

Help spread the gospel: *Am I a Peace Breaker, Faker, or Maker?*

LESSON AT A GLANCE

Facilitator Notes:	<p>I wonder, when in a conflict...</p> <ul style="list-style-type: none"> ➤ How can I glorify God? ➤ Why should I look at my own faults? ➤ How should I approach someone who has caused conflict? ➤ How can I forgive when someone has hurt me deeply? <p>I believe...</p> <ul style="list-style-type: none"> ➤ When I resolve conflict God's way, I glorify Him and serve others. ➤ When I consider my own faults, it's easier to overlook the faults of other's. ➤ When I love my neighbor, I can help them see things from a new perspective. ➤ When I am hurt deeply, I can rely on God's abundant grace to help me forgive others. <p>Materials:</p> <ul style="list-style-type: none"> ➤ IGNITE Bible <p>References:</p> <ul style="list-style-type: none"> ➤ Bible: Matthew 5:23-24, Matthew 7:5, Galatians 6:1, 1 Corinthians 10:31
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PRE DISCUSSION MESSAGE TO PARENTS AND STUDENT (TO BE SENT VIA EMAIL OR TEXT)

	<p>How do you respond when you face a conflict with a friend or co-worker? Are you the one who takes the first steps to make peace, or do you give the cold shoulder? This week we will discuss how our heavenly Father wants us to resolve conflict.</p>
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POST DISCUSSION MESSAGE TO PARENTS (TO BE SENT VIA EMAIL OR TEXT)

Facilitator Notes: <ul style="list-style-type: none"> • Please feel free to add local information and customize as necessary. 	<p>Dear Parents,</p> <p>This week the "I Wonder...." questions are about how we respond to conflict. Are we peace breakers, peace fakers, or peacemakers? God expects us to be peacemakers (someone who works it out, whose goal is to resolve conflict in a way that is pleasing to God, because this is one way we can spread and share the gospel. Share a time in your life when you faced a conflict with a friend, family member, or co-worker and what your immediate response was. Ask your student if your response was that of a peacemaker, faker or breaker. Then ask your student how God wants us to respond. As always, if you have questions about the topic, feel free to contact us</p> <p>Your Youth Leaders</p>
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SUNDAY SERMON REFLECTIONS (up to 10 minutes)

Facilitator Notes:

- Allow 2-3 students to share their reflections. For larger groups, vary who shares from week to week.

- What Bible verse was used for the basis of last Sunday's sermon?
- What were some of the main takeaways? What did you learn?
- So far this week, how have you applied what you learned from the sermon last Sunday?
- Going forward, how will you apply what you learned from the sermon last Sunday?

HOOK (up to 15 minutes)

Facilitator Notes:

- Allow 2-3 students to share their reflections. For larger groups, vary who shares from week to week.
- The purpose of this activity is to identify how students respond to conflict.
- They should not share their responses as this is for their own personal information.
- If they can't identify with any of the responses, tell students to choose the one closest to what they would do.

- How are you and how are you feeling today?
- Who would like to share their point to ponder or call to action from last week?

Tell students to read the scenarios on their student sheet, and to choose option A, B, or C in regards to how they would respond to each situation. Tell the students they will have 3 minutes to complete the exercise (tell them to be honest and to go with their "gut reaction"). They should not share their answers with anyone. When finished, have them tally how many A responses they have, B responses, and C responses. (scenarios taken from "The Peacemaker Student Edition", Sande, 2008)

1. You clash with a friend who has incredibly strong opinions. You try hard to see her point, but she doesn't care much about yours.
 - a. You tell her she's prejudiced and doesn't know what she's talking about.
 - b. You listen and pretend you agree, but you really don't.
 - c. You find her later, when she's more calm, and let her know you would like to hear more about her opinion, and would like to share your opinion with her.
2. You resent the coach who sidelines you for a missed play. You want to mouth off, but you also want to keep your spot on the team.
 - a. You gossip to your teammates about how unfair your coach is.
 - b. You decide to quit the team.
 - c. You go to your coach after practice and ask what skills he recommends you work on.
3. Your parents set boundaries you don't think you need. They say "safe", you say "overprotective".
 - a. You fight with your parents and tell them they are treating you like a 2-year old.
 - b. You go to your room, slam the door, and don't talk to them for several days.
 - c. You ask if a family meeting could be scheduled so the boundaries can be discussed together as a family.

4. You get caught in a verbal crossfire of racial battles in your school or neighborhood.
 - a. You join in one side because your friends have been mistreated by one of the groups involved.
 - b. You don't get involved and don't tell anyone because it's pretty typical behavior in your school or neighborhood.
 - c. You contact a counselor or neighborhood watch leader and share your concern about the tension between these two groups.
5. Your history class is taught by a teacher who is famous for confusing lectures, and when you go and ask him for help, you get treated like it is your fault that you don't understand.
 - a. You tell him he is the worst teacher you've ever had and you've learned nothing in his class.
 - b. You blame him for your confusion because his lectures don't make sense.
 - c. You ask if you could review your notes from his last lecture with him, so he can clear up any misconceptions or misunderstandings.

SET THE STAGE (1 minute)

Facilitator Notes:

- Preview the "I wonder" questions with the students.

I wonder, when in a conflict ...

- How can I glorify God?
- Why should I look at my own faults?
- How should I approach someone who has caused conflict?
- How can I forgive when someone has hurt me deeply?

LESSON (up to 25 minutes)

Facilitator Notes:

- Students might not have a consistent response.
- We want students to understand that God has a consistent way He wants us to respond in conflict.

Share the following with the students.....If you chose response:

- **A – Peace Breaker** This is someone who gets defensive and damages relationships to get what they want
- **B – Peace Faker** This is someone who escapes, making things look good on the outside with a fake smile, and/or pretends everything is ok.
- **C – Peace Maker** This is someone who is a genuine peace *maker*: You work it out, your goal is to resolve conflict by researching solutions that are fair to everyone involved and solutions that create true peace.

	<p>Tell the students to reflect on how they handle conflict and that today they will learn four steps to conflict resolution that is pleasing to God, that align with the gospel message, and will result in true peace.</p> <ul style="list-style-type: none"> ➤ Step #1: Glorify God: Read 1 Corinthians 10:31 <ul style="list-style-type: none"> ○ How can seemingly insignificant things glorify God? ➤ Step #2 Get the Plank out of Your Eye: Read Matthew 7:5 <ul style="list-style-type: none"> ○ Why must you remove the plank from your eye first before seeing the speck in someone else's eye? ➤ Step #3 Gently Restore: Read Galatians 6:1 <ul style="list-style-type: none"> ○ Why is gentleness important in restoring peace? ➤ Step #4 Go and be Reconciled: Read Matthew 5:23-24 <ul style="list-style-type: none"> ○ Why is reconciliation between people so important to God?
<ul style="list-style-type: none"> • Make sure students' responses for Rebekka don't dwell on what she should've done differently, but rather on what she should do going forward. 	<p>Read the following scenario and talk through each step with the group as to how you would resolve this conflict in a way that would please our heavenly Father. Have your group split into two groups, one group representing Rebekka and the other group representing Derek. Each group should go through the steps and share how they would normally respond. What should the response look and sound like using the 4 steps above?</p> <p><i>Rebekka was deep in the grip of panic as she contemplated everything she had to accomplish to finish a major research paper that had been hanging over her for nearly two months. She'd been distracted throughout her classes, and she lagged behind at a cross country meet after school. As a friend's dad transported her back from the meet, she sat silent, staring out a window but mentally ticking down a list of everything she had to do once she got home. The car had barely stopped rolling when Rebekka popped the door, stepped out, and yelled thanks for the ride. She had her backpack unzipped before she hit the front step. And as she burst into the kitchen ready to go to work on the family computer....there sat her younger brother Derek, listening to music and instant-messaging friends. Rebekka didn't pause. Grabbing the mouse, she clicked shut Derek's messaging program and bumped him out of his spot in front of the computer. "I need this," she snapped. (Excerpt from "The Peacemaker Student Edition", Sande, 2008)</i></p>

WHAT'S IN IT FOR ME? (up to 10 minutes)

Facilitator Notes:

- Our Vision is to create a church in which people feel at home and, inspired by the Holy Spirit and their love for God, ***align their lives to the Gospel of Jesus Christ*** and thus prepare themselves for His return and eternal life.
- Our Mission is reaching out to all people in order to ***teach them the Gospel of Jesus Christ*** and to baptize them with water and the Holy Spirit. Providing soul care and cultivating a warm fellowship in which everyone shall experience the love of God and the joy of serving Him and others.

Wrap up the lesson with an overview reminder that the gospel is about following the model that Jesus Christ demonstrated on earth. Being true man and true God, He embodied how we should act in every situation.

- Also as a reminder, this whole semester is based on the "H" statement of the THRIVE membership expectations, "Help spread the gospel". If we harbor bad feelings and aren't reconciled to our neighbor, we damage our ability to spread the gospel effectively..
- We help spread the gospel by being credible witnesses and aligning our lives to the gospel of Jesus Christ, which includes making peace and reconciling relationships broken due to conflict. (reference New Apostolic Church international vision and mission statements)

Close with the "I Wonder...." questions

- Ask a student to read an "I Wonder...." question, and invite another student to answer with an "I Believe...." statement or an "I Believe....." statement in their own words.
- As you review each question and answer, stop and check in with the group to be sure there are no misunderstandings or misconceptions.
- Remind the students that on their Confirmation day, they will or have already promised and committed to surrendering themselves to God, which means resolving conflict in a way that glorifies Him.

I wonder, when in a conflict...

- How can I glorify God?
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I believe...

- When I resolve conflict God's way, I glorify Him and serve others.
- When I consider my own faults, it's easier to overlook the faults of other's.
- When I love my neighbor, I can help them see things from a new perspective.
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Point to Ponder....

- Think about a recent conflict you had. Did your response classify you as a peacemaker, breaker, or faker?

A Call to Action....

- Write down a few tips for yourself to help you be a peacemaker in future conflicts you may find yourself in.

Weekly Reflections

What Bible verse was used for the basis of last Sunday's sermon?

What were some of the main takeaways? What did you learn?

So far this week, how have you applied what you learned from the sermon last Sunday?

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Point to Ponder...

Call to Action...

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