

GENERATE CAMP: Make It Matter

Session 1: The Word of God

What We Want Students to Learn: That a life of real impact flows out of God’s Word working in and through our lives.

Scripture:

- Narrative Snapshot: Peter and John before the Council (Acts 4:1–13)
- Supporting Passages: Psalms 1:1–2 and 2 Timothy 3:16–17

Session Snapshot: In this session, you’ll look at a narrative from Acts where Peter and John make a bold stand for their faith. The religious leaders’ reaction to them reminds us of a key truth: when we spend time in relationship with God, we are never the same. We don’t have the same luxury as Peter and John. We can’t hang out personally with Jesus. But we can be transformed by seeking God through His Word. In order to live a life that matters, God’s Word has to work in us and through us. This lesson challenges your students to embrace this truth.

Bible Background

The Bible Background is a focused, brief overview of some of the background info for the main passage you will be teaching.

Teacher Prep Video

Each Small Group Leader’s Guide comes with a *Teacher Prep Video*. These are simply short videos designed to help you grasp the main point of the lesson as you prepare to teach.

Your teacher prep videos are located in your download, under Small Group Lesson Plans. There is a sub-folder titled “Teacher Prep Videos” that will have a document for you. On the document, you should be able to click the link designated for the lesson you are currently on.

The Details

Psalms

- **Author:** God inspired various authors to write a majority of the Psalms, including seventy-three by David, twelve by Asaph, eleven by the Korahites and two by Solomon. Heman, Ethan, and Moses each wrote one, while the authorship of fifty other psalms remains unknown.
- **Time frame:** The Psalms were written during different eras of Israel’s history, spanning from 1100 BC (i.e., Psalm 29, 68) to 400 BC (i.e., Psalm 119).
- **Purpose:** The Psalms are inspired by God to poetically reflect humanity’s journey with Him. Each psalm serves a different purpose, such as a personal or communal lament, hymn, song, reflection or declaration. Many of these were set to music and intended to be shared publicly, even when sharing a revealing confession (i.e., Psalm 51).

2 Timothy

- **Author:** Though in the last 200 years or so there have been efforts by some scholars to shed doubt on Paul’s authorship of both 1 and 2 Timothy, their arguments aren’t very compelling.

- **Time frame:** Most scholars believe Paul wrote these letters to Timothy, his apprentice in ministry, between Paul’s first and second imprisonment in Rome, although some scholars believe that Paul penned 2 Timothy while in his final imprisonment before he was executed. By most accounts, this would place the writing of 1 and 2 Timothy sometime around 64–65 AD, though 2 Timothy could be as late as 67 AD.
- **Purpose:** Paul tells Timothy in the first epistle to continue to combat false teachings. In addition, Paul gives Timothy specific instructions on how to protect against such teaching, including how to install faithful leadership in the church at Ephesus. 2 Timothy, we see Paul passing along his final words to Timothy. 2 Timothy can be thought of as a personal note from an old man awaiting his death to a young, son-like figure. It’s personal, tender at times, encouraging, and practical.

The Main Point

The narrative you’ll read from Acts makes a profound point. The Sadducees noted that Peter and John were uncommonly bold in their teaching and attitude, especially for men of their background and vocation. The Sadducees credited the boldness of these otherwise humble men as having “been with Jesus.” How powerful it is that the difference in Peter and John is the change Jesus made in their lives. Our students are called to be just as bold in their faith and lives. And for them, just as it was with Peter and John, the source of their boldness must be that they have spent time with Jesus.

The Takeaway

We can’t “be with Jesus” in the same way that the disciples were. But that’s why we have God’s Word. By being grounded in God’s Word, we put ourselves in the position to let the Word of God do the work. The nature of the Word is active. And when it is IN us, it works through us. You’ll focus on Psalms 1:1–2 as a picture of what a life grounded in the Word looks like, and 2 Timothy 3:16–17 as a calling to confidently embrace the Word as part of what it means to live a life that matters.

Lesson Plan

The Lesson Plan contains three elements: an introductory activity called *Getting Started*; the Bible study section called *Digging In*; and an application-focused segment called *Wrapping Up*.

Getting Started

- **Student Book Pages**
 - This lesson will utilize pages 8-12 in the *Make It Matter* Student Book.
 - This activity will use page 8-9.
- **Additional Instructions**
 - None

FIRST, welcome students to their first session. If everyone in the group doesn’t already know each other, take a moment to have people introduce themselves. Explain to them that you’re going to be hanging out a lot over your time in this study, so you want to do a little more to get to know each other. Have students go

around and give their name, their least favorite dessert. When you're done, explain that you're going to use the student book to facilitate these times of Bible study.

THEN, direct their attention to page 9. Explain that you're going to kick off their time by having a little competition. Break students into groups. How you do this will depend on the size of your group. Instruct your groups to choose one person who will be designated as the person who will write their answers. Then, explain the nature of the game.

Explain that you're going to give students a prompt. They will have twenty seconds to come up with as many answers to the prompt as they can. They are to work as a group to brainstorm responses while their "writer" records their answers on the student book page. Repeat this for each of the four prompts. The prompts are listed below:

- **First, come up with a list of things that undergo a change.**
- **Next, come up with a list of things that could be considered "forces of influence."**
- **Then, come up with a list of situations where people are surprised.**
- **Finally, come up with a list of things that annoy people.**

NEXT, when you are done, go through each prompt and have groups take turns reading out what they believe to be the most creative or unique responses. Allow for some spirited debate on whether the rest of your students believe their answer to be valid and/or creative. If you want, award one of your groups the "winner" based on their responses.

FINALLY, have a student volunteer to read the introduction on page 8. When they have finished, say something like:

- **We're about to look at a really awesome story from the Bible about two people who lived their life in such a way that it mattered. Greatly. People saw these two guys and were amazed, surprised, influenced, and annoyed! We'll read their story, but more importantly, we'll learn WHY they were in the position to make the impact they made, and how YOU can make the same impact.**

If there are no more comments or questions, transition to the *Digging In* section of your lesson.

Digging In

- **Student Book Pages**
 - This activity will utilize pages 10-11 in the *Make It Matter* Student Book.
- **Additional Instructions**
 - You'll want to make sure students have something to write with, and a Bible or Bible app.

FIRST, explain to students that you're going to be doing something a little unique over the course of the next few sessions. Explain that you're going to be looking at a narrative from Scripture, a story, and asking what this story teaches us about living a life that matters.

For this first narrative, have students find Acts 4 in their Bibles or Bible apps. While they are finding it, provide some context for where you're picking up the story. Say something like:

- **Where we pick up the story, Jesus has already been crucified, raised from the dead, and ascended to heaven. The Holy Spirit has come at Pentecost, and thousands of people have become Christ-**

followers. The 11 disciples are in and around Jerusalem leading the new, young Church. They are doing GREAT things. People's needs are being met, both physically and spiritually. The Gospel message is moving powerfully. But as we're about to see, not everyone thinks this is a good thing. We're about to see Peter and John have a pretty crazy interaction with some of the religious leaders. Let's see what happens.

THEN, before you read the narrative, explain to students that they need to listen carefully for any specific details that jump out at them. They'll have a moment to write these down once the story has been read. Read or have a student read Acts 4:1-13. When the narrative has been read, give students about a minute or so to write down any detail or point that really stood out in the space provided on page 10. Once you've allowed them to do so, jump into a brief discussion of the story. Ask something like:

- **OK, what details or important points jumped out at you?**
 - Allow students to share. Engage in discussion as you go, asking students, "Why do you think that is important?" or "Why did that stand out?" or offering your thoughts or observations as you go. (*Continue with the rest of the questions below, omitting any that you've already covered based on your students' responses.*)
- **What was the religious leaders' response to Peter and John? Why?**
 - *Answer:* They were "greatly annoyed" that Peter and John were "teaching the people and proclaiming in Jesus the resurrection from the dead."
- **Why did this fact annoy them? Why did they care what Peter and John were preaching?**
 - *Answer:* Remember, these are the people who had put Jesus to death on the cross. They accused Jesus of lying about who He was and what His mission was. These folks had every reason not to want Peter and John telling the truth about Jesus' identity and His resurrection.
- **Describe in your own words the interaction between Peter and John and the religious leaders in verses. What do you think the religious leaders expected from Peter and John?**
 - Answers will vary. While we don't know for sure, it's reasonable to think that maybe they thought Peter and John would be intimidated. After all, it was quite the display of authority.
- **How did Peter and John respond?**
 - *Answer:* BOLDLY! Filled with the Spirit, Peter dropped a truth-bomb on this collection of religious leaders. His response was true, powerful, and bold.
- **Verse 13 is the real heart of why we're studying this narrative. What does it say?**
 - *Answer:* "Now when they saw the boldness of Peter and John, and perceived that they were uneducated, common men, they were astonished. And they recognized that they had been with Jesus."
- **Peter was a fisherman before he encountered Jesus. John was almost surely a teenager. And yet, they were proving to live powerful lives of influence, lives that mattered! What was the reason for this? What was the explanation for their boldness?**
 - *Answer:* They had been with Jesus!

NEXT, take a moment to let this truth sink in. Remind students that the disciples were the most ordinary of people, men who would have not been promising enough as teenagers to continue in religious schools and would have gone and found a trade. Matthew was actually working for the Roman government, the hostile, occupying country, when Jesus called him to be a disciple! Remind students that the disciples were nothing special. Say something like:

- **BUT, because of the impact Jesus made on them, and the empowering of the Holy Spirit, their lives were radically changed. They became forces of influence for the Gospel. God transformed the world**

around them, and history itself, through their lives. We can't be with Jesus the same way the disciples could. But we have something they didn't even have: God's Word. We have all of Scripture, the entire Bible. And when we let God's Word work in our lives, powerful things happen. Let's see where we see this.

Instruct students to look at page 11 to the two passages of Scripture found there. First, have a student read Psalm 1:1–2. When he or she is finished, lead students in the following discussion. Ask:

- **The psalmist is talking about living our life in such a way as to either live a blessed life or not. He first lists three things that lead to a life that DOESN'T experience God's blessing. What are those three ways?**
 - *Answer:* "Walking in the counsel of the wicked" or "standing in the way of sinners" (both of these simply mean to live according to the advice of those who don't follow God), and "sit[ting] in the seat of scoffers" (a scoffer was someone who literally does not believe in God, someone who "laughs" at the thought of God and His ways).
- **He follows this up in verse 2 with a definition of HOW to live a life blessed by God. What is the key to living a life that experiences the goodness of God?**
 - *Answer:* We must "delight" in God's Word. We must think about it always.

Explain that we all have a choice. We can allow our lives to be influenced by the things of the world, or the things of God. Say:

- **When we allow God's Word to impact our lives, it works in our hearts to make us more like God. And it works through us to impact the world around us. We see the power of just how the Word works in one more passage. Let's take a quick look.**

THEN, have students look at 2 Timothy 3:16–17 printed on page 11. Explain that this is Paul giving advice to Timothy, the young pastor whom Paul had taken under his wing. Read the verses and ask the following questions:

- **First, what does Paul say about the Bible in verse 16?**
 - *Answer:* That all of the Bible is "breathed out" by God. In other words, it's "God inspired."
- **What does this mean for how we view the Bible?**
 - *Answer:* It's authoritative. It's God's Word, not humans. We can 100% trust that it is true, and right, and fully capable to steer our lives by.
- **But check out what else it says. What does verse 17 mean?**
 - *Answer:* That the Bible is the means by which we are prepared to do the work God has for us to do.

FINALLY, put this all together for your students. Say something like:

- **What have we seen in this session? We've seen an example of two regular men who lived outsized lives, lives that mattered. And when people looked at their lives, they realized the power behind their lives was time spent with God. We have the same power available to us today. In order to live lives of impact, lives that REALLY matter, we have to maintain a closeness to God. We have to spend time in His presence. How do we do this? By spending time in His Word. The Bible is God's main way of making Himself and His ways known to us. We can't live a life of impact apart from a connection to God's Word.**

Ask if anyone has any thoughts or questions, then transition to the *Wrapping Up* portion of your lesson.

Wrapping Up

- **Student Book Pages**
 - This activity will utilize page 12 in the *Make It Matter* Student Book.
- **Additional Instructions**
 - Make sure students have something to write with.

FIRST, instruct students to turn to page 12 in their books. Explain that for this activity, they are going to spend a moment evaluating where they are when it comes to spending time connected with God through reading the Bible.

Explain that on this page, there are several questions with scales that enable them to evaluate their habits and attitudes. Give your students a few minutes to answer these questions, then gather for a discussion afterwards.

NEXT, when students have had time to finish the activity, ask the following questions:

- **When was the last time you really evaluated your Bible reading habits?**
 - Answers will vary.
- **One thing we risk is that we see our Bible reading as just a box to be checked. Based on what you learned today, what is the REASON for creating consistent habits of meeting God in the Bible?**
 - Answers will vary.
- **What if you were to get serious about improving your time in the Word? What effect do you think it would have on your life?**
 - Answers will vary.
- **What is keeping you from committing to grow in this area? What are you waiting on?**
 - Answers will vary.

FINALLY, ask students if they have any questions or additional comments. Inform students of the *Encounters* devotions located on pages 38-45 in their Student Books. Provide them with a schedule or some structure as to when you would like for them to work through them. (The first devotion is on page 38.)

If there are no more questions, close in prayer for your group.

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Session 2: The Work of God

What We Want Students to Learn: That a life of real impact is only possible because of the work Jesus did and continues to do through us.

Scripture:

- Narrative Snapshot: Paul recounting his transformation story (1 Corinthians 15:1–11)
- Supporting Passages: Romans 10:9–13 and Ephesians 2:8–10

Session Snapshot: Paul made an impact before Jesus. A big one. But it was the wrong kind of impact. It wasn't REAL impact. But when he was saved by faith in Christ, his impact was set on the right course. His life mattered, all because of the work Jesus did in and through Paul's life. We will look at Paul's writings as a guy who was radically transformed by the work of salvation in his life. Then we'll focus on Romans 10:9-13 as we discover the means of salvation, and Ephesians 2:8-10 as proof that Jesus' work empowers REAL impact.

Bible Background

The Bible Background is a focused, brief overview of some of the background info for the main passage you will be teaching.

Teacher Prep Video

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The Details

1 Corinthians

- **Author:** The Apostle Paul wrote 1 Corinthians to the Church in Corinth.
- **Timeframe:** Paul's first letter to the Corinthians was written from Ephesus in the spring shortly before Pentecost. We are unsure of what year, but it was likely between 53 AD and 55 AD.
- **Purpose:** Paul's first letter to the Corinthians was written to a divided church to call them to become united for the sake of the Gospel. He was calling the Church to lay down the things that divided them to fully embrace the one thing that is strong enough to unite them: Christ crucified! According to the *ESV Study Bible*, the central theme of Paul's second letter to the Corinthians was "the relationship between suffering and the power of the Spirit in Paul's apostolic life, ministry, and message."

Romans

- **Author:** Paul is the author of Romans.
- **Timeframe:** Romans was probably written From Corinth in the winter of 56-57 AD.
- **Purpose:** Since the church in Rome had not received comprehensive teaching on the basic system of salvation and other truths of Christianity, the primary goal for Romans was to ensure a good

understanding of such things. Also, since many Jewish Christians were rejecting some of the new Gentile converts, it was essential that a 'level playing field' be given to all Believers.

Ephesians

- **Author:** The Apostle Paul wrote the letters to the Ephesians. Of course, we know Paul as the one-time chief enemy of the Church. After his miraculous conversion on the road to Damascus, Paul would go on to have a position of great importance in the early Church and beyond. He wrote 13 of the 27 books of the New Testament.
- **Time frame:** Ephesians was probably written by Paul from prison in the latter years of his life, sometime around 60 or 61 AD.
- **Purpose:** Paul had a very close relationship with the church in Ephesus. It seems as if the motivation for the letter was simply that the church would know how he was faring in his imprisonment. But, true to form, Paul couldn't help but teach. The letter covers general teaching on the work of Christ to redeem believers, unity among believers, and how believers are supposed to conduct themselves.

The Main Point

The goal of this session is to help students understand that when we begin a relationship with Christ, He begins to do a great work in us and through us. This relationship is the source of power that enables us to live a life that matters. This life does not come from our own strength, but rather from understanding what Christ is doing in us. Paul had numerous reasons to boast, and yet he acknowledges His greatest strength is Christ. Our goal is for students to feel the same!

The Takeaway

Our relationship with Christ empowers us to go out into the world and live a life that matters. The difference we make is only possible because of the difference Jesus makes in our life.

Lesson Plan

The **Lesson Plan** contains three elements: an introductory activity called *Getting Started*; the Bible study section called *Digging In*; and an application-focused segment called *Wrapping Up*.

Getting Started

- **Student Book Pages**
 - This lesson will utilize pages 16-20 in the *Make it Matter* Student Book.
 - This activity will use pages 16-17.
- **Additional Instructions**
 - You'll need a possible prize or an idea of a prize. This could be candy or even something like getting to go first in line for food. Get creative!

FIRST, explain that you're going to play a simple game involving words. You'll need to divide students into two teams. Once you have the students divided into these teams, you'll split each team in half. This will create Group 1 and 2 for both Teams A and B.

NEXT, you'll tell students that the game will be played in three parts.

- **Part 1** will consist of Group 1 students having 30 seconds to come up with as many words as they can with the allotted letters on page 17 of the book. The students in Group 2 are not allowed to have their books open. Once the time concludes, it's time for Part 2.
- In **Part 2**, the Group 1 students will have 30 seconds to whisper to members of Group 2 the words they came up with. The catch is that **NO ONE** on Group 2 is allowed to have a writing utensil or phone in their hands. They must remember as many of the words as possible.
- **Part 3** is where the fun happens: This is where students from Group 2 of Teams A and Team B will try to remember the words their respective Team 1 shared with them. After Group 1 has had 30 seconds to share with Group 2, have the Group 2s share their answers out loud, taking turns, going back and forth, the only catch being that you can't say a word that the other team has already said. The team who says the last word wins.

Once you have explained the rules, facilitate the game. If possible, consider providing something as a prize for the winning team.

THEN, begin to explain why this activity was facilitated in this way. You'll want to say something like this:

- **Did you have fun? The challenge was to see which team worked the best. Ideally, the second group in each team benefitted from the work of the first group. You had someone going ahead of you, doing the work, and then passing the answers along to you. Now, whether or not you could remember them is on you. (LOL) But in theory, the first group paved the way for the second group.**

FINALLY, begin the transition to the Bible study by saying something like this:

- **What if I told you that when it comes to our faith, there was someone ahead of us doing work, and preparing a way for us? Today's lesson will take a look at who is doing the work both ahead of us and in us.**

If you want, have a student read the Session Intro from page 16, then transition to the *Digging In* portion of your session.

Digging In

- **Student Book Pages**
 - This activity will utilize pages 18-19 in the *Make it Matter* Student Book.
- **Additional Instructions**
 - You'll want to make sure students have something to write with, and a Bible or Bible app.

FIRST, have students turn to pages 18-19 in their Student Books. Explain that you'll be looking at two passages of Scripture, the first of which is in 1 Corinthians. Take a moment and use the Bible Background section of this lesson to give students the context for 1 Corinthians: who wrote it, when it was written, and why. Then, begin speaking about Paul. The following questions are also listed in the book:

- **What do you know about Paul's life before he met the risen Christ on the road to Damascus?**
 - *Answer:* He was a persecutor of the church. The religious elite believed Saul, the man we know as Paul, was a big solution for eliminating the Christ-followers.
- **How did Paul go from persecuting the Church to helping build it?**
 - *Answer:* He had an encounter with Jesus that led to a transformation in his life. He began a personal relationship with Jesus. When Christ enters our lives, He begins a work in us that can

drastically change us.

NEXT, start the transition toward your first scripture passage. Remind students that you're going to look at one narrative passage from Scripture in each small group time, and then look at how the Bible speaks to the principles we see demonstrated in the story.

Explain that the passage they are about to read is Paul reminding the Corinthians of what he discussed with them when he was previously with them. In the midst of this, he mentions his encounter with Jesus and what happened as a result. Read or have a student read 1 Corinthians 15:1-11. Then, as you did in session 1, instruct students to use the space provided on page 18 to write down anything they think is important or meaningful from the narrative. Give them a few moments to do this. Then, ask something like this:

- **What details or important points jumped out at you?**
 - Allow students to share. Engage in a discussion as you go, asking students, "Why do you think that is important?" or "Why did that stand out?" or offering your thoughts or observations as you go. (*Continue with the rest of the questions below, omitting any that you've already covered based on your students' responses.*)
- **Paul passed along to the Corinthians something that was passed along to him. He says that what was passed along was of "first importance." What is Paul referring to? What is of "first importance"?**
 - *Answer:* It's the Gospel message. Paul wanted the church to understand that before they move forward in doing anything else as the church, they must start with their faith in Christ. He points to himself having received it because he wants them to understand he was no better than them until Jesus transformed his life.
- **Why does Paul explain what Jesus did, including who all he appeared to?**
 - *Answer:* If Jesus didn't do what we claim He did on the cross, then it would be impossible for Him to be working in us today. Paul is fact-checking here. He is writing this letter at a time when these people are still alive. If the Corinthians didn't believe Paul, they could, in theory, ask these folks if what Paul was saying is true. If we are going to claim the strength of Christ working in us, we must have confidence that Christ has already been working before us.
- **Paul calls himself the least deserving person that Christ appeared to. This is an interesting note because we look at Paul as a legend within the church as a whole. Why do you think Paul would think he was the least of those Jesus appeared to?**
 - *Answer:* Paul could have had a multitude of reasons for believing he was less than the apostles. What's important is understanding that someone like Paul still had a proper view of himself within the Kingdom of God. Paul was humble. It could be easy for Paul to view himself as a hero within the church, but that thought process could create more problems down the road.
- **Look at vs. 10. What does Paul say was given to him to make him who he is?**
 - *Answer:* The grace of God.
- **How does Paul react to this gift of grace from God?**
 - *Answer:* He worked harder than anyone else. He made sure the grace of God was not given in vain.

THEN, explain that Paul was making an impact in the world around him before he met Jesus. But it was the wrong kind of impact! Once he encountered Christ, his life was transformed, and his impact was used powerfully to share God's love with people all over the world and throughout time. Say something like:

- **Paul speaks in this passage about the importance of the Gospel and how it changed his life. Living a life that truly matters starts with knowing Jesus and being transformed by this knowledge. This is**

what happened to Paul. And this is possible for each of us, as well. Let's look at two places from Paul's writings where he fleshes this truth out.

NEXT, direct students' attention to page 19 and instruct students to turn in their Bibles or bible apps to Romans 10. Then, either have a student read Romans 10:9-13 or read it yourself. When you're finished, lead students in a brief discussion. Ask:

- **Verse 9 says that "if you confess with your mouth that Jesus is Lord and believe in your heart that God raised him from the dead, you will be saved." Saved from what? Why do we need saving?**
 - *Answer:* Help students see that everyone sins (Rom. 3:23), and our sin separates us from God and earns death for us (Rom. 6:23). Apart from a saving relationship with Jesus, we can never be at peace with God. When we come to faith in Jesus, we gain eternal life with God (John 3:16) and a life of purpose and meaning on this earth (John 10:10).
- **What does Paul say we must do to be saved? Do we have to work hard to earn God's grace? Do we have to check all the right boxes of what we think a Christian looks like? What do we have to do?**
 - *Answer:* Confess and believe. Paul says that salvation comes through faith in the person and work of Jesus.

Explain that the Gospel is powerful in its simplicity. God has made a way back to Him through His Son Jesus, and that relationship is possible by faith. Explain that Paul fleshes this out in another passage, but adds one more element that is interesting for us.

THEN, have students turn to Ephesians 2:8–10 in their Bibles, or simply look down the page on page 19. Read or have someone read the passage. Then, ask something like:

- **How are verses 8-9 similar to the Romans 10:9-10?**
 - *Answer:* Both remind us that we are saved by our faith in Jesus, not by anything we do. This is a gift from God, a result of His great grace.
- **But verse 10 is super instructive for our time together. As we talk about living a life that matters, a life of impact, what does verse 10 say to us about WHY God wants us to come to saving faith in Him?**
 - *Answer:* God has plans to use us! He wants our lives to be transformed by Jesus so that through us, He can transform the world. Part of why we were created by God is to be used by Him. This is a powerful truth and one that changes the way we see our lives and the impact we can have.

FINALLY, begin to wrap up your time in Bible study by saying something like this:

- **How was Paul able to do what he did? Because of the power of Jesus in him. This is the foundation of a life that matters. If we rely on ourselves as the foundation, then we lose the power of Christ working in us. Our lives may make an impact (like Paul's did before Jesus), but it won't be the kind of God-centered, lasting impact that matters. When we embrace this truth and begin looking for how God WANTS to work in and through us, then we open up a new world of possibility for His glory. The question we must ask ourselves is, "where do we stand with God"? Are we in a position, because of our relationship with Jesus, to be used by God to live a life of impact? Let's spend a few minutes thinking about this question.**

Ask if anyone has any thoughts or questions, then transition to the *Wrapping Up* portion of your lesson.

Wrapping Up

- **Student Book Pages**
 - This activity will utilize page 20 in the *Make it Matter* Student Book.
- **Additional Instructions**
 - Make sure students have something to write with.

FIRST, inform students that you want to create some space for them to consider and respond to God about all that you've just discussed. Explain that in just a moment, they are going to spend a few minutes reflecting, just God and them. Explain that there are prompts on page 20 and space for them to write down their responses if they choose. Encourage students to read the prompts on the page; consider reading them aloud for the group. The prompts are as follows:

- **Why is it so important to your faith that salvation comes through faith in Jesus and not through our own efforts?**
- **Where are you in your relationship with God right now? Is anything standing in the way of a more committed devotion to Him?**
- **How are you spending the life Jesus purchased for you on the cross? How is God working through you to change the world?**

THEN, once you've allowed time for students to share, ask if any want to share their responses. Don't push it. But be OK with silence for a few moments. Some students may take a little longer to decide to share. If no one shares, that's OK. Transition to close by saying something like:

- **There are a lot of ways to make an impact. But the only way to make an impact that has eternal value is to let God work through you to change the world around you for His glory. That's one of the reasons He calls us to Himself. Let this lesson be a challenge to you to surrender your life to Jesus, allowing Him to work not only in you but through you.**

FINALLY, ask students if they have any questions or additional comments. Inform students of the *Encounters* devotions located on pages 38-45 in their Student Books. Provide them with a schedule or some structure as to when you would like for them to work through them. (The first devotion is on page 38.)

If there are no more questions, close in prayer for your group.

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Session 3: The Way of God

What We Want Students to Learn: That a life of real impact is empowered by Gospel-centered friendships.

Scripture:

- Narrative Snapshot: Paul mentioning his “friends in ministry” (Romans 16)
- Supporting Passages: Ecclesiastes 4:9-12 and John 15:12-14

Session Snapshot: Romans 16 may at first seem like an unlikely passage to do a Bible study on. But it’s actually a super cool case study in what it looks like to live a life of meaning alongside others. Paul reminds us of a truth that is easy to miss: God created us to be in community with each other. Friendships are an invaluable blessing given by God to help us on our way. This session will help your students see this and challenge them to commit to seeing friendships as part of their life of impact.

Bible Background

The Bible Background is a focused, brief overview of some of the background info for the main passage you will be teaching.

Teacher Prep Video

Each Small Group Leader’s Guide comes with a *Teacher Prep Video*. These are simply short videos designed to help you grasp the main point of the lesson as you prepare to teach.

Your teacher prep videos are located in your download, under Small Group Lesson Plans. There is a sub-folder titled “Teacher Prep Videos” that will have a document for you. On the document, you should be able to click the link designated for the lesson you are currently on.

The Details

Romans

- **Author:** Paul is the author of Romans.
- **Time frame:** Romans was probably written from Corinth in the winter of 56-57 AD.
- **Purpose:** Since the church in Rome had not received comprehensive theological teaching on salvation and other implications of following Christ, Paul wrote Romans to ensure a good understanding of such things. Also, since many Jewish Christians were rejecting some of the new Gentile converts, it was essential that a level playing field was given to all Believers. This is what Paul was advocating for in Romans.

Ecclesiastes

- **Author:** Though there has been considerable debate over Ecclesiastes’ authorship over the centuries, the traditional view is that Solomon is its author.
- **Time frame:** If Solomon is held to be the author, then dating its writing to Solomon’s reign, 971-931 BC, puts it mid-10th century BC.
- **Purpose:** The purpose of Ecclesiastes is to call people to fear God in a world that has abandoned a pursuit of God. When we don’t seek God, we despair because there is no wisdom or truth apart from God.

John

- **Author:** The Gospel of John was written by John the Apostle, son of Zebedee. A fisherman who left his trade to follow Jesus, John also penned the Book of Revelation, as well as the three letters in the New Testament that bear his name.
- **Time frame:** The Gospel of John was probably written between 85 and 95 AD. John most likely wrote his gospel in Ephesus before he was exiled to Patmos.
- **Purpose:** John's stated purpose for writing this book can be found in John 20:30-31, the last two verses in his gospel: "Now Jesus did many other signs in the presence of the disciples, which are not written in this book; but these are written so that you may believe that Jesus is the Christ, the Son of God, and that by believing you may have life in his name." John's goal seems to have been to communicate a full theology of Jesus as the Messiah, the promised Son of God.

The Main Point

The main point of Romans 16 is to provide a valuable example of what it looks like to live a life that matters alongside friends who feel the same way. Romans 16 is a really fascinating look at a guy (Paul) who has lived his faith to its fullest but hasn't done it alone. Everyone who partnered with Paul was also doing the same thing. And while we might not be able to pronounce all the names (lol), it's obvious from reading Paul's list of friends that all of their lives were richer because they were on mission together.

The Takeaway

The takeaway here is for students to understand that the call to live a life that matters isn't the call to do it alone. God's plan was for His people to come alongside each other and impact the world together. We were never meant to go alone. This session will highlight this truth and call students to embrace this reality.

Lesson Plan

The Lesson Plan contains three elements: an introductory activity called Getting Started; the Bible study section called Digging In; and an application-focused segment called Wrapping Up.

Getting Started

- Student Book Pages
 - This lesson will utilize pages 24-28 in the Make It Matter Student Book.
 - This activity will use pages 24-25.
- Additional Instructions
 - None

FIRST, have students turn to page 24 of their student books. Direct their attention to the questions on the page and say something like this:

- **Friends are awesome, aren't they? Take a moment and look at these questions. Think about your best friend or maybe your group of friends. Answer as many of these as you want in the next couple of minutes. Have fun. We're going to share some of our responses when you're done.**

NEXT, allow them time to answer the questions. Remind them they don't have to answer all, and they don't have to share. But once they've had a chance to answer, allow anyone to share a chance to do so. Have fun

with this. Let it breathe for a bit. Laugh at funny stories. Respond in shock to the friend who has still not given back the two pairs of lululemon leggings. Let your group have their moment. The questions are listed here as well as in the book:

- **What is the craziest thing you've ever done with a friend?**
- **Write down a time when you really needed a friend, and they were there.**
- **What is the best gift a friend has ever given you?**
- **Write down a time when a friend kept you from making a fool of yourself.**
- **What is the most scared you've ever been with a friend?**
- **Write down that one thing a friend borrowed from you that they still haven't given back.**
- **Write down the best meal you've ever eaten with a friend.**
- **Write down the worst meal you've ever eaten with a friend.**
- **What is the most embarrassing thing that's ever happened to you with a friend?**
- **What is the hardest you've ever laughed with a friend?**

NEXT, when you've had your fun, have a student turn over to page 25 and read the introduction out loud. When they've finished, say something like:

- **We're about to read a really cool passage from the apostle Paul where we see the role that friends played in his life and ministry. As we do, I want you to take a step back and think, maybe for the first time, the role that your friends could play in your life of impact. It's a powerful concept. Let's jump in.**

If there are no more comments or questions, transition to the *Digging In* section of your lesson.

Digging In

- **Student Book Pages**
 - This activity will utilize pages 26-27 in the *Make It Matter* Student Book.
- **Additional Instructions**
 - You'll want to make sure students have something to write with, and a Bible or Bible app.

FIRST, remind students that you're continuing to look at narrative passages from Scripture and asking what the stories teach us about living a life that matters.

For this narrative, have students turn to Romans 16 in their Bibles or Bible apps. While they are finding it, provide some context for where you're picking up the story. Say something like:

- **Where we pick up the story, Paul is writing about five years before he would be killed for his faith in Jesus. Shortly after writing this, he will be imprisoned in Rome and will write Ephesians, Philippians, Colossians, and Philemon. But where we pick up, he has just come off a five-year missionary journey, his third such trip that we know of. He has been working hard! He has been pouring himself out for the Gospel. But what we're about to see is that he is not alone.**

THEN, before you read the narrative, explain to students that they need to listen carefully for any specific details that jump out at them. They'll have a moment to write these down once the story has been read. Read Romans 16 aloud. (*NOTE: This passage is FULL of really hard to pronounce names. It's OK! Push forward. You can make light of it when you're done, but try not to get too light-hearted about it during the reading. It can*

take away from the moment.) When the passage has been read, give students about a minute or so to write down any detail or point that really stood out in the space provided on page 26. Once you've allowed them to do so, jump into a brief discussion of the story. Ask something like:

- **OK, what details or important points jumped out at you?**
 - Allow students to share. Engage in discussion as you go, asking students, "Why do you think that is important?" or "Why did that stand out?" or offering your thoughts or observations as you go. (*Continue with the rest of the questions below, omitting any that you've already covered based on your students' responses.*)
- **How many names does Paul mention? Take a guess.**
 - *Answer:* It's 37 people, though he references multiple households, so the number is higher than that.
- **What impression does the leave with you? What is the takeaway from a list like this?**
 - Answers will vary. But there is something really, really cool here. Paul lived a life of impact. But he SHARED this life with so many. So many people's lives intersected with his life as they all served the Lord together.
- **Paul gives this warning in verses 17-18. What is the nature of his warning?**
 - *Answer:* To watch out for people who cause divisions and create obstacles.
- **What does this warning imply about all the people Paul had just mentioned?**
 - *Answer:* That the opposite was true about them. The people Paul listed in verses 1-16 were people who were unified with Paul and on the same page with him.
- **Look at some of the descriptions of the people who served with Paul. Which ones stand out as the most significant descriptions?**
 - Answers will vary.
- **What do you think it made these people feel like to hear Paul speak about them this way?**
 - Answers will vary.
- **In your own words, what impact did Paul's friends seem to have on his ministry?**
 - Answers will vary. But Paul expresses a profound amount of affection and love and appreciation for these people. Paul seems to know each one so well and express joy in the role they all played together in living lives of impact.

As you wrap up this section, consider saying something like this:

- **Could Paul have made an impact without his friends? Sure. He most definitely could. But we'll never know how much more impact he made because he had some great friends alongside him. And let's be honest: it's not a stretch to say that with his friends he probably ENJOYED ministry so much more! You can sense it in the tone of how we described his friends. So, yes, Paul would still be an awesome guy if he was flying solo. But that wasn't God's plan. And that's not God's plan for you. Scripture is clear: friends are an important part of living a life of impact. Let's see where else we see this.**

NEXT, have students turn to page 27. Have a student read Ecclesiastes 4:9-12. Give some context for the passage using the Bible Background if you choose. Then ask:

- **Overall, what are these verses trying to say?**
 - Answers will vary. But this ancient, Old Testament wisdom literature sums up what Paul knew in the 1st Century and what we know today: life is more meaningful with friends. We are able to make a greater impact when we move forward with likeminded people at our sides.
- **Can you think of some examples of how a 21st-century teenager may "fall." What about some examples of how a friend can lift them up when they fall?**

- Answers will vary. Allow your students time to really consider this question because of how relevant it is to their daily lives.
- **In your own words, what does it mean that “a threefold cord is not quickly broken”?**
 - Answers will vary. But help them understand that the analogy is how strong we are together (a rope made of three strands) as opposed to how weak we can be alone (a rope of one strand).

Help students see that it should be clear at this point that the picture the Bible paints of the value of friendship is a strong one. But we're not done yet. Explain to students that you're going to look one more place to see what Jesus Himself had to say about living our life on mission with our friends.

THEN, have students read John 15:12-14 before leading them in a short discussion. Ask:

- **How did Jesus love us? Give some examples.**
 - Answers will vary, but help students see that Jesus' love for us was selfless, sacrificial, trustworthy, honest, and so on.
- **What does it look like to love your friends in the same way Jesus loved us?**
 - Answers will vary. Allow your students to share their responses and to really think about what this looks like in their context.
- **You likely will not ever be called to literally give up your own life for your friend's life. But what does it look like to sacrifice your own needs or wants to put others first?**
 - Answers will vary.

FINALLY, when you've finished, say:

- **It should be abundantly clear to us at this point: we were meant to do life alongside friends. We can live a life that matters apart from our friends. But when we link arms with others who are on the same journey as us, we increase our impact. We multiply it. We hold each other accountable. We pick each other up. And let's be honest, we have a lot more fun. Let's wrap up by seeing exactly how we can practically apply this in our lives.**

Ask if anyone has any thoughts or questions, then transition to the *Wrapping Up* portion of your lesson.

Wrapping Up

- **Student Book Pages**
 - This activity will utilize page 28 in the *Make It Matter* Student Book.
- **Additional Instructions**
 - Make sure students have something to write with.

FIRST, explain to students that you're going to take a few minutes and have students think about the role their friends have played in their lives, and specifically, how committed they are to these friends.

Start by having students look at the prompt at the top of page 28. Have them take a few minutes and think about the friends who have been helpful to them in living out their faith. Instruct them to write these friends' first names or initials in the space provided. When you've finished, consider asking students to share some examples of how these friends have helped. Then, transition to the next part of this activity.

NEXT, explain that it's easy to be friends. But it takes more to be friends who are committed to living a life of impact together. Instruct students to look at the two additional prompts on page 28. Say something like:

- **I want to challenge you as we wrap up our time in this session to consider two specific commitments. The first is that you would be more committed to lifting others up. That you would be an encourager. That you would be someone who can be counted on to pick other people up and help them on their journeys. In the space provided, I want you to take a few minutes to write down what this looks like. How can you do this practically?**

Allow a few minutes for brainstorming, then allow students to share.

THEN, do the same for the second commitment. Say something like:

- **Here's the truth: we don't like to tell people we need help. We don't like to look weak or like we don't have it all together. But the truth is that we need to be lifted up in the same way that we need to lift up others. So how do we communicate to others that we need help? What are some ways? Think about that for a second, and then let's share some of your thoughts.**

After giving students time to process and write down their responses, allow some time for discussion. Close by challenging them to commit to being better friends, and to let others be better friends to them. Remind them it's a vital part of living a life that matters.

FINALLY, ask students if they have any questions or additional comments. Inform students of the *Encounters* devotions located on pages 38-45 in their Student Books. Provide them with a schedule or some structure as to when you would like for them to work through them. (The first devotion is on page 38.)

If there are no more questions, close in prayer for your group.

GENERATE CAMP: Make it Matter

Session 4: The Will of God

What We Want Students to Learn: That a life of real impact is found through living out God's will for us.

Scripture: Genesis 12:1-9

Supporting Scripture: Romans 12:1–2 and Proverbs 3:5-6

Session Snapshot: When we understand that God is working around and in us, we gain insight into what God's will for our lives is. We will look at Abraham and God's unique calling to go. Abraham isn't given a where, but he simply goes. Abraham's trust allowed him to be a part of something so amazing. Our trust empowers God's plan for our life. There is a world we are called to move towards beyond this experience, and we will use our lives to make it matter!

Bible Background

The Bible Background is a focused, brief overview of some of the background info for the main passage you will be teaching.

Teacher Prep Video

Each Small Group Leader's Guide comes with a *Teacher Prep Video*. These are simply short videos designed to help you grasp the main point of the lesson as you prepare to teach.

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The Details

Genesis

- **Author:** While there's no specific author named within the text, Moses is the accepted author of Genesis.
- **Timeframe:** It's difficult to establish with any certainty a date for the writing of Genesis. The uncertainty depends on the date of the Exodus (which is also not known for sure), placing the date for the writing of Genesis sometime in the 1400s or the 1200s BC
- **Purpose:** Genesis is a part of the Pentateuch, the group of five books (including Exodus, Numbers, and Leviticus) that are viewed as a unit. Genesis details the earliest history of our world, including creation and Adam and Eves' fall. It also focuses on the emergence of Israel, not only as God's people, but as the group, God would work through to bring redemption to the world.

Romans

- **Author:** Paul is the author of Romans.
- **Timeframe:** Romans was probably written from Corinth in the winter of 56-57 AD.
- **Purpose:** Since the church in Rome had not received comprehensive theological teaching on salvation and other implications of following Christ, Paul wrote Romans to ensure a good understanding of such

things. In addition, since many Jewish Christians were rejecting some of the new Gentile converts, it was essential that a 'level playing field' be given to all Believers. This is what Paul was advocating for in Romans.

Proverbs

- **Author:** Proverbs initially is attributed to Solomon in its earliest chapters; however, chapter 22 reveals that some of the sayings of the book were articulated by a circle of other wise men, referred to as "the sayings of the wise." (24:23) Chapters 30 and 31 were inspired through Agur son of Jakeh and King Lemuel, respectively.
- **Timeframe:** The bulk of the book of Proverbs stems from Solomon's era during the Tenth Century BC when Israel was united as a kingdom. Some chapters, such as references to Hezekiah's men, indicate additional compilation took place between 715 BC to 686 BC, or perhaps that this was when the complete book of Proverbs was retroactively tied together.
- **Purpose:** The primary purpose of a proverb is to offer a short, compact truth that leads to wisdom, godly life, and a fuller understanding of choices and consequences. They are predominantly observational as if written out of one's own experiences or insight from the Lord.

The Main Point

God has a will for your life, and this plan is going to be far greater than anything this world could offer. We are called to follow God even when there aren't specific instructions. God is bigger than anyone we are going to encounter in this life, and our faith in Him will provide the hope we need in order to pursue and live out a life that truly matters.

The Takeaway

If I want to live a life that truly matters, then I must pursue God and His will for my life above all else.

Lesson Plan

The **Lesson Plan** contains three elements: an introductory activity called *Getting Started*; the Bible study section called *Digging In*; and an application-focused segment called *Wrapping Up*.

Getting Started

- **Student Book Pages**
 - This lesson will utilize pages 32-36 in the *Make it Matter* Student Book.
 - This activity will use pages 32-33.
- **Additional Instructions**
 - None

FIRST, explain to students that they're going to participate in an activity that has them thinking about the concept of "purpose" and why it's so important to get it right. To begin, have your group look at the page in the book. They'll notice five blank spaces on the page. Begin by asking students to name off random objects. As they do so, "pick" five objects you want them to write down in their books. Have them write the objects down you choose.

THEN, once they have done this, instruct them to get into groups and pick one of the objects. For each object, their goal is to come up with as many uses for this item that are NOT its original purpose. For example, if a group chose a flashlight, they may brainstorm uses for the flashlight that included, a hammer, a weight, a fidget cube, etc. Explain that you are going to have each group share when the time is up. Allow students to divide up and give them 60 seconds to choose their object and come up with their different purposes.

THEN, go around and chat with the different groups having them share which object they chose and some of the purposes they brainstormed. Once people have shared, consider having the entire group answer the following questions or similar ones:

- **What was the absolute dumbest use of an object?**
- **What was the most creative new purpose?**
- **Which one was likely to get you in the most trouble?**
- **Was there one that, after thinking about it, actually seemed like a better use of the object than its original purpose?**

FINALLY, when everyone has shared, say something like this:

- **These are all incredibly creative, and it's a fun job to try and reinvent the purpose of something. Some of you did an incredible job coming up with new ideas, and I may not view some of these objects the same! In today's lesson, we're going to talk about God's will for our lives. There is a multitude of directions we could take our lives, and sometimes God has a specific calling for us. This calling doesn't always come with a printed out step-by-step instruction manual. Creativity feels needed at times, and today we'll see an example of that. The passage we are looking at today features a man who received a big call with minimal details. Let's jump right in.**

Digging In

- **Student Book Pages**
 - This activity will utilize pages 34-35 in the *Make it Matter* Student Book.
- **Additional Instructions**
 - You'll want to make sure students have something to write with, and a Bible or Bible app.

FIRST, explain to students that similar to what they've done in previous sessions, you're going to be looking at one narrative passage that will set up a discussion for other verses. Instruct students to turn to page 34 in their student books and to Genesis 12 in their Bibles or Bible apps. Consider using the Bible Background section to explain the context of Genesis. Explain to students that you're going to focus on how God called Abraham, who was still called Abram in this passage, to a life of real impact.

NEXT, give students a moment to read and maybe re-read the passage. Instruct them to use the space provided on page 34 to write down any observations from the passage, anything that stands out to them as important or significant, or anything they have a question about. When they have had time to read and write down their observations, ask something like this:

- **What details or important points jumped out at you?**
 - Allow students to share. Engage in a discussion as you go, asking students, "Why do you think that is important?" or "Why did that stand out?" or offering your thoughts or observations as

you go. (Continue with the rest of the questions below, omitting any that you've already covered based on your students' responses.)

- **Where was the land that Abraham was called to go? Why is this instruction left vague?**
 - *Answer:* God didn't tell him. God just said, "go." Sometimes, obeying God's will isn't a simple thing. We like to operate in the world of guarantees and constants, but that world requires little faith. God is asking us to demonstrate faith as we search for and follow His will.
- **Look back at Genesis 12:4. Why do you think the author takes time to point out Abraham's age?**
 - *Answer:* First, it spoke to the miracle God was going to do. Second, the author is trying to demonstrate that age is not a determining factor for God's will. Abraham had lived a full life. He could have decided to not obey the call he received because he had already done enough. But he obeyed.
- **What limits does the world put on you because of your age?**
 - *Answer:* Answers will vary, but be sure to remember and highlight some of these reasons. Remind students that God chose Abraham to live a life that mattered in spite of an age that, to anyone watching, would have disqualified him. You may think that you aren't ready or that there are too many reasons for God not to use you. Abraham could have felt the same way. But he didn't.
- **Abraham and his family traveled through quite a few lands on their journey towards the land they had been promised. What was Abraham's reaction when God spoke to him while they were in Canaan?**
 - *Answer:* He stopped and built an altar. In fact, Abraham built multiple altars as he journeyed through the lands.
- **Why do you think Abraham built altars in all of those places?**
 - *Answer:* The altar was used as a way to remember the Lord moving and speaking. Altars serve the purpose of a physical memory throughout Scripture. Abraham wanted to remember that as he journeyed, he was following a God of purpose.
- **Do you remember any of the rest of Abraham's story? Do you think the road to becoming a great nation was easy or hard? Why is this important to understand?**
 - *Answer:* He didn't have a simple or easy journey to becoming the father of the nation of Israel. We know from the rest of his story that there were multiple moments he thought he would die. There was even a moment where he thought he was going to have to offer his own son as a sacrifice! We know the road wasn't smooth, and this matters because we aren't promised a smooth journey when following God's will.
- **What is the promise given to Abraham about those he would encounter while following God's promise and will for Abraham's life?**
 - *Answer:* "I will bless those who bless you, and him who dishonors you, I will curse." God promises that we will encounter different types of people along the way, but we are walking the journey with God Himself. We have God on our side, and this is the relationship that matters most!

THEN, explain that Abraham got to experience a life of amazing impact, a life we're still reading about today because he obediently followed God's will. Say something like:

- **God isn't some distant, hands-off deity. God is actively working in the world around us. He chooses to work in and through us to impact the world around us. He has a plan, and His plan for YOU is part of His big-picture plan for all of humanity. Abraham got this. Let's look at a few more passages from Scripture that help drive this concept home.**

NEXT, direct students' attention to page 35 and instruct students to turn in their Bibles or bible apps to Romans 12. If you want, give some context for the passage using the Bible Background. Then, either have a student read Romans 12:1-2 or read it yourself. When you're finished, lead students in a brief discussion. Ask:

- **When Paul says that we are to present our bodies as a sacrifice to God, do you know what he means?**
 - *Answer:* Just like in the Old Testament, when a sacrifice was made to God, we are to give our lives to Him. Holding nothing back. It means going all in!
- **Verse 2 has a very interesting challenge. What does it mean to conform to something?**
 - *Answer:* It means to become like something, to be molded into the same shape as something.
- **What are we to be conformed to: The world? Or God?**
 - *Answer:* God. That's what Paul is insinuating here. We will all be shaped like something. The call on us as Believers is to live a life shaped like God.
- **What does Paul say happens when we surrender our lives to God and desire to live like Him?**
 - *Answer:* We are in the perfect place to know and experience God's will for our lives.

Say something like:

- **When our lives are ordered the right way, when we don't desire to be like the world around us and instead seek to be like God, we put ourselves in a spot to be led by God. We open ourselves up to experience His plans for us. It's as if we're telling God, "I am yours. Use me as you will. I can't wait to see what you have for me." And we can take this attitude because God is uniquely trustworthy. We see that in our next set of verses.**

THEN, read or have a student read Proverbs 3:5–6. When you've finished, consider asking the following questions:

- **What role does trust play in living out God's will for us?**
 - *Answer:* We have to trust that God's will is good. We have to trust that God is in control and has His glory and our best interest in mind.
- **Can you think of a time when you "leaned on your own understanding," and not God's? How did that work out?**
 - Answers will vary.
- **When Proverbs 6 says that God will "make straight your paths," it doesn't mean that things will always be easy. What DOES it mean?**
 - *Answer:* It means that even though we will still experience tough times, God is ultimately in control. He is directing our lives. He will lead us in the right direction, according to His will.

FINALLY, wrap up what you have learned into a final takeaway. Say something like this:

- **Did Abraham have all the answers when God called him to go? No. He didn't. But he obeyed. And in doing so, his life had a tremendous impact. God worked through him to do a mighty thing. Abraham heard God's call and said yes. We are called to do the same, to live our lives as sacrifices, offering them willingly to God. And we can trust God to direct our lives in such a way that He will be glorified, and we will experience an awesome existence with Him. It's the only way to live a life that TRULY matters.**

Explain to students that you're going to head into the *Wrapping Up* section, where you'll look at some basic questions to help us gauge when and how to find God's will for our lives.

If there are no more questions, turn the page to the *Wrapping Up* portion of your lesson on page 36 and spend a few minutes looking at how this fleshes itself out in their lives.

Wrapping Up

- **Student Book Pages**
 - This activity will utilize page 36 in the *Make it Matter* Student Book.
- **Additional Instructions**
 - Make sure students have something to write with.

FIRST, decide how you'll facilitate this activity. As it is the last activity of the last session, you may choose to process it as a group, or you may choose to send students away with it as a follow-up activity to focus on after your event is over.

- If you choose to have students work through the activity on their own after the event is over, instruct them to commit to following up with this page once they are home. You may want to set a reminder to text or call them a few days after your event to remind them to spend some time thinking through their responses.
- If you choose to process the activity as a group, instruct students to take a few moments and work through the questions, being intentional about writing down their responses. When they have finished, you may want to ask students if anyone wants to share their responses to the second and third questions.

The questions are located on page 36 for them to process and use today and for days to come.

Regardless of how you choose to facilitate the activity, make sure you encourage students to give some serious consideration as to HOW they are living out a life of impact. Remind them that if we're not intentional about making change, change often doesn't happen. Remind them that if they have been saved by faith in Christ, they have the Holy Spirit living in them, empowering them to live out their faith; they are not alone. Encourage students to write out these questions after this event, and to post them somewhere they will see beyond this event.

As time allows, spend some time in prayer for your students, especially as it pertains to them living out their purpose in their daily lives.

FINALLY, ask students if they have any questions or additional comments. Inform students of the *Encounters* devotions located on pages 38-45 in their Student Books. Provide them with a schedule or some structure as to when you would like for them to work through them. (The first devotion is on page 38.)