



MOODS / Week 1

SO HOW DOES THIS WORK?

You've probably noticed the whole world has changed in different ways. And, your group time may be changing, too. This adaptation is a tool to help you integrate teaching time with small group time so that the message is broken up and discussed along the way.

IF YOU ARE USING A TEACHING VIDEO

The speaker will pause at key moments and questions will appear on screen. Remember, to pause the video and give your group time to discuss. Your church may give you a specific amount of time 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:

2:31

9:22

18:06

After the video, be sure to wrap up with more discussion if needed or prayer time. And don't forget to check out the "Try This" section of your Small Group Leader Guide.

IF SOMEONE IS COMMUNICATING LIVE

The speaker will pause at key moments and give your groups time to discuss. Whether you're meeting digitally or in a small group in person, the communicator should give you an idea of how long you have to chat and which questions to discuss. **This information can be found in the Digital and Home Group Option of the Communicator Guide.**

After the talk, be sure to wrap up with more discussion if needed or prayer time. And don't forget to check out the "Try This" section of your Small Group Leader Guide.

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

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BEFORE GROUP

BOTTOM LINE

Emotions don't have to be the boss of you.

SCRIPTURE

And then he added, "It is what comes from inside that defiles you. For from within, out of a person's heart, come evil thoughts, sexual immorality, theft, murder, adultery, greed, wickedness, deceit, lustful desires, envy, slander, pride, and foolishness. All these vile things come from within; they are what defile you" (Mark 7:20-23 NLT).

Then Jesus said, "Come to me, all of you who are weary and carry heavy burdens, and I will give you rest" (Matthew 11:28 NLT).

GOAL OF SMALL GROUP

To help students recognize and name the emotions they may be feeling, and to give them tools to manage their moods instead of letting their moods manage them.

THINK ABOUT THIS

This Small Group time consists of four XPs, and that's for a reason! Talking about feelings can be difficult, awkward, or just plain impossible for middle schoolers. Rather than asking direct questions, inviting them to participate in group activities or application exercises will help them express themselves more easily and without as much apprehension. Remember, they may not have the vocabulary yet to express how they feel. They may even become frustrated when trying to put words to their feelings! This Small Group time is a great opportunity to help them begin finding the awareness of what they're feeling and the best words to describe it. As you move through these XPs with your few, make sure you reiterate that your group is a safe space for them to say what they want to say about whatever it is they're feeling!

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 these activities:

DO THIS (EXPERIENCE) 1

Scatter the provided emoji cards on the floor in the middle of your group and ask your students to select one card to represent how they're feeling today. They'll then go around the group and explain why they picked that card.

DO THIS (EXPERIENCE) 2

Going around the group, students will name as many feelings as they can as quickly as possible. Each student will have 3 seconds to name a feeling that no one has already called out. If a student can't name a feeling that someone else hasn't, they're out. (*Note: Depending on your group dynamic, this can be a game of elimination or a game played just for fun.*)

After the second break, complete this activity:

DO THIS (EXPERIENCE) 3

Introduce the provided "Feelings Wheel" to your few and explain that as you move from the center of the wheel outward, the feelings get more complex. Put the Feelings Wheel in the center of the group as a conversation aid. (*Tip: Consider using the emoji cards from XP #1 to help explain the wheel.*)

After the third break, complete this activity:

DO THIS (EXPERIENCE) 4

Ask this: "On a scale of 1-10 how comfortable are you talking about emotions?" Have your few to stand or move around your space to show where they fall on the scale. Acknowledge how everyone picked different spots on the scale and that your group is a safe place for everyone to talk about their emotions if and when they're ready.









