

SGL GUIDE INTEGRATED

Start the Party / Week 9

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:

00:50

01:50

07:00

09:39

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

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.

SMALL GROUP LEADER GUIDE

Start the Party / Week 9

BEFORE GROUP

BOTTOM LINE

A party starter knows there is always something to learn from others.

SCRIPTURE

“His parents didn’t know what to think. ‘Son,’ his mother said to him, ‘why have you done this to us? Your father and I have been frantic, searching for you everywhere.’

“‘But why did you need to search?’ [Jesus] asked. ‘Didn’t you know that I must be in my Father’s house?’ But they didn’t understand what he meant” (Luke 2:48-50 NLT).

Jesus grew in wisdom and stature, and in favor with God and man” (Luke 2:52 NIV).

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; the one who seeks finds; and the one who knocks, the door will be opened” (Matthew 7:7-8 NIV).

GOAL OF SMALL GROUP

To help students see the benefit in learning from others.

THINK ABOUT THIS

The conversation this week may be one that your older students (late 7th graders and 8th graders) will better be able to jump into than your younger students (6th graders and early 7th graders). If it’s a challenge for your younger middle schoolers, that’s okay! It’s a challenge worth inviting them into as it will plant the seeds that help them understand what may be motivating their thinking. For most middle schoolers, many “answers” they hold on to in this phase come from their peers or their desire to fit in with them. While that isn’t always a bad thing, it’s important to help your students see that this approach can cause them to miss out on the chance to be open minded, learn from others, and discover new things or perspectives. They can often feel forced to listen to or learn from others (especially adults!) in this phase, so help your students see that learning from others doesn’t have to be a negative thing. Here, the opportunity is to recognize the potential they have to learn from others (for better or worse) and to help them use discernment to think about who they can learn from in their lives right now.

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 activity:

DO THIS (EXPERIENCE)

On note cards, ask your students to anonymously write down one thing they are really sure about or know is true and place it in a box. (What they write down can be funny or serious.) Read through all of the cards one-at-a-time and ask if anyone has questions or different opinions about each one.

DISCUSS THIS

After the second break, discuss these questions:

1. Have you ever felt like you had to pretend to know the answer to something? Tell us about it!
2. What’s the difference between having an opinion and having an answer?

After the third break, discuss these questions:

3. What’s one reason a middle schooler might not want to learn from others?
4. Does knowing that even Jesus learned from others change anything for you? Why or why not?
5. What’s one way learning from someone else can be good for you?

After the fourth break, discuss these questions:

6. Who is one person you can learn from right now?
7. What qualities do they have that make you think they’re worth listening to?
8. This week, how are you going to learn from that person?