



MIDDLE SCHOOL RESOURCE

The God Who Sends: Session 8

Fellowship

Key Statement: God's people share fellowship 1) with Christ, 2) with Christ's people, and 3) in Christ's mission.

::CONNECT::

Option 1: *With Illustrated*

- The big idea of the first point in the lesson is that we now share fellowship with Jesus. Skye Jethani's five explanations give a very helpful and convicting picture of how different Christians view their relationship with Jesus. The students' job is to portray these five relationships.
 - Start by making a list of real-to-life situations that the students come up with. It could be anything:
 - A student trying out for all-state band
 - A student preparing to go on an overseas mission trip and trying to raise support.
 - A family having a tough time making ends meet
 - A father and son about to go on a three-day backpacking trip
 - Anything along these lines will do the trick.
- Break the students into groups of 3-4. Assign to each one of the situations they've come up with. Their job is now to show brief vignettes of that situation in each of the five ways Christians can think of their relationship with Jesus. For example (using the father-son backpacking trip):
 - Life under God: they adhere to ritualistic prayer and moral principles to please God on their trip.
 - Life over God: they adhere to some principle (leave no trace, etc.) without any connection to God as Father or Lord.
 - Life from God: they go on the trip asking the Lord to bless their trip and to give them safety, seeing that as more important than a relationship with God himself
 - Life for God: they go on the trip with a crusading goal of sharing the gospel with all they meet, including condemning anyone they find who is living together outside of wedlock, using drugs, etc.
 - Life with God: they go on the trip expecting to meet God, be it in joy or in suffering, in great weather or in bad. Of course, they pray for good

times and safety and fun, but they are resting in the Good Shepherd who will see them through whatever weather or circumstances they may encounter.

- Give them time to prep their skits and then show them.
- Debrief the skits. Ask the students which of the five “lives” they are most prone to. Which of the five is the sweetest? How do we ask the Holy Spirit to help us live *with* God, rather than any of the others?

Option 2: Illustrated Guide Again

- To reinforce the second point of the lesson, your students are being asked to provide an illustrated guide to Romans 12:9-18. Assign one or two of the commands to each student (I counted 24 commands total in this section, though many of them overlap).
- Each student is to make a drawing illustrating that principle. Make them as real life as possible. If it would help, feel free to assign them specific settings to get them thinking. For example (you could also ask their help in generating this list by asking them to think of places and situations in which they find themselves regularly):
 - the locker room
 - the band room
 - the bus
 - in the van with the rest of your family
 - on Facebook/Snapchat
 - in the cafeteria
 - in a sports game
 - at a cheer competition
 - other stuff?
- Give them time to make their drawings, then let them share them and explain.
- Debrief. This lesson isn't very hard to grasp, or even illustrate. It is very, very difficult to do. How does one do it? Answer: only by desperate reliance on the Holy Spirit!). Talk to your kids about how we need to die to ourselves and live to Jesus and to others (fellowship!) to make these commands come true. For instance, to outdo one another in showing honor in the vanpool might mean you let your younger sibling ride shotgun, or you respect your mom's or dad's command the first time, and help with the difficult, younger siblings. It can only be done because of our fellowship with Jesus (point 1) and our united mission with him and other believers (point 3).

::CONVEY::

If you are pressed for time this week, consider only covering 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