

## SGL GUIDE INTEGRATED

First Place / Week 4

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### SO HOW DOES THIS WORK?

The SGL Guide Integrated incorporates teaching time with small group time so that the message is broken up and discussed along the way.

#### TEACHING LIVE

The speaker will identify key moments to pause during the message and direct students to turn to their small groups and discuss. You as the speaker can decide when, where, and how often to pause, or you can watch the teaching video to get some ideas!

#### TEACHING VIDEO

The communicator on the teaching video will pause at key moments and a cue will appear on the screen. Remember to pause the video and give your group time to discuss. Your church may give you a specific amount of time for each pause or leave it up to you. When the conversation is ready to transition, start up the video again.

For this video, you will pause for small group conversation at the following times:

1. 00:11
2. 01:09
3. 01:19
4. 03:48
5. 09:35
6. 11:09
7. 12:39
8. 12:49

After the video, be sure to wrap up with more discussion if needed or prayer time.

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### DON'T FORGET

#### READ AHEAD

No matter where or how you lead your group, it's important to spend a few minutes preparing. Take time to read the **THINK ABOUT THIS** section which will set you up to meet your students right where they are. And don't forget the **GOAL OF SMALL GROUP** which will point your conversation in the right direction.

#### MAKE IT PERSONAL

Remember, nobody knows your group quite like you. Just because a question appears on a piece of paper or on screen doesn't mean you have to ask it or use the same words. Ultimately, **YOU** are guiding the conversation for your group. So feel free to add, delete, or adapt questions to meet their needs.

#### LET THEM KNOW WHAT IS HAPPENING

Chances are, your few are curious what group will look like if you're changing formats. At the beginning of group time, give them an idea how the format may have changed so they will know what to expect.

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## BEFORE GROUP

### BOTTOM LINE

Love people the way Jesus loves people.

### SCRIPTURE

*When a Samaritan woman came to draw water, Jesus said to her, “Will you give me a drink?” (His disciples had gone into the town to buy food.) The Samaritan woman said to him, “You are a Jew and I am a Samaritan woman. How can you ask me for a drink?” (For Jews do not associate with Samaritans.) (John 4:7-9 NIV)*

*Many of the Samaritans from that town believed in him because of the woman’s testimony (John 4:39a NIV).*

*Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’ All the Law and the Prophets hang on these two commandments” (Matthew 22:37-40 NIV).*

### GOAL OF SMALL GROUP

To encourage students to take steps toward loving and caring for others—especially those who are different than they are—the way Jesus loves and cares for us all.

### THINK ABOUT THIS

To close this series, we’re talking about what it looks like to love others the way God loves them. Specifically, the conversation centers on loving those who are different from us in one way or another. This may be challenging for your group for a few reasons. First, as middle schoolers, they don’t always have a lot of control over who they spend time with on a regular basis. They can’t drive, choose their classmates, pick who is on their team, or have the option of meeting new people in new places on their own. That means that often, even without meaning to, they can be surrounded by people who seem similar. Second, they’re also still living under the rules and opinions of those in charge of them. So while they may be open to getting to know or hanging out with someone who is different, the adults in their lives may not allow them to do so. Finally, middle schoolers tend to think about one thing more than anything: themselves. This isn’t a bad thing; it’s just where they are in development! That means they may not recognize yet the value in expanding their circle or getting to know someone who isn’t like them. That’s all okay! Your conversation and encouragement will plant the seed to help them look for and love people who are different from them as they grow up.

*This guide is a suggestion, not a formula. Adjust the questions and activities as needed, and don’t feel like you need to do, or ask, everything you see here.*

## DURING GROUP

### **After the first break, complete this ice breaker:**

When it comes to screens, which is your first pick: your phone, your TV, your laptop, your tablet, or your gaming system?

### **After the second break, complete this activity:**

Line up your group and ask them these questions:

Take a step forward if you’ve ever met someone who . . .

- Had different interests than you.
- Had a different style than you.
- Spoke a different language than you.

- Thought something was cool that you didn't.
- Had a different skill/talent than you.
- Had a different faith than you.
- Had a different idea of what is right and wrong than you.
- Has a family that's different from yours.

**After the third break, discuss this question:**

1. What surprised you the most about that activity?

**After the fourth break, discuss these questions:**

2. On a scale of 1 to 10, how difficult is it for you to love someone who is different from you?
3. What's one thing that might make loving someone who is different from you difficult to do?

**After the fifth break, discuss these questions:**

4. Why is it important to see the value in people who are different from us?
5. How did Jesus treat those who were different from Him? (SGL: Feel free to share examples of how Jesus did this to get the conversation started if needed.)

**After the sixth break, discuss these questions:**

6. How might loving people like Jesus change the way we see them?
7. How might it change us?

**After the seventh break, complete this activity:**

Give each student two differently-colored piles of M&Ms and the provided resource sheet. Use the provided Small Group Leader instruction sheet to guide your students through this XP.

**After the eighth break, discuss these questions:**

8. What surprised you the most about which color M&Ms ended up in the large circle?
  9. This week, how can you learn more about people around you who are different from you?
  10. This week, when will you get to know someone new?
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# SAME -OR- DIFFERENT?

## LEADER INSTRUCTIONS

### DO THIS

- Give each student 30 items of one color, 30 items of another color, and the provided resource sheet.
- Say the following prompts to help students identify if/where they surround themselves with people who are similar to them.

### SAY THIS

- Separate your items into two piles based on color. Place one pile in the “Same” circle and the other pile into the “Different” circle on your sheet.
- Write down the names of 5 friends who aren’t in this room on your sheet.

### SPORTS TEAM/CLUB

- Of those 5 friends, how many are on the same sports team or in the same club as you? Take that number of items from the “Same” pile and put them in the large empty circle on your sheet.
- Of those 5 friends, how many aren’t on your sports team or in the same club as you? Take that number of items from the “Different” pile and put them into the large empty circle on your sheet.

### CLASS

- Of those 5 friends, how many are in the same class as you? Take that number of items from the “Same” pile and put them in the large empty circle on your sheet.
- Of those 5 friends, how many aren’t in your class? Take that number of items from the “Different” pile and put them into the large empty circle on your sheet.

### NEIGHBORHOOD

- Of those 5 friends, how many live in the same neighborhood or ride the same bus as you? Take that number of items from the “Same” pile and put them in the large empty circle on your sheet.
- Of those 5 friends, how many don’t live in your neighborhood or ride on your bus? Take that number of items from the “Different” pile and put them into the large empty circle on your sheet.

### SHOWS/INFLUENCERS

- Of those 5 friends, how many watch the same shows or influencers as you? Take that number of items from the “Same” pile and put them in the large empty circle on your sheet.
- Of those 5 friends, how many watch different shows or influencers as you? Take that number of items from the “Different” pile and put them in the large empty circle on your sheet.

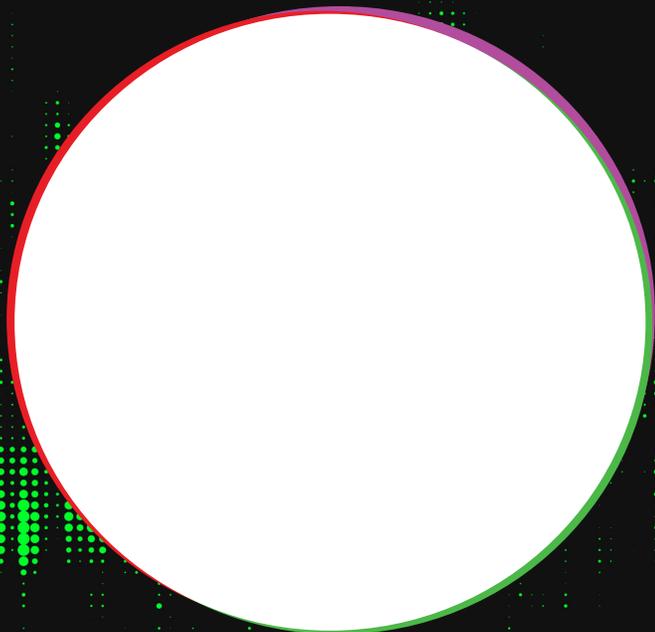
### LANGUAGE

- Of those 5 friends, how many speak the same language as you? Take that number of items from the “Same” pile and put them in the large empty circle on your sheet.
- Of those 5 friends, how many don’t speak the same language as you? Take that number of items from the “Different” pile and put them in the large empty circle on your sheet.

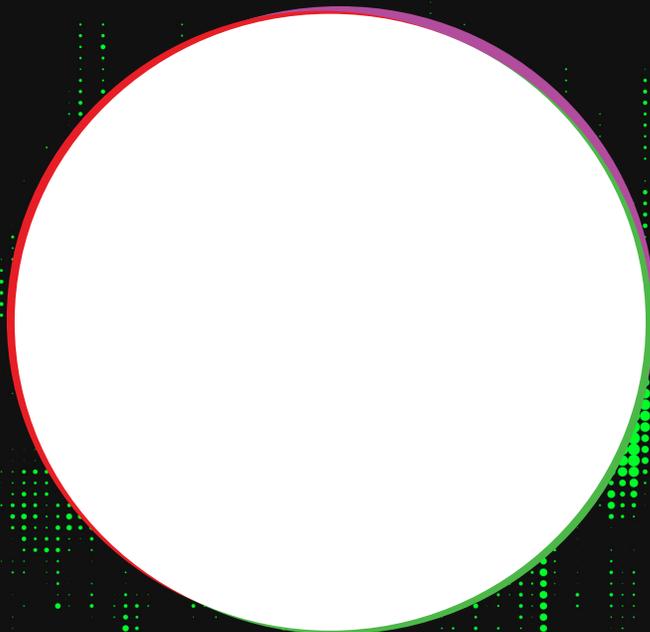
### FAITH BELIEFS

- Of those 5 friends, how many have the same faith beliefs as you? Take that number of items from the “Same” pile and put them in the large empty circle on your sheet.
- Of those 5 friends, how many don’t have the same faith beliefs as you? Take that number of items from the “Different” pile and put them in the large empty circle on your sheet.

# SAME -OR- DIFFERENT?



SAME



DIFFERENT

NAMES OF 5 FRIENDS

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