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SESSION Five

What difference does the Bible make?



Aims

- To explore and reflect upon the impact of the Bible on themselves and others
- Evaluate and reflect upon their personal journey as they have worked through the previous sessions

Recommended activity*

The DVD clip from chapter 5 begins to explore the difference that the Bible has made to the lives of individuals. The discussion that follows will enable members of the group to reflect more personally.

It is important to allow appropriate space for evaluation, personal reflection and prayer as the sessions in this resource may have raised questions and challenges for the young people's discipleship journey.

Leaders' notes

| Activity | Preparation and resources |
|-------------------------------|---|
| Different Dragon's Den | Pens, paper |
| Making the difference? | Photocopy and cut up sheet – enough for one between two or three. |
| DVD clip* | Clip from chapter 5 of the DVD and the means to play it Prepare to talk about Bible stories that have made a difference to you (if appropriate). |
| Target board* | If you have kept this activity from session 1, then use it again. If not, you will need to photocopy the target board sheet again from session 1. |
| Cardboard testimonies | Cardboard and pens Video camera/digital camera if appropriate |
| Salt and light | Provide a range of different foods for the group to taste but make sure they are covered with a cloth. Blindfold Copy of the Bible passage |
| Where next? | Gather appropriate resources for evaluation (if necessary). |

Different Dragon's Den

Ask the young people (in pairs) to invent something that will make a difference to people's lives. The difference can be small or massive. The ideas can be as silly or as sensible as they want. Encourage the young people to present their ideas to an imaginary (or real!) Dragon's Den panel, who will decide on who has the best difference-making invention!

Making the difference

Cut out the cards on the sheet entitled "Making the difference". Have enough sets of these cards so that the young people can use them in small groups of two or three. (Or if you prefer you could simply read them out to your group and you could discuss it together.) Ask each group to arrange the cards into a list with what they think would make the most difference to a person's life at the top and then working down to which one they think would make the least difference to a person's life.

Gain feedback from the groups, in particular discussing what difference they think the Bible would make to people and whether they had any difficulty in placing the 'Bible' card.

To develop this further the leader chooses two or three cards which the young people then, in turn, have to argue should be at the top of the list, and they have to be as convincing as possible! Make sure that the 'Bible' card is included in the choice and afterwards discuss the arguments that were used.

DVD clip*

Watch chapter 5 of the DVD.

After watching the DVD clip, discuss the following questions with the group:

(Use appropriate methods for your group to enable the young people to answer as honestly as possible.)

- How did you feel watching that clip?
- Do you have any comments or questions about the clip? What are they?

- Has the Bible made a difference to any one that you know? How?
- Has the Bible made a difference to you? How?
- Would you like the Bible to make a difference to you?
- Are there any particular stories or verses in the Bible that have made a difference to you? What are they?

(It might be appropriate here for the leader to share a verse/story that has made a difference to them.)

You may find it useful to find some more stories of how the Bible has made a difference to people. You could do this by asking one or two people from your local church to speak to your group about the difference the Bible has made to them. Alternatively you could download stories from the internet and read/share these with the young people. There are some available on the Bible Society website (particularly in the Bible Sunday and appeals resources) and on the Gideons' website. www.biblesociety.org.uk/news

Target board – where are you now?*

During session 1 members of the group wrote words that described how they felt about the Bible onto a 'target board' to show how strongly they felt. If you have kept these target board sheets then show them again to your young people and discuss whether any of their views have changed. Discuss the reasons for the changes, or lack of change. (If you have not kept the original sheets, you could simply repeat the target board exercise from session 1.)

Making the difference

| | | |
|-------------------------|---------------------------|--------------------------|
| The wheel | The Bible | Equal rights |
| The car | The internet | Having employment |
| Air-conditioning | Mobile phone | Penicillin |
| Clean water | Having a family | Free education |
| The light bulb | The sewing machine | Space travel |

Cardboard testimonies

Cardboard testimonies are a great way for children and young people to share their stories in a non-threatening and really simple way. Encourage your group to think about the five sessions, think about where each of them started and the journey they've been on to this point. For some of them, it might be a small change, but for others it might be a bigger transformation.

The idea behind a cardboard testimony is to think about how you once were and what God has done to change you. Take a piece of cardboard (a ripped piece from an old cardboard box would be fine, or if you prefer a piece of large paper or card). Ask the young people to write the start of the sentence "I once was like this..." and then the young people fill in the end of the sentence. Then write "BUT GOD..." and then the young people write how they have been changed.

For those who struggle to do this, it might be that they write about what they want God to do, or what they're hoping for. There is no right or wrong way to do this, it's just about sharing stories in a really simple and easy way. Share your testimonies with your group. We would love to see your group's testimonies, why not take some photos and email them to childrenandyouth@methodistchurch.org.uk (making sure you have parental permission before).

For a very simple example:

I once ... thought the Bible was boring

BUT GOD has changed me and now I want to read it!

I was once ... lonely

BUT GOD has changed me... He says that I am loved and not alone.

You can see more examples at vimeo.com/68283914

Salt and light

Cover up a number of small samples of food on a tray, making sure they are numbered (there needs to be a good range including some salty tastes). Blindfold each person and ask them to pick one to guess what the food is. To make it more fun, you might like to put in some really spicy foods, or some more unpleasant tastes – but make sure this is appropriate to your group (such as checking for food allergies or whether anyone is vegetarian).

Once you have finished the game, read out Matthew 5:13-16.

Reflection point

Salt makes such a difference to food, and you can really tell when there is salt in food because it changes the taste and enhances the flavour. On cookery programmes on television, you will regularly see the chef put salt in because it brings out the flavour of the food.

Jesus challenges us to be the salt of the earth; to make a real difference in the world in which we live. You have thought about the difference the Bible makes to you, and it's important to share that with others.

In your group talk about the good ways, and the difficulties, of sharing the Bible with your friends and family, or people at school, college or work.

Where next?

It is helpful to evaluate the sessions – this could be done in a variety of creative ways, but draw out what topics/ideas the group found interesting, what they didn't like, which activities they found the most helpful/engaging and why.

Discuss with the group whether they would like to take further any issues/topics covered in these five sessions. Together make a plan for what the group, and individuals, might do in the following weeks.