

Youth Teaching Resources

June 5, 2016



Getting On in Galatia: Paul's Angriest Letter (May 29-July 3)

Saul's Call Makes Paul — Galatians 1:11-24

Do You Feel "Justified"? — Galatians 2:15-21

No More Lines — Really? — Galatians 3:19-29

What Will Prevail? — Galatians 5:1, 13-25

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Saul's Call Makes Paul

Galatians 1:11-24

YOUTH Teaching Guide

by Jeremy Colliver

This youth teaching outline is designed to support THE BIBLE LESSON by Tony Cartlege, printed in *Baptists Today*. You can subscribe to either the digital or print edition of *Baptists Today* to access the lessons. Please also ensure that each person in your class has a copy of *Baptists Today* so they can prepare before the lesson.

PARENT PREP

The biggest, and most important, question for our students is: “Who am I?” Unfortunately, we often times skip or gloss over this question and ask: “What are you going to do?” There is so much importance put into graduating high school with good grades and getting into a good college with the end game being a good career, that their identity is overlooked. Think about it: we ask the question, “What do you do?” not “Who are you?” We wonder why people are so consumed by their work when that is all we’ve ever asked of them. Allow time and space for your student to discover who they are. Ask them personal questions instead of task related questions. Ask them about their relationships as much as you do about their grades. Your student will discover what they want to do, but it will come out of who they are.

TEACHING THE LESSON

Fellowship

Before the session begins, create a list of common jobs that the students will recognize and write them out on index cards. As the students arrive, create two equal teams and explain the rules of the games “Heads Up” as follows:

“One member of the team will take a notecard from the top of the stack and place it on their forehead with the words facing toward the rest of the team without seeing the words on the notecard. The remainder of the team is to give clues, without using the words on the card, as to what the word on the card is. Clues may be given for one minute, or until the person with the card on their forehead correctly guesses the word on the card.”

Teams will alternate players choosing cards until the allotted time has run out or all the cards have been chosen. When the game is over, facilitate a discussion using questions like the following:

- 1) What made this game difficult?
- 2) How did you choose to describe the word?
- 3) What happened if you didn't know what the word was on the card?
- 4) How many of the jobs that were part of this game would you want when you grow up?
- 5) Do you know what you want to do when you get older? If so, how did you come to that decision? If not, who are some people that can help you figure that out?
- 6) How does your faith play a role in what you will do with your life?

Information

Transition to the next section of the session by reading Galatians 1:11-24. Allow the students to ask any initial questions they have about the text. As you answer their questions, you may want to provide some of the information from THE BIBLE LESSON in *Baptists Today*.

When the students have had an opportunity to share their initial thoughts, continue the discussion by facilitating a discussion using questions like the following:

- 1) What is happening so that Paul is having to defend himself in this passage?
- 2) What is the basis of Paul's knowledge about Jesus?
- 3) What is unique about Paul's background before he became an apostle?
- 4) If God had set Paul apart, why did he persecute the early followers of Jesus?
- 5) How did Saul become Paul?
- 6) What was Paul trying to reiterate to the Galatians?

If your group would like to continue their discussion on this passage, share some of the insights provided in "Digging Deeper" (NF Online Adult Teaching Guide). You may want to use some questions like the following to facilitate your discussion:

- 1) How did Paul only preach the "good news"?
- 2) Was Jesus the subject or the one bringing the revelation that Paul received? Why would it matter with either circumstance?
- 3) What level of involvement did Saul actually have in persecuting the early followers of Jesus?

You may also want your group to discuss "The Hardest Question" (NF Online Adult Teaching Guide): Why was Saul's name changed to Paul?

Transformation

Conclude your session by showing the clip "The Interview Scene" from *The Incredibles*. If you are unable to show the clip, summarize it to the best of your ability, and then facilitate a discussion using questions like the following:

- 1) What were each of their alter-ego identities?
- 2) Why did they want to keep their identity secret?
- 3) How is their identity part of who they are? How is your identity define who you are?
- 4) How does your identity help you figure out what you want to do and be?
- 5) How can your identity change over the course of time? What do you do about your past when you change?

Close with a prayer thanking God for creating each of us as we are and placing people in our lives so that we may discover who we are.