

# A Call to Courage Stepping Out for Jesus

**1 Timothy 4:12**

**A Youth Guide for use with  
the *Courageous Kids*<sup>TM</sup> VeBS<sup>®</sup>**

Written by Rick Anthony

***Courageous Kids™ Stepping Out for Jesus™***

Very exciting Bible School® Curriculum

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***A Call to Courage Youth Guide***

For use with the Courageous Kids™ VeBS®

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# INTRODUCTION

## What Steps are Your Students Taking?

Most young people eventually end up at crossroads in their lives. A place where they must determine what steps to take next. Daily, the teens you work with are confronted with choices. *A Call to Courage* wants to help you guide your students as you look together at the examples of great, and often young, men and women in the Bible. At the same time, your students will encounter the truth that they can be courageous examples, not only to each other, but in their church community, their homes, and even in their world.

Each day you will lead your students in games, discussions, studies, and finally, in an applicable challenge. All of these elements have been designed around the message for each session—the challenge given by the apostle Paul to young Timothy (and, ultimately, a challenge to your teens)—to set an example for Jesus. *A Call to Courage* uses the Active InReachOut system to assist you in an enjoyable and profitable teaching and learning experience.

## What Is Active InReachOut?

**Active InReachOut** is a fun, interactive system based on high energy games and real small-group discussion. It challenges your students to **Reach In** and deepen their own commitment to Jesus through personal Bible study and reflection. It is also a way to **Reach Out** and get them involved in leading their friends to Christ. With the Active InReachOut system, your students will belong and take ownership of their youth ministry as well as take the lead in inviting their friends into a relationship with Christ.

## Why It Works

- **It's Student-Led Evangelism**

The best thing about the Active InReachOut system

is that it mobilizes your greatest resource: your students. And student-led evangelism—one kid at a time—is the key to a successful program. *A Call to Courage* lets your students take the lead in reaching out to their friends. The way the lessons are set up, your students may be the ones who end up telling their friends about Jesus, based on what you shared. This sense of shared responsibility can carry over to other ministries in your church where your students can make a difference.

- **It's Small Group Relationships**

Church can often mean boredom for your students. But with the Active InReachOut system, your students will play, compete, and discuss in ways other programs never touch. By dividing your students into Extreme Teams (X-Teams) for both the games and session times, your X-Teams will build relationships that are open, accepting, and committed. (See the next page for more information on X-Teams.)

- **It's Faith-Building**

Face it, not every student in your ministry was born and raised in church. But you also have several students who seem to know a lot about being a Christian. So what can you do? You can use the Active InReachOut system to engage students of all faith levels. For example, an X-Team of mostly visitors might focus its discussion time on what it means to accept Jesus Christ as Savior and how to have a personal relationship with Him. But an X-Team of core church attendees might focus its discussion time on the Extra Study Options and what each team member needs to do to take “the next step” in his or her walk with Christ. A note about the **Extra Study Options**: photocopy these resources and give them to your students who are ready to examine some of the deeper issues brought up in the sessions. You can discuss them as a group or the students can use them for personal Bible study at home.

# INTRODUCTION

## How the Sessions Work

There are four steps in each Session:

**1) Opener.** This is the first activity after the Crazy Comp tournament. It's designed to introduce the topic for the message and to ease the transition from the high energy games. This first activity will get your students thinking about speech, life, love, faith, and purity. A different topic will be covered in each session, but all sessions will tie into our key verse, 1 Timothy 4:12.

**2) Table Talk.** Using reproducible Table Talk resources, your students will start discussing in their X-Teams about how they can take courageous stands for Jesus.

**3) Message.** A creative, engaging way to convey the truth of God's Word in ways students will understand. From drama to discussion to interactive storytelling, your students will get the Bible. Really get it.

**4) Challenge.** The final step of the session asks students to let the truth they have learned change their hearts and help them step out as examples for Jesus. More than just a list of do's and don'ts, the Challenge step gives students the opportunity to change from the inside out. It helps them put their faith into courageous action.

## What Is an 'X-Team'?

Ideally, each Extreme Team (X-Team) is made up of four to six core students and the visitors these students invite. If possible, team members should already be friends or at least know each other. Two things make X-Teams work:

- **The Leader:** The ideal X-Team leader is an adult who has the respect of the students in his or her group, a teachable and committed heart before God, and an ability to help students work through important spiritual decisions. In some cases, spiritually mature students may also make good leaders.

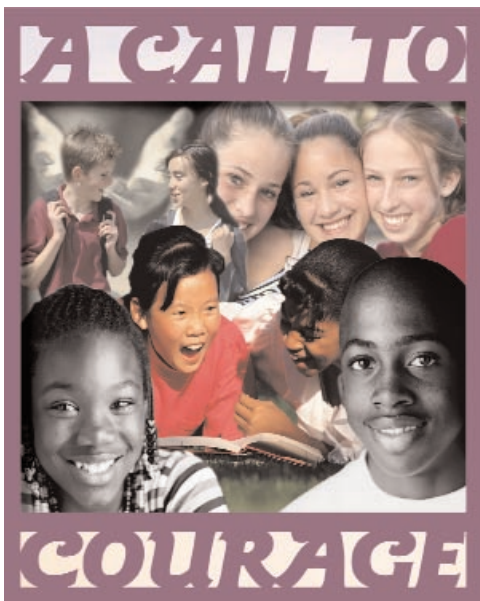
- **Team Identity:** Teams need names, colors, and a place to sit together during the lesson—café-style circle tables work best. Encourage X-Team leaders to find creative ways to build team identity. For example, have them wear team colors, make a banner, create a team cheer, decorate team tables uniquely each day, and so on. Award bonus points for every display of team spirit. Visitors will feel "at home" much more quickly when they connect with a team and an identity.

## How to Run the 'Crazy Comp' Tournament

You know that games are one of the most effective ways to introduce teens to your group and set the stage for deeper X-Team relationships. All of the games were written so a number of X-Teams can compete at once. We recommend that you keep track of cumulative team scores and at the end of each round of the Crazy Comp tournament, total the team points and announce team standings. At the end of the week, award an impressive prize package (for example, a pizza party or local sports tickets) to the team with the most points. Be prepared with consolation prizes for the other teams. But remember, handing out points doesn't cost you a thing, so be generous! If you award more points, you will have a more exciting contest.

## Call to Courage Flyer

Effective publicity is an important part of any successful outreach program. Consider using the flyers on the next page as bulletin inserts, or for your students to hand out to their friends. Use our promotional copy or cut and paste in your own. Fill in the bottom section with your church name, date, and phone number. Be creative and have fun!



**D**id you ever want to do something courageous, but “wimped out”?  
Are you tired of hearing people groan about a need for change . . . but then do nothing about it?

If you answered “Yes” to any of the above questions, *Call to Courage* is for you! At *Call to Courage* you will join other young people in fun discussions and studies about young men and women from the Bible who lived courageously. Together we’ll discover the impact these courageous lives made in their time. Best of all, we’ll see how we can answer the call to courage and impact our world today!

We will be on our feet (maybe even on our hands) during some of the games, so don’t come expecting to just sit around, either!

Won’t you take the first step and come join us? Come see what Jesus wants to do—courageously through you!

**Where:** \_\_\_\_\_

**When:** \_\_\_\_\_

**For More Information, Call:** \_\_\_\_\_

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*Join us for a series that deals with the one question you and your friends are asking:*

## WHICH WAY TO GOD?

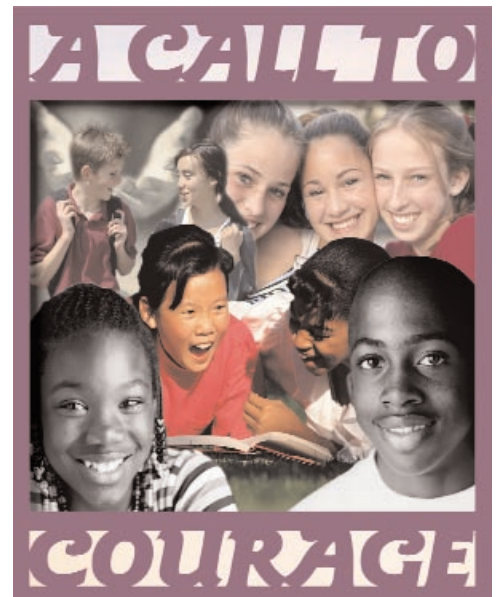
You know that you have choices to make about the way you want your life to go. But the most important decision you will ever make is figuring out what you’re going to do about God. Will you listen to what He has to say or decide that He is not worth your time? And believe it or not, your friends are deciding that same thing too.

But it’s not all philosophy and deep thoughts! Every session starts with games, lots of them. And you never know what might happen . . .

**For More Information, Call:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**When:** \_\_\_\_\_



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# DAY ONE

***Who am I and who are you?***

***Are you with me or against me?***

Identity is the theme for the games during day one's Crazy Comp tournament. Students will look at what identity means to them personally as well as what it means for their group. These games take mind power as well as physical power.

## **My Group!**

**Supplies:**

- Colored construction paper (*a different color for each X-Team*)
- Marked-off group areas, set apart but still throwing distance from other groups (*tape across folding chairs makes for good border areas*)
- Whistle (*or person with loud whistling capability*)

Each X-Team should be placed in a clearly marked off area and given a pile of same-colored construction paper. (Team 1 should have all yellow paper, Team 2 all blue paper, etc.) At the whistle, without leaving their areas, each X-Team member must tear off pieces of paper, wad up each piece of colored paper, and cover their team area with it. Designate a set amount of time for this, like two minutes. At the end of the time period, award X-points for how well each X-Team's area is covered with wads of their group's colored paper.

## **Not in My Group!**

**Supplies:**

- Wadded-up pieces of colored paper from previous game (*no new supplies needed*)

With areas still covered with the wadded-up colored paper and without leaving their areas,

have X-Team members attempt to fill other X-Teams' areas with different colored paper wads. In other words, start throwing! Allow teams to throw for a few minutes, then call time (*two or three minutes is just about right*). When time is called, have X-Team members make colored piles in their areas according to the various colors they have. The X-Team with the smallest pile of their own colored paper in their area wins some points. Also, the largest pile of a team's color in another X-Team's area should win points too.

## **Clean It Up!**

**Supplies:**

- Large outside-strength garbage bags

Have X-Teams work together to see how few trash bags they can use to clean up all paper wads. X-Teams can get points based on participation, encouragement, cooperation, number of bags used, etc. You could do this as a race for individual X-Teams, or use this as an interaction activity where two X-Teams work together and compete against another two X-Teams.

## **Who's There?**

**Supplies:**

- Blankets, name tags, CD or tape player
- Music CDs or tapes

This is an icebreaker game where students can get to know each other's names. You may want to have students wear name tags for this game. (*It isn't a bad idea to use name tags during the entire program.*)

Divide all of the X-Teams into two large groups. You can still give points to individual X-Teams or to the various X-Teams you've grouped together, but breaking into two groups will make this game easier to play.

# IDENTITY CRISIS

# DAY ONE

Give each group a blanket. Invite a few volunteers from each group to hold up the blanket. Have each group face each other and form a line behind the people holding the blankets. *(It should be difficult for other group members to see the first few people lined up behind the blankets.)* As music plays, have the first person in each line run to the back of the line. As soon as the first person reaches the end, the next person goes, etc. Allow teams to do this for about 20 seconds then stop the music. When the music stops, have the volunteers drop down the blankets so the people at the front of both lines are visible. The first group to yell out the name of the first person in the opposite group wins a point. Repeat this until most people have had a chance to be first in line.

## Who Am I?

### Supplies:

- Character names written on pieces of paper *(complete beforehand)* and placed in a bucket

Return each X-Team to their original area and put a bucket full of character names in the middle of all groups. As the whistle blows, have a member from each group run to the bucket and remove a character name *(names could be based on occupations, such as a "doctor," or could be celebrities, famous athletes, even staff members from the program)*.

Once the person has had a chance to read the character name he or she drew, have the group members run back to their groups and play charades *(no speaking)* until the team guesses the character. Once the character has been guessed, have another member run to the bucket. Teams should get points for each correct guess. Teams can pass three times if no one is able to guess a particular character's name. Passed names aren't eligible for any X-points, however.

# IDENTITY CRISIS

# SESSION ONE

## OPENER

### Identified by Speech

Time: 15 minutes

#### Supplies:

- A paper bag (*one per X-Team*) filled with magazine pictures of celebrities, athletes, politicians, large sheets of paper, glue, scissors, and markers

After completing one or more of the Crazy Comp games, have the students come together and sit with their X-Teams. Say something like:

***Welcome to A Call to Courage. During this time we are going to be courageously stepping out in our games, discussions, and activities. We'll also be looking at some men and women from the Bible who were called to be courageous.***

***Today we're going to focus on our speech. How we speak and the kinds of things we speak out about tell a lot about us. Even though we're young, the Bible says that by our speech we can set examples for others (1 Tim. 4:12).***

Have each member of each X-Team pull a picture out of their group's paper bag. Then have them cut their "person" out and glue him or her to the large piece of paper. After each X-Team member has done this, have them grab a marker and draw a speech balloon for their "person." Invite them to write a sentence or two as if they were this person. For example, if they grabbed Tiger Woods out of the bag they might write in their speech balloon "When's tee time?" If they grabbed a politician, they might write "No new taxes!" or some other political jargon.

When time is up, ask each team to explain their group's poster. Say:  
***People often know us by the words we say. The things that come out of our mouths play a big part in identifying who we are.***

Take a minute to share with your group how others might describe you in a speech balloon. Invite X-Team members to voluntarily share how they might be described by others if a speech balloon were written about them.

### Optional Opener

Have each person on your X-Team pair up with someone else. Invite them to share with this person one nickname or hurtful thing they have been called in their lifetime. Then have them share one nice thing, or compliment that others have said to them recently. Invite them to share how the two very different examples made them feel about themselves. Then have them discuss whether it's easier for them to say something mean or nice about someone. Invite them to be honest in their answers. **Would it make a difference if you were speaking behind this person's back? What about to their face? Why or why not?**

**Wimping Out  
Courageous Calling**

Sometimes it's safer not to say anything.  
Stepping out for Jesus means speaking boldly for what's right.

# SESSION ONE

## TABLE TALK

### Speaking Out!

Time: 10 minutes

#### Supplies:

- Copies of Table Talk, "Courageous Speech" (page 13)
- Pencils

Hand out "Courageous Speech" (page 13) and pencils. Allow the students to work in their X-Teams as they go through the questions and discuss them. (For a description of X-Teams and their purpose, see page 6.) Remember to let the students talk and react without the leaders judging their comments. A visiting student needs to know his or her opinion will be heard and not instantly rejected.

## MESSAGE

### Esther's Courageous Speech

Time: 15 minutes

#### Supplies:

- Copy of "Say What?" (page 14)
- Cardboard signs numbered from 1–5
- Options 1–5 written on a chalkboard for contestants to see

Follow the directions to the "Say What?" activity. After the contestants have completed the game, add up their cumulative "votes" and share with the entire group which X-Team representatives were most impressed with the person and which X-Team representatives were

least impressed with the person. Next, inform the entire group that the person referred to in every question was Esther from the Bible.

Invite students to open their Bibles to Esther 4:15—6:4. Give your group time to read the story on their own. Then conclude by reading aloud Esther 8:3-17. Share, ***Esther had to make a choice to speak out when she came before King Xerxes [ZURK-seez].***

***It was a step that could have cost her life. By courageously speaking out, Esther revealed to the king the wickedness of his own counselor, Haman, and eventually ended up saving her people, the Jews, from annihilation.***

Instruct teams to turn to Matthew 12:34b and have a volunteer read it out loud. Ask, ***How did Esther speak from the overflow of her heart? What kinds of things did she risk by speaking out? In what ways did Esther show courage?*** Invite various teens to share their answers. Say, ***Esther used her speech to rescue her people. She had her people on her heart and she couldn't stand by and watch them die. As a result of Esther's willingness to speak out, she became an example to her people of what a courageous woman should be like. Jewish***

### Option

Do you know of a person from your church who placed his or her faith in Christ and became an outspoken witness for Him? Invite that person to come and share his or her story. Allow time for questions and be sure to relate this person's experience back to the importance of speaking out for Jesus Christ. Remind the group of Esther's example to us in her speech, and encourage them that although the world wants them to wimp out, they have a courageous calling to speak up for Jesus!

### Wimping Out Courageous Calling

Sometimes it's safer not to say anything. Stepping out for Jesus means speaking boldly for what's right.

# SESSION ONE

people to this day still remember her when they celebrate the Feast of Purim [POOR-m]—a festival held in her honor. How can you use your speech to be a light in the world for Jesus? Invite various X-Team members to share.

## CHALLENGE

### Speaking Out for Jesus

Time: 10 minutes

Supplies:

- Brightly colored index cards, pens

*We began today by playing games that dealt with our own identities and the identities of our groups. Then we studied about Esther, a woman who was blessed with an identity and heritage that enabled her to speak out on her people's behalf.*

*In 1 Timothy 4:12, Paul encouraged Timothy to be an example. Although Timothy was young and rather inexperienced in his faith, Paul knew that he could be an example of Christ to those he encountered each day. Paul encouraged Timothy with these words, "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity." The challenge we'd like to present to you all today is to be an example as well—an example for Jesus! How? Well, first of all, by your speech.*

Hand out the brightly colored index cards and pens to the X-Teams and make sure there are enough for each student. Give the students five minutes to write down one or more ways they will courageously step out for Jesus in their speech. Invite those teens who'd like to share aloud what they wrote down on their cards, to do so. Encourage team members to put their cards where they will easily be seen and read.

*Each day we are faced with the challenge of being an example. Today we looked at how we can be examples for Jesus in our speech. As you are faced with the choice to either speak up for your faith or keep quiet, remember Paul's words to Timothy, Esther's example, and most importantly, remember that you represent Jesus Christ to the people around you.*

Close by having a X-Team leader say a prayer for the team. Have X-Team leaders spend a few minutes at the end of the session talking with teens and answering questions they may have.

**Note:** As you have noticed, this lesson lends itself perfectly to offering the students an opportunity to come by faith to Jesus. Be sure to give your students a chance to talk with an X-Team leader and pray about this decision during this session. Your students can't be examples for Jesus until they know Him personally.

**Extra Study Option:** A New Identity would be a helpful handout for those who want to know more about finding their identity in Jesus.

**Wimping Out  
Courageous Calling**

Sometimes it's safer not to say anything.  
Stepping out for Jesus means speaking boldly for what's right.

# SESSION ONE

## TABLE TALK

### Courageous Speech

Think about a time when you either spoke out against something you knew was wrong, or went against the crowd and took a verbal stand for something you knew was right. **In a few sentences, describe the situation that was at hand when you made this courageous speech. If you can't think of a time when you spoke out, try to think of a time when you WISH you had, and write a few sentences about that situation:**

Reflect further and be specific. *Was it something hurtful someone was doing or saying that caused you to speak out (or not speak out)? Was it because your conscience was bothering you as these events took place?* Explain why you spoke out (or why you didn't) and what happened as a result.

*Was the reaction of your peers, friends, or family negative or positive when you took this courageous step and spoke out? Did they respond in a way that makes you glad you spoke out? Explain. If you didn't speak out, how might your peers, friends, or family have responded if you did?*

*Looking back on this instance now, what came of your willingness to speak out? Did it make a noticeable difference in someone's life? in your life? Would you speak out in a similar situation again? If you didn't speak out courageously, do you think you will the next time you get a chance? Why or why not?*

**Wimping Out**  
**Courageous Calling**

Sometimes it's safer not to say anything.  
Stepping out for Jesus means speaking boldly for what's right.

# SESSION ONE

## MESSAGE

### Say What? 'Yeah, huh?'

**Directions:** Have each team select a contestant to represent the team. Have each representative come to the front, and give him or her cardboard signs numbered from 1–5. Have them hold up the sign that best represents what they would say if they met the following person. The choices for what to say are below. Write these five options on a chalkboard ahead of time to make it easier for contestants to remember the choices. Ask each question below, then have the contestants choose from 1–5 what they'd say.

- |  |  |
|--|--|
| A) You meet a person who has awesome looks, celebrity-like! What would you say?  | 1= <i>"I'm thrilled to death. Nobody better or cooler has ever been introduced to me!"</i>                         |
| B) You meet a person who knows how to throw an impressive party. What would you say?   | 2= <i>"I'm impressed. After all, it isn't every day that someone like this comes my way!"</i>                      |
| C) You meet a person who believes in God, but keeps quiet because this person is afraid to let others know this. What would you say? | 3= <i>"Whatever. No comment. I don't really have an opinion about meeting this person."</i>                        |
| D) You meet a person who is a powerful political figure. What would you say?   | 4= <i>"I'd rather have my mom and dad double date with me than hang out with this person. Yikes!"</i>              |
| E) You meet a person who has gotten another person killed. What would you say?   | 5= <i>"Bolt city. I wouldn't want to be seen with this person so I'm leaving now, before they even notice me!"</i> |
| F) You meet a person who risks life and limb to do what's right. What would you say?   |  |

**Wimping Out**  
**Courageous Calling**

Sometimes it's safer not to say anything.  
Stepping out for Jesus means speaking boldly for what's right.



# DAY TWO

## RIDICULOUS RELAYS

They're back! Yes, it is those ridiculous relays you played as a kid. You complained about them then and your students will probably do the same now. The truth is though, you probably enjoyed them then, and your students will still enjoy them now!

### Bag O' Food

#### Supplies:

- Paper sack filled with many food or drink items (*fruit, a jar of baby food, spicy tomato juice, etc.*)

**NOTE:** Prior to playing, ask if students have any food allergies. It's a good idea to avoid all kinds of nuts as many people may be allergic to them.

Have X-Teams line up. When you say "Go," have the first person in each line run to his or her designated sack and grab one food or drink item. If you have volunteers, have them stand by the sacks so students can't peek, but can only dig in the sack for an item. Whatever they pull out, they must eat or drink. (If it is something really nasty, leave it up to the volunteer to decide when enough is enough!) After the item has been consumed, the next player goes. The first team to finish the relay and sit down on the ground as a team wins.

### Run Like a Duck

#### Supplies:

- Flippers or fins (*If you can't find those, have students slide across the area with each foot in a large cardboard box, have a sack-race, or tie two people's legs together.*)

Team members put on flippers and "run" to a

designated spot and back. They then give the flippers to the next team member to do the same. The first team to finish the relay and sit down on the ground as a team wins. If other supply options are used, adjust rules to best meet the needs of the X-Teams participating.

### Clump Dump

#### Supplies:

- Ropes, tennis balls, and bucket

Tie all X-Team members together as one big blob. (*Allow X-Team members' arms to remain relatively free.*) Give each member of the X-Team a tennis ball. At the count of three, have each "blob" head toward the empty bucket at least 10 yards away. No one may touch another X-Team member's tennis ball. The entire team must go together to the bucket. The first X-Team to get all of their tennis balls into the bucket wins.

### Dizzy Dean

#### Supplies:

- Baseball bats

Place baseball bats (*one per relay team*) at the same distance from each X-Team. Have X-Team relay teams run, one group member at a time, to the bat and put his or her forehead on one end of the bat while the other end of the bat remains on the ground. Have each person run around the bat five times without moving it from its place. After the first person on the X-Team has done this, have this person attempt to run back to his or her X-Team and tag the next person in line allowing him or her to go and do the same thing. Do this until every member of the X-Team has participated. The first team to finish the relay and sit down on the ground as a team wins.

# RIDICULOUS RELAYS

# DAY TWO

## Water Barrows

### Supplies:

- Buckets of water, empty buckets, cups

Have X-Team members pair up to do these relay as “wheelbarrows” (one person’s hands must remain on the ground while his or her partner holds his or her feet). The person whose hands are on the ground must also attempt to carry a cup of water from the full bucket to the empty bucket which has been placed about 10 yards away. (The person whose hands are on the ground must fill up his or her cup as well as dump it at the final destination—the empty bucket). The object of the game is to fill the empty bucket. The X-Team with the most water in its bucket at the end of the relay wins! You may also want to give X-points to the team that finishes first.

## Confusion Fusion

### Supplies: No supplies needed.

Conduct this as you would a regular race-type relay. Designate one of the staff members or volunteers to call out various commands as the relay is taking place. For example, “walk backward,” “hop on one foot,” “hold one foot with your hand,” etc. Have this person yell commands throughout the relay so individuals have to change midstream. The first team to get everyone back to the starting point and sit down, wins!

# RIDICULOUS RELAYS

# SESSION TWO

## OPENER

### Going the Distance

Time: 15 minutes

**Supplies:**

- Blindfolds and various obstacle course items (such as empty boxes, jump ropes, empty trash cans, chairs, desks)

After completing the Crazy Comp tournament games, gather the group together and have them sit with their X-Teams. Say, ***Today we will continue learning about how we can live courageously for Jesus. In this session we will take a good look at our lives and see how we are living for Jesus. And we'll look at ways in which we need to change our lives to become more dependent on Him. Last session we looked at how stepping out in our speech made us powerful examples for our peers. Today in A Call to Courage we will look at how we can step out as examples by how we live our lives for Jesus. First Timothy 4:12 encourages us to be examples to others by our speech (as we learned in the last session) and by our lives (as we'll learn today), "Don't let anyone look down on you because you are young, but set an example for the believers in speech, [and] in life. . . ."***

Instruct students to pair up with another student from their X-Team. Bring the entire group to the obstacle course location. Inform the group that the "seeing" person will guide his or her blindfolded partner through and around the items using only his or her voice. There can be no physical contact between partners. If the blindfolded partner touches his or her partner, he or she must return to the beginning and start over. Once a pair completes the obstacle course, the X-Team leader will remove the blindfold from the one person, and blindfold the other person. This pair will then go again through the course, only with their roles reversed.

When all have completed the activity ask, ***When you were blindfolded, how did you know where to step? Were you confused by other voices as you were being directed? How did you know which voice was leading you? Explain. How is this activity a lesson on being dependent on someone else? How is this activity similar to the dependence we must place on God as we live our lives for Him?***

### Optional Opener

**Supplies:** Soft foam balls

Have each X-Team pick a person on their team to be the "target" of the other teams. Each X-Team throws the balls to hit the targets from other teams while protecting their own team's target from being hit. When their target is hit, the entire team must sit down. Discuss, ***How did you protect your targets? How was this a team effort? How does this activity demonstrate how Christians must learn to depend on Christ as they live their lives?***

**Wimping Out  
Courageous Calling**

How I live my life now isn't important.  
Living for Jesus means living for Him every day.

# SESSION TWO

## TABLE TALK

### Real-Life Living

Time: 10 minutes

**Supplies:**

- Copies of Table Talk, “Hard Times in Life” (from page 21)
- Pencils

Hand out “Hard Times in Life” (page 21) and pencils. Allow the students to work in their X-Teams as they go through the questions and discuss them (for a description of X-Teams and their purpose, see page 6). Remember to let the students talk and react without the leaders judging their comments. A visiting student needs to know his or her opinion will be heard and not instantly rejected.

## MESSAGE

### A Life Lived for God

Time: 15 minutes

**Supplies:**

- “The Life of Daniel” play (from pages 22–23)
- Seven volunteers

Have your group perform the short play “The Life of Daniel.” After you have applauded your cast members and they have returned to their seats, ask: **When did Daniel choose to live his life for God?** Invite various students to share. If no one mentions it, share that Daniel didn’t wait until he was about to become lunch meat to live for God. He lived continuously for Him as a young man and as a well-known ruler.

*Even King Darius was so concerned about Daniel in the lions’ den that he couldn’t eat. What an example of godliness Daniel must have been not only to the king, but to everyone around him. How do some teenagers today put off living for Jesus now and instead “save it for another day”? Invite students to give examples. What do these teens miss out on by living their lives for themselves instead of for Jesus? What kinds of things might they enjoy temporarily because they choose to live like this? Invite your students to share their answers here. How can you, as a Christian teen, show that a life lived for Jesus is the most rewarding life of all? Invite interaction.*

Have your students read Daniel 1:3-4; 17-21 on their own. Then as a group, read Daniel 6:3-23 aloud. When faced with a test or hardship, Daniel was already familiar with having God guide, lead, and protect him. God was an integral part of Daniel’s life because he depended on Him each step of the way.

Instruct teams to turn to John 8:12 and have a volunteer read it out loud. Ask, **How did Daniel shine his light to the world? What kinds of things did he risk by living for God? In what ways did Daniel show courage?** Invite various teens to share their answers. Say, **Daniel lived his life for God, day in and day out. As a result, he became an example of a courageous man. King Darius and his people were so impressed with Daniel’s God that they also wanted to live for Him. How can you use your life to be a light in the world for Jesus?** Invite various X-Team members to share.

**Wimping Out  
Courageous Calling**

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# SESSION TWO

## CHALLENGE

### Preparing for Jesus

Time: 10 Minutes

**Supplies:**

- Pieces of paper and pencils

**In any endeavor you are involved in, you will encounter some need for preparation. In music you may have a practice schedule, in academics you study, in sports you adhere to a training schedule. Let's take a second to develop a training schedule for living for and depending upon Jesus.**

Distribute the pieces of paper and pencils to teams. Instruct them to come up with a training

schedule for how they will live their life for Jesus this week. After they have completed this, allow teams to share with the large group what plan they decided on. As groups share, make sure that all the elements of Christian growth have been covered (*prayer, Scripture, fellowship, evangelism, service, etc.*). In presenting these elements of the Christian life, be sure that they are presented as avenues to allow Christians to grow in their knowledge of Jesus Christ and improve their dependence on Him. Don't allow the message to be received by your students that these plans make them more acceptable to God. After discussion has died down, have each team leader close out his or her team with prayer.

**Wimping Out**  
**Courageous Calling**

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# SESSION TWO

## TABLE TALK

### Hard Times in Life

1) *Who are the people who are watching your life? How can you set an example for them?*

2) *What do you think is the key to making it through tough times?*

3) *How prepared are you today to handle a crisis? What might you need to do to become better equipped to handle difficult circumstances in a Christlike manner?*

4) *How can you be an example to someone else by living your life for Jesus?*

**Wimping Out**  
**Courageous Calling**

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# SESSION TWO

## MESSAGE

### The Life of Daniel

Cast: NARRATOR (NAR)

DANIEL

GUARD

KING DARIUS (KING)

MAN #1

MAN #2

MAN #3

NAR: *There once was a young man named Daniel who was exiled to Babylonia.*

DANIEL: *Hi, I'm Daniel.*

NAR: *He's a loyal young man who's got a great head.*

DANIEL: *Hey, what can I say but all I am came from God.*

NAR: *Daniel and other young men from Judah were assigned to King Nebuchadnezzar of Babylon to learn and be taught in his royal ways. Three of Daniel's friends, Shadrach, Meshach, and Abednego were also in this rigorous training program.*

GUARD: *Daniel, eat this royal food and drink this wine. It's tasty and will make you strong.*

DANIEL: *Please, guard, these foods are not for me. Give my friends and me nothing but vegetables to eat and water to drink. Then compare our appearance with that of the young*

*men who ate the royal food and drank the wine.*

GUARD: *Oh, but you'll look worse than them if you only eat and drink that! The king will have my head because of you.*

NAR: *Daniel persuaded the guard to give his menu a test run of 10 days. At the end of the 10 days, Daniel and his friends looked better nourished than any of those who ate the royal food and drank the wine. Some time passed and Daniel and his friends gained a reputation as people who were wise and could understand dreams. People also knew that they worshiped the God of Israel. After King Nebuchadnezzar died, a king from another country took over. But the other men in the palace were jealous of Daniel because he was so wise and everything went so well for him. They knew Daniel worshiped his God every day. So they convinced the king to issue a decree.*

KING: *I want to issue a decree. Anyone who prays to any god, or man, except for me in the next 30 days, will be thrown into the lions' den.*

DANIEL: *I know I can't bow down to this King. I must live my life in honor of the one and only true God.*

NAR: *So Daniel did as he always had done; prayer was a habit for him.*

Wimping Out  
Courageous Calling

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# SESSION TWO

*He didn't hide, but rather got down on his knees, faced the windows, and prayed to his God. This is just what the jealous men were waiting to see.*

**MAN #1:** *Hey, isn't that Daniel praying on his knees?*

**MAN #2:** *He's violating the new law!*

**MAN #3:** *Now is our chance to be rid of Daniel. Let's go to King Darius and tell him what we've seen!*

**NAR:** *The group went to the king and told on Daniel.*

**KING:** *Daniel!? He's a swell guy. I'm distressed over the fact that he will be thrown to the lions. Why did I make this silly decree? Now Daniel will no longer rule my kingdom. What a loss!*

**NAR:** *An edict was an edict. It couldn't be changed. So, Daniel was thrown into the lions' den.*

**KING:** *May your God, whom you continually serve, rescue you!*

**NAR:** *A stone was brought and placed over the mouth of the den, and the king sealed it with his own ring so it couldn't be moved. That night the king returned to his palace and spent the night without eating. He didn't have his usual entertainment. He didn't sleep a wink. As soon as the sun was up, he rushed to the lions' den.*

**KING:** *Daniel, has your God been able to rescue you from the lions?*

**DANIEL:** *My God sent His angel to shut the mouths of the lions. They have not hurt me because I was found innocent.*

**NAR:** *Daniel was quickly lifted out the den and in his place, the group of men who tricked the king into issuing the decree, were tossed in. Not only were the men thrown to the lions, but their wives and children were also thrown in. The lions didn't hesitate, but instead leaped up and crushed those people's bones, killing them. Daniel's God then became the God of King Darius and his people.*

**Wimping Out**  
**Courageous Calling**

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# EXTRA STUDY OPTION

## STRONG STEPS, READY STEPS

Read the following passages and determine how reading God's Word helps you follow the Lord:

**2 Samuel 22:31; Psalm 119:1, 11, 105; Colossians 3:16; 2 Timothy 2:15; and James 1:22.**

Read the following passages and determine how prayer would help you as you follow the Lord:

**2 Chronicles 7:14; Matthew 5:44; Luke 6:28; Luke 22:40; 1 Thessalonians 5:17; James 5:13; 1 Peter 4:7; and Jude 20.**

Read the following passages and determine how fellowship and being with other members of the Christian body would help you better follow Jesus:

**Hebrews 10:24-25; 1 John 1:7; and Philippians 2:1-18.**

**What are other ways you can grow in Christ?**

**How can living a life of following Jesus make you an example to others?**

**Extra Study Option** Make photocopies of this Extra Study Option and give it to any student who is interested in learning how to better follow Jesus.

(For more information about the use of Extra Study Options, see page 5 in the Introduction.)

# DAY THREE

In celebration of family, today we will enjoy the “family” that we have been privileged to spend time with during Courageous Calling (our X-Teams). All you need to play today are “family members” and a few supplies. Pretty simple!

## ‘Family’ Love

Have all X-Teams mix together. Call out a number from 5–10 and have students go to that many different people who are not on their team, shake their hands, and say, **“I love my X-Team because . . .”** The first X-Team to go to the designated number of people, say what they’re supposed to say, and get back together again, get X-points!

## ‘Family’ Introductions

### Supplies:

- Large container and team names written on pieces of paper and folded in half (*enough papers to represent all X-Teams*)

Place the large container containing X-Team names in front of the group. When you say, **“Go,”** have one member from each X-Team run to the container and draw out a piece of paper. This person must then unfold and read the X-Team name aloud. He or she then needs to find one person from the X-Team named on the paper, and introduce that person to two people on their own X-Team by saying **“Please meet \_\_\_\_\_ . He or she is on the \_\_\_\_\_ X-Team!”** Encourage students to use this time for informal introductions and talking. You don’t need to award points for this activity.

## ‘Family’ Heirlooms

Have everyone place their shoes in the middle of the entire group (*you may want to throw in*

*some extra shoes just to add confusion.*) Have a leader or volunteer mix up all of the shoes, then say **“On your mark, get set, grab your stinky shoes!”** The first team to get all of their shoes on and tied or fastened, wins some X-points. (*If shoes are slip-ons, then students just must have them on all the way.*)

## ‘Family’ Knowledge

Have X-Teams complete the tasks you yell out. First yell, **“Starting with January, line up according to what month of the year your birthday is in!”** (*If there are students whose birthdays fall within the same month, then have them line up according to whoever’s birthday comes first, second, third, and so on, in the month.*) Next, yell for students to **“Line up according to their shoe sizes, smallest to largest!”** Then yell for students to **“Line up in alphabetical order of their first names.”** Create as many options as you desire. Award X-points to the X-Teams that finish first and second. (*Be sure there are enough volunteers to check X-Teams for accuracy as well as speed.*)

## ‘Family’ Slogan

Have groups come up with slogans that best describe their X-Team. Give teams five minutes to do this, then get everyone’s attention and have them be quiet while various teams shout out their slogans. Award points for team creativity and group involvement.

## ‘Family’ Feud

Pit two or three X-Teams against each other for a game of foam ball dodgeball. When a person is hit by the ball, they are out. The last person left should receive a bunch of X-points for his or her team.

# FANTASTIC FAMILY

# SESSION THREE

## OPENER

### Going with the Flow

Time: 15 minutes

**Supplies:**

- Balls of various weights and sizes

After completing the Crazy Comp tournament games, gather the groups together and have them find their X-Teams. Instruct each X-Team to get into a circle and face each other. Give each X-Team leader a ball and have the leader instruct his or her X-Team to establish a pattern by throwing the ball back and forth to each person in the circle. Instruct the teams that no one may receive the ball more than once during each rotation. When the final person in the circle is thrown the ball, he or she must throw the ball back to the person who started the pattern. Repeat the pattern

Give teams a few minutes to practice. After patterns are established, have team leaders encourage their teams to speed up. After groups get going, have team leaders add balls of various sizes and have group members attempt to continue the patterns. As teams are going, walk around and take balls away or add balls to see how groups handle the changes. If groups are coordinated and fast thinkers, you may even want to remove a person from a group for a time or move people to other positions within their circle.

After the activity ask, ***How did it go? What distracted you? How much did objects being added or taken away bother you?*** Invite student interaction and reaction to this activity.

Then share, ***Today we're going to talk about our families. Sometimes interaction with our family members goes smoothly, similar to when there was only one ball in the rotation and you all were throwing the ball slowly back and forth. Other times family life can be chaotic, even crazy, when everyone is trying to do something at the same time. (Not too different from all of the juggling of balls that I saw at the end of this last activity.)***

***First Timothy 4:12 encourages us to be examples to others in speech, in life, and in love. Although it's easy to say to our family members that we love them, it's harder to demonstrate this love by our actions. In this session, we'll take a look at Miriam and see how she showed love to her baby brother and even her mother when she intervened on Moses' behalf.***

### Optional Opener

Teach your X-Team members a fairly difficult (but achievable) step routine. If you have a cheerleader in the group, you may want to call upon his or her expertise for help in teaching the routine. Go over the motions many times until the whole group is fairly capable of performing the routine. Ask your students, ***How difficult was it to learn this routine? How did you feel after you had a chance to practice it a few times? How is routine a part of your daily family life? What might happen to your family life if it lost its sense of routine? What part does love play in keeping family situations stable? How could you, as a Christian, be an example in love to your family members?***

**Wimping Out  
Courageous Calling**

Loving my family is hard and complicated.  
By showing love to my family, I can be an example for Jesus.

# SESSION THREE

## TABLE TALK

### Family Reflections

Time: 10 minutes

**Supplies:**

- Copies of Table Talk, “Family Reflections,” (page 29)
- Pencils

Pass out copies of Table Talk “Family Reflections” to the students. Allow the students to work in their X-Teams as they go through the questions and discuss them. Remember to let the students talk and react without the leaders judging their comments. A visiting student needs to know his or her opinion will be heard and not instantly rejected.

## MESSAGE

### Courageous Love

Time: 15 minutes

**Supplies:**

Copies of “Someone Else’s Shoes” (page 30)

Have each group read Exodus 1:8—2:10 and complete the short story activity described in the worksheet “Someone Else’s Shoes.” After your students have finished their short stories, invite a few volunteers to read their stories

aloud. Open up discussion by sharing something like: **The Israelites had lived in Egypt for around 200 years by this time. After such a long peaceful history in Egypt, it must have been very difficult to be forced into slavery by a new king. The Hebrew midwives were put in an especially difficult position when the new king told them to kill Hebrew baby boys.**

Ask, ***Why do you think the midwives disobeyed the king and let the baby boys live?*** Invite your students to share.

Direct your students to Exodus 2:1-10, the story of Moses’ exciting escape from death. Ask, ***How might Moses’ deliverance as a baby signify his future role as Israel’s deliverer out of Egypt? What was significant about the actions of Moses’ sister Miriam?*** Students might talk about how she took a risk by speaking to the princes. Next ask, ***How did Miriam’s actions show love for Moses and her family?*** Invite students to share their opinions. Remind students that because of Miriam’s actions, her mother was able to raise Moses, her own son. She not only nursed him, but likely taught him about God and his people’s heritage. Miriam’s mother also was paid money to raise Moses, money that probably was much needed at this time by her family.

**Wimping Out**  
**Courageous Calling**

Loving my family is hard and complicated.  
By showing love to my family, I can be an example for Jesus.

# SESSION THREE

## CHALLENGE

### Family Challenge

Time: 10 Minutes

**Supplies:**

- Poster board, markers

Read John 15:12-13. Miriam risked her safety because she loved her brother. She could have turned away once Moses was placed at the river's edge, but she chose to obey her mother and stay. Pharaoh's daughter was powerful enough to have Miriam killed, yet Miriam still spoke up out of love for her family.

Give each team a piece of poster board and a marker. Instruct teams to divide the poster board into two columns. On the first column, have students write things they do and say at home that aren't loving. In the other column, have students write things they do, or could do, to show love to their families. Invite groups to share what they wrote.

Close this time in prayer, asking for Jesus' help to love our families.

## Option

Give teams paper and pens. Instruct them to read John 15:12-13. Have each team create an acrostic of the word "F-A-M-I-L-Y," using each letter to tell a way that they can show love to their families. (For example, F could signify Forgiveness, A could stand for Answering honestly, M could be Making time for others, I could stand for Interacting well, L could represent Loving unconditionally, and Y could signify Yielding to Jesus.)

**Wimping Out**  
**Courageous Calling**

Loving my family is hard and complicated.  
By showing love to my family, I can be an example for Jesus.

# SESSION THREE

## TABLE TALK

### Family Reflections

Before you start discussing these questions, have your group get together for a “group hug” or have students form the shape of a heart on the ground, just to add some variety!

You may want to have students write down their answers to these questions first, then discuss them together in your small group.

List *(or share about)* everyone in your immediate family.

**What is the most lovable thing about each member of your family?** Describe something good about each of them.

**What things do you do that bug others in your family?**

**In what ways do you show love to your family members?** Explain.

**How can showing love to your family members be an example of Jesus to them, to other believers, and even non-Christians?**

**What specific ways could you show love to your family members this week?**

**Wimping Out**  
**Courageous Calling**

Loving my family is hard and complicated.  
By showing love to my family, I can be an example for Jesus.

# SESSION THREE

## MESSAGE

### Someone Else's Shoes

Time: 15 minutes

#### Supplies:

- Bibles, paper, pens

Have students read Exodus 1:8—2:10. After reading the passage, encourage them to choose one of the characters from the story and rewrite it from this person's point of view. For instance, they could write as if they were Pharaoh, an Israelite slave, a Hebrew midwife, Moses' mother or father, Miriam, or Pharaoh's daughter.

Encourage your students in their writing by asking these questions:

- **What might the scenery look like?**  
(A rushing river, an oppressed people tormented by slave drivers, etc.)
- **What smells might you experience?**  
(Tar, pitch, papyrus, mortar, etc.)
- **What sounds might you hear?**  
(People crying out in pain as they are punished by the slave drivers, women crying over the babies who have been killed, a rushing river, the rustling of reeds, etc.)
- **What might people say?**  
(Whispered complaints about Pharaoh and his kingdom, murmurs and grumbings, people communicating about various work projects and construction tasks, slave drivers screaming commands, etc.)
- **How might you feel as this person whose perspective you are writing from?**  
(Worried, fearless, frustrated, sad, compassionate, etc.)

**Wimping Out**  
**Courageous Calling**

Loving my family is hard and complicated.  
By showing love to my family, I can be an example for Jesus.

# EXTRA STUDY OPTION

## FOREVER FAMILY

Read the following verses in your Bible and write a sentence about what each Scripture says about family.

Ephesians 3:14-21

*Who is the “whole family” being described here? What does this say about the relationship that believers have to God the Father?*

Proverbs 10:1

*What modern-day examples does this verse bring to mind? How can you best bring joy to your father or mother this week?*

Proverbs 17:6

*In what ways could you be a crown to your parents this week?*

Exodus 20:12 and Ephesians 6:1-3

*How can you honor your father and mother this week?*

Psalms 103:13

*In what ways has your earthly father (or other family member) shown compassion to you? How has God shown compassion to you?*

**Extra Study Option** Make photocopies of this Extra Study Option and give it to any student who is interested in learning more about family relationships.  
(For more information about the use of Extra Study Options, see page 5 in the Introduction.)

# DAY FOUR

## DOWN AND DIRTY!

It's time to get down and dirty. It's time to get outside! Today is true physical messy competition, team against team, will against wit, etc. It's not going to be pretty! It will be especially essential for Team Leaders to keep the spirit right today. If weather is bad, bring in a large tarp and conduct these games indoors or in a gymnasium.

## Tug of War

### Supplies:

- Long piece of strong rope (*indoor option*)
- Non-menthol shaving cream

Pit one X-Team against another for this game of Tug-of-War. If possible, have a mud puddle or something messy (*like non-menthol shaving cream if done indoors*) for the losing team to be pulled into. You may want to set a time limit or have teams lose a team member every 30 seconds. That way you will be sure to have a winner at the end of the game.

## Mud Sculpture

### Supplies:

- Lots of dirt and water

Have X-Teams compete to create sculptures out of mud. Give them each a bucket of dirt and a container of water and watch 'em go! You may want to encourage them to limit the amount of water they use so they can sculpt the mud. Maybe set a time limit for this game. Have volunteer staff members be the judges. You could have different categories, such as "Most Creative," "Funniest," "Best Replica," etc.

## Best Hair

### Supplies:

- Cans of non-menthol shaving cream

Have X-Teams compete to create the best hairdo on one or all of the team members using shaving cream. You may want to have a few team members participate while other members cheer or have people pair up to compete in this contest. Have the volunteer staff members be judges. If you have members who don't want to participate or mess up their hair, then have one volunteer compete from each team. (*Don't force anyone to participate if they don't want to. It does get pretty gooey and many participants may not want to spend the rest of the day a mess. In fact, you might want to bring some shampoo so the participants can clean up a little, after the game is over.*)

## Tomato—Tomawto

### Supplies:

- Ripe tomatoes and a bucket (*If you don't want to waste tomatoes, use lemons and plastic pitchers instead and serve the juice as lemonade during a break later on in the day [just add water and sugar].*)

You may want to do this one before the water war! Give each team a sack of tomatoes and a bucket. Teams attempt to make the most liquid ketchup. (*If other option is used, the team who makes the most lemon juice wins.*)

# DOWN & DIRTY!

# DAY FOUR

## Water War

### Supplies:

- Squirt guns or pumps filled with water
- Refill water buckets
- A place for leaders/volunteers to hide!

Have X-Teams compete to see which team has the most dry people by the end of the war. You may want to emphasize that water should not be aimed at people's heads, but should hit their upper bodies or legs. A time limit is good to set for this activity.

## Eggcetera

### Supplies:

- A few cartons of eggs or full-sized balloons filled with water

It wouldn't seem right to have a messy games day without eggs! Pair up X-Team members and have them toss eggs to each other, seeing who can toss their eggs the farthest. Or you may think of something messier to do with the eggs! If you don't want to waste eggs, use large balloons filled with water to conduct a similar game.

# DOWN & DIRTY!

# SESSION FOUR

## OPENER

### Faith Steppers

Time: 15 minutes

#### Supplies:

- Props like hats, lipstick, cloaks or blankets, toy swords or shields, sunglasses, fake beards and mustaches
- Construction paper
- Markers

After completing the Crazy Comp tournament, instruct students to sit at tables with their X-Teams. Begin by talking about bravery, in order to introduce the idea of faith later on. ***Many people in history are known for their bravery. Hollywood loves to make movies about brave individuals (real or imagined.) Typically these people are considered heroes because they have done something extraordinary. For example, Oskar Schindler, who had Jews work for him in the hope that they would escape Hitler's death camps. Or William Wallace, who risked death to help free Scotland.***

Have each person think of a famous brave person, but have them keep their idea to themselves. *(This person can be real or imaginary, but must be famous enough for most group members to guess.)* When each X-Team's leader says, "Go," have each student grab a prop from the front of the room and use it, wear it, or hold it in such a way that it might give others a clue about who they are pretending to be. If students can't find an appropriate prop, have them use the construction paper to draw a prop that might be used by the person they are pretending to be.

Invite volunteers to go before the entire group *(with their prop)* and give two hints about who they are. Invite the group to guess who each student is impersonating. If no one guesses correctly, let the volunteer share who he or she is. Play until four or five people have had the chance to be a volunteer or until time is up, whichever evercomes first.

### Optional Opener

#### Supplies:

- Paper, pens or pencils

Have each person trace his or her hand on a piece of paper. Starting with their little fingers, have students write the letters **F-A-I-T-H** above each finger traced. Give students a few minutes to write on each traced finger a sentence describing what faith means to them. Such as "Trusting in the impossible," or "Taking a risk," etc. When students are done, they should have written five different sentences down, one on each traced finger. Invite volunteers to share one or more of the definitions they wrote on their "hand." This will get them thinking about what faith is all about.

**Wimping Out**  
**Courageous Calling**

Stepping out in faith is impossible for me.  
Knowing Jesus makes it possible to step out in faith.

# SESSION FOUR

## TABLE TALK

### Questions of Faith

Time: 10 minutes

**Supplies:**

- Copies of Table Talk, “Questions of Faith,” (page 37) pencils

Hand out “Questions of Faith” and pencils. Allow the students to work in their X-Teams as they go through the questions and discuss them. Remember to let the students talk and react without the leaders judging their comments. A visiting student needs to know his or her opinion will be heard and not instantly rejected.

*years out in the fields, caring for his father's sheep (a typically boring and often tedious job). During that time, David was confronted with several terrifying animals. David came face-to-face with a lion, then a bear. In those situations, David knew he couldn't rely on his own strength. Instead, David learned through those circumstances to place his faith in God.*

Have your students turn to 1 Samuel 17:1-11; 20-24; 32-50, and call on various volunteers to read these passages aloud in their X-Teams. Then share: ***With each demonstration of God's power, David's faith in God grew. By the time David faced the giant Goliath, his faith in God was unshakable. So much so, that David took on Goliath with only a slingshot and smooth rocks. After Goliath fell to the ground, David didn't hesitate to run to Goliath and cut off his head! And through it all, David gave God all the glory. David's faith was no more extreme than what is available to all of us—but it was the One he had faith in that gave him the victory.***

## MESSAGE

### David: Warrior or Wimp?

Time: 15 minutes

**Supplies:**

- Copies of “David: Warrior or Wimp?” (page 38)

Distribute copies of “David: Warrior or Wimp?” to each team and instruct them to read aloud the Bible passages on the sheet. After adequate time, use the question on the bottom of the sheet to get different groups' impressions of David just from these passages. Then share, ***David was the youngest, and probably the smallest of his brothers. He was likely the most overlooked and undervalued member of his large family. There was one thing that made David a warrior, however. He had faith in God! David spent much of his growing up***

Ask: ***What was your impression of David after looking at the first passages in 1 Samuel that were on the worksheet?*** Students may share that the first passages showed David as a passive, even wimpy individual. ***What is your impression of David now, after reading 1 Samuel 17:1-11; 20-24; and 32-50?*** Students may say that these passages, however, show a young man full of faith, lacking any sort of fear. God used a young man who was overlooked by everyone else. All David needed was faith in God, and God took care of the rest.

**Wimping Out  
Courageous Calling**

Stepping out in faith is impossible for me.  
Knowing Jesus makes it possible to step out in faith.

# SESSION FOUR

## CHALLENGE

### God's Superhero, You!

**Time:** 10 Minutes

**Supplies:** No materials needed

During *A Call to Courage*, we've looked at 1 Timothy 4:12 and examined ways that we can be examples to others in our speech, our life, and our faith.

David wasn't a superhero. He wasn't extra powerful or courageous. He simply had faith in our incredible God and wanted everyone to know that his God is faithful. As you think about your own life, are there any challenges right now that are overwhelming you? Get

together with a partner from your X-Team and share your struggles together. Have students look up Matthew 17:20b in their Bibles, and read it together. Jesus said, "If you have faith as small as a mustard seed . . . nothing will be impossible for you." David had faith in God, even though he was young, and insignificant in his world. You may feel like this at times in your life, but Jesus wants you to know that He can do a great deal with even a small amount of faith! You can be an example to your friends and family by demonstrating to them the trust you have in Jesus. Your faith can and will make a difference to others! Have each team leader close the session in prayer.

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# SESSION FOUR

## TABLE TALK

### Questions of Faith

1) Take a minute to describe a modern-day situation in which you would need to have faith. *(This could be faith in God, but it also could be faith in a doctor's prognosis, or an airplane pilot's ability to fly, for instance.)*

2) Next, describe a time when your faith in someone was shaken. For example a parent who let you down, a friend who gossiped about you behind your back, etc. How did you feel when you were disappointed by this person? What effect did this experience have on you?

3) Have you ever placed your faith in Jesus Christ and trusted Him for your eternal salvation? If you answered "no" to the above question, are there reasons why you haven't yet placed your faith in Jesus? What fears might be keeping you from becoming a Christian? Won't you take time today to speak with one of the leaders or volunteers about this. Jesus can change your life, but you have to want Him in it!

If you answered "yes" to the above question, how does having faith in Jesus Christ help you on a day-to-day basis? In what ways do you wish you could grow more in your faith and relationship with Jesus Christ? Why don't you take some time today to talk in more depth with one of your leaders or volunteers about how you can take your relationship with Jesus deeper.

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# SESSION FOUR

## MESSAGE

### David: Warrior or Wimp?

“David would take his harp and play. Then relief would come to Saul; he would feel better, and the evil spirit would leave him.” (1 Samuel 16:23b)

Read the following passages and discuss your impressions of David from these segments.

So he [Samuel] asked Jesse [David’s father], “Are these all the sons you have?” “There is still the youngest, Jesse answered, but he is tending the sheep.” (1 Samuel 16:11)

Jesse’s three oldest sons had followed Saul to the war. . . . David was the youngest. The three oldest followed Saul, but David went back and forth from Saul to tend his father’s sheep at Bethlehem.” (1 Samuel 17:13a, 14-15)

So Saul said to his attendants, “Find someone who plays well and bring him to me. One of the servants answered, I have seen a son of Jesse of Behlehem who knows how to play the harp.” (1 Samuel 16:17-18a)

In looking at these segments of Scripture, do you think David was “warrior material”? Why or why not? Discuss.

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# EXTRA STUDY OPTION

## RENEWED FAITH

David was called a “man after God’s own heart.” He was called this because of the relationship that he had with God and the trust that David had in Him. David’s faith in God comforted him when King Saul and his armies hunted him down and attempted to kill him. However, there was a time when David’s faith in God faltered, and he messed up big time! David gave in to his lust and not only slept with a married woman, but had her husband murdered in battle. Read through Psalm 51 and reflect on David’s faith in God’s forgiveness.

1) *What words in this psalm show David’s faith in God’s forgiveness of his sins?*

2) *How can David’s words encourage you in confession of sin?*

Read 1 John 1:9 and Romans 8:35-39.

3) *In what area of your life will you increase your confidence of God’s faithfulness to forgive?*

**Extra Study Option** Make photocopies of this Extra Study Option and give it to any student who is interested in learning more about renewing their faith.

(For more information about the use of Extra Study Options, see page 5 in the Introduction.)

# DAY FIVE

Today we'll look at a few games and activities that will get us to mix things up, sort, and prioritize things. This is a good thing to do internally as we look to purify ourselves before God.

## The Great Swap

### Supplies:

- Colorful candies (*six per person*)

Give each student at least six pieces of different colored candy. Have them run back and forth among their X-Teams and trade their candies until they are all one color. They can only exchange one piece of candy per person. The first X-Team to come up with a winner gets the X-points.

## Something Unique about Me

### Supplies:

- Index cards, pens

Invite your students to write on index cards something unique about themselves. Such as, "I was born in Alaska," or "I can flip my eyelids inside out!" After X-Team members have finished writing on their cards, have volunteers collect the cards then re-distribute them to each member of the X-Team. On the call of "Go!" have X-Team members go around and ask each person on their team if they have done the thing written about on their card. Once a team member has found the person that matches his or her card, he or she should sit down. The first X-Team to have all its members sitting, wins.

## Mopping Up

### Supplies:

- One mop per X-Team
- Scavenger-hunt list

Before this activity, go around your grounds and measure a few things in mop-lengths, such as a

small tree, a street sign, the steps leading up to a building, etc. Write these things down on a scavenger-hunt type of list. Keep another list with a volunteer that states how long everything is in actual mop lengths. Give each team the list of items to measure and have them set out to do just that. Add up the total number of mop lengths. The X-Team who finishes first and is the closest in measurements wins.

## The Black Hole

### Supplies:

- Blindfolds
- Stopwatch

Blindfold each member of the X-Teams. If you have a large group, have X-Teams play this game one at a time while other teams watch. Jumble everyone up. Time each X-Team to see who can get back together and arrange themselves in a straight line the quickest. The X-Team that accomplishes this first, (*without peeking*) wins. (*For more of a challenge, have your X-Team members line up in order from shortest to tallest.*)

## All Hooked In

### Supplies:

- Loud horn (*or volunteer who whistles loudly*)

Divide each X-Team into pairs. Have each pair hook up (*with their backs touching, and their arms interlocked.*) Have a volunteer on hand with a loud horn or a shrill whistle and have him or her sound it. Once it sounds, everyone must find a new partner to hook up with. Do this over and over, only make the time between whistle blows less and less, and eliminate X-Team members who don't hook up in time. At the end of the game, all the X-Team members left playing should get an X-point for their teams.

# ORGANIZATION IS KEY

# SESSION FIVE

## OPENER

### Examples in Every Way

Time: 15 minutes

#### Supplies:

- Chalkboard and chalk, or whiteboard and markers

After completing the Crazy Comp games have students sit with their X-Teams. **We've learned a great deal during *A Call to Courage* about how we can be examples for others.** Invite a volunteer to look up 1 Timothy 4:12 in his or her Bible and read it aloud. Then share, **All of these aspects are difficult. Our speech isn't easy to control; it's hard to live a life that's always pleasing to God; loving and getting along with our family members isn't always fun; our faith in God can falter at times; and those who live pure lives are often viewed by the world as boring. However, Jesus Christ wants us to persevere in all of these areas so we can be His examples. He wants us to be lights in a dark world. You all know what a life of sin looks like; you see it every day in your schools and jobs. Not many people, however, know what a courageous life looks like. You may be the only Christian example some people ever encounter.**

**The last attribute mentioned in 1 Timothy 4:12 is purity. *What do you think of when you hear this word?*** Invite various teens to call out their answers as you write them on the chalkboard or whiteboard. Some examples will likely be: sexual abstinence until marriage, pure thoughts, actions that are above and beyond how the world responds, etc. ***What does Matthew 5:8 say about those who are pure in heart?*** Invite a volunteer to look up this verse and read it aloud. **It says that the pure in heart will see God. That in itself is a pretty exciting reason to be pure. Today we are going to look at Josiah. Josiah was the first king who served God, after a long line of wicked kings. At a young age, Josiah knew he needed to purify his kingdom from sin and idols. Even though he was young, he knew purity was a standard God expected.**

### Optional Opener

Brainstorm with the entire group individuals that have made positive impacts on their world by remaining pure and living for Jesus. Students might name athletes and celebrities who have remained pure in their lifestyle and have been outspoken for God. They also might mention friends or family members who have stepped away from what the crowd was doing to live pure lives for Jesus. How are these individuals an example to our world? In what ways do their lives stand out from the crowd? Invite students to share their thoughts. Next, have your students think of people they know who have been good examples to them. Why did these people impress you? Invite discussion and interaction here. What character traits do you look for in a role model? Is purity important for a role model to have? Why or why not?

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Courageous Calling**

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# SESSION FIVE

## TABLE TALK

### Feeling the Heat

Time: 10 minutes

**Supplies:**

- Copies of Table Talk, “Feeling the Heat” (page 44)
- Pencils

Hand out “Feeling the Heat” and pencils. Allow the students to work in their X-Teams as they go through the scenarios and discuss them. Use the questions at the bottom of the sheet to help your students share about their own lives. Remember to let the students talk and react without the leaders judging their comments. A visiting student needs to know his or her opinion will be heard and not instantly rejected.

## MESSAGE

### Josiah Was Different!

Time: 15 minutes

**Supplies:**

- Bibles
- Paper, pencils or pens
- Copies of “Rhyiming for a Reason” (page 45)

How you choose to do the worksheet activity will depend upon how many teams are in your group. If you have more teams than assignments listed on the worksheet, take the story further back in the Bible to 2 Chronicles 28 and provide additional Scripture passages for your students so they can look at King Ahaz’s life. If you have less teams, condense or remove some of the passages from the worksheet. Give

each team the “Rhyiming for a Reason” worksheet and tell them which passage of Scripture their X-Team is to read. After students have finished reading their passages, have them work together to create poems or limericks about what they’ve just read.

After groups are done, have a volunteer from each group read their short poem or limerick for everyone. After the last team has finished, have all the students look up 2 Chronicles 34:1-8, 33 and call on a few volunteers to read it aloud. Then discuss, **How was Josiah different from the other kings that came before him?** Invite teens to share. **What most impressed you about Josiah?** Teens may share about his age, his persistence in doing right, his willingness to take charge, his pure heart, etc. **How can Josiah be an example to you today?** Students might comment that Josiah stood up for what he believed, he didn’t let his age stop him. Conclude the message by sharing, **Josiah is a great model of how a young person can set an example for others in purity, just like it says in 1 Timothy 4:12.**

## CHALLENGE

### Your Courageous Calling

Time: 10 Minutes

**Supplies:**

- Blank pieces of paper

This week we’ve looked at how we can be examples for Jesus in our world. In Matthew 5:16, Jesus had this to say about being examples: “Let your light shine before men, that they may see your good deeds, and praise your

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# SESSION FIVE

Father in heaven.”

Give a blank paper to each student. **Think of your paper as your life, opened bare before you. Some of you may want a fresh start, perhaps being a part of *A Call to Courage* has shown you your need of this. Others here may be ready for a different kind of challenge, such as being examples in new and better ways among your peers. Others might believe in Jesus, but may be struggling with issues related to purity. Maybe there are some here who haven't accepted Jesus Christ as their Savior. Use your paper to write out a prayer, expressing your response to Jesus. Whatever is on your heart, write it on your paper now.**

Invite students to go someplace on their own

for a few minutes. Students might choose to go outside, step into another room, find an empty pew in the church, or just sit by themselves. After about five minutes have passed, invite students back together. Invite those who feel comfortable doing so, to share what they wrote. After everyone has shared, have group leaders close in prayer. You may want to invite students who have questions or concerns to stay afterward and talk with their leader or volunteers.

**Note:** This lesson lends itself perfectly to offering the students an opportunity to come into a first-time relationship with Jesus. Be sure to give your students a chance to talk with an X-Team leader and pray about this decision during this time.

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# SESSION FIVE

## TABLE TALK

### Feeling the Heat

Discuss the following scenarios in your groups. You don't all have to be in agreement, but you should discuss each option and share what you would do.

You're Julie. Your parents won't let you date until you're older. When Drew, a guy you're crazy about asks you out, you:

- A) Say **"Yes" right away. You'll deal with your parents' rules later.**
- B) Say, **"Maybe," and explain that you think you already have plans that night, but you'll let him know.**
- C) Say, **"Yes." You'll just tell your parents you'll be at Ashley's house watching movies. They'll never know as long as you make it home in time for your curfew.**
- D) Say, **"I'm really glad you asked me out, but my parents have some rules about dating. Would you like to come over to my house for dinner instead?"**

You're Duncan. You're a Christian but you're not real vocal about your faith. Your friends at school aren't Christians, and they participate in underage drinking and even do drugs sometimes. A school security guard confronts you one day on the way to your car. He tells you he knows what's going on among your group. What would you do?

- A) **I'd tell the security guard that I didn't know what he was talking about. I wouldn't hang out with people who were doing illegal things!**
- B) **I'd tell the security guard that I didn't participate in those kinds of activities. If he pressed me to tell on people who did, I'd say, "I don't know who is involved."**

- C) **I'd tell the security guard the truth, as long as he promised not to involve me in the investigations.**
- D) **I'd tell the security guard the truth, even if it meant trouble for myself. I'd also let this be my wake-up call to quit hanging around these people and to try to make some Christian friends.**

You're Alex. You're a Christian who is active in your church and youth group. Your friends from youth group want to go to a movie. It is rated "R" and you've heard bad things about its content. Not only would your parents be disappointed if they knew you went to see it, but you also know this movie will put junk in your head.

- A) **I'd make up a reason why I couldn't go.**
- B) **I'd be honest and say I didn't think it was an appropriate movie for a Christian to watch.**
- C) **I'd say, "Why don't you guys go without me," without sharing my real thoughts on the movie's content.**
- D) **I'd go. It's just a movie. Big deal. There are lots of things I don't do because I'm a Christian, but watching a questionable movie—who is it going to hurt?**

Discuss: **These situations are all made-up, but you've probably been in similar types of situations at some time in your life. Go around the group and share about a time when you were challenged by a situation you found yourself in. What did you do? Why did you do what you did? If you could do it over, what would you change about your actions?**

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# SESSION FIVE

## MESSAGE

### Rhyming for a Reason

Here is an example of a poem based on 2 Chronicles 34:1-13. Create similar poems or limericks based on the passage your group has been assigned.

*Josiah became king at age eight  
But grew to change Israel's fate.  
By his kingly title  
He tossed every idol  
Outside the community gate.  
And to make sure idolatry ceased  
He burned the bones of every evil priest.  
He cleaned up the land  
With his righteous hand  
Until new faith in God was released.*

Team One: Manasseh, 2 Chronicles 33:1-20

Team Two: Amon, 2 Chronicles 33:21-25

Team Three: Josiah, 2 Chronicles 34:1-13

Team Four: Josiah, 2 Chronicles 34:14-33

Team Five: Josiah, 2 Chronicles 35:1-19

Team Six: Josiah, 2 Chronicles 35:20-27

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# EXTRA STUDY OPTION

## STEPPING OUT IN PURITY

Look up the following Scriptures to find out what the Bible has to say about purity.

Psalm 19:9 *"The fear of the LORD is pure, enduring forever."* **How can you fear the Lord this week?**

Psalm 24:3-4 *"Who may ascend the hill of the LORD? Who may stand in his holy place? He who has clean hands and a pure heart, who does not lift up his soul to an idol or swear by what is false."* **What do you think it means to have clean hands and a pure heart? Are there any "idols" in your life that are keeping you from being pure before the Lord? Are the words you use pure and honest?**

Proverbs 20:9, 11 *"Who can say, I have kept my heart pure; I am clean and without sin? Even a child is known by his actions, by whether his conduct is pure and right."* **What sins might you need to confess before God right now?** Ask the Lord to purify you and help you conduct yourself in a pure and right way.

Philippians 4:8 *"Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or*

*praiseworthy—think about such things."* **How might you need to purify your thought life this week? What kinds of pure things could you think about instead? List them here.**

1 Timothy 5:22b *"Do not share in the sins of others. Keep yourself pure."* **What sins of others might you be participating in, even if you aren't the one leading in the sin?** Take a minute to jot down a sin the "crowd" is doing that may tempt you to follow.

1 Peter 1:22b *"Love another deeply."* **Are your motives for relationships with others pure?** Ask the Lord to bring to mind those whom you've offended, then purpose to set things right.

Hebrews 7:26-27 *"Such a high priest meets our need—one who is holy, blameless, pure, set apart from sinners, exalted above the heavens. Unlike the other high priests, he does not need to offer sacrifices day after day, first for his own sins, and then for the sins of the people. He sacrificed for their sins once for all when he offered himself."* In order to be an example for Jesus in our purity, we have to know the one who is truly pure—Jesus Christ. Take a minute to jot down some word of praise to Him, thanking Jesus for sacrificing Himself in your place.

**Extra Study Option** Make photocopies of this Extra Study Option and give it to any student who received salvation today or others who are interested in learning more about salvation. (For more information about the use of Extra Study Options, see page 5 in the Introduction.)