



AFTER-CAMP BIBLE STUDY GUIDE

SUMMER 2010
KAIROS: DEFINING MOMENTS

ABOUT THE WRITER



SARAH EDWARDS works at LifeWay Christian Resources in the Adult Training and Events area. Her focus is working with churches and recognized leaders to coordinate events in the area of marriage and family. Her career includes serving with Fuge camps for five summers. Sarah received her Master's degree in the area of Ministry-Based Evangelism from Southwestern Baptist Theological Seminary where she is currently pursuing her Doctorate in Educational Ministry. She has lived in Nashville for the past three years and is a member of Rolling Hills Community Church. Sarah has a heart for churches and investing in them in a way that equips the home to be a vessel in the passing of faith from generation to generation.

COPY AND CONTENT EDITORS / ANNA MILLER
AND KYLE CRAVENS

THEOLOGICAL EDITOR / DR. ED THIELE

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2010 AFTER-CAMP BIBLE STUDY

SESSION ONE: DEEP LOVE

TEACHING AIM: Students will learn that God loves them and the truth that a life grounded in Him bears much fruit.

STUDY PASSAGE: John 15:9-17

LIFE QUESTIONS: According to these passages, what has your life been chosen by God to do?
When have you responded to God out of love for Him?
How have you shown love to others?

DEFINING MOMENT: John 15:17

TEACHING PLAN

Before You Begin

- **Collect the Following Supplies:**
 - Large sheet of paper for each group (groups of 2-3 people)
 - Markers
- **Set Up the Room and Supplies:**
 - Arrange chairs in a circle, with one less chair than the number of students

MOTIVATON

Instruct students to sit in the chairs you have arranged in a circle. One student should be selected to be in the middle of the circle without a chair. There should be one less chair than the number of students. The student in the middle should go to someone within the circle and say the following:

“Honey, if you love me, you’ll smile!” (dramatic effect can be added to make the task more difficult)

The person chosen must respond with these words **WITHOUT SMILING:**
“Honey, I love you, but I just can’t smile.”

If the student responds without smiling, then the student who has been in the middle must choose another person and try again. They must keep trying until they are successful at getting someone to smile. If the student smiles during the response, they are now in the middle and must repeat the process.

Remember to kill the game before it dies. Students are sure to get a good laugh out of this game.

Say: **“There’s something about saying the words ‘I love you’ to someone that you don’t typically say those words to that is funny. Maybe it’s because others are watching—that adds a lot to the situation. But it’s also because you don’t really mean the words in the way it might sound. It can be tough and even embarrassing. The meaning of love has been destroyed in many circumstances.”**

Share that at camp the theme was KAIROS. Remind students that KAIROS is the Greek word for “time.” KAIROS is often used to define a time when things are brought to crisis and a decision must be made at that point of time—that defining moment. At camp, people from the Old Testament were examined to see how their character was shaped. Explain that over the next three sessions, your group will look at three different people of the New Testament and how they experienced defining moments that shaped their character.

EXAMINATION

Lead students in a time of prayer asking God to reveal Himself through His Word.

JOHN 15:9—TIME TO KNOW YOU ARE LOVED BY GOD.

Ask: **“Who initiates the relationship between us and God?”** (God) **“Who has the truer understanding of love, us or God?”** (God) **“Why do we mess this up all the time?”**

Say: **“John 15:16 says: ‘You did not choose Me, but I chose you.’ You are chosen by God! God shows His love for us by choosing us in spite of our natural sin nature. John 15:9 says that as God loves the Son, the Son loves us. God loves us!”**

Explain that the definition of love has been severely distorted. Many doubt love. Others use it all too often with little to no meaning. Our mistake comes when we pass on our incorrect definition of this word to be the meaning of God’s love as well. God’s love is the perfect love. It is the true and ultimate definition. Say: **“No one is worthy of the love of God; however, God gives it. We will not be able to love others well until we learn to receive the love that God has for each of us as individuals. God loves you.”**

Instruct students to get into groups of two to three people. Give each group a large piece of paper and a marker. Ask each group to write the words of the well-known song “Jesus Loves Me.” Instruct that they do so as quietly as possible so that other groups will not get help from them. When everyone is finished, say or sing the words together. Did they get all the words correct? This song is so well known that it might be known incorrectly. Even if the words are correct, the understanding is oftentimes incorrect. Reassure students that God does love them.

JOHN 15:12—TIME TO LOVE ONE ANOTHER

Read aloud Matthew 22:34-40: **“When the Pharisees heard that He had silenced the Sadducees, they came together in the same place. And one of them, an expert in the law, asked a question to test Him: ‘Teacher, which commandment in the law is the greatest?’ He said to him, ‘Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and most important commandment. The second is like it: Love your neighbor as yourself. All the Law and the Prophets depend on these two commandments.’”**

Jesus said the greatest commandments are to love God with EVERYTHING and to love your neighbor as yourself. Love for God is shown in love for people.

Instruct the groups to read John 15:9-17. Ask: **“What is the command given by Jesus in this passage?”**

Lead groups to discuss these questions: **“What is something you have done today to show love to someone? In a typical day, are there more actions that show love to others or that show the opposite of love for others? How do you show love to others? What are the top five ways?”**

Instruct each group to share their top five ways to show love to others.

Lead each group to read John 13:34-35: **“I give you a new commandment: love one another. Just as I have loved you, you must also love one another. By this all people will know that you are My disciples, if you have love for one another.”**

Say: **“Wow. If we don’t love each other, the consequences are heavy. We hear much about making Christ known amongst the nations. Are we loving each other?”**

JOHN 15:16—TIME TO BEAR FRUIT

Read aloud John 15:16 and ask: **“According to this passage, what are we chosen by God to do?”** (*Bear Fruit*) **“What exactly is the fruit that is being talked about?”**

Instruct the groups to read Galatians 5:22-26.

Ask reflectively: **“Can you have love without patience? Patience without love? Joy without peace? And on and on?”**

Explain that the fruit of the Spirit are intertwined with one another to give a glimpse of a character that honors God. A character that honors God does so with its entire self. True godly character cannot be falsified. It all goes down to the production of fruit. Notice that all the fruit mentioned are necessary for healthy relationships and interactions with other people.

Ask: **“How would you know that you are truly bearing fruit?”**

Read aloud John 15:11: **“I have spoken these things to you so that My joy may be in you and your joy may be complete.”**

Say: **“We search and search for joy in places that can never produce it. We search in relationships, popularity, material things, and so forth. As a result, our joy is never complete. Joy can be thought of as our delight in something. We may fully delight in God when we learn to remain in Him. When we begin to understand that He loves us, then we are to love others and to bear fruit. Our character should honor God.”**

APPLICATION

Instruct students to form a large group to finish out the time together.

Ask: **“How do you express love to people in an ordinary day? How are you showing that you love them by your words? By your actions? What are you telling the world about Christ by your love for other people? What needs to change?”**

DEFINING MOMENT—KEY VERSE

Read aloud John 15:17: **“This is what I command you: love one another.”** Say: **“It’s more than a suggestion. It’s a command. We often mention our search for the will of God for our lives. Here it is: love one another. It is the mark of a believer who truly loves God.”**

PRAYER

Give students a moment to spend before the Lord on their own. Play light music and let them really think about their relationships with the Lord and others. Challenge them to think about the reality of those relationships being loving or not. Challenge them to think about the role they play in the lives of others and whether or not all involved get an accurate representation of God. It cost a lot to follow after Christ. It cost much more not to follow. Pray that they would have the strength to grow in ways that are necessary. Encourage a student to close the prayer time by reading 1 Corinthians 13.

2010 AFTER-CAMP BIBLE STUDY

SESSION TWO: WILLING SACRIFICE

TEACHING AIM: Students will realize living for God requires sacrifice and how we respond to those moments shape us and others.

STUDY PASSAGES: Acts 6:1-7
Acts 6:8-15
Acts 7:51-60

LIFE QUESTIONS: How do you respond to sacrifice in your life?
Why does your affection for other things often outweigh your love for God?
What are you willing to give up in order to live the life God has for you?
How does sacrifice in your life influence or shape others' thinking and response?

DEFINING MOMENT: Acts 6:10

TEACHING PLAN

Before You Begin

- **Collect the Following Supplies:**
 - Index cards
 - Pens
- **Set Up the Room and Supplies:**
 - Enlist a student to share a testimony of investing in a person in a seemingly ordinary setting and how it has blessed his life. (Family member, at school, etc) Guide him to think through three to four questions that you have prepared for him in advance.
 - Enlist a student to share a testimony of how the time she spends in the Word daily has impacted her spiritual growth and the way she invests in people. Direct her to think through three to four questions that you have prepared for her in advance.

- Write out a “worst-case scenario” on index cards for each group (four to five people in each group). Print out the solutions to the selected worst-case scenarios. These are examples. There are many more that you can find online or in bookstores.

How to escape from a giant octopus:

<http://irreference.com/how-to-escape-from-a-giant-octopus/>

How to stop a runaway camel:

http://www.popularmechanics.com/science/worst_case_scenarios/1289271.html

How to jump from a moving train:

<http://irreference.com/how-to-jump-from-a-moving-train/>

MOTIVATON

Divide the group into teams of four to five people. Assign each group a worst-case scenario. Instruct each group to come up with a list of four to five actions they would take to get out of this scenario. When time is up, lead each group to read its given scenario and the actions they came up with. After each group shares, read the recommended actions that you have printed out. See which group comes closest to the real answer.

Say: **“No one ever thinks they will end up in a ‘worst-case scenario.’ We all think these are stories that we hear told about other people. That is the exact mindset that gets a person into a ridiculous situation. When you are there, you rarely know what to do. However, you do learn a lot about yourself.”**

Ask: **“What are the things that would come to your mind if you found yourself in a worst-case scenario?”** (*You begin to think that you would do anything to get out of the situation; you think of what is most important in life, etc.*)

One last “worst-case scenario.”

Set the context for Stephen’s story. The Day of Pentecost had recently happened. The early church was growing by leaps and bounds. The disciples knew that they had more than they could handle with all the responsibilities of teaching the people of Christ. They were looking to add seven men who were “full of the Spirit and wisdom.” Stephen was among the men chosen to minister to the people by meeting the physical needs. He was a man full of the Spirit and wisdom. The Lord was working mightily through Stephen—even performing some miracles. Opposition began to come through false accusations.

Instruct the already formed small groups to read Stephen's account in Acts 6:1-15 and Acts 7:51-60. When they are finished say: **"We have one last 'worst-case scenario' for tonight. You are Stephen. Your choice is to stand true to the Word of God that you proclaim through your words and actions or to be stoned to death, becoming the first martyr. What would your actions look like? What were Stephen's actions?"** (Instruct groups to discuss.)

EXAMINATION

Lead students in a time of prayer asking God to reveal Himself through His Word.

ACTS 6:1-15—TIME TO DO IT

Ask volunteers to read aloud Acts 6:1-15.

Share: The disciples had been hard at work teaching the good news. They realized that there was great need for more leaders to be chosen that would serve in the capacity of meeting the physical needs of people. They realized there was more to the story than teaching to the masses. There was a ministry that was behind the scenes and extremely intentional. The Spirit provided a discernment and empowerment that allowed this to be known in an even greater way than before.

This is true today as well. There are people with great needs all over. Some stories are obvious. Others would shock you to know. The world has taught that to show needs and to be vulnerable is a weakness that should never be shared. Our faith calls us to be active in investing in people—to be as concerned about the underlying stories of the people we encounter each day. We should do something daily to share the good news and love of Christ! If we do not do so, it is not because of lack of opportunity—it is due to a choice not to do it. A sacrificial heart does not always realize that it sacrifices. It gives because it is made to give. It gives because it loves God above all and in turn loves people.

Interview #1—Dialogue with the student you have pre-selected to share about investing in people.

ACTS 7:1-50—TIME TO SPEAK IT

Ask additional volunteers to read aloud Acts 7:1-50.

Share: Stephen was busy doing the work of the Lord. He was seeing amazing things happen in the lives of the people all around him because of God at work. He was meeting needs and being fulfilled. He was learning more about what true love and servanthood looked like. Scripture says that he was full of God's grace and power. Ordinary moments were becoming extraordinary. Grace was being offered. As a result, opposition and false accusations came. In Acts 7:1-50, Stephen gives an account before the Sanhedrin. He recounts the story of the redemption of man from the time of Abraham, Joseph, Moses, and to that present day. He spoke of the faithfulness

of God to provide fulfillment of all His promises. Stephen's knowledge of God and His work was incredible. His response to the opposition and accusations was saturated in the story of redemption. He knew that it was the only truth worth fighting for. To respond in any other way would be contradictory to the gospel that Stephen was proclaiming and the exact result the false accusers were looking to find.

Ask: **“Think about a time that you were put in a tough situation (false accusations, heated conversation with friends/family, crisis moment). How did you respond? Was it similar to the way that Stephen responded?”**

Say: **“Intelligent conversation comes from true knowledge. People with truly sacrificial lives know why they have chosen to do what they have chosen to do and they run hard after those things. Stephen believed in the purposes of God with his whole heart. As a result, his actions reflected it, his words reflected it, and his responses to tough situations reflected it.”**

Interview #2—Dialogue with the student that you have pre-selected to share about how the time spent in the Word daily has impacted her spiritual growth and the way she invests in people.

ACTS 7:51-60—TIME TO MEAN IT

Read aloud Acts 7:54-56.

Share: This passage says that in the moment when everyone was furious with him and things were not looking good, “Stephen, filled by the Holy Spirit,” looked to God. Stephen meant what he said. Stephen meant how he lived. There was a consistency about Stephen's pursuit of God that labeled it as real and genuine. Say: **“A true relationship with God will bring opposition. It will require us to have actions that speak of God, words that tell the story of redemption, and belief that requires and allows us to stand for Him in the most difficult of moments. Does your life show that you mean it?”**

Ask: **“How do you know when someone really means what they say?”** (*You can tell by the past and the future. Past—does he normally keep his word? Future—does she begin to act toward making this happen?*)

Share: Stephen sacrificed his life. He was able to sacrifice truly in that moment because his life was already sacrificed to the purposes of God. This was true devotion. It was not something that Stephen did on occasion or when he felt like it. It was who he was.

APPLICATION

Say: “Charles R. Swindoll says, ‘Life is 10% what happens to you and 90% how you react to it.’ How you respond to it is a display of your character. Your character shows your true heart and true worship. It shows what is most important.”

Distribute an index card and pen to each student and instruct them to respond to these questions on their index cards:

1. On a scale from 1 (never) to 10 (daily), how you would you rate your time with the Lord?
2. How will you strengthen your relationship with the Lord by increasing your knowledge of His Word?
3. How do you respond to sacrifice in your life?
4. Do I live a life that shows I mean what I say I believe? How?
5. If yes, would others that know me best agree? Why?
6. Why does your affection for other things often outweigh your love for God?
7. What are you willing to give up in order to live the life God has for you?
8. How does sacrifice in your life influence or shape others’ thinking and response?

Discuss this question as a group: “Is a sacrifice for the Lord really a sacrifice when what you are getting in return is far greater than what you actually have to give up?”

DEFINING MOMENT—KEY VERSE

Say: “Acts 6:10 reads, ‘But they were unable to stand up against the wisdom and the Spirit by whom he spoke.’ The opposition that faced Stephen had no power over the power of God. Stephen gave up his life because it was worth it to him. Know that your life should reflect the most powerful God. In doing so, you provide a defense that cannot be beaten.”

PRAYER

Pray that students would have the boldness to mean what they say they believe. Pray that their actions, words, and lives would show the power of God at work. Pray that they would draw people to Christ rather than turn them away. Pray that they would be willing to sacrifice so that others would know God.

2010 AFTER-CAMP BIBLE STUDY

SESSION THREE: TRUE OBEDIENCE

NOTE: This session is a precursor to the 2011 Fuge Bible study on relationships, which focuses on the perfect example of Jesus as He teaches Peter how to connect with Him and with others. Consider using this lesson again right before attending camp in 2011.

TEACHING AIM: Students will learn that true obedience comes from faith, the fruit of which is love for God and others.

STUDY PASSAGES: Luke 5:1-11
Matthew 14:22-33
Mark 14:27-31,66-72
John 21:15-19

LIFE QUESTIONS: When was a time that you were obedient to God in a small decision and were amazed by the results?
When was a time that the Lord asked you to be obedient for a longer period of time?
When was a time that you denied God by your words and/or actions?
How does a life of obedience produce Christlike character?

DEFINING MOMENT: Mark 14:72

TEACHING PLAN

Before You Begin

- **Collect the Following Supplies:**
 - Prize for the winner of “Simon Says”
 - “What Faith Can Do” by Kutless (optional)
 - Large sheets of paper for each small group (2-3 people in each group)
 - Markers
 - Tape
 - Index cards
 - Pens

- **Set Up the Room and Supplies:**
 - Write on a large sheet of paper the following questions:
 1. **What circumstance is requiring the greatest faith in my life right now?**
 2. **What is threatening to keep me from being obedient to God?**
 - Type up the following questions and make copies for small groups:
 1. **Where were the boats when Jesus first saw them?**
 2. **Where were the fishermen?**
 3. **Which boat did Jesus choose to board? What did He ask them to do?**
 4. **What did Jesus do once the boats were out from the land?**
 5. **What did He instruct Simon to do?**
 6. **Why was this a crazy request?**
 7. **What happened and why was it so amazing?**
 8. **What was the response of Simon Peter?**
 9. **What was the response of Jesus?**

MOTIVATON

Play the game of “Simon Says.” Be sure to have a prize for the ultimate winner. Play two to five rounds. Each round will have one winner. At the end there should be an ultimate round in which all of the winners will compete against one another. The last one remaining will win the prize.

Ask students to share why the game can be considered easy. Ask students why the game was difficult. If no one shares that it was difficult, share how if it were that easy, they would have all won the game.

Say: **“The game is easy because the tasks are easy. The game is difficult because the tasks are easy. When we view something as difficult and more complex we put forth effort to focus. We do not allow distractions to interfere. However, when the task is seemingly simple, focus is lost. Distractions come. When added together, a game of simple requests becomes more difficult for the mind to process. Coordination becomes sloppy and we do things we do not necessarily mean to do. We do not do things that we intend to do. All in all, we lose the game.”**

Share that this is somewhat similar to the way we live as believers. We tend to compare ourselves to a standard other than that of the holiness of God by becoming comfortable with the “tasks” at hand. This leads to doing life with an unbelievable level of mediocrity. In doing so, we begin to live a reactive life rather than a proactive life. We find ourselves in a moment like Paul describes in Romans 7:15, “For I do not understand what I am doing, because I do not practice what I want to do, but I do what I hate.”

EXAMINATION

Lead students in a time of prayer asking God to reveal Himself through His Word.

LUKE 5:1-11 - TIME TO BE AMAZED

Direct students to list as many stories as they can think of that involve Peter. Write their answers on a whiteboard or large sheet of paper.

Share with them that Peter was a very successful fisherman by trade. He knew what he was doing. He knew what a good day looked like and he knew what a bad day looked like. It had become routine for him at this point in his life.

Divide students into small groups of two to three people. Hand each group a printout of the following questions. Lead them to read Luke 5:1-11 and then to write down the answers to these questions:

1. **Where were the boats when Jesus first saw them?**
2. **Where were the fishermen?**
3. **Which boat did Jesus choose to board? What did He ask them to do?**
4. **What did Jesus do once the boats were out from the land?**
5. **What did He instruct Simon to do?**
6. **Why was this a crazy request?**
7. **What happened and why was it so amazing?**
8. **What was the response of Simon Peter?**
9. **What was the response of Jesus?**

Instruct each group to answer one to two questions for the large group.

Share: Life at camp is much different from life at home. Routine sets in very quickly. We are experts at our own lives. We have struggles that seem to never end. We are quick to think that the expected result will always happen. In turn, we limit our expectations of what God can and will do in and through our lives. Obedience to God is the determining factor. Luke 5:9 says, "For he and all those with him were amazed at the catch of fish they took." Peter and his crew had dropped the nets many times throughout the entire night only to get nothing. This was their source of income. They had done everything they knew to do and did it well; however, they dropped the nets one more time at the command of Christ and the results were beyond their comprehension. The only difference was the presence and command of Christ. When God is at work, there will be moments that can only be explained because of His presence and His command. No other explanation will be appropriate.

Ask reflectively: **“How do you limit what God can do because you are so entwined in the routines of life? What is one struggle that you deal with that seems to have no end?”**

Say: **“Peter, James, and John left everything to go follow Christ. He said he would make them “fishers of men.” They had seen the power of God at work and would let nothing get in the way of being a part of that in an even greater way. Peter was obedient.”**

MATTHEW 14:22-33—TIME TO STEP OUT AND KEEP WALKING

Instruct the small groups to each grab a large sheet of paper and a marker and to read Matthew 14:22-33. Instruct each group to draw a picture that shows what they believe is the moment in this story of greatest faith. (Calming of the storm, walking on water, etc.)

Each group should share their drawing with the large group and explain why this is the moment of greatest faith. The small groups can disassemble and form one large group.

Ask reflectively: **“What has been a moment in your life that has required the greatest faith?”**

Explain that the disciples had just witnessed the feeding of the 5,000. They had seen Jesus work miracles beyond their minds’ comprehension. The circumstance still felt overwhelming and possibly a bit impossible. How could this be? Where is the disconnect? It was not that Peter had no faith. He did. He stepped out of the boat. He began walking toward Jesus. It was when he saw the waves and felt the wind that he turned back and fell. Jesus did not respond, ‘You of no faith.’ He responded, ‘You of little faith.’ Say: **“There are moments when we have faith to take the initial step that God is leading us to take, but we fall when it requires our consistency. Our faith should be a faith that leads to daily obedience to Christ—true obedience describing a person’s character rather than an isolated moment. In tough circumstances, in great circumstances, in routine circumstances, we should be obedient. Peter had faith, but he needed to keep his focus on Christ.”**

MARK 14:27-31,66-72; JOHN 21:15-19—TIME TO BE RESTORED

Say: **“Peter had come a long way in relationship with Christ. He began as an ordinary fisherman with little knowledge. He took the opportunity to leave everything behind and to completely follow after Christ. He saw miracles, he heard teaching, he had conversation with Jesus, and he grew in his understanding of Christ. Peter was teachable.”**

Ask in the form of a review: **“Who was it that Jesus told to cast the nets one more time? Who was it that received the power to walk on the water to Jesus? Who was it that that denied Christ three times?”** (*Peter*)



KAIROS: DEFINING MOMENTS

Enlist two volunteers to read Mark 14:27-31 and Mark 14:66-72.

Discuss how Peter attempted to be obedient and faithful with his words. He said that he would never deny Christ even if everyone else did. Jesus responded that Peter would in fact deny Him that very day. Only a short period of time after that prediction, Peter indeed denied Christ.

Discuss the defining moment of Mark 14:72. After he had denied Christ three times, Peter realized what he had done. When he remembered his words to Christ and realized his failure to keep them, he wept.

Ask: **“What are ways that we deny Christ with our words? With our actions? When was a time that you realized how contradictory your life was to what you said that you believed? How do you think Peter felt after he denied Christ?”**

Read aloud John 21:15-19.

Explain that this is only a glimpse into the life of Peter. He was a disciple of Christ. He had seen and heard so many things that told of the power and might of Christ. He walked on water. He had seen glimpses of the holiness of Christ. In spite all of that, he denied Christ before men. Say: **“Earlier we talked about how the game ‘Simon Says’ is difficult because it is simple. We talked about when a task is seemingly simple, focus is lost and distractions come. A game full of simple requests becomes more difficult for the mind to process. Coordination becomes sloppy and we do things we do not necessarily mean to do. We do not do things that we intend to do. All in all, we lose the game. Paul describes it like this in Romans 7:15: ‘For I do not understand what I am doing, because I do not practice what I want to do, but I do what I hate.’”**

Discuss how Christ confronts Peter and asks about his love for Him. He mentions that if he truly loves Him that he will feed and shepherd His sheep. He ended His conversation by telling Peter to come follow Him. Christ brings restoration. He tells Peter that if he truly loves Him, he will mark that love by loving others. The fruit of true obedience is love for God and love for others. The difference between checking off a “to-do list” and being obedient is the motivation. True obedience comes from faith—a true consistent faith.

APPLICATION

Give each student an index card. Lead them to write one of the following questions on each side of the card, but tell them not to answer the questions yet.

1. What circumstance is requiring the greatest faith in my life right now?
2. What is threatening to keep me from being obedient to God?

Say: “It is possible that we are acknowledging God with our words and denying Him with our lives. We may believe that it would never be possible, but it is. The good news is that Christ brings restoration. It is possible that through our greatest struggles we will learn most about grace. Your character will become one that is truly described by obedience when you make the small decisions every day to have faith in God. You become obedient when you acknowledge Him with not only your words, but also your actions. The fruit of the obedient life is love for God and love for people.”

DEFINING MOMENT—KEY VERSE

Read aloud Mark 14:72: “Immediately a rooster crowed a second time, and Peter remembered when Jesus had spoken the word to him, ‘Before the rooster crows twice, you will deny Me three times.’ When he thought about it, he began to weep.” Say: “Peter never believed he would deny Christ, but he did. It is natural in our human DNA to deny Christ. However, it is the call of God on our lives that requires us to deny ourselves on a continual basis so that we can make Christ known.”

Ask reflectively: “How do you deny Christ? What are decisions that you need to make each day in order to deny yourself?”

As students reflect, play “What Faith Can Do” by Kutless. (*It is Well: A Worship Album* by Kutless, 2009) Direct the students to answer the questions on their index cards and to listen to the words. At the end of the song, end the group time in prayer.

PRAYER

Read aloud 1 Peter 1:13-16: “Therefore, get your minds ready for action, being self-disciplined, and set your hope completely on the grace to be brought to you at the revelation of Jesus Christ. As obedient children, do not be conformed to the desires of your former ignorance but, as the One who called you is holy, you also are to be holy in all your conduct; for it is written, Be holy, because I am holy.” Pray that this week will mark a KAIROS—a defining moment in their lives which will build their character for a lifetime.



KAIROS: DEFINING MOMENTS

“What Faith Can Do” from *It Is Well* by Kutless
Lyrics by Scott Davis and Scott Krippayne

Everybody falls sometimes
Gotta find the strength to rise
From the ashes
And make a new beginning
Anyone can feel the ache
You think it's more than you can take
But you are stronger
Stronger than you know
Don't you give up now
The sun will soon be shining
You gotta face the clouds
To find the silver lining

I've seen dreams that move the mountains
Hope that doesn't ever end
Even when the sky is falling
And I've seen miracles just happen
Silent prayers get answered
Broken hearts become brand new
That's what faith can do

It doesn't matter what you've heard
Impossible is not a word
It's just a reason
For someone not to try
Everybody's scared to death
When they decide to take that step
Out on the water
It'll be alright
Life is so much more
Than what your eyes are seeing
You will find your way
If you keep believing



KAIROS: DEFINING MOMENTS

I've seen dreams that move the mountains
Hope that doesn't ever end
Even when the sky is falling
And I've seen miracles just happen
Silent prayers get answered
Broken hearts become brand new
That's what faith can do

Overcome the odds
You don't have a chance
(That's what faith can do)
When the world says you can't
It'll tell you that you can!

I've seen dreams that move the mountains
Hope that doesn't ever end
Even when the sky is falling
And I've seen miracles just happen
Silent prayers get answered
Broken hearts become brand new
That's what faith can do
That's what faith can do!
Even if you fall sometimes
You will have the strength to rise