

10-Minute Moments: Seeking Justice – Leaders Guide

by Brian Cress

Five Weekly Bible Study Outlines

Overview:

- Each of these lessons is meant to supplement the daily readings that your students are completing in the 10-Minute Moments: Seeking Justice devotional book.
- Having your students participate in a small group that stays the same during this month-long period will help students succeed in developing a daily (or almost daily) Bible-reading habit. If you already have existing groups, use them; otherwise, creating groups for this series might be helpful.
- Each lesson is about 20-25 minutes long. These can be lengthened, if desired, by incorporating additional sharing and discussion time as students reflect on the past week's readings and any action they accomplished.
- Remember to allow your students to grow in their discovery of reading the Bible on their own. Many, if not most, of your students do not read the Bible daily, so be ready to offer affirmation and encouragement for even the smallest gains you see in your students' reading and application of Scripture.
- It will be important for the leader/teacher to complete each of the weekly devotional studies as well. You can't ask your students to do something that you are not doing yourself.

Weekly Topics:

Week 1 – Seeking Justice: Where Does It Start?

Week 2 – Seeking Justice: What Is God's Heart?

Week 3 – Seeking Justice: What Is Your Heart?

Week 4 – Seeking Justice: What Can You Be Doing?

Week 5 – Seeking Justice: Making a Plan (optional concluding week)

Supplies Needed:

- *10-Minute Moments: Seeking Justice* devotional for each student.
- Bibles—have students bring theirs each week. This allows them to show the verses they have highlighted/underlined and dated from the previous week's devotional reading. If students do not own a Bible, consider having your church or ministry buy some inexpensive Bibles that you could give to those who do not have one.
- Markers or pens, poster paper, sticky notes.
- Optional: video projector to show PowerPoint®, Keynote®, video clips, and other multi-media elements.

Week #1

Seeking Justice: Where Does It Start?

Intro: (5 minutes)

- Get the students into the small groups they typically meet in or into teams that will remain the same during the next four weeks of meetings.
- Give each group a large poster paper and marker or pen. First team to write down the correct answer to the posted question on the video projector (or you shout out loud) must all stand together as a team and wait to be called upon.

Question: Write out the names of the seven Justice League characters in the DC Comics 2013 Justice League series

(Answer: *Superman, Batman, Wonder Woman, Green Lantern, Flash, Cyborg, Aquaman*)

Large Group Discussion: (8 minutes) (list answers on poster paper or video projector)

- ASK: What items would you list as part of a Justice League character's job description?
 - (Possible answers: Unique powers/strength, willing to stand up against evil, desire to help those in need, cool costumes, and so on)
- ASK: What items would you list as part of a Christian's "job description"?
 - (Possible answers: Loves God, prays, reads Bible, shares Jesus with other, helps the needy, goes to church, and so on)
- READ and explain
 - Have your students turn to Isaiah 1:17, and then underline and put today's date in the margin in their Bibles. (Note: This is what they will be encouraged to do each day as they read the verse for the day.)
- *Learn to do good. Seek justice. Help the oppressed. Defend the cause of the orphans. Fight for the rights of widows (Isaiah 1:17 NLT).*
 - Now have students add any of these items not listed in their posted list of items in a Christian's "job description"

Small Group or Solo Time: (8 minutes)

Complete the "Day Zero" portion of the *10-Minute Moments: Seeking Justice* devotional book

- This will gear them up for the first week of their personal Bible-reading plan
- Help them pick an accountability partner for the coming weeks

Large Group Wrap-Up: (2 minutes)

Question: Seeking justice—where does it start?

Possible answer: By discovering what God is telling you as you read his Word this week.

Closing: (2 minutes)

Have students share their own personal reading plan for the coming week and ways their friends can check in on them—via text, social media, email, and so on.

Week #2

Seeking Justice: What Is God's Heart?

Intro: (5 minutes)

- As a large group, project on the screen images of hearts, and ask students to share what comes to mind when they see the pictures.
- Leader: Do an online image search of the following words. Then cut and paste the images into a PowerPoint or Keynote presentation.
 - Human heart (or an illustration) – sustaining life
 - Valentine heart – love
 - Broken heart – lost love
 - Heart for music
 - Heart for sports
 - Heart for good
- Transition: Heart for God

Large Group Discussion: (10-15 minutes)

- Throughout the Bible, the term *heart* is often used to describe the core of who a person is.
- ASK: How can you tell what someone's heart is like?
 - (Possible answers: By what they spend money on, by what makes them cry or laugh, by what they spend their time on)
- Have students look in their Bibles and read aloud the following verses
 - 1 Samuel 13:14 and Acts 13:22
- ASK: What do you think it means to have a heart like God has?
 - (Possible answers: To love the things that God loves, to feel about things the way God feels)
- Make a list:
 - Make a list (on poster paper or on the projected video screen) of all the stories/ themes the group can come up with that would describe God's heart. (Note: If students share items from their devotional reading from the past week, start the second list for God's heart for justice)
 - Possible answers: Healing the sick, feeding the hungry, helping those emotionally hurt (women at the wheel), worship (psalms), victory over sin, the lost being found.
- Now make another list: How was God's heart for justice expressed during this past week's devotional verses? (Emphasize that it's OK if students did not read every day, but that it's valuable to make progress based on the Day Zero reading plan.)
 - God has a heart for the oppressed – day 1
 - God has a heart for us to help others – day 2
 - God has a heart for music to express justice – day 3
 - God has a heart to stand up against wrong – day 4
 - God has a heart for justice to be seen by others – day 5
 - God has a heart to bless those who seek justice – day 6
 - God has a heart for being fair – day 7

Small Group or Solo Time: (5 minutes)

- Have students choose one of the items from the list of God's heart that they would like to cultivate more in their own lives this week. Pray silently or as a small group.

Week #3

Seeking Justice: What Is Your Heart?

Intro: (5 minutes)

- Play a “would you rather” game where students run to the side of the room according to the description of what they would rather do. You can shout out the options, and designate the areas they should move to, not allowing anyone to pick the middle.
- “Would you rather...” (here are a few ideas; you can add things unique to your group)
 - Play basketball or go shopping for new shoes?
 - Attend a concert or a football game?
 - Eat at McDonald’s® or Burger King®?
 - Play video games or read a book?
- Transition: What is your heart passionate about—and why?

Large Group Discussion: (10-15 minutes)

Last week you talked about “God’s Heart” and this week you will focus on “Your Heart.”

- ASK: What are the influences that cause you to choose one item or activity over another?
 - Possible answers: Media, friends, home life, personal aptitude, and so on
- NOTE: Remember that last week we said you could identify a person’s heart/passions by looking at what consumes their time, money, and emotions
- ASK: Why do you think God wired each of us uniquely with different passions/heart for different things?
 - Possible answers: To reach all types of people, because he is creative, life would be boring if everyone were the same, and so on
- Have students form small groups and read the following verses that talk about our hearts. Have groups come up with a one-word description attached to your heart. (Note: Depending on time, you can add many more heart passages.)
 - Matthew 5:8 – pure
 - Romans 10:9 – belief
 - Proverbs 4:23 – guard
 - Mark 12:30 – love
- Regroup and ask for the various one-word descriptions. Point out that as we desire and begin to align our hearts with God’s heart, we need to remember that our “heart” is that deep core part of who we are. Having a “heart for justice,” for instance, ought to be far more important than having a “heart for McDonald’s.”
- Now make another list: How was God’s heart for justice expressed during this past week’s devotional verses? (Emphasize that it’s OK if students did not read every day, but that it’s valuable to make progress based on the Day Zero reading plan.)
 - God has a heart for patience – day 8
 - God has a heart for action, not empty words – day 9
 - God has a heart against our enemies – day 10
 - God has a heart for speaking boldly – day 11
 - God has a heart for speaking for those without a voice – day 12
 - God has a heart the oppressed, orphans and widows – day 13
 - God has a heart for our being a light to the world – day 14

Small Group or Solo Time: (5 minutes)

Have students choose one of the items from the list of God’s heart that they would like to cultivate more in their own lives this week. Pray silently or as a small group.

Week #4
Seeking Justice: What Can You Be Doing?

Intro: (5 minutes)

- Have large sticky notes around the room with the following titles (add or subtract as desired).
 - Give each student three sticky dots and have them place them on the top three passions/gifts/talents that they have.
 - Once everyone has placed their sticky dots on the large notes, have the students choose one of the three areas they identified and form a small group of 4-5.
Note: If you have a large group, you may need to have multiple small groups in each area.

Large Group Discussion: (10-15 minutes)

- Point out the variety and uniqueness within your youth group. Not only has God wired each of us with specific gifts, talents, and passions, God also uses those gifts to create a unique youth group.
- Project on the screen 1 Timothy 4:12:
 - *“Do not let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.”*
- Explain the following aspects of this verse:
 - Speech: what you say and stand up for
 - Life: your gifts, skills, and passions
 - Love: the expressions of emotions you have
 - Faith: your prayers and witness
 - Purity: your integrity and sexual purity
- Now have each small group, based on its various gifts/talents/passions, brainstorm specific ways to use those things to raise awareness or funds for the cause of justice in their school, church, or community.
 - For example: How might athletes use these five areas for justice? How might the musicians use these five areas for justice?
- Bring everyone back together to briefly hear from each group or from one group from each area of ways they could use their gifts.

Small Group Closing Time: (5 minutes)

- How was God’s heart for justice expressed during this past week’s devotional verses? (Emphasize that it’s OK if students did not read every day, but that it’s valuable to make progress based on the Day Zero reading plan.)
 - God has a heart for prisoners/slaves – day 15
 - God has a heart for the poor and destitute – day 16
 - God has a heart to rescue – day 17
 - God has a heart for justice as deep as the ocean – day 18
 - God has a heart for those treated unfairly – day 19
 - God has a heart to sustain those attached by evil – day 20
 - God has a heart for those who boast of his love and justice – day 21
- Have students choose one of the items from the list of God’s heart that they would like to cultivate more in their own lives this week. Pray silently or as a small group.

Week #5

Seeking Justice: Making a Plan

(Optional concluding week)

Note to Leader:

- After your students have spent the past four weeks reading and discussing Scriptures about justice, stories of other students doing justice, and stories of rescued victims, they are ready for action.
- The hope is that many of your students participated in some of the hands-on daily action items. It would be good to provide them with a wrap-up session and ways to take some next steps. We have offered options for you to consider.

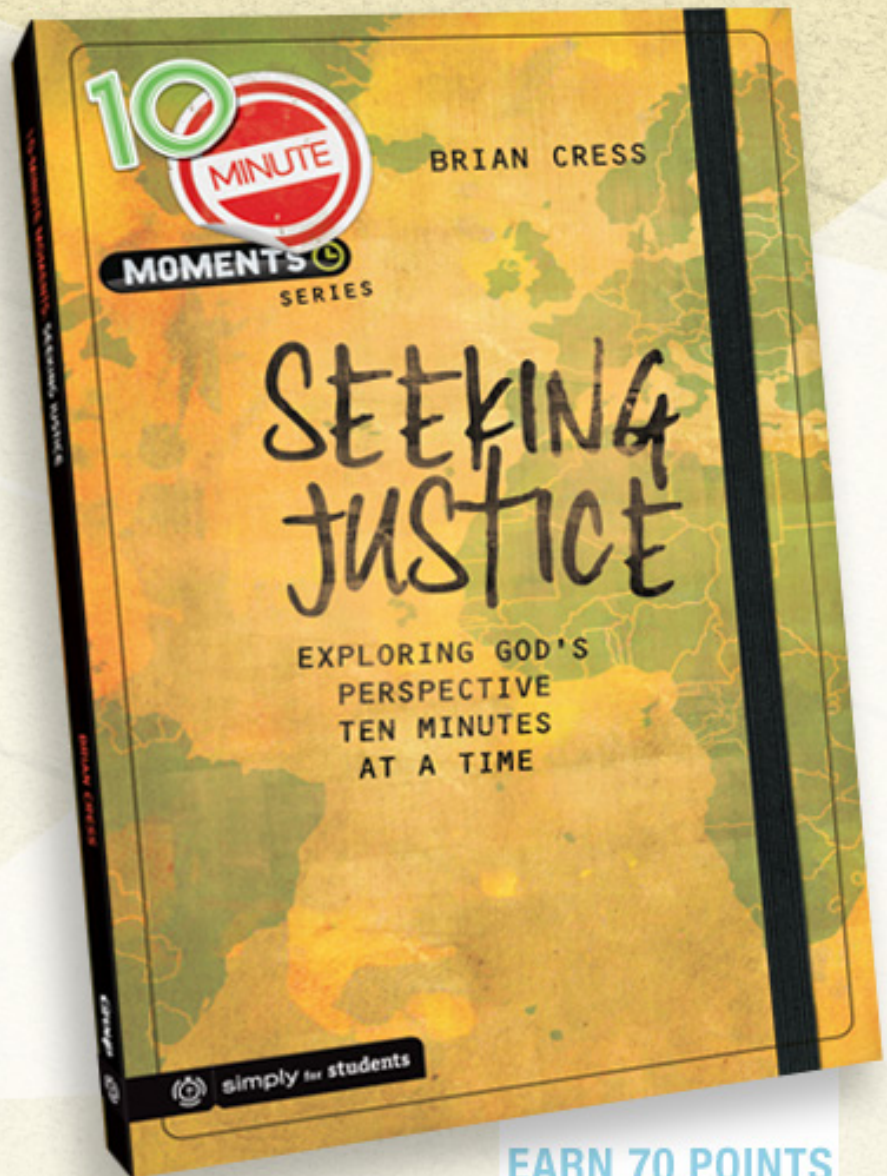
Options:

1. **Continue the conversations started during week #4**
 - Discuss the action plans the students started in their small groups
 - Select one or two of the ideas and begin making a plan to implement
 - Take it from the brainstorming phase to the action plan phase
 - Be prepared for students to dream big, and don't hold them back
2. **Show one of the International Justice Mission videos**
 - These can be downloaded via the IJM.org/24JE resource website. (The 24-Hour Justice Experience—24JE—is a tool you may want to do as a youth group.)
 - International Justice Mission Intro – 3 min.
 - We Were Free – 12 min.
 - Ray of Hope – 13 min.
 - At the End of Slavery – 30 min.
 - Take time after the video for student to share as a large group or in small groups the action items they did over the course of the past month.
 - What impacted them the most?
 - How did having a Bible-reading plan help them grow in understanding God's heart?
3. **Have a justice worship-and-prayer-only night**
 - Sing songs with justice themes.
 - Have prayer time or stations for victims of injustice (slavery or sex-trafficking victims)
 - Note: You can find stories of recued victims at IJM.org to post as the prayer stations
 - Or have these stories projected for the whole group to pray together
4. **Take a field trip**
 - Visit a food bank, homeless shelter, or trafficking victim organization
 - Do a prayer drive through the area of your city in need of help
 - Do a surprise service project for a family, park, or city street in need of cleaning

EXPLORING GOD'S PERSPECTIVE TEN MINUTES AT A TIME...

This **31-DAY**
devotional will help
students explore
what the Bible says
about global
injustice in our
world today...

and how they
can make a
meaningful
impact!



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