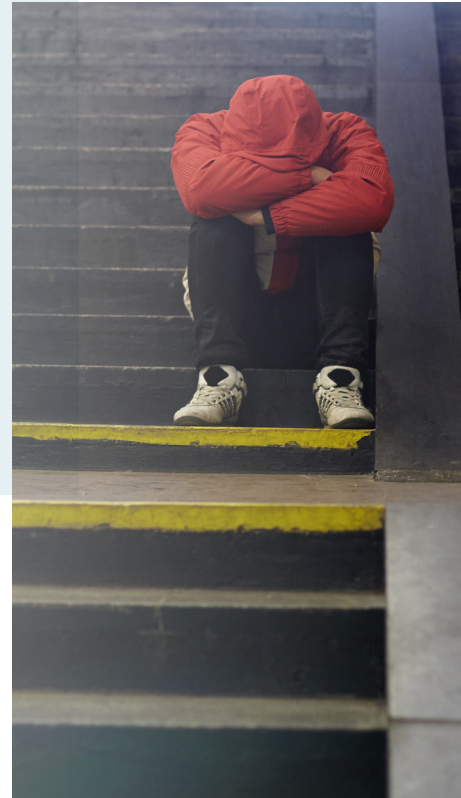
*How would you feel if you had to go without something important?*



## DO ACTIVITY AND DISCUSS QUESTIONS

15 MINUTES

# HOW TO DO THE 'RESPONDING TO POVERTY' 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:

- something to play a video on (with sound)

Watch this video before completing the activity - [youtube.com/watch?v=3AF7-aATDFY](https://youtube.com/watch?v=3AF7-aATDFY)

- Ask participants what they know about what the Salvos are doing in their area to serve people living in poverty.
- Watch one or more of the videos below. These videos are produced by Salvo Studios and explain what the Salvos are doing to help people living in poverty around Australia. We recommend watching the video for your state or territory.
  - NSW: William Booth House - [youtube.com/watch?v=DzYowwjFj4A](https://youtube.com/watch?v=DzYowwjFj4A)
  - QLD: House 4 Hope Caloundra - [youtube.com/watch?v=FiIWF14btD4](https://youtube.com/watch?v=FiIWF14btD4)
  - VIC: Hope Café Pakenham - [youtube.com/watch?v=CXvquCwLB2Q](https://youtube.com/watch?v=CXvquCwLB2Q)
  - TAS: Launceston Salvos - [youtube.com/watch?v=P1agtQHTnKQ](https://youtube.com/watch?v=P1agtQHTnKQ)
  - SA: Victor Harbour Salvos - [youtube.com/watch?v=1\\_LTOB5ACxk](https://youtube.com/watch?v=1_LTOB5ACxk)
  - WA: The Beacon - [youtube.com/watch?v=iSVQeWlaOt0](https://youtube.com/watch?v=iSVQeWlaOt0)
  - NT: Community Connections Program - [youtube.com/watch?v=u4CDnu9hfpE](https://youtube.com/watch?v=u4CDnu9hfpE)
  - ACT: Canberra Corps - [youtube.com/watch?v=umggmlWQsl4](https://youtube.com/watch?v=umggmlWQsl4)
- As a group, brainstorm what you can do to support the Salvos and make a difference in the lives of people living in poverty in your community.



### Discuss the activity

*How did you go with the activity? Did you find it easy or difficult to brainstorm ideas? Why?*

*What did you learn about what the Salvos are already doing to serve people living in poverty? Do you think this makes a difference in the community? Why or why not?*

*Have you ever tried to help someone in need? What did you do? What was the result?*

*As a group, what would we like to commit to, to help people in your community who are living in poverty?*

**IN THE GROUP MATERIAL:**

The group creates an action plan for how they can help others.

What did you learn about how the Salvos are helping people in need in your local area?

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How can your Life Labs group support the Salvos to make a difference in the lives of people living in poverty?

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When we think about doing a big task, it can often feel overwhelming. So, what is the first step your Life Labs group can take to help?

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How will you know you're helping people in your community who are living in poverty?

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How will you keep motivated in supporting the Salvos to help people in need?

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## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

<sup>34</sup> “Then the king will say to the godly people on his right, ‘Come, my Father has great blessings for you. The kingdom he promised is now yours. It has been prepared for you since the world was made. <sup>35</sup> It is yours because when I was hungry, you gave me food to eat. When I was thirsty, you gave me something to drink. When I had no place to stay, you welcomed me into your home. <sup>36</sup> When I was without clothes, you gave me something to wear. When I was sick, you cared for me. When I was in prison, you came to visit me.’

<sup>37</sup> “Then the godly people will answer, ‘Lord, when did we see you hungry and give you food? When did we see you thirsty and give you something to drink? <sup>38</sup> When did we see you with no place to stay and welcome you into our home? When did we see you without clothes and give you something to wear? <sup>39</sup> When did we see you sick or in prison and care for you?’

<sup>40</sup> “Then the king will answer, ‘The truth is, anything you did for any of my people here, [b] you also did for me.’

**Matthew 25:34-40 (ERV)**

### Discuss these topic questions

These questions are starting points to explore young people’s thoughts and experiences about the topic and the Scripture. Ask follow-up questions and use examples of real-life situations to help young people go deeper.



*What do you think about what we just read? How do you think it might relate to how we respond to poverty?*

*In this scripture, Jesus talks about the practical ways that we can help people in need, such as feeding people who are hungry and giving people who are thirsty something to drink. Do you think that society is taught to help people who are living in poverty? Why or why not?*

*Jesus is saying that whatever we do for those living in poverty, we do for him also. When you meet someone living in poverty, do you see Jesus in them? What difference would it make to see Jesus in that person?*

*Jesus himself was born in a stable and lived a life of simplicity. Do you think about Jesus being poor? Jesus could have chosen to have any kind of life, what might it mean that he chose to live alongside those in poverty?*

### Notes on the Scripture for Facilitators:

- Just like in the first century, there are people living in our communities who need our help for food, water, and shelter. We can also serve people living in poverty by loving them, listening to them, and helping them to find their place where they can belong.
- People living in poverty can often be judged, written off by society, and not treated fairly. When we see Jesus in people living in poverty, we know that we need to love them, be hospitable towards them, and accept them, as Jesus showed us.
- Even though the world values getting rich, having lots of things, and being successful, Jesus loves and values those who struggle.
- There are many times in the Bible when Jesus sided with people living in poverty. He relied on the hospitality of others. He didn’t live in places where people had lots of money and resources, he lived amongst those who were in need.

## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



*There are nearly three million Australians living in poverty, including 419,000 young people. The experiences of people living in poverty can be very different, but are always difficult. When we see or know people who are living in poverty, we can sometimes feel unsure about how to help. The Good News is that even though the world values getting rich, having lots of things, and being successful, Jesus loves and cares for those who struggle. Jesus is with those who are living in poverty, and when we serve them, we serve Jesus.*



### Ask the group

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

*Ask if anybody would like prayer for this topic or would like to pray. Then lead the group in prayer.*

*Ask if anybody wants to discuss anything further about this topic with a leader or support person.*

*Remind them when the next session is.*

## CLOSE THE SESSION



# SESSION 7

## *How do we respond to racism?*

### SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people develop an understanding of racism and how to respond when they come across it. They will also consider the Good News that we are all God's children who are equally loved in our diversity.

**Game:** the 'Group Differences' game gets young people to explore that we are all diverse.

**Activity:** the 'Let's Talk' activity helps young people understand and practice how to have conversations about racism.

**Scripture:** the Scripture Galatians 3:26-29 explores that whatever race we are, we can all belong to God's family.

### Equipment needed for the session:

- A prize (chocolate, lollies, etc.)
- Paper

### Notes for Facilitators:

Be aware that there might be young people in your group who have been racially discriminated against. Give them opportunity to share their experiences but don't put them on the spot. Young people may or may not feel comfortable discussing their experience. Remember, it's not their responsibility to educate us, and we don't want to single them out.



### How to run a session:

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

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

## READ THE INTRODUCTION AND PLAY THE GAME

10 MINUTES



We all want to be celebrated for who we are. But some young people experience racial discrimination. Others may have witnessed racism happening to their friends or seen it in the media. Sometimes, racism is the result of an individual's attitudes towards a particular race or ethnicity. But it can also occur because of social structures and systems that favour some ethnicities over others. The Salvation Army is committed to fighting against racism wherever it is experienced, and speaking into places where we encounter racism. But what part do we have to play?

*How do we respond to racism?*

*As a way to begin thinking about this, let's play Group Differences game.*

# PLAY THE 'GROUP DIFFERENCES' GAME

### Equipment:

- prize (chocolate, lollies, etc.)
- paper

- Get participants into groups of 3-4.
- Get participants to list on paper as many differences as they can amongst their group.
- For example, participants might identify that they all have different hair colours, different favourite foods, or all go to different schools.
- Participants get a point for each category that no other team has thought of. Eg. if two teams both have hair colour as a category, they are all different in, neither team gets a point.
- Award a prize to the group with the most points.



*How did you go with the game? Was it easy to find differences in your group?  
What is it like to spend time with people who are different from you?*

## DO THE ACTIVITY AND DISCUSS THE QUESTIONS

15 MINUTES

# HOW TO DO THE 'LET'S TALK' ACTIVITY



### Read out the following:

*“When talking about racism with other people, it can sometimes be challenging to know what to say. We can feel afraid to say the wrong thing, and therefore, not engage in important conversations about these big issues. So how do we have a conversation with someone that is respectful and leads to positive action?”*

*“Below is a conversation framework we can try to practice having these meaningful conversations with others.”*

- Get participants into pairs.
- Go through the conversation framework in the group material to help participants to understand it.
- Participants engage in a conversation using the discussion prompts and framework in the group material.
- Give participants 10 minutes to complete this 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



### Discuss the activity

*How did you go with the activity? What did you learn from having this conversation?*

*What stood out to you from what the other person said? Why do you think it stood out to you?*

*Do you think this framework could help you to have more conversations about big issues? How can this framework help you challenge racism in your community?*

*What can you do to make sure all people in your community feel welcome, included, and accepted?*

**In the group material:** participants complete the conversation framework and follow the link for videos to watch later.

These conversations aim to bring about unity, not disunity. Each one of us needs to take responsibility for the issues in the world and commit to having conversations that lead to change. Read each of the statements below, then discuss different responses that people might have to each of these statements. You might find it useful to firstly consider if you agree or disagree with each of the statements.

### Discussion Prompts

- The effects of racism can be seen for generations. Discuss.
- Australia has a problem with racism. Discuss.
- There's nothing we can do about racism because it's about how people feel. Discuss.
- Systems are biased against people from other countries. Discuss.
- Indigenous Australians are not treated fairly. Discuss.

## CONVERSATION FRAMEWORK

### Step 1: Listen

It's important to listen to what the other person is saying.

- Give them eye contact.
- Focus on what they're saying and remain in the conversation.
- Don't let your mind wander while you're listening.
- Try and imagine what it is like to be them, and why they might feel the way they do.

### Step 2: Ask Questions

Ask clarifying questions to make sure you've understood what the other person is saying. You can ask questions like:

- "I've heard you say... Is this what you meant?"
- "Can you expand on what you were saying about..."
- "What have you previously experienced about..."
- "How did you make up your mind about this topic?"

### Step 3: Reflect and Respond

Take a moment to pause and reflect on what you've heard.

- What do you think about this topic?
- Why do you think that?
- What are your experiences of this topic?
- What do you think about what the other person has said?
- Are the perspectives being shared the whole story, or are there other ways of thinking about the topic?
- Remember, some silence is okay in a conversation because it allows you time to process why you might believe this.



Scan the QR codes for helpful videos to better understand the issues that Aboriginal and Torres Strait Islander peoples can face.



## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

15 MINUTES

<sup>26-27</sup> You were all baptized into Christ, and so you were all clothed with Christ. This shows that you are all children of God through faith in Christ Jesus. <sup>28</sup> Now, in Christ, it doesn't matter if you are a Jew or a Greek, a slave or free, male or female. You are all the same in Christ Jesus. <sup>29</sup> You belong to Christ, so you are Abraham's descendants. You get all of God's blessings because of the promise that God made to Abraham.

**Galatians 3:26-29 (ERV)**

### Discuss these topic questions

These questions are starting points to explore young people's thoughts and experiences about the topic and the Scripture. Ask follow up questions and use examples of real-life situations to help young people go deeper.

- What do you think about what we just read? How do you think it might relate to how we respond to racism?
- The Scripture explains that there is diversity in our world, with many people from different ethnicities. But it also says that whatever our culture, we are all equal in Christ Jesus. When you look around, do you see everyone treated equally?
- One thing we all have in common is that we can be part of God's family. When you think about people from a different background to you, what else might you have in common with them?
- We can receive all of God's blessings. How can we share God's blessing with everyone in our community and show them they are loved?

### Notes on the Scripture for Facilitators:

- Paul is writing to a church that is struggling to understand how Gentile people can be part of a religion that had previously only been for Jewish people. There were questions about whether those Gentiles had to take on elements of Jewish culture to be accepted. Paul is saying that it is not their cultural backgrounds that define their faith, but that they are all God's children.
- As children of God, each one of us is loved equally by God. It doesn't matter our race, ethnicity, or culture; God loves us equally and invites us into his family of believers.
- God made a covenant with Abraham that he will make His people from Abraham's descendants. This scripture is saying that this covenant is being extended to all believers, not just people of that cultural background. We can all receive God's blessings.



## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



*We all want to be celebrated for who we are. But some young people experience racial discrimination. The Good News is that we can all be God's children, loved equally in our diversity. As followers of Jesus, we are called to love all people equally, treat everyone fairly, and encourage others to do the same.*

Share this blessing written by Uncle Vince Ross



### The Blessing

*May the God of creation warm your heart like the campfires of old.*

*Bring wisdom and peace as shown to the First Peoples of this land.*

*Shake off the dust from the desert plains by the refreshing rains.*

*Followed by the glow and warmth of the sun.*

*Let the light of God show us the right path, and stand tall like the big River Gums, drawing life from the ever flowing waters.*

**Uncle Vince Ross**

### Ask the group:

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



# CLOSE THE SESSION

# SESSION 8

*How do we relate to people living with a disability?*



## SESSION OUTLINE

**Purpose:** the purpose of this session is to help young people relate to those living with a disability and explore the Good News that the Kingdom of God is for everyone.

**Game:** the 'Learn Auslan With Me' game gets young people to experience what it's like to learn a new way to communicate with others.

**Activity:** the 'Friends Reflection' activity helps young people to look past a disability to see the person more clearly.

**Scripture:** the Scripture Luke 14:15-21 explores the idea that God is inviting everyone to 'the table' no matter who you are.

### How to run a session

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

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

### Equipment needed for this session

- Something to play a video on

### Notes for Facilitators:

Be aware that there might be young people in your group who live with a disability. Give them opportunity to share their experiences but don't put them on the spot. Young people may or may not feel comfortable discussing their experience. Remember, it's not their responsibility to educate us, and we don't want to single them out.

## READ THE INTRODUCTION AND PLAY THE GAME

10 MINUTES



Around 1 in 6 Australians live with a disability. Disability refers to when an environment has barriers that prevent access for someone who has an impairment. Some disabilities are visible to others, like a person using a wheelchair or a walking stick. Other disabilities are invisible, like a hearing impairment or neurodiversity. It's only as we get to know the person that we learn more about them. Sometimes, when we meet someone living with a disability, we can feel unsure about what to say or how to act and unintentionally cause harm. We might be curious and ask lots of questions and focus on the disability not the person. Or we might assume they need help when they don't.

*How do we relate to people living with a disability?*

*As a way to begin thinking about this, let's play the Learn Auslan with Me game.*

# PLAY THE 'LEARN AUSLAN WITH ME' GAME

### Equipment:

- Something to play a video on



### Read the following:

*"Today we're going to be learning Australian Sign Language, also known as Auslan. This video will help us begin to understand what living with a disability can be like. However, this is not a complete representation of what people living with a disability experience every day."*

- Play this video: [youtube.com/watch?v=24YfuLQbQ3c](https://www.youtube.com/watch?v=24YfuLQbQ3c)
- Get participants into pairs and get them to look at the Auslan alphabet in the group material. This will help them to remember some of the signs they've learnt.
- Get one person in the pair to sign a word using the Auslan alphabet or a phrase they remember from the video while the other person guesses what they've said. Once they've guessed the correct word, switch so the other person can have a go at signing.

*How did you go with the game? What signs did you learn? How did you feel trying to communicate in a different way?*

**In the group material:** the Auslan alphabet/signs reference sheet.

# THE AUSLAN ALPHABET REFERENCE SHEET

## Auslan Finger Spelling Alphabet

 Aa	 Bb		
 Cc	 Dd	 Ee	 Ff
 Gg	 Hh	 Ii	 Jj
 Kk	 Ll	 Mm	 Nn
 Oo	 Pp	 Qq	 Rr
 Ss	 Tt	 Uu	 Vv
 Ww	 Xx	 Yy	 Zz

## DO THE ACTIVITY AND DISCUSS THE 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 THE 'FRIENDS REFLECTION' ACTIVITY

- Get participants into pairs.
- Encourage participants to work through the questions in their group material.
- After 5 minutes, bring the group back to discuss their answers to the questions.

### Discuss the Activity

*How did you go with the activity? Have you ever thought about disability in this way?*

*Who did you choose to talk about for the activity?*

*How are you similar to that person?*

*Do you think people living with a disability are treated fairly by society?*

*What barriers do people living with a disability face?*

*How can you help people living with a disability to feel included as part of our community?*

**In the group material:** questions for participants to consider and information for participants to refer to about how to include people living with a disability.



### Questions:

- Who do you know who lives with a disability? It might be a family member, someone at school or church, or a celebrity or athlete.
- What do you appreciate about their personality?
- What's a fun memory you have with them?
- What are the barriers people living with a disability can experience? Who's taught you about this?

### Ways to include someone living with a disability:

- Say hello and introduce yourself.
- Be patient. Try and put yourself into their shoes.
- Ask questions to get to know the person for who they are, not for their disability.
- Don't feel sorry for a person who lives with a disability.
- Be careful about making assumptions based on a person's disability.
- Ask before you help. If you see someone struggling, ask them if they would like assistance.
- Think about the accessibility of your environment. Do you think people living with a disability would feel welcome and included at this place?
- Make it normal to ask everybody if there's anything they might need to help them engage (whether they have a visible disability or not).
- Don't be afraid to make a mistake. Be yourself. And if you do make a mistake, take ownership for it, and apologise, just as you would with anyone else.

## READ THE SCRIPTURE AND DISCUSS THE QUESTIONS

### 15 MINUTES

<sup>27</sup> So God created humans in his own image. He created them to be like himself.

#### Genesis 1:27a (ERV)

<sup>15</sup> One of the men sitting at the table with Jesus heard these things. The man said to him, "It will be a great blessing for anyone to eat a meal in God's kingdom!"

<sup>16</sup> Jesus said to him, "A man gave a big dinner. He invited many people. <sup>17</sup>When it was time to eat, he sent his servant to tell the guests, 'Come. The food is ready.' <sup>18</sup>But all the guests said they could not come. Each one made an excuse. The first one said, 'I have just bought a field, so I must go look at it. Please excuse me.' <sup>19</sup>Another man said, 'I have just bought five pairs of work animals; I must go and try them out. Please excuse me.' <sup>20</sup>A third man said, 'I just got married; I can't come.'

<sup>21</sup> "So the servant returned and told his master what happened. The master was angry. He said, 'Hurry! Go into the streets and alleys of the town. Bring me the poor, the crippled, the blind, and the lame.'

<sup>22</sup> "Later, the servant said to him, 'Master, I did what you told me to do, but we still have places for more people.' <sup>23</sup>The master said to the servant, 'Go out to the highways and country roads. Tell the people there to come. I want my house to be full!'

#### Luke 14:15-23 (ERV)

### Discuss these topic questions

These questions are starting points to explore young people's thoughts and experiences about the topic and the Scripture. Ask follow up questions and use examples of real-life situations to help young people go deeper.

*What do you think about what we just read? What do you think it might have to do with how we relate to people living with a disability?*

*This Scripture in Genesis explains how we are created in God's image. Where do you see God in your friends who live with impairments?*

*Sometimes people living with disabilities in our society are excluded and not valued. But in the Scripture from Luke, Jesus is saying that people living with disabilities are honoured guests. What can we do to honour and value people living with disabilities?*

*While the Scripture from Luke has language that is not how we describe people living with a disability today, the message is still clear. The Kingdom of God is for everyone. Who can you invite into your community so that they feel accepted and like they belong?*

### Notes on the Scripture for Facilitators:

- All people are made in the image of God. This means that there are parts of each one of us that reflect what God is like. When we see people as created in God's image, it can help us to value them.
- No matter our differences, each one of us should be loved and celebrated as children of God.
- In 1st century Middle Eastern culture, people would hold great banquets and invite important people to try and prove their worth. In this parable, Jesus is elevating people living with a disability to this important status, showing how we are all honoured and valued by God.
- The Kingdom of God is for everyone. No matter how we were created, each one of us has a place and is equal as part of God's family.

## READ THE CONCLUSION AND CLOSE THE SESSION

5 MINUTES



*Around 1 in 6 Australians live with a disability. Disability refers to when an environment has barriers that prevent access for someone who has an impairment. Some disabilities are visible to others, while some are invisible. It's only as we get to know the person that we learn more about them. The Good News is that the Kingdom of God is for everyone. Each one of us is created in the image of God to be equal and has a place in our community.*

### Ask the group

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



# CLOSE THE SESSION



# APPENDIX

## INTRODUCING TERM 3 – **HOW DO WE KNOW WHAT WE BELIEVE?**

For the first session of the term, take the opportunity to welcome young people back and introduce them to the theme.

### **Introduction:**

Our world is full of people who believe lots of different things and sometimes we might feel lost amongst it all. As Christians we have a community of people who can help us work out what we believe. This can be through helping us find answers to our questions or just encouraging us along our journey. When we are working out what we believe, trusted people can help us to find our way. We can also go to the Bible to find out what Jesus says, and allow him to be our guide.

### **What you could do:**

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

- Host a fun trivia night.
- Game night. With games centred around a journey... like Cluedo, Ticket to Ride, 7 Wonders.
- A scavenger hunt with questions as the clues.
- Movie night. With a focus on a journey to get answers... like Finding Nemo, Tangled, Wonder, Wizard of Oz, Frozen, Toy Story, Elf.
- Go to an Escape Room or create your own.

### **Discussion:**

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



*Are there some questions you have about faith that you'd like answers to?*

*Has there been a challenge that you've overcome that you'd like to share?*

*Have you ever thought about your values? What do you value?*

# REFLECTIVE ACTIVITY – HOW CAN I HELP OTHERS?

The Reflective Activity session provides an opportunity to reflect on the topic idea in a less structured session than a Life Lab. You can use the ideas to create a fun and social session that will help introduce the concepts. For example, for this topic we encourage young people to think about how they can respond to big issues such as climate change, poverty, racism, and discrimination of people living with a disability.

## **Introduction:**

This term we have discussed deep questions about faith and finding ways to work out what we believe. We have also looked at issues affecting our communities like racism, climate change, poverty and discrimination of people living with a disability. This concluding activity session is a way to further reflect and celebrate all that has happened this term.

## **What you could do:**

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

- Host a quiz night, where you invite others to join you. You could make it a fundraising event, where the proceeds go to a local group working to end climate change, poverty, racism, or discrimination of people living with a disability.
- Explore as a group, other ways you can contribute to a local charity that go beyond fundraising, like volunteering.
- Do an excursion or get a guest speaker from a Salvation Army social service to learn about how they help people.
- Go on a bush walk or hike in Country and take note of the different elements of God's creation.
- Participate in an activity that promotes living more sustainably, such as recycling, cooking a vegetarian meal, gardening, learning to repair clothes rather than throwing them away, and doing a rubbish clean up of a local nature reserve.

## **Discussion:**

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

- What are some ways you or your family could be more 'climate conscious' or living more sustainably?
- Has there been a time where someone has said something racist, and you spoke up? What happened? If you didn't speak up, what do you think stopped you?
- Who is a celebrity you look up to who lives with a disability? What do you like about them? How do they encourage or inspire you?

## NOTES

*Give us  
feedback*





## Contact Us

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[salvationarmy.org.au/youth-ya](https://salvationarmy.org.au/youth-ya)  
[equileaders.com.au](https://equileaders.com.au)

