



## **MIDDLE SCHOOL RESOURCE**

### **Gospel-Centered Life: Session 1**

#### **Why We Read the Bible**

Key Statement: We read God's Word 1) to know Him better, 2) to live according to His will, and 3) because it gives us joy.

::CONNECT::

#### **Activity 1: Happy Song**

- Split your students into twos, maybe threes.
- Have each group choose what they think is the happiest, most feel-good song in the world. It can be any song; from contemporary music, an old radio, or just a song with a great tune.
- Their job now is to rewrite the song with a focus on the Bible. They should incorporate the three points of the lesson into the song, especially the third.
- If your students are comfortable enough to do so, have them perform the song with their new lyrics.
- Bonus activity: if you have time and resources (and energy), have your students make a new music video for their newly re-written song. They can storyboard it, script it, or even act it out.

#### **Activity 2: Compare and contrast**

- Ask for two creative volunteers. Take them outside the room.
- Address the remaining people in the class. Give them each paper and a writing utensil. Their job: to imagine that the people who just left are just graduating high school and to write to them notes of advice and suggestion. Have them start writing their notes.
- Meanwhile, go out to the two volunteers. Address each of them individually.
  - Individual A: Tell this person that the class is writing to them from the perspective of a dear, caring family friend.
  - Individual B: Tell this person that the class is writing to them from the perspective of a hard, stingy, forceful boss.
- Give the class time to finish their notes. Collect the notes, then bring both individuals in. Randomly split the notes in half and give one half to each of the volunteers.
- Tell the class that you gave each individual a specific understanding of who was writing to them, but don't share what those understandings were yet.
- Ask each individual to read the notes aloud and to react to them. You can have them alternate, or have one read all their notes and then the other. Have the class note how each reacts (hopefully, one will be excited about the advice, and the other will be resentful and unhappy).

- When the reactions are over, reveal to the class what you told each individual volunteer. Explain how the class wrote the same notes (virtually) to each volunteer. However, each volunteer received those notes very differently based on their perception of who was writing them.
- Connect this exercise to our view of the Bible. How we read depends largely on our perception of God. Do we view Him with excitement? Delight? Resentment? Do we view the Bible as a love letter and a means to find joy in Jesus, or as a list of rules?

## ::CONVEY::

If you are pressed for time this week, consider spending the majority of your Convey time by focusing on points one and two of the session.

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