



What Goes In Must Come Out



THE MISSION AIM

To be challenged to live God's standard in today's world.



KEY VERSE

Romans 12:2: "Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind."



Pre-Mission Activity



Supplies Needed

- Sponges
- Two bowls of water (one clean/clear and one dirty or dyed)
- Tray or towels to place water bowls on



If you have several students, you may want to have a few smaller bowls, to allow small groups to work on the activity.

Directions

DO: Before the students arrive, prepare two bowls of water. One needs to be clear, fresh water. The other bowl needs to either be dirty water or water that has been dyed a dirty looking colour. This can be done with simply food colouring or paint. You may want to place the bowls on towels or trays to ensure water doesn't spill all over your workspace.

SAY: Today I want to try an experiment with you. What do you predict will happen if I place this sponge in this bowl of dirty water? *(It will get dirty; it will suck up the dirt, etc.)*

DO: Have a student place the sponge into the dirty water, lift it over the bowl and carefully squeeze it.

SAY: What happened? Were our predictions correct? *(Take answers)* When the sponge is placed in a dirty environment, it soaks up all the dirty water. So, when it is squeezed, what comes out is dirty. This sponge is a lot like our brains. If we spend all our time surrounded by bad things, like this dirty water, they will begin to fill our minds, so much so that what we say, do, and think is more likely to be bad. Is there a way that this sponge can be cleaned up? *(If we use the clean water)*

DO: Have a student dunk the sponge into the clean water, swish it around and squeeze the sponge over the DIRTY BOWL. Repeat until the water runs clear.

SAY: When the sponge is taken out of the dirty water and surrounded by the clean, pure water, it helps to remove the amount dirt that comes out of it. Our brains are just like that if we remove them from the bad environments and influences, surrounding it by things that are good and pure, the things we choose to say, do, and think will become clean again.

SAY: Today we are going to take a closer look at the good and bad things that influence the way we think and behave. You might be surprised about how many things shape your thoughts and actions.

SAY: No matter how hard we plan and prepare our lives, sometimes bad things happen. While we can't control it, we don't have to worry. Today's lesson will help us to understand why.



Mission Uplink 1



Have ready YouTube playlist: "Season 1 – Kingdom Living Today Episode 2: What Goes In Must Come Out"

Play "Kingdom Living Today (S1) Episode 2 (1/4)". Episode begins with the *Ready to Serve* theme song, followed automatically by the MISSION # 1 VIDEO. Pause the video when the MISSION # 1 CARD appears on screen and remains as you and your recruits complete Mission # 1.

If using PPT for video, have KLT-Episode_2-What_Goes_in_Must_Come_Out.pptx ready and play slide one. Pause on the MISSION # 1 CARD so you and your recruits can complete Mission # 1.



Mission #1



Supplies Needed

- Paper
- Markers
- OR a board for brainstorming on



Mission Assignment

SAY: Let's read our first mission together, (Reading mission card from satellite uplink.) "Your mission is to create a list of people, places, and things that influence us every day. Once you have completed your list, you will need to determine whether each impacts us positively or negatively. God bless recruits!"

SAY: Poor Simon! It looks as though something he ate isn't sitting well in his stomach! I hope he's okay. It's interesting how just like certain foods can influence our bodies in different ways, different people, places and things can influence our minds in different ways.

SAY: What people in our lives can influence the way we think and act? (*Examples: siblings, parents, friends, teachers, celebrities, etc.*)

DO: Record ideas on the board.

SAY: What a great list! Now, it's not just people that shape our behaviour.



SAY: What are some activities or environments (places) that can influence us? (Examples: books, movies, music, school, clubs, park, teams, etc.)

DO: Record ideas on the board.

SAY: Now that we have a good list for our mission, let's decide whether these things influence us in a good way or bad way. This side of the room (point to a wall) is going to be the good side and this side of the room (point to the opposite wall) is going to be the bad side. When I say one of the items we listed, I want you to show me where you think it stands on the good vs. bad "scale". The closer you go to one side, means the more good or bad it is.

DO: Go through your list and have students stand at a spot in the room to show how good or bad each item is, in terms of influencing our behaviour. Students will likely have different opinions about where to how good or bad something can be. During this activity, promote discussions about why different recruits chose different spots to stand (closer to good/bad) and how it might be difficult to classify something is completely good or completely bad.

SAY: It's clear that there are a lot of things in our lives that have the possibility of being BOTH a good or bad influence. For example, movies aren't always bad, but if the movie is too violent or rude, it can be bad. This is why we need to be very careful at paying attention to what we are surrounding ourselves with; it may not seem to be a bad thing, but if we look closely, it may actually have a negative influence on our thoughts and actions. Let's check in with the Recon Team and see how they are doing on the mission!



Mission Uplink 2



YouTube: Play "Kingdom Living Today (S1) Episode 2 (2/4)". Pause the video when the MISSION # 2 CARD appears on screen and remains as you and your recruits complete Mission # 2.

PPT: Click to advance to next slide. Pause video when MISSION #2 CARD appears on screen and remains as you and your recruits complete Mission # 2.



Mission #2



Supplies Needed

- Blank white paper for each student- folded so that when opened 6 little squares are available for drawing in (fold in half length-wise and then into thirds)
- Pencils
- Optional: Colouring tools (markers, pencil crayons)





Mission Assignment

SAY: Recruits it's time for our second mission, can I have a drumroll please... (reading mission card from satellite uplink) "Recruits, your next mission is to look at the story of Daniel, Shadrach, Meshach and Abednego. We need you to gain a good understanding of what it must have been like to follow God's way, even if it's not the popular way."

SAY: The Recon Team seems to think that the story in Daniel 1: 1-21 will help us understand about how God will show us what is good for us, even if it isn't the popular thing. We're going to read through the story as a squad. To help you understand the story, I need you to create a comic strip that tells me what is happening in the story as I read it. Each little square on your paper will be for a different part of the story. I will read a small section to you and then pause to give you time to draw what has happened in the square. Don't worry about your pictures being perfect! Sometimes it is just easier to understand something when you can see it!

DO: Read Daniel 1:1-21 (NIV) in the following sections, pausing to allow students to draw the story.

Section 1:

SAY: ¹ In the third year of the reign of Jehoiakim king of Judah, Nebuchadnezzar king of Babylon came to Jerusalem and besieged it. *(This means he attacked it)* ² And the Lord delivered Jehoiakim king of Judah into his hand, along with some of the articles from the temple of God. These he carried off to the temple of his god in Babylonia and put in the treasure house of his god. *(This means Nebuchadnezzar won the war with God's help)*

(What this might look like: Picture of a king with his hands up in victory or soldiers carrying treasures that the king has just won.)

Section 2:

SAY: ³ Then the king ordered Ashpenaz, chief of his court officials, to bring into the king's service some of the Israelites from the royal family and the nobility— ⁴ young men without any physical defect, handsome, showing aptitude for every kind of learning, well informed, quick to understand, and qualified to serve in the king's palace. He was to teach them the language and literature of the Babylonians. ⁵ The king assigned them a daily amount of food and wine from the king's table. They were to be trained for three years, and after that they were to enter the king's service.

⁶ Among those who were chosen were some from Judah: Daniel, Hananiah, Mishael and Azariah.

⁷ The chief official gave them new names: to Daniel, the name Belteshazzar; to Hananiah, Shadrach; to Mishael, Meshach; and to Azariah, Abednego.

(What this might look like: Picture of 4 men being taught how to read and write, eating meat and drinking wine.)

Section 3:

SAY: ⁸ But Daniel resolved not to defile himself with the royal food and wine, and he asked the chief official for permission not to defile himself this way. ⁹ Now God had caused the official to show favour and compassion to Daniel, ¹⁰ but the official told Daniel, "I am afraid of my lord the king, who has assigned your food and drink. Why should he see you looking worse than the other young men your age? The king would then have my head because of you."



(What this might look like: Picture of Daniel refusing the meat and wine... shaking his head. The official looking worried, imagining an angry king.)

Section 4:

¹¹ Daniel then said to the guard whom the chief official had appointed over Daniel, Hananiah, Mishael and Azariah, ¹² "Please test your servants for ten days: Give us nothing but vegetables to eat and water to drink. ¹³ Then compare our appearance with that of the young men who eat the royal food, and treat your servants in accordance with what you see." ¹⁴ So he agreed to this and tested them for ten days.

(What this might look like: Picture of Daniel, Shadrach, Meshach and Abednego eating vegetables and drinking water. May also include the number 10 in the corner of the square.)

Section 5:

SAY: ¹⁵ At the end of the ten days they looked healthier and better nourished than any of the young men who ate the royal food. ¹⁶ So the guard took away their choice food and the wine they were to drink and gave them vegetables instead.

¹⁷ To these four young men God gave knowledge and understanding of all kinds of literature and learning. And Daniel could understand visions and dreams of all kinds.

(What this might look like: Picture of the 4 men looking healthy and strong, while other servants look weak. May include pictures of the 4 men reading/dreaming.)

Section 6:

SAY: ¹⁸ At the end of the time set by the king to bring them into his service, the chief official presented them to Nebuchadnezzar. ¹⁹ The king talked with them, and he found none equal to Daniel, Hananiah, Mishael and Azariah; so they entered the king's service. ²⁰ In every matter of wisdom and understanding about which the king questioned them, he found them ten times better than all the magicians and enchanters in his whole kingdom.

²¹ And Daniel remained there until the first year of King Cyrus.

(What this might look like: Picture of the king shaking hands with the four men - happy and asking for their help.)

SAY: When King Nebuchadnezzar took Daniel, Shadrach, Meshach and Abednego under his service, he had set a specific meal routine for them. However, Daniel knew that God didn't want him to eat those types of food and he stood up for what he knew God wanted in his life. How do you think Daniel, Shadrach, Meshach and Abednego might have felt when they knew that what the king wanted wasn't what God wanted? (*Nervous, worried, scared, etc.*) In the end, what happened when they ate the food that God wanted them to? (*They were the strongest of the king's servants; the king actually favoured them over others, God made the official willing to allow them to show why it was a good idea, etc.*)

SAY: These men knew that God wanted them to live in a certain way, even though it wasn't the popular way, the way King Nebuchadnezzar wanted. While it might have been scary to go against what was accepted, in the end they were stronger, healthier and most liked by the king



because they chose to live their lives the way God had taught them. Has there ever been a time when what your friends wanted to do was not what you knew God wanted you to do? *(Take some examples from your students and/or share your own examples)*

SAY: It can be really hard to do the right thing, when the people or things around us are tempting us to do something different. But, this story in Daniel reminds us that God knows what is best for us and he will help us when making the right choice. I think our mission is complete. Let's return to the Recon Team!



Mission Uplink 3



YouTube: Play "Kingdom Living Today (S1) Episode 2 (3/4)". Pause the video when the FIELD MISSION CARD appears on screen and remains as you and your recruits complete the Field Mission Project.

PPT: Click to advance to next slide. Pause video when FIELD MISSION CARD appears on screen and remains as you and your recruits complete the Field Mission Project.



Field Mission Project



Supplies Needed

- Back of the paper used for the comic strips
- Pencils
- Markers and/or pencil crayons

Mission Project

SAY: All together let's read our final mission for today, (reading mission card from satellite uplink) "Recruits, your mission is to put Philippians 4:4-9 into action to protect your heart and mind." Here's something that might help us with this mission: Kate mentioned the phrase G.I.G.O. Does anyone remember what that means? *(Garbage in Garbage out)* Although that saying is meant to refer to computers, it is a good reminder for us in our everyday lives. If we put garbage into our minds, then we will get garbage out, just like the sponge in the dirty water. This isn't what God wants for us. He makes it very clear about what should be in our lives.

DO: Have a recruit read Philippians 4:4-9 to the group.

SAY: Turn to an elbow buddy (someone sitting near you) and share about one thing that you think may not be a good influence on your life right now and what you can do to remove it. *(Fill its space with good things; throw out bad movies, etc.)*



DO: Give your recruits time to discuss in partners and then open up the discussion for sharing with the whole class.

SAY: Your mission for this week is to try and remove that “garbage” from your life; whether it’s a type of music, video game, even a friend who is making you do things you know are wrong. To remind yourself, I want you to turn your comic strip over and write the word G.I.G.O. in big bold letters. Underneath it, write or draw the thing that is a bad influence on what you say and do.

DO: Have students take the time to create this simple poster reminder. If you have time, you may want to have them do the same thing on a smaller piece of paper, so that you can collect them and mail them as reminder in a couple weeks.

SAY: When you get home, I want you to place this somewhere where you will see it every morning, before you start your day; on the wall beside your bedroom door, in the kitchen by where you eat breakfast, or wherever you think you will see it. This will be your reminder to think about what you need to remove from your life in order to make you pure. Don’t forget, this isn’t an easy task and we can’t do it on our own! Take time each day to think about these things and ask God for his help to succeed with this challenge. Next week, we will meet with our elbow buddies again to see how well we each did. Great work squad, and remember: Garbage In, Garbage Out!



Prayer Huddle



YouTube: Play “Kingdom Living Today (S1) Episode 2 (4/4)”. Pause the video when the PRAYER HUDDLE CARD appears on screen and remains as you and your recruits complete the prayer huddle.

PPT: Click to advance to next slide. Pause video when PRAYER HUDDLE CARD appears on screen and remains as you and your recruits complete the prayer huddle.



Supplies Needed

- Clear plastic drinking glasses
- Permanent marker
- Sponge
- Bowl of water

Directions

DO: Bring to class clear plastic drinking glasses (disposable) for each recruit and a permanent marker. Have the sponge and bowl of clean water nearby to help remind recruits of the water experience from the pre-mission activity.



Send a reminder to your recruits this week to pray for their “cup name” partner.



SAY: We started our time together today by looking at how the sponge is like our brain. It soaks up what we put into it. When we soak our sponges or brains in clean water or pure things we are filling our minds with good things. I'm going to give each of you a glass this morning and a marker. I'd like you to put your name on the glass, and then I'll collect them back from you.

DO: Give the recruits a moment to write or print their name on a glass. Collect the glasses again so that each recruit can pick one to take home with them.

SAY: Now we are each going to take a glass home with us. We are going to take one that has someone else's name on it. Then each time you have a drink of clean, clear water at home this week I'd like you to pray for the person whose name is on your glass. We are going to pray and ask God to help our "cup name" to faithful to our challenge of removing "garbage" from their life this week.

DO: Allow recruits to pick a new cup and then pray together about this week's challenge before heading out.

NOTES

