



MIDDLE SCHOOL RESOURCE

The Story of God's Kingdom: Session 6

Looking For A King

Key Statement: A true king should 1) be a servant leader, 2) be set apart from other nations, 3) be pleasing to God.

::CONNECT::

Activity One: The Name-Your-Boss-Tool

- Progressive Insurance has the name-your-price-tool. Today, students get to name their boss. Pick an authority figure (coach, employer, teacher, etc.). Guide each student to come up with a list of characteristics they want in their boss.
- Allow each student to share his or her top five characteristics. Discuss their suggestions. Did they want lax, easy-going authorities? Did they want strict authorities? Were their authority figures similar to or distinct from the world (point two)? Were their authority figures masters or servants (point one)? Make connections wherever possible.
- Close your activity time by connecting the exercise to Jesus: did anyone think of Jesus when creating his or her own boss? Discuss how Jesus exemplifies all three of the points of the lesson.

Activity Two: Panel of Experts

- Pretend your church has really latched onto the second point of the lesson—being set apart from other nations. Explain that there is going to be a seminar where expert leaders from different fields come in. Those experts are going to comment on what it means for Christians (especially Christian leaders) to be set apart.
- Students are going to be the “experts.” (You can also pick one or two of them to MC and ask questions.)
- Pick areas of expertise. For example, an economics expert, a spiritual expert (i.e., a pastor), a social expert (an anthropologist or a counselor), a physical expert (an athlete), etc.
- Conduct the interviews and see how they do. Get excited about any connections to the second point, any connections to proper Christian leadership, or any great ideas.
- Bring the discussion back to Jesus. A great question might be, “If Jesus did your job, what would it look like?”

:: CONVEY ::

If you are pressed for time this week, consider only covering points one and two of the lesson.

Remember, this is merely a suggested outline adaptation for a middle school group. If you decide to incorporate one or more option into your group time, you will likely have to be very selective on the material you decide to teach through. Keep in mind that each class is different, and as the leader guide suggests, personalize the lesson content for your class by determining what elements are most applicable. Don't feel pressured to teach through all of the content in a single meeting, but instead help middle school students to see the main overall point and big picture the lesson is conveying.

:: COLLIDE ::

See Leader Guide