



Called to **Thrive**

Leader Guide

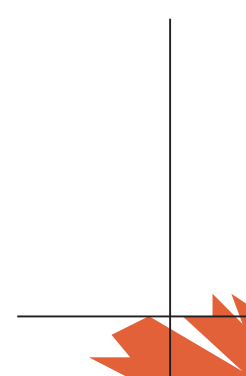


Table of Contents



Lesson 1: Being Who I Am Called To Be	pages 05-09
Lesson 2: Called to a Kingdom	pages 10-14
Lesson 3: Called to Image	pages 15-19
Lesson 4: Called to Serve	pages 20-24
Lesson 5: Called to Responsibility	pages 25-29
Lesson 6: Called to Overcome	pages 30-34
Lesson 7: Called to Collaborate	pages 35-39
Lesson 8: Called to Confidence	pages 40-44
Lesson 9: Called to Refine	pages 45-49
Lesson 10: Called to Implement	pages 50-54
Lesson 11: Called to Evaluate	pages 55-59
Lesson 12: Called to Continue	pages 60-64

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Welcome to Called to Thrive

Thank you for joining us as we inspire today's youth to thrive while they discover God's creative and powerful call to work. In this programme, young people will learn about their unique strengths, passions, and resources. They will work through what Scripture teaches about God's call on their life and his vision for how they are prepared for good works. With scriptural wisdom and discovery tools, young people will be equipped to grow as leaders and contributors in God's kingdom. As they recognise how their unique strengths fit within God's greater story, they will be empowered to bring wholeness and hope to their communities. This programme is intended for youth aged 19-22 and aims to accomplish the following:

- ◆ **Participants will demonstrate an understanding of God's call to work and how it impacts their present thinking, confidence, and character.**
- ◆ Participants will engage in activities that include practical training and skills.
- ◆ Participants will understand that God's call to work is a call to thrive as they follow him.

May God bless and lead you as you walk with the next generation on this unique journey of identity, integrity, and partnering with God to see a lasting change in your own community.

Programme Overview

This facilitator's guide will serve as the primary teaching tool. Each participant should bring their participant workbook and pen or pencil to each session to participate in the programme's activities.

The lessons are designed for a series of one-hour classes that would meet every week for 12 weeks. Lessons will be grouped into four 3-week modules. These lessons can be presented in a variety of ways to meet the needs of the youth in your setting. The recommended way is a one-hour lesson scheduled each week for 12 weeks to the intended group of 19- to 22-year-olds. This gives youth the full benefit of the programme. However, the 12 lessons are divided into four modules of 3 weeks each if 12 consecutive weeks are not possible.

Teaching the Sessions

Each lesson consists of the following sections:

Facilitator Preparation

- ◆ **Lesson Summary:** The summary provides an overview of what will be covered in the lesson. It includes the Scripture or biblical truths and how the biblical principles apply to the lives of the participants.
- ◆ **Lesson Objectives:** These goals guide instruction and support the main idea of the lesson. They state what participants should know and be able to do once they have completed the lesson.
- ◆ **Scripture References:** These are passages of Scripture used in each lesson. Plan to read these passages prior to teaching the lesson.
- ◆ **Vocabulary:** These are the key words discussed in each lesson that should be taught in context.
- ◆ **Materials:** This is a list of supplies needed to teach the lesson and/or to do the activities.

Instruction

- ◆ **Welcome and Review:** Begin each class by welcoming the participants and reviewing the material from the previous lesson.
- ◆ **Icebreaker:** In Lesson 1, there is an icebreaker activity to start the lesson. This is a great way to get participants talking and comfortable with one another.
- ◆ **Scripture Study:** Includes different parts. The leader shares the Bible story interactively, asking questions, and guiding discussion to engage participants in the Scripture.

Group Project Integration

- ◆ **Workbook Activity:** During each lesson, students will complete a workbook exercise that will help reinforce learning through hands-on engagement. The workbook activities provide structure for applying the lesson content to the project. Completed examples are provided in this leader's guide and at the back of the participant's workbook.
- ◆ **Facilitation Tips:** These support the leader with strategies for guiding the group projects. These reminders help facilitators adapt to challenges and adjust for learners with different abilities and styles.
- ◆ **Project Milestone:** This statement is designed to help define the progress goal for the group project. It outlines the key steps that the leader and student should aim to accomplish by the end of the lesson.

Conclusion

- ◆ **Pray:** Participants will reflect on the lesson, and the facilitator will end the lesson with a prayer.



Project Overview

The following overview shows how each lesson guides students from identifying ways to serve their community to putting those ideas into action. Use it as a roadmap to track progress and see how each lesson builds toward a completed project.

- ◆ **Lesson 1:** Students explore God's original design for work and purpose, recognising themselves as God's masterpiece. They begin identifying needs in their communities and brainstorming ideas to serve others meaningfully.
- ◆ **Lesson 2:** Students define the "why" behind their chosen project, connecting their idea to God's kingdom values. They articulate how their work can reflect God's purposes on earth.
- ◆ **Lesson 3:** Students reflect on their personal strengths and gifts, discovering how to show God's character through their work. Each group assigns specific roles and responsibilities to ensure everyone contributes.
- ◆ **Lesson 4:** Students consider how their gifts and resources can meet real needs in their community. They identify what materials and people are needed to bring their project to life.
- ◆ **Lesson 5:** Students plan their project by mapping out tasks and a timeline. They learn how to steward responsibilities faithfully and work with excellence.
- ◆ **Lesson 6:** Students anticipate obstacles that could hinder their project and brainstorm practical backup plans. They learn that perseverance and wisdom are part of following God's call.
- ◆ **Lesson 7:** Students prepare a short project pitch together, learning to listen, share ideas, and communicate clearly as a team.
- ◆ **Lesson 8:** Students deliver their project pitches to peers and leaders, building confidence in public speaking, and communication. They celebrate each other's progress and receive constructive feedback.
- ◆ **Lesson 9:** Students review and improve their projects using a reflection activity. They identify areas of strength and growth and adjust their project plans accordingly.
- ◆ **Lesson 10:** Students execute their projects, applying what they have learnt about planning, teamwork, and service. Some projects may still be in progress at this stage, but this session focuses on taking faithful steps toward completion.
- ◆ **Lesson 11:** Students assess their own work and their team's collaboration. Through evaluation and reflection, they identify lessons learnt and celebrate what went well.
- ◆ **Lesson 12:** Students reflect on how God has worked in and through them during the programme. They articulate what they have learnt, how they have grown, and what faithful next steps they will take beyond the classroom.

Lesson 1:

Being Who I Am Called To Be

LESSON PREPARATION

Lesson Summary

Throughout his Word, God shows that work is part of our identity as his children. When we trust in him, we are called to reflect his character through the way we learn, serve, and live each day. Being faithful in school, at home, at work, and in our communities is part of the good work God has given us to do. Just as Adam and Eve were called to cultivate Eden, we have been called to steward the blessings God has given us in a way that brings him glory.

Lesson Objectives

- ◆ Participants will discover that work is part of God's good design and a way to reflect his image.
- ◆ Participants will recognise their responsibility to serve others as a way to reflect Christ's image to the world.



Scripture References:

Genesis 2:2, 7-9, 15, 18-23; Genesis 1:31a; Ephesians 2:10



Vocabulary

- ◆ **Called:** the act of being chosen for a purpose
- ◆ **Work:** the service we are called to in serving God and others
- ◆ **Thrive:** achieving a fulfilled life
- ◆ **Cultivate:** to carefully manage, maintain, or care for something



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and welcome them into the programme.

Ice Breaker

- ☞ **Say:** Let us begin today's lesson by getting to know each other! I am going to give you two career options, and you will decide which of them you would rather commit to for the next 20 years.

Pause here and state the two career options clearly. Allow students a moment to decide. Then, point out two spots in the room—one for each option—and direct students to go to the side that matches their choice.

- ☞ **Say:** When you have made your decision, gather in a group with everyone who chose that career and discuss why your career choice is best. After discussing, appoint a spokesperson who will present your case to the other group, working to convince me

that your selection is the best career to pursue. In the end, I will choose a group to join based on the most convincing argument! Keep in mind, this is just for fun! Are you ready?

Allow responses.

- ... **Say:** Great. Discuss with your groups; you have five minutes!

Allow participants to make their decisions; then lead them in presenting their conclusions. After hearing from each group, choose which one presented a more compelling argument. Be sure to congratulate both groups when the activity is over.

- ? **Ask:** Did you consider the skills and talents you already have and how they could be utilised in each of the career options during our activity? Maybe you thought about your personal goals and interests and then chose the career that would best fulfil them. I am curious to hear from you: Why do we work? *Allow multiple responses.*

Teaching Point

- ... **Say:** Meeting the basic needs in our lives like food, shelter, and clothing comes at a cost, and work provides us with the income we require to purchase them. However, if we limit the importance of work to the money we receive from it, we are missing out on God's intended vision for our day-to-day lives. **Work is not a life sentence of labour; it is a part of God's good design given to us as a way to serve others and reflect his image to the world.**

Scripture Study

- ... **Say:** God's plan and desire for work can be found at the very beginning of the Bible in Genesis, chapters one and two.

Invite students to open to page 3 in their workbook and follow along as you read the Scripture selections.

- ... **Say:** After creating Adam, the very first man, God placed him in a beautiful, fruitful garden called Eden. God gave Adam the task of cultivating and protecting Eden, but he did not intend for Adam to complete the work alone. After he followed God's instruction to name all of the wild animals, God gave Adam a companion, the very first woman, Eve. Together, they would work to tend and nurture the home in which God had placed them. God looked over all he had made, and he saw that it was very good! It was then that God had finished his work of creation, so he rested from all his work.

Pause and invite students to respond to question 1 and 2 in the workbook.

Ask

- ❓ **Question 1:** Genesis says God looked over all he had made and called it “very good”. What do you think made the work “good” in his eyes?
- ❓ **Question 2:** What does it show us about God’s plan that work was part of life in Eden, even before sin entered the world?
- 💬 **Say:** When God looked over his creation and called it “very good”, he was delighting in the harmony and wholeness of everything working just as he designed. Work was part of that goodness, given to Adam and Eve before sin ever entered the world. That means work is not a curse but a gift, a way we reflect God’s image as we create, care, and cultivate. Far from being meaningless or just about survival, work is meant to carry joy and purpose, drawing us into God’s ongoing story of renewal. In the same way, we are reminded in Ephesians that God created us with intention.

Invite a participant to read Ephesians 2:10 in their workbook.

Ephesians 2:10

For we are God’s masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago.

Ask

- ❓ **Question 3:** What does it mean that we are God’s masterpiece?
- ❓ **Question 4:** If God created us anew in Christ so we can do good things, what does that tell us about our calling to serve others?
- 💬 **Say:** This verse reminds us that who we are comes before what we do. Our value is not based on grades, talents, or what people think. We are already God’s masterpiece because of Jesus. It shows us that serving others is not just an extra thing—it is the reason God made us new in Christ. Our new life has a real purpose: to do the good works God already planned. Serving others is part of God’s design, and when we do it, we reflect his love and help our whole community thrive.



GROUP PROJECT INTEGRATION (30 minutes)

- 💬 **Say:** Over the next several weeks, each group will design and carry out a project that allows you to use your unique gifts to serve the community around you. This is one way we can practise living out our purpose. You will go through a process of choosing, planning, implementing, and reflecting, and by the end, you’ll be able to see how God can use you and your group to participate in his work to make the world whole again.

For today, we are just at the beginning. The focus is on exploring options. That means observing the ways we can serve our community, thinking about the skills and passions each of you bring, and starting to imagine the kinds of projects that could connect the two.

Workbook Activity

Invite students to turn to page 4 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

<p>Service and Care</p> <p>Using your gifts, skills, and time to meet the real needs of others whilst showing concern for their physical, emotional, and spiritual well-being.</p> <p>For example, helping an elderly neighbour with house chores or making care packages for people in need.</p>	<p>Family and Relationships</p> <p>Creating safe spaces where people feel valued, accepted, loved, heard, and can be part of something bigger in their community that will build an environment of trust, warmth, generosity, and honesty.</p> <p>For example, hosting a game night or movie night for youth in the community.</p>
<p>Learning and Innovation</p> <p>Guiding someone or people to gain knowledge and skills that shape how they live and standing with them on their journey offering strength, prayer, encouragement, and help when needed.</p> <p>For example, offer a tutoring day for learners.</p>	<p>Leadership and Stewardship</p> <p>Managing and using God's resources wisely and taking steps to heal, rebuild, and care for what has been broken or harmed in our community.</p> <p>For example, organise a trash clean-up, or offer to help a neighbour with a garden project.</p>

Project Milestones

- ◆ **Idea Generation.** By the end of the lesson, students will identify the real needs within their community and develop ideas for how to meet those needs.





Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Keep it local.** Encourage students to think of needs they can actually see around them. Guide them towards ideas that are realistic for their time, resources, and age.
- ◆ **Break it down.** Instead of giving students a large amount of time to complete each category, walk through each quadrant of the worksheet together.

☞ **Say:** What we have just listed together shows us the real needs and challenges around us. By noticing the people, places, and problems that God has put on our hearts, we can see where he may be inviting us to act. These patterns will help guide us as we begin shaping project ideas that allow us to serve others and join God in his work of restoration.



CONCLUSION (5 minutes)

☞ **Say:** I know that not all of you may believe in the God that has been mentioned throughout this lesson, but if you would like to take that step of faith today, if you would like to partner with God and begin walking in the calling he has placed on your life, pray this prayer with me:



Pray

Allow time for participants to repeat each section after you.

**Dear God, thank you for creating me just the way I am.
Thank you for placing me in this world, so I may be a blessing to
others. I want to use my life to show the world how great you are.
Lead me and guide me as I do my best to honour you with everything I say and do.
Amen.**

☞ **Say:** For all of you who just made the decision to live for God, welcome to the family! It fills God's heart with joy when anyone chooses to devote themselves to him! Know that this is just the beginning; there is so much more for you to learn about how much God has already done for you in his Word. Before you leave today, please be sure you speak with me; I would love to lead you in the next steps of your new life!

Lesson 2:

Called to a Kingdom

LESSON PREPARATION

Lesson Summary

If we are to achieve what God defines as success, we must know what he calls us to in his Word. The life of Jesus offers us the perfect example to follow as we utilise all that God has placed within us to advance his kingdom. When we centre our decision-making on obeying God and acting in love, we will find true happiness and fulfilment.

Lesson Objectives

- ◆ Participants will be able to explain how Jesus defines success according to Scripture.
- ◆ Participants will discuss ways to use their skills to help others in need in their communities.



Scripture References:

Luke 14:16-24; 1 Corinthians 13:1-3



Vocabulary

- ◆ **Success:** the accomplishment of a goal in a manner that maintains an individual's integrity
- ◆ **Kingdom:** God's purpose being accomplished through obedient people on earth



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

Before class, hang three signs on the wall that say "Agree", "Disagree" and "Unsure".



Say: We are going to start with an activity called "Agree or Disagree". I will read a statement about success, and you will decide if you agree or disagree. Move to the side of the room that represents your choice. Do not worry about trying to choose the right answer here. This is just a chance to think and talk honestly.

Read each statement one at a time and allow students to move as you read each one.

Statements:

1. Success means reaching your personal goals.
2. Success is connected to how much money you make.
3. Success is measured by the impact you have on others.
4. Success is mostly about talent or ability.

Teaching Point

- ... **Say:** The voices around us constantly try to define success for us—through media, culture, and comparison. Success is often pictured as money, recognition, status, or possessions. But those things do not last. Cars break down. Fashions go out of style. Even people's praise fades.

God calls us to something better. His Word shows us that true success is measured by faithfulness, obedience, and love. **It is accomplishing a goal in a manner that maintains an individual's integrity.** When we live in step with his kingdom, success is not about what we get, but about who we are becoming and how we serve. Now, let us turn to Scripture and see what God's Word says about success.

Scripture Study

- ... **Say:** In Scripture, Jesus redefined success. Instead of chasing wealth, power, or approval, he pointed to the values of God's kingdom.

Here, success looks nothing like the world's standards. Earthly kingdoms prize status and excess, but God honours those who know their need for grace. True success is found in humility, trust, and dependence on him.

To make this clear, Jesus told parables—simple stories that revealed God's truth. Through them, he showed what success looks like in God's eyes. Let us read Luke 14:16-24 together.

Invite students to open to page 5 in their workbook and follow along as you read the Scripture selections.

Luke 14:16-24

A man prepared a great feast and sent out many invitations. When the banquet was ready, he sent his servant to tell the guests, "Come, the banquet is ready." **However, after receiving excuse after excuse from his invited guests, the man then called all of the poor, blind and lame people of his city to his table. He filled his home with travellers from the country roads and made this proclamation, "For none of those I first invited will get even the smallest taste of my banquet."**

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ... **Question 1:** Why do you think the invited guests gave excuses instead of accepting the invitation to the banquet?
- ... **Question 2:** What are some "excuses" or distractions in our lives today that keep us from fully saying yes to God's kingdom call?
- ... **Say:** This parable gives us a clear picture of God's kingdom. The banquet represents his invitation to share in salvation and life with him. Jesus shows that what keeps people out is not weakness or brokenness, but misplaced priorities. Those distracted by other concerns missed out, while the poor, hurting and overlooked were welcomed and given a seat at the table.

God's invitation is for everyone, but it requires a response and a heart that knows what matters most. Real success is not found in possessions, achievements, or popularity—it is found in saying “yes” to God and joining him in his saving work.

- ☞ **Say:** Now, let us look at 1 Corinthians 13:1-3 and see how Jesus summarises what God desires most from us.

Invite a participant to read 1 Corinthians 13:1-3 in their workbook.

1 Corinthians 13:1-3

If I could speak all the languages of earth and of angels, but didn't love others, I would only be a noisy gong or a clanging cymbal. If I had the gift of prophecy, and if I understood all of God's secret plans and possessed all knowledge, and if I had such faith that I could move mountains, but didn't love others, I would be nothing. If I gave everything I have to the poor and even sacrificed my body, I could boast about it; but if I didn't love others, I would have gained nothing.

Pause and invite students to respond to questions 3 and 4 in the workbook.

- ☞ **Question 3:** Why is love central to what we are called to in God's kingdom, even more than talents, knowledge, or great sacrifices?
- ☞ **Question 4:** When you think about the project you are planning, how can you make sure love is the foundation and not just the desire to achieve something “great”?
- ☞ **Say:** Paul is saying that without love, even the most spiritual gifts or impressive sacrifices lose their value. Speaking every language, understanding every mystery or having faith strong enough to move mountains all sound extraordinary, but without love, they amount to nothing. Giving away everything—even laying down your life—becomes empty if it is not motivated by love.

This passage reminds us that in God's kingdom, love is not optional—it is essential. Success is not about how gifted, knowledgeable, or sacrificial we appear, but whether what we do flows from genuine love for God and people.

We are “called to a kingdom” where love is the foundation. Without it, we miss the heart of God's calling. But with love, even the smallest act of service can carry eternal weight.



GROUP PROJECT INTEGRATION (30 minutes)

- ☞ **Say:** We are in the process of designing and carrying out a project that allows you to use your unique gifts to serve the community around you. Today, let us discern whether the project you have chosen or one that you are thinking about choosing reflects God's call to his kingdom.

Group Setup

Before completing the workbook activity, divide students into groups of 4-6 students. When you determine groups, consider the following:



- ◆ Keep groups to six or fewer so that everyone has enough meaningful work to contribute.
- ◆ Balance strengths. Try to distribute skill sets evenly across groups.

Workbook Activity

Invite students to turn to page 6 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

Members	Alex, Rodney, Milly and Sarah
Project Title	Tutoring Academically Challenged Kids
Project Description	<i>This should include a 1- to 2-sentence description of what the project will look like.</i> Example: Providing personalised academic support for children who struggle with learning in traditional classrooms.
'Why' Statement	<i>This should include a 1- to 2-sentence description of the purpose of your project. Focus on why it matters and the problem or need it addresses.</i> Example: Many children fall behind academically, not because they lack potential, but because they need extra attention, encouragement, and learning strategies that fit <i>their</i> pace.
Goals/Impact	<i>This should describe what the group hopes to accomplish after completing the project.</i> Examples: Academic growth, confidence building, equal opportunity for all learners
Timeline	<i>Note the planned date and time for the project. Details will not be final at this point, but record a general timeframe and expected duration.</i> Examples: We will host 1-2 tutoring sessions. Ideally, the time will be after school, between 4-6 p.m.
Location	<i>List possible project locations. They do not need to be final, but general ideas help keep the project realistic.</i> Examples: Sarah's local church

Checklist Questions for Teacher Approval

Consider these questions before providing approval on a group's project idea.

- ◆ Does this project meet a real need in your community?
- ◆ Does this project show God's love to others?
- ◆ Is this project realistic with the time and resources available?

Project Milestones

- ◆ **Determine the project direction.** By the end of the lesson, students will decide on a project direction by completing the project proposal activity in their workbook.
- ◆ **Sign and approve.** If possible, review each group's project proposal and sign the form in their workbook.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Keep it realistic.** Direct students to ideas that they can accomplish in their context.
- ◆ **Circulate and coach.** Move from group to group, asking clarifying questions, and checking for realistic plans.
- ◆ **Encourage specificity.** Students might be tempted to complete the form quickly and will lack detail. Encourage them to think thoroughly about their responses.



CONCLUSION (5 minutes)

- ☞ **Say:** You are God's child, called by name to advance his kingdom in your world. As we have explored today, true success is measured not by wealth, recognition, or convenience, but by **loving God fully and loving others faithfully.**

As you move forward in designing your projects, remember: **God is more concerned about the condition of your heart and the love you show than the size or popularity of the project.**

As we pray today, may your “yes” to his kingdom in planning, action, and service be the first step toward the kind of success that lasts, both in this life and the next.



Pray

Allow time for participants to repeat each section after you.

**Heavenly Father,
Thank you for inviting us into your kingdom and showing us what true success looks like.
Forgive us for making excuses and help us to say yes to you fully.
Guide our hearts and minds as we plan our projects.
Help us to serve others in ways that reflect your love, meet real needs, and point people towards you.
Amen.**

Called to Image

LESSON PREPARATION

Lesson Summary

We are God's best creation, made in his image. In this world that is full of sin and brokenness, it is our responsibility as followers of Jesus to reflect God's character by living lives full of integrity. When we treat the responsibilities that have been entrusted to us as sacred gifts from God, we lead others to his love while also building a reputation as dependable workers. When we reflect God's image, then we will do our work well.

Lesson Objectives

- ◆ Participants will discuss how their identity as God's image bearers impacts the work they do in the world.
- ◆ Participants will consider ways in which their interests and gifting can help others



Scripture References:

Genesis 1:27; Colossians 3:23; Galatians 5:22-24



Vocabulary

- ◆ **Character:** the traits and tendencies carried by an individual
- ◆ **Integrity:** the quality of being true to a set of principles
- ◆ **Image bearer:** one who reflects the character of another



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

- ❓ **Ask:** Have any of you ever been recognised by someone you did not know because of how much you resembled another member of your family?

Allow time for responses.

- 💬 **Say:** Let us test this out with a quick activity. It is called "Stand If". I will read a few statements, and if they apply to you, stand up.

Read each statement below and allow students to stand and respond. After each prompt, invite 1-2 students to share how they resemble the individual from the statement.

- ◆ Stand if you have ever been told you look like a family member.
- ◆ Stand if you have ever been told you look like a celebrity.
- ◆ Stand if someone has ever mistaken you for a sibling or friend.
- ◆ Stand if you have ever been told you act "just like" one of your parents.

Teaching Point

- ☞ **Say:** When you look in the mirror, you may notice how some of your features are similar to other people in your family. Maybe you have the same smile as your mother, or perhaps the shape of your nose is very similar to that of your siblings. When others see you, they get a glimpse of your lineage. Your face opens the book to your personal story.

In a similar way, as children of God, **our goal is that others may recognise the traits and tendencies—the character of God—through what we say and do.** God calls us to live a life of integrity, being true to our principles, as we commit to the work that he has laid before us. We can see this plainly in Genesis 1:27:

“So God created human beings in his own image. In the image of God he created them; male and female he created them.”

But how do we do this? How are we supposed to reflect his image? Let us see what Scripture tells us.

Scripture Study

- ☞ **Say:** Being an image bearer means that every person reflects something of God's nature. We are designed to represent his character on earth through creativity, relationships and stewardship of creation. This verse reminds us that our identity and purpose are rooted in God's design, not our own performance. As an image bearer, it is an opportunity to honour God and bless the people around you.

Invite students to open to page 7 in their workbook and follow along as you read the Scripture selections.

Colossians 3:23

Work willingly at whatever you do, as though you were working for the Lord rather than for people.

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ☞ **Question 1:** What does Paul say about how we should do our work?
- ☞ **Question 2:** What is one task or responsibility you can start doing with the mindset that you are working for God, not just people?
- ☞ **Say:** To bear God's image is to reflect his excellence and integrity in everything we do. Work, whether big or small, becomes an act of worship when done for God's glory. It shifts our focus from seeking approval from people to faithfully representing Christ through diligence, honesty, and joy. **We reflect the character**

of our Creator by managing the resources, responsibilities, and relationships he has blessed us with, wholeheartedly.

We imitate God's character. The way we treat others and the attitudes we carry reveal whether we truly reflect God in our actions when we produce the fruit of the Spirit Paul talks about in Galatians chapter 5.

Invite students to look at Galatians 5:22-24 on page 7 of their workbook.

Galatians 5:22-24

But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. There is no law against these things! Those who belong to Christ Jesus have nailed the passions and desires of their sinful nature to his cross and crucified them there.

Pause and invite students to respond to questions 3 and 4 in the workbook.

Ask

- ❓ **Question 3:** Of these traits, which one would you say you already possess?
- ❓ **Question 4:** Which fruit of the Spirit do you need to practise this week to reflect God's image more clearly as you plan for your project?
- ⋯ **Say:** The fruit of the Spirit is evidence of God's image being restored in us through Christ. As we walk with the Spirit, our lives reflect God's character more clearly. To be an image bearer is not just about identity; it is about living transformed lives that mirror the nature of Christ in our daily actions and relationships.

Before we were ever called to work, God claimed us as his sons and daughters; we were created in his image. If we are to be God's image bearers, reflecting his character, we must shift our focus from self-centred success to humility and integrity. **Reflecting the image of God means living a self-controlled, upright, holy, and disciplined life.**



GROUP PROJECT INTEGRATION (30 minutes)

- ⋯ **Say:** Today's project activity will help you think about how your group can reflect God's character through the work you do together. As you complete the activity in your workbook, consider how your group's choices and plans can show integrity and point others to God.

Invite students to turn to page 8 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.



Part 1: My Strengths

Sample Completed Activity

Check boxes that align with the skills you enjoy and are naturally gifted at. Then, underline one area you would like to grow in.

- ☐ Creative thinking (art, music, design, storytelling)
- ☐ Communication (writing, speaking, presenting, teaching)
- ☐ Leadership (guiding teams, decision-making, motivating others)
- ☐ Organisation (planning, scheduling, keeping things in order)
- ☐ Problem solving (analysing, finding solutions, fixing things)
- ☐ Serving others (caring, helping, volunteering, hospitality)
- ☐ Teamwork (collaborating, supporting, encouraging peers)
- ☐ Technology (coding, media, design tools, innovation)
- ☐ Hands-on skills (crafts, building, sports, cooking)
- ☐ Other: _____

Part 2: Group Needs

After students have completed the activity for Part 1, invite them to look at the “Group Needs” chart in Part 2 of their workbook. Give them 15 minutes to assign roles within the group.

Project Leader/ Coordinator	<i>Best-fit skills: leadership, organisation, problem solving, teamwork</i> — Keeps the team organised, maps out steps and timelines, makes sure tasks are on track Group Member_____.
Communicator/ Spokesperson	<i>Best-fit skills: communication, leadership, teamwork</i> — Shares updates with teachers, mentors or the community and represents the team Group Member_____.
Records and Quality Officer	<i>Best-fit skills: technology, hands-on skills, organisation, attention to detail</i> — Takes notes and keeps records of decisions, makes sure final work meets the goals, and drafts any writing-related content for the project Group Member_____.
Resource Manager	<i>Best-fit skills: organisation, problem solving, leadership, attention to detail</i> — Tracks money (if any), materials, ensures resources are used wisely Group Member_____.
Crisis Manager	<i>Best-fit skills: problem solving, teamwork, hands-on skills, strategy</i> — Helps troubleshoot challenges, helps identify possible risks associated with tasks Group Member_____.
Product and Technology Designer	<i>Best-fit skills: creative thinking, technology, hands-on skills</i> — Designs any visual materials needed for the project Group Member_____.

Project Milestones

- ◆ **Identify skills and giftings.** By the end of the lesson, students will have identified the skills that align with what they enjoy and are gifted in.
- ◆ **Define group responsibilities.** By the end of the lesson, students will have identified their individual roles and responsibilities within the group.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Reframe weakness.** Students will be tempted to say, “I am not good at anything.” Redirect with questions like, “What do people thank you for? What do you enjoy?” It is a self-discovery, not a test.
- ◆ **Balance groups.** Ensure no one role is overloaded while others bear less responsibility. They should be more open about growth needs.
- ◆ **Support teams.** Remind students that while each person has a role to carry, a thriving team is built when members remain flexible and willing to step in and support one another whenever the need arises.



CONCLUSION (5 minutes)

- ☞ **Say:** One key thing to keep in mind as you launch your career is how you approach the problems that arise in your workspace. For example, imagine you have been given the task of painting the walls of a home. You complete the project as you were instructed, but when the homeowner looks at the finished product, they ask you to redo your work in a slightly different colour. Rather than showing frustration with the homeowner, you could reflect the patience and grace God has shown you by expressing understanding and willingness to fix the problem. **Every obstacle is also an opportunity for you to bear God’s image to those you serve.**

Remember, you are God’s representative to the world around you. As we pray today, may your choices allow those around you to see God in you.



Pray

Allow time for participants to repeat each section after you.

Father, thank you for reminding us that we are created in your image and called to bear your image in all we do.

Help us to make wise choices as we take on responsibilities in our project work.

May we use our strengths to serve you with excellence to bless others.

Holy Spirit, guide us to work together in love, showing the fruit of your presence in our lives.

Amen.

Lesson 4:

Called to Serve

LESSON PREPARATION

Lesson Summary

God has gifted each of us with a unique set of skills and talents. These abilities are not just meant to be leveraged in our careers; God created us and equips us to serve the needs of others well. When we put the needs of others before our own dreams and ambitions, we can make meaningful contributions to our communities.

Lesson Objectives

- ◆ Participants will discuss the skills and abilities they each have to serve others.
- ◆ Participants will explore how they can use their skills by serving their community.



Scripture References:

Matthew 16:24-25; 1 Peter 4:10



Vocabulary

- ◆ **Serve:** to use one's ability to work in an effort to meet the needs of others
- ◆ **Sacrifice:** giving up something valuable to you—your time, comfort, or resources—for the good of others or in obedience to God



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.


Ice Breaker

- ◆ **Say:** Over the last few weeks, we have discussed how we are created and called by God to be workers. God equips each of us with different skills, resources, and connections so we can be a blessing to others. Today, we will see how each of these plays a role in our call to serve.

- ◆ *Label the four corners of the room: People, Skills, Materials, and Opportunities.*
- ◆ *Call out the following scenarios one at a time. Then, instruct your students to move to the corner that represents the resource they think is most important for that scenario.*
- ◆ *After the final round, debrief by pointing out how identifying what is available to you and what is missing empowers you to succeed.*

Scenarios:

- ◆ You open your shop and customers begin to arrive, but you cannot serve them all at once.
- ◆ You design a product everyone likes, but when it comes time to advertise, you do not know where to start.

- 
- ◆ You receive your first big order, but your supplies run out halfway through production.
 - ◆ You present your idea at a community meeting, but no one gives you space to showcase it further.

Teaching Point

- ☞ **Say:** Did you notice how each scenario required different types of resources? Some of them were simple, while others needed a variety of solutions. That is the beauty of serving together: God equips us with different gifts so that when we combine them, the whole community benefits.

Being called to serve does not require us to do everything for everyone all the time. Each of us is uniquely created with special skills and abilities so we can support each other in the work God has entrusted to us. Your talents are not merely tools meant to build up your future careers; God has **equipped you to recognise and meet the needs of others right now.**

Scripture Study

- ☞ **Say:** In our very first lesson, we discussed how we were created to cultivate the world so we can thrive in community with one another and with God. This mission, our ultimate purpose, can be summarised into one simple word: serve. We serve one another when we use our ability to work in an effort to meet each other's needs. And sometimes, serving will require us to sacrifice—to **give up something valuable for the good of others or in obedience to God.**

Invite students to open to page 9 in their workbook and follow along as you read the Scripture selections.

Matthew 16:24-25

Then Jesus said to his disciples, "If any of you wants to be my follower, you must give up your own way, take up your cross, and follow me. If you try to hang on to your life, you will lose it. But if you give up your life for my sake, you will save it."

- ☞ **Say:** When Jesus says, "deny yourself, take up your cross, and follow me," he is revealing how service to others often means letting go of comfort and giving ourselves fully to something greater. The projects you have chosen are more than assignments; they are opportunities to live out your calling. Whether it is mentoring children, caring for the environment or creating spaces for others to thrive, each project will require sacrifice. **Your personal time, your energy and your abilities can become communal blessings when you hold them with open hands.**

Jesus reminds us that following him is not about chasing comfort or personal gain. To be his disciple, we must be willing to put aside self-centred desires for things like fame, wealth, and even comfort. True purpose and fulfilment are not found in holding on to everything for ourselves, but in giving our lives away for God's mission and the good of others.

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ② **Question 1:** What does it look like in real life to “take up your cross” as a young adult today?
- ② **Question 2:** What is one specific sacrifice you may need to make—whether time, comfort, or resources—to see your project truly make an impact in your community?

1 Peter 4:10-11

God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another. Do you have the gift of speaking? Then speak as though God himself were speaking through you. Do you have the gift of helping others? Do it with all the strength and energy that God supplies. Then everything you do will bring glory to God through Jesus Christ. All glory and power to him forever and ever! Amen.

- ③ **Say:** This verse reminds us that every gift, skill and resource we have comes from God. They are not just for our own benefit. They are meant to be shared. The generosity we show with everything we have been entrusted with gives others a glimpse of the abundant love God has for them. Your open-handedness could lead someone to the open arms of the God who wants to be known by them.

And here is the encouragement: you are not expected to do it all in your own strength. God provides the energy, wisdom, and perseverance you need so that your work points people back to him. Your project becomes more than just an activity; it becomes an act of worship.

Ask

- ② **Question 3:** What is one gift or ability you bring into your project that you recognise as coming from God?
- ② **Question 4:** How can you rely on God's strength, rather than just your own effort, to carry your project forward in a way that brings glory to him?



GROUP PROJECT INTEGRATION (30 minutes)

Say: Every project needs resources to succeed: people, skills, materials, and opportunities. Today, we are going to take inventory of what we already have and figure out what we still need to make our project thrive. God equips us and calls us to serve others, but he also invites us to be resourceful, wise, and collaborative in using what we have been given.

Workbook Activity

Invite students to turn to page 10 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

This example assumes the project is tutoring academically challenged kids.

Use the activity below to brainstorm and record your ideas together. Be specific and realistic. This will help you plan your next steps.

<p>People</p> <p><i>Who can help? (Think of team members, mentors, community leaders, or other people who can support or assist.)</i></p> <ul style="list-style-type: none">– Mentors like Dr David– Volunteers like our parents– Local schoolteachers	<p>Skills</p> <p><i>What abilities or knowledge do we already have? What new skills might we need to learn or develop?</i></p> <ul style="list-style-type: none">– Sarah is good at using Canva and can help us make flyers.– We might need a volunteer who is strong in writing.
<p>Materials</p> <p><i>What physical items, equipment, or supplies are necessary?</i></p> <ul style="list-style-type: none">– Textbooks– Writing materials– Whiteboard	<p>Opportunities</p> <p><i>What connections, events, or organisations could help us move our project forward?</i></p> <ul style="list-style-type: none">– Sports teams– Church
<p>What are the gaps? How can we fill them?</p> <p>We do not have enough volunteers. We can recruit friends who like kids. We can ask our local church pastor if we can invite older students from the youth group to help.</p>	

Project Milestones

- ◆ **Define resources.** By the end of the lesson, students will have identified the materials needed to complete their project.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Think broadly.** Encourage groups to think past physical items and to consider relational connections and personal skills as resources.
- ◆ Turn the group as a whole into a **Resource Marketplace**: each project group can “trade” skills, people or materials with other groups to fill gaps in their own project plans.



CONCLUSION (5 minutes)

☰ **Say:** We have covered a lot of ground today, so let us review a few key takeaways:

- ◆ We have been **called to serve**, and **serving others is hard work**. Do not allow complacency or insecurity to take hold of you. Instead, share your giftings with enthusiasm and excitement to make a difference in your community. Just imagine what would happen if everyone in your community focused on serving others instead of themselves!
- ◆ God is inviting us to be the hands and feet of his work here on earth. It is not that we think we are qualified to do anything on our own; our qualifications come from God. In a world of brokenness and confusion, we are God’s response to bring hope and restoration through his Son, Jesus.
- ◆ **What we observe as problems are really opportunities**—chances to show God’s love, creativity, and innovative heart! He wants us to be passionate and burdened to see opportunities around us.



Pray

Allow time for participants to repeat each section after you.

Father, thank you for the unique gifts and talents you have placed in each of us. Help us to use them faithfully in our projects to serve others and glorify your name. Give us your strength when tasks feel hard, your wisdom when decisions are tricky, and a heart that seeks to honour you above all. May every word we speak and every decision we make reflect your love and bring others closer to you. Amen.

Lesson 5:

Called to Responsibility

LESSON PREPARATION

Lesson Summary

Once we have developed an understanding of God's purpose for our lives, we can begin stepping into our role of being responsible citizens in his kingdom. However, with this newfound responsibility also comes a command to live with accountability. While we all have our own individual dreams and plans, we must be willing to invite God to help us stay true to the work he has called us to.

Lesson Objectives

- ◆ Participants will recognise that responsibility in God's kingdom is being accountable to the work he has called us to do.
- ◆ Participants will discuss new ways they can fulfil their responsibilities.



Scripture References:

Luke 16:10; 1 Corinthians 15:58



Vocabulary

- ◆ **Responsibility:** knowing your role, owning it, and doing it at the right time
- ◆ **Accountability:** willingness to take ownership of your actions and responsibilities, and allowing others to help you stay true to what you have committed to do



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

- ◆ Place three large signs on the floor: Start, Midpoint, and Completion.
- ◆ Prepare a stack of task cards related to an event-based project. These can include, but are not limited to, cards labelled: "Book a venue", "Create a budget", "Design invitations", "Buy decorations", "Set up tables", "Clean up after the event".
- ◆ Make sure each group has the same set of task cards.

☞ **Say:** Today, we are going to practise planning a project from beginning to end.

Each group will receive a set of task cards. These represent steps in organising an event. As a group, decide where each task belongs on the timeline. Should it happen at the start, midpoint, or completion of the project? The goal is not to plan a real event, but to practise how to think through the order of responsibilities and the importance of timing and teamwork in a project.

Once the groups have lined up, instruct them to explain why they placed each task where they did. Encourage discussion if there are different opinions, and let the students adjust their order if needed.

Teaching Point

- ... **Say:** As we shift our discussion from *serving* to *responsibility*, we will see that God calls everyone in his kingdom to be accountable for the work he has entrusted to us. Practising responsibility means we steward our work with faithfulness, knowing our actions honour God as they serve others.
- ... **Say:** Responsible workers do not wait for someone else to carry their load. They bring their best effort to every task that has been given to them. In God's kingdom, being responsible means **knowing your role, owning it, and being willing to answer for the way you fulfilled it.**
- ? **Ask:** What differences do you feel when you complete a task to the best of your ability instead of just doing enough to get by?

Allow students time for discussion.

Scripture Study

- ... **Say:** The timeline activity we began with today revealed how our involvement in every phase of a project matters. Jesus also shows us in Luke 16:10 that faithfulness in the little things prepares us for greater responsibility in the future.

Invite students to open to page 11 in their workbook and follow along as you read the Scripture selections.

Luke 16:10

If you are faithful in little things, you will be faithful in large ones. But if you are dishonest in little things, you won't be honest with greater responsibilities.

Ask

- ? **Question 1:** What does this verse teach us about the connection between being faithful in small responsibilities and being trusted with bigger ones?
- ? **Question 2:** In your project right now, what is one "small" responsibility God has entrusted to you, and how can you show faithfulness in it as you execute your project?
- ... **Say:** When we steward even the smallest of responsibilities with integrity, we show God and others that we are ready to carry more in his kingdom. Similarly, if we dismiss the small details of the work we have been called to, we reveal our inability to be trusted with more.
- ? **Ask:** What traits do you think we can lean into so that we may be more responsible and accountable workers? Humility? Patience?

Allow students time for discussion.



- ... **Say:** Think about the projects you have chosen, like tutoring kids. It may feel insignificant to show up each week, help with homework or encourage a child in their studies. But God sees your faithfulness. He promises in his Word that nothing you do for him is ever worthless.

Pause and invite students to respond to questions 1 and 2 in the workbook.

1 Corinthians 15:58

So, my dear brothers and sisters, be strong and immovable. Always work enthusiastically for the Lord, for you know that nothing you do for the Lord is ever useless.

Ask

- ? **Question 3:** Why should we work with enthusiasm, even if our responsibilities feel meaningless?
- ? **Question 4:** What would it look like to be strong and immovable in the responsibilities that have been entrusted to you?
- ... **Say:** If you ever find yourself doubting if the work you have been called to really matters, remember who called you to it. God, the Creator and Master of the universe, could have chosen any other person on the planet to own your responsibilities, yet he still chose you. Let that truth breathe life into you today!

Your responsibility may be selling fruit at the market to help support your family. You could also be entrusted with creating a filtration system so everyone in your community has clean drinking water. Either way, your work comes from God. So steward it well. **Never lose sight of the honour it is to be trusted by God to cultivate the world for his glory.**

If time allows, share your personal experience in completing tasks that seemed meaningless but served a greater purpose. Allow the students to learn from your successes and your failures.



GROUP PROJECT INTEGRATION (30 minutes)

Each group will create a simple plan for their project, including a timeline, task assignments and resource checklist.

- ... **Say:** As we transition to our community projects, I encourage you to think realistically about what you can accomplish in the short time we have together. Discuss who is best suited for each role in your group, and what resources you will need to thrive in your work.

Workbook Activity

Invite students to turn to page 12 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

This example assumes the project is tutoring academically challenged kids.

Create a simple plan for your project, including a timeline, task assignments, and resource checklist. Think realistically about what you can do, who is best suited for each role, and what resources you would need.

Timeline – Break the project into 3-5 main milestones with approximate due dates.

No.	Milestone	Due Date	Description
1	Preparation and material	Week 1	Gather teaching materials, plan lessons, assign roles.
2	First tutoring session	Week 2	Conduct first session, observe student needs.
3	Midpoint review	Week 3	Evaluate progress, adjust lesson plans, address challenges.
4	Final tutoring session	Week 4	Conduct final session, consolidate learning, celebrate small wins.

Task Assignments – List specific tasks needed for your project, outline needed resources, and assign responsibility.

No.	Task	Resources	Assigned to (Name and Role)
1	Create lesson plan	Worksheets, markers	Alex – lesson planner
2	Lead tutoring session	Space to teach, chairs	Rodney – senior tutor
3	Collect feedback	Feedback forms, observation sheets	Milly – resource manager



Project Milestones

- ◆ **Set project milestones.** By the end of the lesson, students will have worked within their groups to set 3-5 project milestones with corresponding due dates.
- ◆ **Assign tasks.** By the end of the lesson, students will have worked within their groups to assign tasks needed to complete our project.
- ◆ **Set deadlines.** By the end of the lesson, students will have worked with my group to set deadlines for the tasks associated with our project.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Discuss and negotiate roles** based on strengths and availability.
- ◆ Highlight that **accountability matters**. Each person's faithful stewardship of their role impacts the success of the whole project
- ◆ **Make it visual.** For students who need more support, provide general prelabelled task cards (e.g., buy supplies, reach out to volunteers). This will help students see the flow of time and connections between steps.



CONCLUSION (5 minutes)

- ☞ **Say:** Today, we have explored how taking responsibility requires careful planning, accountability and faithful execution of our roles. Just as each small task contributes to the success of a project, every act of faithfulness in our daily lives reflects our commitment to God and his kingdom. Being responsible is not just about doing what is assigned to you. **It is about stewarding our work with integrity, excellence and a heart that honours God.**



Pray

Allow time for participants to repeat each section after you.

Father, thank you for calling us to be responsible in the work you have entrusted to us. Help us to be faithful in every task, big or small, and to serve with integrity and excellence.

Give us wisdom to plan well, courage to carry out our responsibilities and a heart that honours you in all we do. May our actions reflect your love and bring glory to your kingdom.

Amen.

Lesson 6:

Called to Overcome

LESSON PREPARATION

Lesson Summary

We all face obstacles in our lives, but by identifying our resources, growing confident in who God has called us to be and leaning into the wisdom of Scripture, we can overcome them. Despite hardship and injustice, our victory has already been won for us by Jesus.

Lesson Objectives

- ◆ Participants will discuss the meaning of Philippians 4:11-13.
- ◆ Participants will examine the fears and failures that keep them from their goal.



Scripture References:

Philippians 4:13; Romans 8:37



Vocabulary

- ◆ **Overcome:** to prevail over an obstacle or an adversary
- ◆ **Obstacles:** things or thoughts that hinder one's progress toward a goal
- ◆ **Resource:** something or someone that is readily available to support one's efforts



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

- ☞ **Say:** Today, we are going to start with a fun challenge that will demonstrate the importance of persevering when we encounter obstacles.

- ◆ Give each group a simple drawing or building task (e.g., draw a tree, build a paper bridge).
- ◆ Then, "limit" their tools (e.g., one person cannot use their dominant hand, one cannot talk, one can only use one finger).
- ◆ See how they adapt to finish the challenge anyway.

- ☞ **Ask:** What was the hardest part of completing this activity without talking? What strategies helped you succeed?

Allow students time to respond to each question.

Teaching Point

- ... **Say:** This activity may have felt silly, but it reveals an important truth. In life, we often face obstacles. Sometimes we may feel like we do not even have a voice. These struggles can feel unfair, overwhelming and even cause us to want to give up on our calling. But through God, we can be overcomers. He helps us find new strategies so we can continue to press on. Today, we will discuss how **obstacles are not the end; they are opportunities to discover strength, creativity, and God's willingness to help.**
- ... **Say:** As we have learnt in our very first lesson, God's purpose for each of us is to thrive in harmony with him and his creation. Yet, every day, so many people spend their lives in a constant state of defeat. They ease their way through the years with no ambitions, stuck in their fears and their insecurities.

Today, we are going to discuss how **God acknowledges our obstacles, the things that hinder us from reaching our goals, yet he still calls and equips us to overcome them.**

Scripture Study

- ... **Say:** Let us look at Philippians 4:13, which shows us the true source of our strength to face and rise above every challenge.

Invite students to open to page 13 in their workbook and follow along as you read the Scripture selections.

Philippians 4:13

I For I can do everything through Christ, who gives me strength.

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ? **Question 1:** What does this verse teach us about where our strength truly comes from when we face challenges?
- ? **Question 2:** As you work on your project, what is one specific obstacle you might face, and how can you rely on Christ's strength to overcome it and complete the task?
- ... **Say:** Paul wrote these words while he was in prison, facing difficult circumstances. Yet, instead of complaining, he declared his confidence in Jesus' faithfulness. He explained that **anyone can accomplish the purposes God calls them to by making the most of the resources that have been made available to them.**

... **Say:** The key words in this passage are “through Christ”. Our strength is not self-made, but God-given. Paul had learnt to be content when he had plenty and when he had nothing because Christ was his source. This means when we face personal struggles, injustices in the workplace, or difficulties in completing our projects, we can depend on Christ’s power and provision to take us beyond our own abilities.

? **Ask:** How do you think we can make sure we are relying on God’s strength to overcome the challenges in our lives instead of our own?

As students answer, reveal the value of building habits that help them abide in Jesus. This can include basic spiritual disciplines such as reading the Bible daily, spending time in prayer and being active in a faith community.

Romans 8:37

| No, despite all these things, overwhelming victory is ours through Christ, who loved us.

Ask

? **Question 3:** What do you think Paul means when he says we are “more than conquerors”?

? **Question 4:** What challenge in your life right now can you face differently if you remember that you are “more than a conqueror” through Christ?

... **Say:** Paul reminds believers that even in the face of trouble, or anything life throws at us, we are not just survivors. We are conquerors—not in our own power, but “through him who loved us”. The phrase “more than conquerors” means that we do not barely make it out alive; we come out stronger, victorious, and with a testimony of God’s love. **Our victory is not defined by the absence of problems, but by the unshakable confidence that God’s love will never fail us.**



GROUP PROJECT INTEGRATION (30 minutes)

... **Say:** If we hope to overcome the things in our lives that are holding us back from thriving in our calling, we must first be brave enough to acknowledge them. Being called to overcome means we do not stop when things go wrong; we use wisdom to adapt. Today, we will think ahead and prepare for potential challenges in our project. Having a backup plan gives us confidence that our work can continue even when obstacles appear.

Workbook Activity

Invite students to turn to page 14 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

This example assumes the project is tutoring academically challenged kids.

- ◆ List your key project steps in order.
- ◆ Identify possible obstacles for each step.
- ◆ Suggest a possible backup plan to overcome the obstacle.

No.	Project Step	Possible Obstacle	Backup Plan
1	Create a lesson plan alongside teacher's guidance	Teacher to guide is unavailable	Create a lesson plan alongside parent's guidance
2	Prepare a one-hour tutoring session	Family is not comfortable with a one-hour session	Prepare tutoring session for 30 minutes
3	Collect feedback using printed feedback forms	Forms were not printed in time	Collect feedback using a link

Project Milestones

- ◆ **Identify obstacles.** By the end of the lesson, students will have worked within their groups to identify obstacles or possible challenges that could occur throughout their project.
- ◆ **Propose solutions.** By the end of the lesson, students will have worked with their groups to brainstorm solutions and strategies to overcome possible obstacles.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Encourage creativity.** Remind students that there are multiple ways to solve a problem.
- ◆ **Use guiding questions.** Ask simple, open-ended questions to help spark ideas. (e.g., What could go wrong? Who could help? Is there an easier solution?)



CONCLUSION (5 minutes)

... **Say:** Today, we have seen that being *called to overcome* means we can trust in Christ's strength through every struggle, and depend on his wisdom when things do not go as we have planned.

Throughout our lives, we will encounter all kinds of challenges. There will be moments when thriving seems impossible and giving up the only logical route to take, but our God is not limited by our personal perception. There is always hope, even when you cannot see it.

In his infinite wisdom and power, God masterfully provides us with the exact things we need at the precise moments we need them. With faith and wisdom, we can keep moving forward and own our responsibilities with confidence and hope.

Here is one final thing for you to reflect on as we complete this lesson: **perseverance is contagious**. When others see you thriving, despite the hardship that has come your way, they will want to know how you have overcome it. It is in these moments when the faithfulness of Jesus can shine brightest. Let the world know where your persistence comes from. As God's Word says, our help comes from the Lord—the Maker of heaven and earth.



Pray

Allow time for participants to repeat each section after you.

Heavenly Father, thank you for reminding us that through Christ we are more than conquerors.

Give us wisdom to plan well and strength to keep going even when things do not go as expected.

Help our projects to succeed and bring glory to your name.

In Jesus' name we pray.

Amen.

Lesson 7:

Called to Collaborate

LESSON PREPARATION

Lesson Summary

We are all called to collaborate. By humbly accepting the roles that have been assigned to us and respecting each other's unique skill sets and perspectives, we can create solutions that go beyond anything we could attempt on our own. Learning the qualities that make a leader worth following empowers us to become both effective leaders and team members ourselves.

Lesson Objectives

- ◆ Participants will recognise that the qualities of a godly leader and a godly worker are the same, as seen in the life of Jesus.
- ◆ Participants will practise collaborating within their teams to prepare them for leadership.



Scripture References:

Romans 12:4-5; Philippians 2:3



Vocabulary

- ◆ **Collaborate:** to offer open-handed ideas and perspectives in an effort to find the most optimal solution possible
- ◆ **Role:** the function one takes responsibility for in a system
- ◆ **Team:** a group of people working together to achieve a common goal



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

- ☞ **Say:** Today, we are going to start the lesson with an exercise in collaboration.
- ◆ *Instruct the students to line up silently in order of their birthday month, shoe size, or height.*
 - ◆ *Emphasise how they must use creative, nonverbal communication to succeed.*
 - ◆ *Once the activity is complete, congratulate the students and instruct them to return to their seats.*

Teaching Point

... **Say:** When our activity started, this place was full of chaos and competing ideas. But as the challenge went on, each of you began to realise your need to pay attention to one another, to accept alternative ideas, and to rely on teamwork. No one could do it alone. That is exactly what collaboration is all about.

? **Ask:** How many of you have either played on a football team or watched a football game before?

Allow responses.

What would you say is the most critical component of a football team's success?

Allow responses.

... **Say:** Just like in football, where the coach, players and even the kit man must each own their roles and work together, collaboration is key. No single person can win the game alone. It takes shared effort, strategy, and trust. That is exactly what we saw in our opening challenge. The only way to succeed was through paying attention to one another and respecting each other's ideas. If anyone tried to figure it out by themselves, the team would have fallen short.

... **Say:** In life and in our calling, we will quickly hit personal limits if we try to walk alone. **We have to collaborate: to offer open-handed ideas and perspectives in an effort to find the most optimal solution possible.**

Scripture Study

... **Say:** God calls his people to reflect Christ by serving with humility, leadership, and teamwork. When we value each other's unique gifts, we accomplish more together than we ever could on our own.

Invite students to open to page 15 in their workbook and follow along as you read the Scripture selections.

Romans 12:4-5


Just as our bodies have many parts and each part has a special function, so it is with Christ's body. We are many parts of one body, and we all belong to each other.

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

? **Question 1:** According to this verse, why is it important that each member of the body of Christ brings their unique function to the whole?

? **Question 2:** As we prepare to create our project pitch, how can we make sure everyone's voice, gift, and perspective is part of the collaboration?

- 
- ... **Say:** Just like the human body is made up of many different parts, each with its own function, so the body of Christ is made up of many unique members who belong to one another. No single part of the body can operate in isolation. Every part, no matter how small, is essential to the greater whole.

In the same way, collaboration is not optional—it is essential. God designed us with different strengths, perspectives and gifts so that we **work together to achieve a common goal**.

As we prepare for our project pitch, this truth comes alive. Each person here has something valuable to contribute: an idea, a skill, an insight, or even just a question that pushes the group forward. Collaboration means creating space for every voice, actively listening and aligning our efforts toward one shared goal. It requires us to follow the example of Jesus, serving with a posture of humility and selflessness.

Philippians 2:3

Don't be selfish; don't try to impress others. Be humble, thinking of others as better than yourselves.

Ask

- ? **Question 3:** Why do you think selfish ambition and pride can weaken collaboration?
- ? **Question 4:** What does it look like in practice to “value others above yourself” when working on a team or project?
- ... **Say:** This verse calls us to examine our motives whenever we work with others. Collaboration easily breaks down when pride, competition, or self-interest take the lead. Paul reminds us that the way of Christ is different. We are called to value the contributions, perspectives, and needs of others as highly as our own. Humility does not devalue our own gifts. Instead, it makes room for everyone else's gifts to shine too. Philippians 2:3 challenges us to shift from “me-first” thinking to “we-first” living. When we choose collaboration over competition, we create an atmosphere where trust grows, creativity flourishes, and stronger solutions emerge.



GROUP PROJECT INTEGRATION (30 minutes)

- ... **Say:** During the past few sessions, you figured out what it would take to bring your project to life. **Today, you will focus on sharing your idea through a Project Pitch.** This is your team's chance to clearly communicate your plan and get others excited about it. Make sure everyone participates during the pitch in some way. If possible, include a simple **visual aid** (PowerPoint, chart or poster) to help tell your story. You will present your pitch to your leader next session, so spend this time planning and preparing.

Workbook Activity

Invite students to turn to page 16 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

Assuming the project is tutoring academically challenged kids.

- ◆ Use the outline below to prepare a 1- to 2-minute project pitch that you will present to the group.
- ◆ Every person must participate in the presentation in some way.
- ◆ If possible, include a simple visual aid (like a PowerPoint, chart or poster) to support your pitch.
- ◆ Be prepared to present your project idea to your leader in the next session.

Pitch Outline

<p>Why? <i>Why does this problem matter? Why should people care? How do you know there is a real need?</i></p> <p>Many children in Makerere struggle in school because they lack extra help. This project will give them the support they need to succeed.</p>
<p>Where? <i>Where will you carry out your solution? What community, setting, or space will be impacted?</i></p> <p>We will run the project in the Makerere community, using a local school classroom as a safe space for the sessions.</p>
<p>When? <i>When will this project happen? Outline your timeline from start to finish. Will it take just one day or require multiple days?</i></p> <p>We will run the project over four weeks, holding two tutoring sessions each week.</p> <ul style="list-style-type: none">◆ Week 1: Prepare—recruit students, set up space, and gather materials.◆ Weeks 2-4: Hold tutoring sessions with volunteers.
<p>How? <i>How do you plan to solve this problem? Be specific about the resources you will need—people, materials, time, or money.</i></p> <ul style="list-style-type: none">◆ Resources needed include volunteers, books, pens, textbooks, and flashcards. The project will use a community hall and run for two weeks, with two sessions each week.
<p>Support Needed? <i>What kind of support or guidance will you need from your leader/teacher to make this project possible?</i></p> <p>We need our leader's support in:</p> <ul style="list-style-type: none">◆ Helping to connect with community leaders, secure a safe space and to provide feedback to make the project sustainable and impactful.

Project Milestones

- ◆ **Pitch preparation.** By the end of the lesson, students will have worked within their groups to outline their pitch presentation that they will present during the next lesson.
- ◆ **Define extra work.** By the end of the lesson, students will have worked within their groups to define any work associated with their project pitch that will need to be completed before the next lesson.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Model an example.** Show students what a successful pitch looks like by presenting a short one in front of the class.
- ◆ **Watch for vague ideas.** Students may be tempted to share concepts that lack specific details. Encourage them to be as specific as possible.
- ◆ **Check logistics.** Ask clarifying questions to ensure the project is realistic and that you, as the leader, have the capacity to support it.



CONCLUSION (5 minutes)

- … **Say:** We are called to collaborate because every person brings unique gifts and perspectives that, when combined, create stronger solutions and greater impact. By practising humility, valuing others and working together, we thrive as one body and accomplish more than we ever could alone.



Pray

Allow time for participants to repeat each section after you.

Heavenly Father, thank you for teaching us the power of collaboration and the value of every member in your body.

Help us to work with humility, listen to one another and honour each person's gifts and ideas.

Guide us to combine our strengths and efforts in unity, so that together we can achieve more than we could alone.

Amen.

Lesson 8:

Called to Confidence

LESSON PREPARATION

Lesson Summary

Once we have a firm understanding of who we are and the unique skills God has placed within us, we can begin to confidently communicate the value we have to offer to the world and others. Our communities, employers, and customers will only know what we can do if we present ourselves as a solution to their problems. Yet, even if others fail to see value in our work, we can rest assured in our belonging to God, his kingdom, and his call on our lives.

Lesson Objectives

- ◆ Participants will explore what gave David the confidence to fight Goliath.
- ◆ Participants will discuss the importance of confidence in the love of God in their lives.



Scripture References:

1 Samuel 17:1-37



Vocabulary

- ◆ **Communication:** the process of exchanging information
- ◆ **Confidence:** believing in your own trustworthiness



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

- ◆ Post four pieces of paper around the room. On the piece of paper, write the phrase, "I feel confident when ..."
- ◆ Divide students into four groups around the room.
- ◆ Give students 5 minutes to respond to the sentence starter and list the things that make them feel confident.
- ◆ Quick debrief: Notice how many of the answers are about *external factors* (support, appearance ...).

Teaching Point

- ☞ **Say:** As you present your **project pitches** today, you are not just sharing an idea—you are stepping into your **calling to thrive**. Do not worry about being perfect. Focus on being authentic, prepared, and trusting Christ with the outcome. Remember, your voice matters, and God has given you something valuable to contribute. True confidence is knowing God is with you, even when you feel unqualified.

Scripture Study

- ☞ **Say:** Let us look at someone in the Bible who had to step into a moment of pressure and uncertainty. In 1 Samuel 17:1-37, David, a young shepherd boy, faced a giant when no one else dared to. His story teaches us where true confidence comes from.

Invite students to open to page 17 in their workbook and follow along as you read the Scripture selections.

1 Samuel 17:1-37

When David was a young boy, a prophet named Samuel anointed David as Israel's chosen king. However, since Saul, Israel's king at the time was still alive and ruling, David spent the next few years as a shepherd of his father's flocks.

One day, an enemy nation called the Philistines sent their army into Israel's territory. King Saul and Israel's army met the Philistines in a valley and agreed to settle their dispute by sending their greatest warriors to fight one another. However, when the Philistines' champion turned out to be a three-metre-tall, battle-hardened giant named Goliath, none of Israel's army could find the confidence to face him.

While delivering food to his brothers, David saw Goliath taunting the armies of Israel, insulting them and their God. After seeing no one stand to fight the giant, David met with King Saul. He said, "Don't worry about this Philistine, I'll go and fight him!" "Don't be ridiculous!" Saul replied. "There's no way you can fight this Philistine and possibly win! You're only a boy, and he's been a man of war since his youth."

But David persisted. "I have been looking after my father's sheep and goats," he said. "When a lion or a bear comes to steal a lamb from the flock, I go after it with a club and rescue the lamb from its mouth. If the animal turns on me, I catch it by the jaw and club it to death."

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ☞ **Question 1:** David's confidence came from remembering God's past faithfulness. What past victories can you recall that remind you to trust God with confidence today?
- ☞ **Question 2:** How can changing your perspective help you overcome challenges like pitching, exams, or leadership moments?

- ... **Say:** In this passage, David enters the battlefield where Israel's army is frozen in fear of Goliath. David's confidence did not come from his strength, age, or training but from God's faithfulness. He remembered how God had rescued him from the lion and the bear, and he trusted that God would give him victory again.

David's confidence was not about self-belief but *God-belief*. He saw the giant through the lens of God's power, not his own weakness. Just like David, we face our own "giants" like fear of failure, doubt, or rejection. But when we anchor our confidence in Christ, we can step up, speak out, and thrive knowing he equips us for every challenge.

- ? **Ask:** How does God's faithfulness give us confidence?

Allow students time to respond.

- ... **Say:** God is faithful to us because he loves us. This truth may seem simple on the surface, but take a moment to really consider what that means. God loves you—the real you. Not the polished, perfect disguise you may like others to see, but all the messiness underneath. You do not have to earn his approval or impress him. He already calls you his own.

Embracing your identity as God's beloved will give you more confidence than any praise or accolades this world has to offer. When you know you are his, the need to be anything other than yourself slowly fades away.

Like David, challenges will come as you mature in your calling. Your confidence will be tested. So, continue abiding in your relationship with Jesus. As you read his Word and spend time talking to him in prayer, God will form a foundation of faith in you that even the strongest giant cannot shake.



GROUP PROJECT INTEGRATION (30 minutes)

- ... **Say:** Today is Pitch Day! This is your team's chance to share your project idea with the group. You have worked hard to plan and prepare, and now it is time to present what you have created. Each team will have a few minutes to share their project pitch, explain their idea, and show any visuals they prepared. Remember, every person should take part in some way. As you listen to other groups, be respectful and engaged. Use your reflection sheet to capture what you noticed, liked and learnt from each presentation.

Workbook Activity

Invite students to turn to page 18 in their workbook.

Sample Completed Activity

During each group's pitch, listen carefully and take notes using the following prompts:



Group	I Noticed ... <i>What did you notice that was interesting, unique, or creative about the pitch?</i>	I Liked ... <i>What do you think was done well?</i>	I Learnt ... <i>What was something new you did not know or had not thought of before?</i>
Group 1	I noticed your group used a clear example, which made the problem easy to understand.	I liked the teamwork—everyone had a role. One area to grow is slowing down a bit so the audience can catch every detail.	I learnt that Alex has the ability to show confidence. I am proud of the way you trusted God in your delivery.

Pitch Evaluation Rubric

This is your last chance to offer support to students before they will need to execute their projects. Use this rubric to help determine what kind of support each group might need.

Criteria	3 – Excellent	2 – Developing	1 – Needs Work
Clarity of problem and solution	Clear, focused problem and realistic solution	Some parts unclear	Problem and solution are not clear
Confidence and delivery	Spoke confidently with clear tone, eye contact and body language	Spoke with confidence but showed some hesitation	Seemed unsure or unprepared; little eye contact
Collaboration	All participated equally	Some group members did not participate	One person gave the entire presentation
Logistics and feasibility	Steps, timing, and resources needed were clear	Some details were missing	Planning is underdeveloped and not feasible

Project Milestones

- ◆ **Project pitch.** By the end of the lesson, students will have participated in the project pitch with the rest of their group.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Limit time.** Limit presentations to 1-2 minutes based on how many groups you have.
- ◆ **Model what “good” looks like.** Show an example of a strong pitch before students start.
- ◆ **Practise first.** Give students a few minutes to practise before groups begin their pitches.
- ◆ **Ask direct questions.** If you notice gaps in the pitch plan, ask questions to guide students to think through what might be missing.



CONCLUSION (5 minutes)

... **Say:** Today, you have done something many people find intimidating: standing up and presenting your ideas. You have shown courage, collaboration, and creativity. But more than that, you have learnt that true confidence does not come from being perfect, having all the answers, or even being the loudest in the room. True confidence comes from knowing **Christ is with you, he calls you his own, and he will never leave you.**

As we end this lesson, remember: The same God who gave David confidence to face Goliath also gives you confidence to step into your calling to thrive.



Pray

Allow time for participants to repeat each section after you.

Father, we thank you for the gifts, ideas, and courage you have stirred in us today. We pray that our confidence will remain anchored in you, not in circumstances or approval.

May we continue to grow in boldness, creativity, and faith as we step into new opportunities.

And let our lives shine as testimonies of your strength working through us. In Jesus' name.

Amen.

Lesson 9:

Called to Refine

LESSON PREPARATION

Lesson Summary

God refines us through his Word, the Holy Spirit, and life experiences. This shapes our character, removing pride, selfishness, and compromise, while forming us into clearer reflections of God's image. We are also refined when we welcome correction, accountability, and encouragement from others, choosing growth over comfort, discipline over laziness, and long-term purpose over short-term pleasure.

Lesson Objectives

- ◆ Participants will recognise feedback and correction as tools of refinement.
- ◆ Participants will recognise challenges and refinement as a process of love and purpose.



Scripture References:

Proverbs 27:12; Jeremiah 18:1-6; Ephesians 4:15; Psalm 91:1-4



Vocabulary

- ◆ **Refine:** to go through a process of **improvement and sharpening** so that what is valuable and strong remains and what is weak, impure, or unhelpful is removed



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

- ◆ *Using the groups the participants are in, each team gets simple building materials (paper cups, index cards, tape, or blocks).*
- ◆ *Round 1 (Solo): Choose one volunteer per team. Blindfold them and ask them to build a tower/bridge for 1 minute without any feedback from the group.*
- ◆ *Round 2 (Guided): The same student tries again, blindfolded, but this time with their group giving verbal instructions and encouragement.*

Teaching Point

- ☞ **Say:** Let us compare the results of our activity. When your builder put the first tower together, they were completely on their own. There was no one there to encourage their good ideas or point out opportunities for improvement. But when they built the second tower, they were able to use their team's insights to build something stronger.

- ... **Say:** We need voices in our lives that guide us from where we are in our calling to where we could go. Likewise, we need God's Word and his Spirit to reveal how we can strengthen our relationship with Jesus. **With the help of wise input, we can be refined as workers in God's kingdom.**

The last time we met, we presented our pitches, and you all did so well.

- ? **Ask:** In what ways is receiving feedback on your projects like the blindfolded builder listening to their team? How can this help refine both our ideas and our character?

Allow time for responses.

Scripture Study

- ... **Say:** For a very long time, people have used God's word to sharpen and correct themselves. Let us look at a verse that contrasts someone who learns, listens, and adjusts with someone who ignores correction and ends up paying the price.

Invite students to open to page 19 in their workbook and follow along as you read the Scripture selections.

Proverbs 27:12

A prudent person foresees danger and takes precautions. The simpleton goes blindly on and suffers the consequences.

Pause and invite students to respond to questions 1 and 2 in the workbook.


Ask

- ? **Question 1:** What does this verse teach us about the importance of awareness, wisdom, and being willing to change direction?
- ? **Question 2:** In what areas of your life or project do you need to start listening, adjusting, and strengthening so that you do not just "keep going" and face unnecessary setbacks?
- ... **Say:** In order for us to be refined, we have to be self-aware enough to admit that we have room to improve. However, inviting others to speak into our lives and hold us accountable to our potential is not always easy. It takes humility, patience, and a willingness to change.

But while autonomy—living on our own and by our own rules—may feel like freedom, it actually holds us captive to our own individual capacities. We are unable to grow because we are boxed into our own, limited way of thinking.

In many ways, refinement is the safety Proverbs 27:12 is referring to. When we accept and lean into correction, we can take refuge from the dangers of being blindfolded by stubbornness, comfort, and pride.

Share a story of a time you were willing, or unwilling, to be refined. What were the consequences?

- 
- ... **Say:** Refinement is God's process of reshaping us, removing what is broken or weak, and moulding us into something strong, beautiful, and useful for his purpose—into his image. Let us read this next verse:

Jeremiah 18:1-6

The Lord gave another message to Jeremiah. He said, "Go down to the potter's shop, and I will speak to you there." So I did as he told me and found the potter working at his wheel. But the jar he was making did not turn out as he had hoped, so he crushed it into a lump of clay again and started over. Then the Lord gave me this message: "O Israel, can I not do to you as this potter has done to his clay? As the clay is in the potter's hand, so are you in my hand."

Ask

- ? **Question 3:** What does the image of clay in the potter's hand teach us about how God refines and reshapes our lives?
- ? **Question 4:** Where in your own journey do you sense God reshaping you so that he can form something better?
- ... **Say:** God is the Master Potter, and we are the clay. Sometimes, like the clay on the wheel, our lives do not turn out right the first time. Our attitudes, decisions, and even our projects may fall short. But instead of discarding us, God patiently reshapes. He refines us. This is not punishment; it is a process of love and purpose.

Just as the clay must remain soft and responsive in the potter's hand, we must remain teachable, willing to grow. When we allow God to refine us through his Word, the Holy Spirit, life experiences and even feedback from others, he strengthens us so that we can do even more for our communities and his kingdom.

Ask

- ? **Question 5:** Who is someone in your life that you can trust to provide you with feedback to help you grow in your work? What about in your relationship with Jesus?
- ? **Question 6:** How can you be a refiner for someone else? What posture should you take when you encourage a friend or a co-worker to improve?
- ... **Say:** As you learn which voices to lean into and how to be a voice of refinement, remember how Paul calls us to correct one another as equal members of the body of Jesus.

Ephesians 4:15

Instead, we will speak the truth in love, growing in every way more and more like Christ, who is the head of his body, the church.



GROUP PROJECT INTEGRATION (30 minutes)

Say: Last time we met, you shared your project pitches and received feedback from your peers. Today, we are going to take those ideas a step further. Think of it like how God works in our lives, refining us through the process, shaping, adjusting, and strengthening us so we can grow.

We are going to do an activity called a **SWOT analysis**. This tool helps us take an honest look at our work so we can see what is going well and where we can improve. It stands for: **Strengths, Weakness, Opportunities, and Threats**

Workbook Activity

Invite students to turn to page 20 in their workbook. Work through the activity together by breaking it down step by step rather than having students do it independently. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

Strengths <i>What parts of your pitch went well? What positive feedback did you receive?</i>	Weakness <i>Based on the feedback, what part of our plan needs improvement?</i>	Opportunities <i>What could we add or change to make it stronger?</i>	Threats <i>What could block success? What risks should we anticipate?</i>
People appreciated that we want to give every child attention and encouragement.	More detail is needed about how tutors will be trained to handle different learning challenges.	Using simple learning tools like WhatsApp, study groups, or printable practice sheets could make the idea more practical.	Finding enough committed volunteers might be difficult.

Project Milestones

- ◆ **Refine pitch.** By the end of the lesson, students will have completed the SWOT analysis within their groups and addressed any improvements that need to be made to make their project successful.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Model an example.** Walk through one section as a group (for example, “Strengths”) before students work on their own. Give a simple, relatable example so they understand what to write.
- ◆ **Coach specificity.** Encourage concrete improvements and ask questions that help students make specific and measurable improvements.
- ◆ **Work in pairs or small groups.** Pair older students with those who need help so they can talk through ideas together before writing.



CONCLUSION (5 minutes)

- ... **Say:** Today, we have seen that refinement is a process. In the same way your advice helped our blindfolded builders create stronger towers, your pitches became more effective with constructive feedback. The SWOT analysis also helped us identify strengths, weaknesses, opportunities, and threats in your community projects.

God, like the potter, is reshaping us, removing what holds us back, and strengthening what will make us thrive. True refinement requires teachability, faithfulness, and the willingness to adjust in every area of our lives.

Before we end today, I would like to leave you with one more passage to reflect on throughout your week.

Psalm 91:1-4

Those who live in the shelter of the Most High will find rest in the shadow of the Almighty. This I declare about the Lord: He alone is my refuge, my place of safety; he is my God, and I trust him. For he will rescue you from every trap and protect you from deadly disease. He will cover you with his feathers. He will shelter you with his wings. His faithful promises are your armour and protection.

- ... **Say:** Correction will always be easier to receive when you understand the character of the one who is giving it to you. God's guidance is not an attack on your character. His refinement is not an insult to your abilities. In truth, his wisdom holds you in a place of untouchable security. There is no better place to grow than in the arms of the God who loves you more than you could ever imagine.



Pray

Allow time for participants to repeat each section after you.

**Lord, thank you for shaping us like clay in your hands.
Help us to be teachable and willing to listen to your guidance and the counsel of others.
Refine our hearts, our minds, and our actions so that we grow stronger and wiser each day.
May we embrace your process and reflect your excellence in all that we do.
Amen.**

Lesson 10:

Called to Implement

LESSON PREPARATION

Lesson Summary

Over the last nine lessons, your students have planned and prepared for this very moment. Now, the time has come for them to implement their giftings and make an impact that will bear lasting fruit in God's kingdom. By acting on the calling God has placed on their lives, your students will feed life to their faith. Taking a first step in their community projects, they will create checklists to guide their groups over the next few days to come.

Lesson Objectives

- ◆ Participants will begin to implement their project ideas.
- ◆ Participants will use a checklist to make sure they are well prepared for their project implementation.



Scripture References:

John 15:8; James 2:7



Vocabulary

- ◆ **Implement:** to execute a project idea/plan



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker

- ... **Say:** You have all come so far since we began this programme. Even if today was our last day together, I would still be so proud of every single one of you. But our time is not over yet. Let us take a few moments to reflect on what we have experienced so far.

Write the following questions on a whiteboard or display each one on a separate sheet of paper around the room. Give each student a sticky note or note card. Ask them to write their answers to the questions on their note and then post it on the board (or under the matching question).

Ask

- ② What has been your favourite part of the programme so far?
- ② What is something you understand now that you did not at the beginning?
- ② What has been the most challenging part of the programme?

After students respond, allow a few to share their answers with the whole group.

- ... **Say:** Over the next three lessons, we will be putting everything we have learnt about thriving in our callings into practice. The plans you have put together to serve a problem in your community are brilliant. Now, the time has come to implement them.

This step is critical as you look forward into your future as a worker. **Implementation is the bridge that connects your potential to your progress.** And though it might be the most intimidating, it also bears the most fruit.

Let us dig into what exactly that means.

Scripture Study

- ... **Say:** The concept of implementation is not limited to our work. Our relationships with Jesus are also made clear by the way we practise our faith.

Invite students to open to page 21 in their workbook and follow along as you read the Scripture selections.

John 15:8

When you produce much fruit, you are my true disciples. This brings great glory to my Father.

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ? **Question 1:** What do you think it means to “bear much fruit” in your life as a disciple of Jesus?
- ? **Question 2:** How can your project or the tasks you are implementing demonstrate your faith and glorify God?
- ... **Say:** Jesus tells us that our Father, God, is lifted up when we implement our faith into everything we say and do. This is not just about having good intentions or making hopeful plans; it is about taking action and representing everything we claim to believe in.

Every step you take to implement your projects, every responsibility you fulfil and every challenge you overcome is a way of bearing fruit that honours God—fruit that nourishes your community. When you meet a seemingly impossible deadline with joy or navigate conflict with grace, you are proving that your faith is not dead or stagnant; it is alive and active.

James 2:17

Aren't they the ones who slander Jesus Christ, whose noble name you bear?

Ask

- ? **Question 3:** What does it mean that faith without works is dead?
- ? **Question 4:** If someone only knew you by the way you work, would they think that you follow Jesus?
- ... **Say:** Think about a camping fire. If you wanted to stay warm overnight, would you throw a few sticks into a pile and hope for the best? Of course not. You would nurture the flames, feeding them new kindling and breathing air into them so they would stay alive.

Your projects are opportunities to feed the fire of your faith in real, meaningful ways. But those flames will not grow on their own; your community will not reap the fruit of your plans if you do not implement them. Without action, our faith remains unseen and ineffective.

As you step into your projects, activating all the incredible giftings God has placed within you, remember how God multiplies our efforts. By the power of his Spirit, the plans that you implement could change someone's life forever.



GROUP PROJECT INTEGRATION (30 minutes)

Say: What an exciting day! Today, we begin putting our plans into action and serving our community. You should aim to complete your project sometime between this session and the next one unless your project is designed to continue over several weeks.

We have already planned, prepared, and thought about how to bear fruit and live out our faith through action. Now it is time to move from **planning** to **doing**.

To help you stay organised and to make sure nothing is missed, we have created a simple **Project Execution Checklist**. As you go through each step, check off the items to keep your project on track and ensure that what you do reflects your faith in practical ways. Remember, this is not just paperwork—it is a tool to help your team stay focused, work with excellence, and bring glory to God through your work.

Workbook Activity

Invite students to turn to page 22 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

Part 1: Project Overview

Have you accomplished the following steps?

- ☐ Write a clear goal for your project.
- ☐ List each step or task in order.
- ☐ Decide when each task should be finished.
- ☐ Make a simple backup plan in case something does not go as expected.

Part 2: Task and Responsibility Tracker

Use this table to show who is doing what. Everyone should have a clear role.

Task	Person Responsible	Backup Person
Preparation and materials gathered	Alex	Milly
Identify kids in Makerere	Rodney	Alex

Part 3: Materials and Resources

List what you need and make sure everything is ready.

- ☐ All materials gathered
- ☐ Equipment checked and working
- ☐ Missing items listed below

Missing items: _____ Flyers _____

Who will get them: _____ Alex _____

Part 4: Communication Plan

Make sure everyone knows who to talk to if something comes up.

Contact for each task: _____ Sarah _____

Main project contact: _____ Alex _____

If something goes wrong, contact: _____ Rodney _____

Facilitator Execution Notes

Use this project tracker to note the date, time and venue for each project in your class.

No.	Project Name and Participants	Date and Time of Project Execution	Venue
1	Tutoring academically challenged kids Alex, Rodney, and Sarah	4 p.m. Friday 31st October 2025	Makerere
2			
3			
4			
5			
6			



Project Milestones

- ◆ **Confirm project details.** By the end of the lesson, students should confirm the project location and any logistics needed to complete the work.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **If students are younger,** do what you can to offer oversight to these groups as they execute their project.
- ◆ **Conduct a quick team huddle.** If possible, allow students to review their plan before they leave to complete their project.
- ◆ **Stay available.** If your schedule allows, be accessible during the group's project execution, either in person or by phone. This will help students reach you easily if they face challenges or need quick advice.



CONCLUSION (5 minutes)

- ☞ **Say:** As we wrap up today, remember this: seeing the impact of implementation makes all the effort of planning and preparation worth it. You have a project, a purpose, and a like-minded team. And most importantly, you have God guiding you every step of the way.

Go with confidence, knowing that your efforts are not in vain. Each task you complete, every challenge you face, and every small step you take is a way of bearing fruit, showing your faith in action, and glorifying God.

Take a moment to follow the guidance of the Holy Spirit. Offer them encouragement you wish you could have heard when you were in your students' phase of life.

Ask students if they have any remaining questions.



Quick Prayer Before Execution

Take a moment as a group to:

- ◆ Thank God for the opportunity to serve
- ◆ Ask for wisdom, unity, and creativity
- ◆ Pray for protection from unexpected challenges
- ◆ Declare confidence that God will guide your efforts



Called to Evaluate

LESSON PREPARATION

Lesson Summary

The creation story in Genesis shows us that God himself evaluated the work he had done, and said, “It is good.” Being made in the image of God empowers us to reflect his character. We are all called to evaluate: to determine how impactful our work has been, so we can improve it in the future. As we learn to reflect and pivot, we can give a good account of everything God has done in, through, and around us.

Lesson Objectives

- ◆ Participants will give an honest assessment of themselves and their ability to assess others with grace and honesty.
- ◆ Participants will discuss how to give positive, honest feedback to a friend who has fallen short of their goal.



Scripture References:

Genesis 1:31; Micah 6:8



Vocabulary

- ◆ **Evaluate:** to determine how important or valuable something is, and its impact on something or someone
- ◆ **Honest:** *to be truthful; sincere*



Materials

- ◆ Workbook
- ◆ Pen/Pencil



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

Ice Breaker




Say: Today, we are going to practise giving constructive feedback in a way that is uplifting, honest and helpful. To help us as we do this, we will be using an evaluation tool called the “feedback sandwich”.

Step 1: *Top Bun* – Positive: Start with something encouraging or affirming.

Step 2: *Filling* – Constructive Critique: Offer the real feedback, suggestion, or opportunity for growth.

Step 3: *Bottom Bun* – Positive: End with another affirmation, encouragement, or expression of confidence.

Example: *You did a great job leading the discussion today (positive). One thing to work on could be giving quieter people more space to share (constructive). But I love how you are always so enthusiastic and prepared for the group (positive).*

- 
- ... **Say:** Let us take a few minutes to pair up and try the feedback sandwich. Imagine this: a co-worker always shows up late for group meetings. What would your feedback sandwich be?

Allow time for students to break up into pairs and practise the activity.

Let us try one more scenario. A team member created a great presentation, but it was too long.

Allow time for responses. After everyone has shared, invite the students to return to their seats.

Teaching Point

- ... **Say:** Evaluation is not about tearing people down but about building them up. As we discussed last week, we who have been saved by Jesus are called to speak the truth in love. If we want to see the people in our lives grow in their callings, we have to evaluate their work in a way that helps them see themselves as God does.
- ? **Ask:** Would any of you be willing to describe a time you received feedback in a way that really helped you progress toward your goals?

Allow students time to respond.

Scripture Study

- ... **Say:** Think back to the filling of the feedback sandwich. After we have affirmed the experiences of the person we are evaluating, it is our responsibility to guide them through the reality of their situation—to lead them to truth. This layer of feedback is riddled with nuance, but there is simplicity on the other side of the complexity. God shows us in his Word what a “win” looks like in the lives of those who have been called to thrive.

Invite students to open to page 23 in their workbook and follow along as you read the Scripture selections.

Micah 6:8

No, O people, the Lord has told you what is good, and this is what he requires of you: to do what is right, to love mercy, and to walk humbly with your God.

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ? **Question 1:** What does it practically look like for a young adult today to “walk humbly with your God”?
- ? **Question 2:** If you used Micah 6:8 as a checklist for your daily life, which of the three principles (justice, mercy, humility) do you think you need to grow in most, and why?

Allow students time to respond.

... **Say:** Micah 6:8 is like God's evaluation rubric for our lives. It gives us a brief yet powerful overview of God's image and, in turn, the character of Jesus. Let us evaluate this more closely.

◆ **Act justly:** Jesus treated everyone with fairness and integrity, even when it cost him his life. We can model this by committing all our efforts towards what God says is right rather than our personal preferences.

◆ **Love mercy:** The world is full of sin, brokenness, and imperfect people. But Jesus does not show kindness occasionally; he loves everyone and extends grace and compassion even when it is not deserved. As recipients of that same mercy, how can we not feel responsible to show it to others?

◆ **Walk humbly with God:** In his time on earth, Jesus never considered himself too good to fulfil his Father's will. Instead, he continually sought after God so that his actions would bring glory to the one who sent him.

Offer an example of a time you had to look back and evaluate your actions, either in work or in your relationship with Jesus. How did God reveal your need for more justice, mercy, or humility?

Genesis 1:31

Then God looked over all he had made, and he saw that it was very good! And evening passed and morning came, marking the sixth day.

Ask

? **Question 3:** Why do you think God chose to pause and see his creation before declaring it "very good"? What does that teach us about the value of reflection?

? **Question 4:** How can you build a rhythm of evaluation into your own life (school, work, relationships, or ministry) so you do not just "do" but also "see" and celebrate what is good?

... **Say:** At creation, God paused to *evaluate* his work. He did not just rush from one task to the next; he looked back, reflected, and celebrated everything he had accomplished. This teaches us two key things about evaluation:

1. Evaluation is part of God's design. Just as God assessed his creation, we are called to step back and assess our words, thoughts, and actions.

2. Good evaluation leads to encouragement. God's declaration, "it was very good," shows us the power of affirming what is right before addressing what needs change.

When we learn to evaluate ourselves and others with honesty and love, we reflect God's image.



GROUP PROJECT INTEGRATION (30 minutes)

... **Say:** Over the past few weeks, we have been working together to serve our communities and participate in God's work to bring wholeness to the world. Today, we are going to take time to pause and evaluate that work. The idea of evaluating something can sometimes feel intimidating, but evaluation is really just an opportunity to ask thoughtful questions about what went well and how we can work differently in the future. As we work through today's activity, remember that God cares more about our faithfulness than perfection. He is looking for people who are willing more than people who can produce flawless results.

Workbook Activity

Invite students to turn to page 24 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

Project Evaluation Form

Rate the comments below on a scale from 0 (not at all) to 3 (absolutely).

Self-Evaluation

I worked hard to fulfil the role and responsibilities that I was given.	0	1	2	3
I communicated effectively with other team members.	0	1	2	3
I contributed ideas and helped plan our next steps.	0	1	2	3
I was a positive, honest and collaborative teammate.	0	1	2	3

Team Evaluation

Each team member understood their role and responsibilities.	0	1	2	3
Our team used all of our time wisely to complete the project.	0	1	2	3
Our team communicated with each other in a positive, honest, and effective manner.	0	1	2	3
Our team did a good job of asking for help when needed.	0	1	2	3

Project Evaluation

Our project topic was relevant to solving a problem in our community.	0	1	2	3
Our project is complete and ready to be presented.	0	1	2	3

Write your response to the following question below:

If you could go back and change anything about your project, what would you do differently?

Do more research on how many kids would benefit from the project.

Project Milestones

- ◆ **Evaluate.** By the end of the lesson, students should have completed the evaluation form and reflected on the project as a whole.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Set the tone.** Remind students that evaluation is not about judgment but about growth.
- ◆ **Encourage honesty.** Stress that self-reflection is most powerful when we are real with ourselves.
- ◆ Encourage them to think of specific examples when rating themselves (not just feelings).



CONCLUSION (5 minutes)

- ☞ **Say:** As we end our time together, I hope you have grown in the way you give and receive feedback from each other. Remember, every assignment that God gives to us matters. And when we make space for honest evaluation of what we have been able to accomplish and where we have fallen short, we foster a sense of accountability that will only benefit us in the future.

Take a moment right now and celebrate with each other. If you have experienced conflict in your project groups, graciously forgive one another. When we pause to reflect, we not only celebrate what is good but also identify where we can grow. In doing so, we become more intentional disciples—thriving by aligning our actions, teams, and projects with God’s heart.

*Allow students time to celebrate and reconcile with one another.
Ask the students if they have any remaining questions.*



Pray

Allow time for participants to repeat each section after you.

Heavenly Father, thank you for teaching us the value of pausing, reflecting, and evaluating.

Help us to see our lives the way you see them—celebrating what is good and courageously improving where we fall short.

Fill us with humility, justice, and mercy as we walk with you each day.

**May our evaluations lead us closer to your will and make us stronger in our calling.
Amen.**

Called to Continue

LESSON PREPARATION

Lesson Summary

When we yield to God's call to cultivate creation using our unique gifts and talents, we can trust that he is still growing us into greater reflections of his image. For we are God's workmanship, created in Jesus Christ to do good works. Work that he set for each of us before he made the world. Our responsibility on earth is not yet complete, so we can look forward with hope that God will continue blessing our communities through his Spirit working in us.

Lesson Objectives

- ◆ Participants will recognise that God knows everything about them, including their value in the world of work.
- ◆ Participants will reflect on what they learnt across the full programme



Scripture References:

Psalm 139:1; Philippians 1:6; Ephesians 3:16-21



Vocabulary

- ◆ **Reflection:** looking back at what you have learnt or experienced, thinking deeply about it, and understanding how it has shaped you
- ◆ **Review:** going over the main points again to remember them better, check your progress and make sure nothing important is missed



Materials

- ◆ Workbook
- ◆ Pen/Pencil
- ◆ Large paper or whiteboard
- ◆ Sticky notes
- ◆ Markers or pens



INSTRUCTION (25 minutes)

Welcome and Review

Greet participants and review the previous lesson.

- ☞ **Say:** This will be our final time meeting together as a group. However, this does not mean the work that God began in you 11 lessons ago is complete. In all actuality, that work is just getting started. Accepting God's call to thrive is a lifelong endeavour. None of us will ever "arrive" at a place where God is finished shaping us into his perfect image.

Today, we will be discussing God's call to continue—to wake up every day, choosing to pursue Christ in everything we say, think, and do.



Ice Breaker

Distribute the supplies needed for this activity.

- ... **Say:** For our final opening activity, you will need a large paper or whiteboard, sticky notes, and markers or pens. In your project groups, write the phrase “Called to ...” in the centre of your paper or board. Think back over all our sessions on **Called to Thrive**. What is one thing each of you now knows you are called to do or become? Write that word or short phrase on your sticky notes.

When the activity is complete, ask students to place their sticky note around the centre phrase. Then invite 3-5 volunteers to share briefly why they wrote their answer.

Teaching Point

- ... **Say:** What you have just created is often called a concept map. It allows you to look at one topic from a nearly endless variety of angles. This concept map in particular paints us a picture of what it means to thrive; to live out God’s call to cultivate creation in a way that brings him glory.
- ? **Ask:** How has God grown you since you began **Called to Thrive**—both in your faith and your work?

Allow time for responses.

Share how God has grown you as a leader since beginning this programme.

- ... **Say:** In some ways, this lesson is going to feel very similar to our first few gatherings. This is not an accident. Growing in our calling as bearers of God’s image means frequently revisiting the foundational factors of our faith. Taking time to sit and wonder at how much God loves you, how incredible it is that Jesus came to die for you and how hopeful we can be as those filled with his Spirit keep our eyes fixed on the right things.

Before you are sent out to live on mission as difference-makers in your communities, we are going to sit in wonder at one final, foundational truth: God knows you.

Scripture Study

Invite students to open to page 25 in their workbook and follow along as you read the Scripture selections.

Psalm 139:1

| O Lord, you have examined my heart and know everything about me.

Pause and invite students to respond to questions 1 and 2 in the workbook.

Ask

- ? **Question 1:** How does knowing that God fully knows and understands you change the way you view yourself and your call to thrive?
- ? **Question 2:** In what areas of your life do you find it hardest to remember that God already sees and knows you—and how could that change the way you respond?

- ... **Say:** As we wrap up **Called to Thrive**, this verse reminds us of how God knows us completely. Our strengths, our weaknesses, our struggles, even our dreams are all common knowledge to him. And still, he calls us his own. He calls us to his kingdom. He calls us to overcome every challenge that comes our way by the power of his Spirit. He calls us to thrive in a loving relationship with Jesus.

How marvellous is it that the God of the universe chooses to know you? How empowering is it to think that the One who wrote the pages of time takes delight in hearing your name? Do not let the magnitude of this truth escape you today. Say it out loud: God knows me.

Allow students to repeat after you. Encourage them to speak loudly as they repeat "God knows me" a second time.

- ... **Say:** God knows you, and he is not through with you yet.

Philippians 1:6

And I am certain that God, who began the good work within you, will continue his work until it is finally finished on the day when Christ Jesus returns.

- ... **Say:** As you walk out of this place and back into your communities, you carry a power with you that nothing can conquer. The same power that raised Jesus from the dead began living in you the moment you chose to follow him.

That power will give you hope when you do not get the job you interviewed for. It will carry you through moments when it does not seem that you have the resources you need to get by. It will ground you in security and joy when the world feels like it is falling apart.

- ? **Ask:** What change do you want to see happen in your community?

Allow students time to answer.

- ... **Say:** Imagine what your community would look and feel like if that change took place. That picture in your imagination is called a vision. Vision is a purpose that drives you to go beyond your normal routines, to trust in God, and to make a difference in the world around you.

Hold onto that vision, never let it fade away, and invite others to join you in fulfilling it. You are called to continue.



GROUP PROJECT INTEGRATION (30 minutes)

- ... **Say:** As we close **Called to Thrive**, let us pause and reflect on what we have learnt, what God has shown us, and how we will carry it forward. Each of you has contributed something unique in this journey, and together we have experienced what it means to follow God's call in real and practical ways.

Workbook Activity

Invite students to turn to page 26 in their workbook. Give them some time to complete the project activity. Then, invite students to share their thoughts aloud with the group.

Sample Completed Activity

Take a few quiet moments to respond to each writing prompt. Ask God to help you remember what he has taught you and to show you what comes next.

What I Learnt, What God Showed Me, What Is Next	
Through our project, I learnt that working together means ...	When we do not agree, we do not stop until we find a way forward.
Throughout this programme, God showed me that ...	I have so much potential as a leader and the ability to do more for my community.
I believe God is calling me to continue this work by ...	Reaching out to more kids in my community.

Project Milestones

◆ **Whole group reflection.** By the end of the lesson, teams should have reflected together on what they learnt across the full programme.

Facilitation Tips

If you sense your students need additional support, consider these teaching strategies.

- ◆ **Provide sentence starters.** Giving students prompts like “One thing I learnt was ...” can help students organise their thoughts more effectively.
- ◆ **Allow students to reflect with a partner.** Talking through ideas with another person can help students build confidence about their ideas before writing them down.
- ◆ **Do not be afraid of silence.** Students often need time to process before responding. Make sure you give students space to think quietly before prompting them to share.




CONCLUSION (5 minutes)

Before concluding the lesson, be sure the students have a chance to ask any remaining questions they might have. Offer to stay after the lesson has completed if any of their questions require a lengthier discussion.

☞ **Say:** Throughout Scripture, leaders like Paul would leave their students with a word of blessing. Today, I would be honoured to pray one of those blessings over you as you walk away from this place and into the world of work.





This is a sacred moment. After praying through the passage in Ephesians, bless the students using your own words. You do not have to sound any certain way—simply let the Holy Spirit guide you as you ask God to be with them in the next chapter of their lives.

Ephesians 3:16-21

I pray that from his glorious, unlimited resources he will empower you with inner strength through his Spirit. Then Christ will make his home in your hearts as you trust in him. Your roots will grow down into God's love and keep you strong. And may you have the power to understand, as all God's people should, how wide, how long, how high, and how deep his love is. May you experience the love of Christ, though it is too great to understand fully. Then you will be made complete with all the fullness of life and power that comes from God. Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or think. Glory to him in the church and in Christ Jesus through all generations forever and ever! Amen.

☞ **Say:** Your call to thrive is for life. We are God's hands and feet on this earth to transform our communities for Jesus. And it has started, where you are. So go! Thrive! You have been sent. And remember, you are never alone. God will be with you wherever you go.



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