



Do Something / Week 4

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:

4:56

8:59

15:29

15:39

17:05

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 Social Distanced 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

When it comes to injustice, never stop doing something.

SCRIPTURE

James 2:15-16 NIV

James 2:17 NIV

Galatians 6:9-10a NIV

GOAL OF SMALL GROUP

To encourage students to see that the work against injustice isn't just a one-time thing and to inspire them to keep going in the fight against injustice in this world.

THINK ABOUT THIS

Fact: The fatigue that comes with fighting injustice is real. It's the reason so many give up or step out of the

work after days, months, or even years. And even though they may just be starting the work, it's something that your middle schoolers may experience, too. It's important this week to encourage them to keep going! Help them see that the work against injustice isn't a box they check once a year and move on. It's an ongoing process that God calls them to be a part of for the rest of their lives. Do your best to both acknowledge how big and even daunting that can feel to a middle schooler, but also how cool and inspiring it can be to join in the work that God has been doing through others to right wrongs in the world around them.

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

HELPFUL DEFINITIONS

Justice is something that's fair, right, or equal. **Injustice** is the opposite: something that's unfair, unequal, or not right.

After the first break, discuss these questions:

DISCUSS THIS

1. What's one thing that might motivate someone to keep working against injustice? (*Small Group Leader: You may want to refer to the definitions of justice and injustice used in this series to guide this discussion.*)
2. What's one thing that might make someone feel like giving up when working against injustice?

After the second break, discuss this question:

3. What might working against injustice show others about God?

After the third break, complete this activity:

DO THIS (EXPERIENCE) 1

Have your group brainstorm their talents, hobbies, interests, and gifts and how they can use them to address the injustice the group identified in Week 1. Consider starting this conversation by asking the following:

What's one example of how a middle schooler can use their...

- Voice against injustice?
- Influence against injustice?
- Talent against injustice?
- Life against injustice?

After the fourth break, discuss these questions:

4. What's something you can do on a regular basis to work against injustice?
5. What's one thing our group can do together to help those facing the injustice we've been learning about?

After the fifth break, complete this activity:

DO THIS (EXPERIENCE) 2

Hand out the domino or domino picture to each of your students. With a bold marker, have them write the injustice your group identified in Week 1 on the back. Students will use this as a reminder that when it comes to injustice, they should never stop doing something.
