



MOODS / Week 2

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:

0:31

2:03

2:51

5:41

13:58

14:08

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.



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BEFORE GROUP

BOTTOM LINE

Anger doesn't have to be the boss of you.

SCRIPTURE

Who is wise and understanding among you? Let them show it by their good life, by deeds done in the humility that comes from wisdom. But if you harbor bitter envy and selfish ambition in your hearts, do not boast about it or deny the truth. Such "wisdom" does not come down from heaven but is earthly, unspiritual, demonic. For where you have envy and selfish ambition, there you find disorder and every evil practice (James 3:13-16 NIV).

What is causing the quarrels and fights among you? Don't they come from the evil desires at war within you? (James 4:1 NLT).

GOAL OF SMALL GROUP

To help students recognize when they feel anger, and to encourage them to choose healthy responses to that feeling.

THINK ABOUT THIS

It's much easier for a middle schooler to talk about feelings and emotions when they're not talking directly about themselves. Typically, it's not something they can always verbalize or even see in themselves. That's why asking them to think outside of themselves first helps the conversation. Encourage them to think about anger and how it motivates behaviors and responses in someone else—a character in a TV show or movie, someone on YouTube, a person on social media, or even a family member. Get them talking about how anger plays out in those people's lives first and then turn the conversation back to them. This will help them flex the muscle of self-awareness in this phase. And remember, any conversation should be underscored with this fact: Anger isn't a bad thing. It's important to reiterate that it's not the emotion itself that's unhealthy, but the responses and behaviors that it leads to that can be negative.

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) 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.

After the second break, complete this activity:

DO THIS (EXPERIENCE) 2

Put the provided "Feelings Wheel" in the center of your group to use as a conversation aid. Lead a discussion about what words can be used to describe "anger." Ask a few students to read the "anger" words from the Feelings Wheel out loud. Then, follow by asking the group if they've ever felt or used these words before.

After the third break, discuss this question:

DISCUSS THIS

1. What's your favorite song to listen to when you're mad or angry?

After the fourth break, discuss these questions:

2. What's one way anger can be helpful?
3. What's one way anger can be harmful?
4. Let's come up with a list of five different ways people might respond when they're angry.

After the fifth break, complete this activity:

DO THIS (EXPERIENCE) 3

Ask your few to think about a movie or TV show character who experienced anger. Pass out a blank piece of paper and pen to each student and ask them to write down the following: Name of the movie/show, the character's name, what they were angry about, and how they responded. Use these examples to lead a discussion about whether these characters 1) took a step back from the situation, 2) were honest with themselves about what they were experiencing, and 3) took responsibility for their actions.

After the sixth break, discuss these questions:

DISCUSS THIS

5. Which one of these three is the most difficult for you when you're angry:
 - a) Taking a step back and choosing to not let it be the boss of you?
 - b) Being honest with yourself about where the anger is coming from?
 - c) Owning your part and taking responsibility for your actions?
 6. This week, what's one way you can practice this the next time you get angry?
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