

NO FAKENESS

LESSON TEXT

Galatians 2:11-14

LESSON OBJECTIVES

- The students will explain the hypocrisy of Peter's behavior with the Jews and Gentiles.
- The students will give two reasons why hypocrisy hurt the church.
- The students will identify and change one area of hypocrisy in their lives.

MATERIALS NEEDED

For each student:

- pen or pencil
- 2 sheets of notebook paper

For the teacher:

- 1 cup filled with black coffee
- 1 cup filled with brown water (use dirt or food coloring)
- 1 small paper plate with 2 tablespoons sugar
- 1 small paper plate with 2 tablespoons sugar substitute
- 1 live plant
- 1 artificial plant (similar to the live plant)
- 1 stuffed toy animal
- 1 picture of a live animal of the same type as the stuffed toy animal
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 1 tin "cookie" container filled with rocks or dog biscuits
- concordances, 1 for every 2 students
- box or package of cookies
- dictionary
- 1 piece poster board
- marker
- 19 sheets white paper, 8½"x11"

Reproducible Pages:

- Page A, 1 copy for each student
- Page B, 1 copy for each student
- Page C, 1 copy for the teacher
- Page D, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: The Real Thing
 Starting Up
 Welcome and Singing
 Opening Prayer
 Victories
 Good News from the Kingdom

Getting into God's Word

Activity: Tricked
 Scripture Study
 Activity: Call It What It Is!

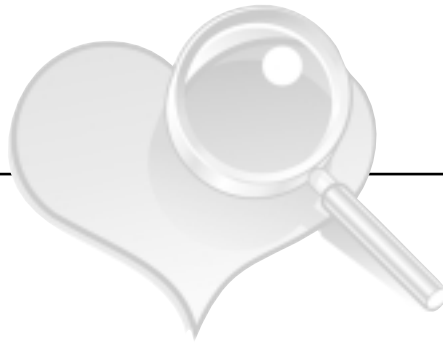
Getting It to Others

Scripture Memory: Romans 12:9
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

Love must be sincere. Hate what is evil; cling to what is good.

Romans 12:9



FAITHFUL INSTRUCTION

TEACHER FOCUS

Do your own study of hypocrisy while you are in the process of preparing this lesson. Meditate on Luke 12:1–3 and Proverbs 11:3. If what you “whispered” (did and thought when no one else was around) was broadcast from the rooftops, what would the world hear and see? When others walk and talk with you, are they getting the “real” you, or are you “Mr./Ms. Duplicity”? Pray that God will expose any hypocrisy in your own heart so that you can repent and be what you need to be as a disciple and as a teacher.

TEACHER TIPS

Our world is full of the fake and phony. Preteens are bombarded daily with the glitter and glamour of visual and verbal messages that at their core offer little or no substance. They see hypocrisy all around them. They may even see it in the church. You must help them develop the conviction that being truthful is God’s expectation for our lives. As their teacher, you set the example of openness, honesty and vulnerability for them.

PRECLASS ACTIVITY

THE REAL THING

The students will be introduced to the concept of “real” versus “fake” by using their senses to identify real items from copies.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

- 1 cup filled with black coffee
- 1 cup filled with brown-colored water (use dirt or food coloring)
- 1 small paper plate with 2 tablespoons sugar
- 1 small paper plate with 2 tablespoons sugar substitute
- 1 live plant
- 1 artificial plant (similar to the live plant)
- 1 stuffed animal
- 1 picture of a live animal of the same type as the stuffed animal

Reproducible Pages:

- Page A, 1 copy for each student

PREPARATION

1. Before the students arrive, lay out the above pairs of materials at four different stations.
2. Label the items at each station either “A” or “B” (vary the positions of the real and the fake).

STATION 1:

“A” – cup filled with black coffee

“B” – cup filled with brown-colored water (made with dirt or food coloring)

STATION 2:

“A” – small paper plate with 2 tablespoons of sugar

“B” – small paper plate with 2 tablespoons of sugar

STATION 3:

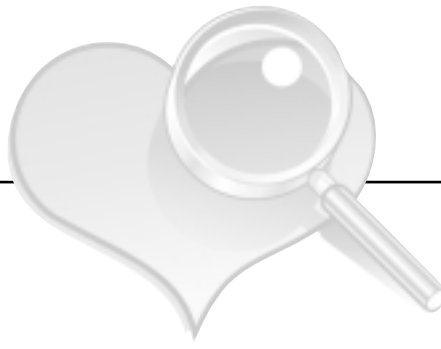
“A” – live plant

“B” – artificial plant

STATION 4:

“A” – stuffed animal

“B” – picture of real animal



INSTRUCTIONS

1. As the students arrive, give each a pen or pencil and a copy of Reproducible Page A (The Real Thing).
2. Have the students walk from station to station determining which of the two items at each is the "real thing." (Tell the students that they may use any or all of their senses to make their decisions.)
3. Have the students mark the letter of each item on their papers next to the appropriate number.
4. After the students have visited all four stations, have them answer the questions at the bottom of their sheets.

STARTING UP

WELCOME AND SINGING

Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER

Who would like to say a prayer to start today's time together? Let a few students lead the prayer. Encourage the students to mention missing students, special church activities, illnesses and to be especially thankful for the chance to be together.

VICTORIES

Take the time to have the students share about the challenges they were given at the end of last week's class. *Did everyone complete their challenge? How did it go? What fears did you face as you met the challenge to put the lesson into practice? How did everyone do with having consistent quiet times? Would anyone like to share something they learned this week?*

Praise and encourage all the students' efforts, especially noting any area of significant growth. Offer help and suggestions so they can have even more victories in the coming week.

GOOD NEWS FROM THE KINGDOM

MATERIALS USED

For the teacher:

- 1 copy of "Good News from the Kingdom"
- 1 globe or map of the world

INSTRUCTIONS

Now let's take a few minutes to share "Good News from the Kingdom." Be excited as you read about what is happening around the world. Have a globe or map ready, pointing out the location as you share. Remind your students that the kingdom of God is worldwide and that the victories of our brothers and sisters in other countries can inspire us and spur us on.





ACTIVITY

TRICKED

The students will participate in an activity that will help them to understand that deceit can be hurtful.

MATERIALS USED

For each student:

- 1 sheet notebook paper

For the teacher:

- 1 tin "cookie" container filled with rocks or dog biscuits (no cookies)
- extra Bibles
- concordances, 1 for every 2 students
- box or package of cookies

PREPARATION

As you prepare this class, make sure you think through how many pairs you'll have so you can bring the appropriate number of concordances.

INTRODUCTION

Take a few minutes to find out from the students what they learned from the preclass activity. Allow several students to share their answers. Then have everyone set their worksheets aside while you place the tin "cookie" container (leave the cover on the tin) on a table in front of the class. Tell the students that inside the tin are rewards for the class competition that is happening next.

INSTRUCTIONS

1. Divide the students into pairs.
2. Make sure each pair has a concordance, paper, pen or pencil, and a Bible.
3. Give the students the following directions:
 - *You have ten minutes to find three passages in the book of John that describe a characteristic of disciples.*
 - *Each passage must be a statement that was made by Jesus.*
 - *Each passage must have the word "disciples" included in it.*
 - *The passages can be found between Chapters 7 and 16.*
 - *Write down the scripture reference for each passage that you find.*

- *Call out, "Finished!" when you have found the three verses.*
 - *The first pair to finish wins three rewards each.*
4. Give the command to "Start!"
 5. The first pair to list the three passages correctly (which are John 8:31, John 13:35 and John 15:8) ends the competition. Do not end the competition until a pair has come up with the correct passages. Give hints if you need to.
 7. Have the winning pair come up front to get their reward. (The reaction will be less than positive when they realize they've won dog biscuits or rocks.) Calm the room back down.
 8. Ask the winning pair the following questions:
 - *How do you feel about being tricked?*
 - *Why do you feel that way?*
 - *If it were my character to tell you things, and then not do what I told you, how would you feel toward me as a teacher?*
 - *Would you be interested in learning about the best way to live your life from me? Why?*
 9. *Now, so no one will have hurt feelings for being tricked, here are some cookies for everyone. (Give everyone one cookie, and give three cookies to each of the winning pair.)*

SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- dictionary
- Reproducible Pages:*
- Page B, 1 copy for each student

INSTRUCTIONS

1. Give each student a copy of Reproducible Page B (Freedom from Hypocrisy).
2. Ask the students to share what they think the word "hypocrisy" means. After several have shared, read aloud the dictionary definition, which says "Pretending to be something one is not; insincerity."
3. Have the students write this definition on the worksheet (Question #1).
4. Get the students started on Question #2 by referring to the examples listed. Have them come up with one or two examples of hypocrisy they have seen.



5. Discuss their answers. Tell the students that hypocrisy was common even in the first-century church. To help them understand the derivation of the word explain the following:

The word "hypocrite" comes from a Greek word (hupokrites) that originally meant an actor or stage player. These actors would hold masks over their faces to portray the roles of different characters. Therefore, the meaning behind of the word "hypocrite": acting as though you are something that you are not)

6. Have the students open their Bibles to Galatians 2:11-14. Select a student to read the passage aloud.
7. Discuss the following questions:
- *What happened in this situation?* (Peter was acting hypocritically because he ate with the Gentiles when the Jews were not around. But, when the Jews arrived, he separated himself from the Gentiles because he was afraid of what the Jews would say.)
 - *Why was it hypocrisy?* (Peter acted different with the two groups. When he was with one group, he acted in one way. When he was with the other group, he acted in another way. He was not acting consistently with what he said he believed. / He was not "acting in line with the truth of the gospel." [Galatians 2:14] / He was being deceitful with the Jews, acting as though he did not eat with the Gentiles.)
 - *What happened to the other disciples in the church because of Peter's hypocrisy?* (The other Jews did the same as Peter. / Barnabas, who was usually a very encouraging brother, was even led astray.)
 - *What did Paul do when he saw the Peter's hypocrisy?* (He confronted Peter about his sin. / He had the courage to tell Peter what he was doing wrong.)

Ask the students to answer Question #3 on their worksheets (based on what you have just discussed about the effect of Peter's actions on the church).

- *How can hypocrisy hurt the church?* (can cause others to struggle / can cause people not to want to know God / can cause divisions / can lead people away from God / can cause people to discriminate against other disciples)

Have the students complete Question #4 on their worksheets.

- *How can we prevent hypocrisy in our own lives?* (openness / honesty about struggles / asking for advice and help / praying for our "outsides" to match our "insides")
- *How can we prevent hypocrisy in the church?* (challenge sin when we see it / not fall into sin because of others' hypocrisy / be humble)

Finally, have the students complete Question #5 on their worksheets.

We have seen that hypocrisy can lead others astray and cause disunity. If hypocrisy goes on without being challenged, the church can be broken apart.

ACTIVITY

CALL IT WHAT IT IS!

To remain free of hypocrisy, every disciple must effectively challenge other disciples and receive challenges himself to repent of sin. In order to do this, disciples must be able to recognize sin in various circumstances. This activity will help the students begin to identify sin in everyday situations.

MATERIALS USED

For each student:

- 1 sheet of notebook paper

For the teacher:

- 1 piece of poster board
- marker

Reproducible Pages:

- Page C, 1 copy for the teacher

Selfishness

Arrogance

Lying/Deceit

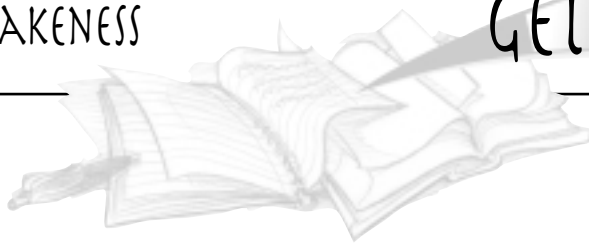
Prejudice

PREPARATION

1. Prior to class, cut out and shuffle the situation cards on Reproducible Page C (Call It What It Is!)
2. Clearly print on a large piece of poster board the following four categories: Selfishness, Arrogance, Lying/Deceit and Prejudice.
3. When you arrive at class, place the poster board in an area that provides a clear view of the poster to the entire class.

INSTRUCTIONS

1. See Reproducible Page C for instructions.



SCRIPTURE MEMORY

Love must be sincere. Hate what is evil; cling to what is good.

Romans 12:9

MATERIALS USED

For the teacher:

- 19 sheets white paper, 8½" x 11"
- marker

Reproducible Pages:

- Page D, 1 copy for each student

PREPARATION

1. Before class, break the memory verse down into the following sections.

lo	tewh	towh	12:9	nc
vemu	atis	atis	ns	in
stbe	ev	go	ereha	ma
si	ilcl	odro	g	
2. Print the sections on the nineteen sheets of white paper.

INSTRUCTIONS

1. Distribute the copies of Reproducible Page D (Memory Verse).
2. Shuffle and distribute the pieces of paper to the students, with each piece being given to a different student.
3. Direct the students who have a piece of the scripture to stand in front of the group, holding the papers up so that everyone can see the words.
4. Have the remaining members of the class work together to arrange the students so that the scripture is visibly in the correct order.
5. Have the class read the scripture aloud in unison.
6. NOTE: if you do not have time for this activity today, perhaps you could use it another time.

WEEKLY CHALLENGE AND SNACK TIME

If your students bring a snack, allow them to eat as you explain to them the challenge for the week.

Just as Peter was called to change an area of hypocrisy in his life, we must also work to rid our lives of any deceit that could cause others not to follow God. This week, have the students talk to their parents and close friends to determine areas of their lives that could be seen as hypocritical. These areas could be pretending to be something they are not; trying to act cool by doing something that would be considered sinful (e.g. smoking, cursing, flirting, etc.) or being respectful to their parents at church, but not at home.

The challenge is to identify an area of hypocrisy and then to pray and look up scriptures that can help the student to change. Be sure the students seek advice from their parents and other disciples. Ask the students to come prepared to share their victories during the next class.

CONCLUSION

End the class with prayer.

WEEKLY CHALLENGE

Identify an area of hypocrisy in your life with the help of your parents and close friends. Then pray and find one scripture to memorize that will help you to overcome this on a daily basis.

NO FAKENESS

LESSON TEXT

Matthew 6:5-6; Matthew 6:16-18;
Matthew 7:3-5; Matthew 15:1-9;
Matthew 23:23

LESSON OBJECTIVES

- The students will give examples of hypocrisy exhibited by the Pharisees.
- The students will explain how hypocritical behavior can turn others from God.
- The students will identify and change one area of hypocrisy in their lives.

MATERIALS NEEDED

For each student:

- 1 white paper plate, 9"
- 1 wooden craft stick
- pen or pencil

For the teacher:

- extra paper plates
- extra craft sticks
- sheets of construction paper (different colors)
- scissors
- glue
- markers
- cotton
- ribbon
- glitter
- extra Bibles
- 1 trash container

Reproducible Pages:

- Page E, 1 copy for each student
- Page F, 1 copy for each student

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: The Mask
Starting Up
Welcome and Singing
Opening Prayer and Review
Great News Sharing

Getting into God's Word

Scripture Study
Activity: The Truth About Me

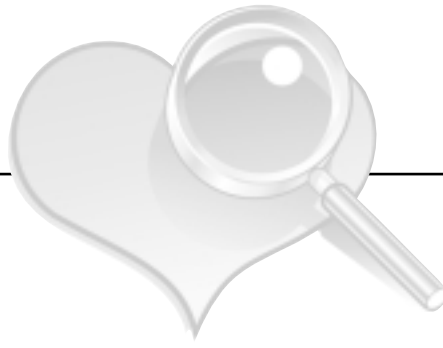
Getting It to Others

Scripture Memory: Romans 12:9
Weekly Challenge and Snack Time
Conclusion

SCRIPTURE MEMORY VERSE

Love must be sincere. Hate what is evil; cling to what is good.

Romans 12:9



FAITHFUL INSTRUCTION

TEACHER FOCUS

Do your own study of hypocrisy while you are in the process of preparing this lesson. Meditate on Matthew 6:5-6, Matthew 6:16-18, Matthew 7:3-5, Matthew 15:1-9 and Matthew 23:23. When we read passages like these, we are angered by the attitudes and behaviors of the Pharisees, who were supposed to be the spiritual examples to the Jews. And yet, we can often fall into hypocrisy in our own lives without realizing the effect we are having on those around us. Check your heart and your life. Are there areas in which you need to clean up your heart and your actions? Ask those around you to honestly assess your hypocrisy level so that you can provide the best possible example to your students.

TEACHER TIPS

During this class, be as vulnerable and open as you can about your own hypocrisy. Of course, use discretion and wisdom in what you share, but your “realness” will help them be real—and preteens need to be real. This age group is very astute and can easily identify one who is real and one who is fake.

As the students make their masks in the preclass activity, be sure to tie in what they are learning about hypocrisy. Do not allow the exercise just to be a neat craft they make.

PRECLASS ACTIVITY

THE MASK

This activity will introduce the students to the concept of wearing “masks” that hide our true feelings and emotions. They will see that they can feel one way and act another way.

MATERIALS USED

For each student:

- 1 white paper plate, 9"
- 1 craft stick

For the teacher:

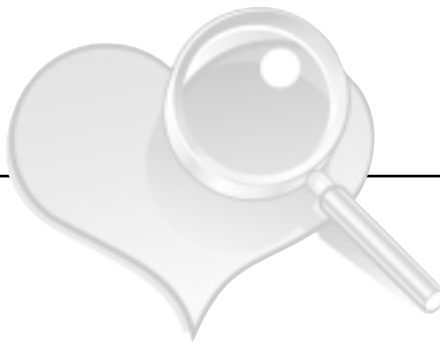
- extra paper plates
- extra craft sticks
- sheets of construction paper, different colors
- scissors
- glue
- markers
- cotton
- ribbon
- glitter

PREPARATION

Before class, determine several work areas and lay out the materials for the students to use.

INSTRUCTIONS

1. As the students arrive, ask them to construct masks out of the materials that you have supplied. Encourage them to illustrate different emotions on their masks (e.g. anger, happiness, sadness, fear, etc.).
2. Direct them to the work areas where you have laid out all the materials.



3. Create your own mask while the students work on theirs, and encourage the other teachers to do the same. Have a great time working side by side with them on this project.
4. Have each student glue a Popsicle stick to the bottoms their plates to use as handles.
5. Encourage the students to hold their masks up to their faces and have on their faces a different expression than the one on their masks. (Example: If someone drew a mask that had a smiling, happy face, they should have on their own face a frown, etc.)
6. Make the point that we are being hypocritical when we are acting in a way that we really are not. Also mention a fact that the students learned about the original meaning of the Greek word translated "hypocrite":

The word "hypocrite" comes from a Greek word (hupokrites) that originally meant an actor or stage player. These actors would hold masks over their faces to portray the roles of different characters. Therefore, the meaning behind of the word "hypocrite": acting as though you are something that you are not)

STARTING UP

WELCOME AND SINGING

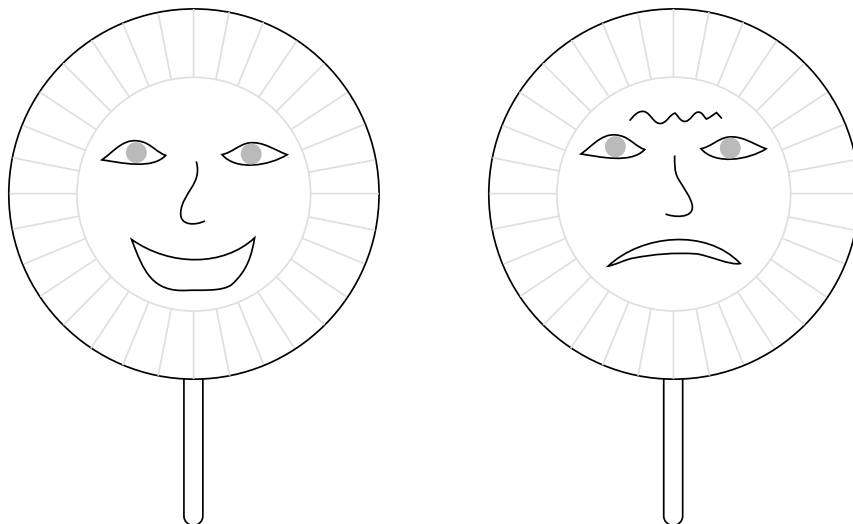
Call the students together in a circle. Welcome everyone by name, being sure to recognize anyone who is visiting. Let them know how glad you are to see them and how much you looked forward to being with them. Sing a few great songs.

OPENING PRAYER AND REVIEW

- Open with one of the students praying for each student to realize how hypocrisy hurts the church and for each student to recognize hypocrisy in his or her own life (and go after changing it).
- Have one student recite the memory verse for this lesson: Romans 12:9.
- Have a student briefly review the previous lesson (Core Lesson).

GREAT NEWS SHARING

Allow several minutes for the students to share great news about their lives. This could be about a family member who became a disciple, someone healed from an illness, someone studying the Bible, great grades, etc. Remind the students to be brief so that as many as possible can share.





SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles

Have the students turn in their Bibles to the book of Matthew. Tell them that they are going to see examples of hypocrisy that were going on in Jesus' time. Remind them that the Pharisees were the religious leaders to the Jews and that the example they set was very important to the Jews.

Select a volunteer to read Matthew 6:5-6 aloud.

- *What is the hypocrisy being shown in this passage?* (praying outside, for show, rather than in private to God / pride / arrogance)
- *What kinds of things do we do for show, i.e., to make ourselves look good before others?* (serve at church, but not at home / show respect outside the home, but not inside / read Bibles at church, but not have quiet times, etc.)

Select another volunteer to read Matthew 6:16-18 aloud.

- *What is the hypocrisy in this passage?* (false humility)
- *What were these people doing?* (trying to make others feel bad for them because they were fasting / being obvious about their fasting in order to receive praise)
- *Do we ever try to do things just to win the praise or admiration of others?* (Let the students give examples from their own lives. Also give examples from your life, and ask the other teachers to do the same.)

Have a student read Matthew 7:3-5 aloud.

- *What type of hypocrisy is this?* (acting like we don't have any sin and then correcting others for their sin / not having a humble attitude / thinking of ourselves as better than others)
- *Have you ever been tempted to point out all the sin in someone else? If you point out someone else's sin, how might you think it makes you look?* (righteous / spiritual / good)
- *Sometimes we can use the sin of others to try to take the focus off our own sin. Has anyone ever been challenged on something, but said, "What about him/her?" How does God feel about this?*

Select another student to read Matthew 15:1-9.

- *Who can tell us what is happening here?* (The Pharisees were taking money that they should have been using to help their parents and were giving it as a sacrifice to God.)
- *Why is this wrong? I thought we were supposed to be sacrificial with our money, giving it to help others?* (By giving it as a sacrifice, there was nothing left for the Pharisees to give to help their parents.)
- *Why do you think they did this?* (to look good / wanted others to see them giving to God / was tradition, even if it wasn't right / tried to impress God and other people)
- *What would have been the right thing to do?* (put money aside for parents and give sacrificially to God)
- *Do we ever do things that are supposedly for God, but actually just make us look good in front of teachers, leaders, parents, etc.* (Take responses from the students. Share from your own life too.)

Finally, select a student to read Matthew 23:23.

- *What is the hypocrisy here?* (The Pharisees tithed [gave one tenth of what they had] because the law said to. But they did not practice mercy, justice and faithfulness. They indicated that they were very obedient to the law, but they were missing the whole point of truly obeying God from the heart.)
- *Which do you think the people needed to see from the Pharisees more—their giving or their good example?* (good example / faith / mercy / justice)
- *How do you think the people who followed these Pharisees felt about their lives? Did these men inspire them to follow God and to do what was right? Do you think they ever turned some people away from God because of their hypocrisy?*

Being a hypocrite is like wearing a mask. (Refer to the preclass mask activity.) When people see us being hypocritical, they are not seeing us for who we really are. It is very important to recognize any areas of our lives in which we are being hypocritical and to get help to change those things. Then the influence that we have on others will be one that brings great glory to God.



ACTIVITY

THE TRUTH ABOUT ME

The students will share about their lives in a personal way in order to learn to be more real with the group.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

- 1 trash container

Reproducible Pages:

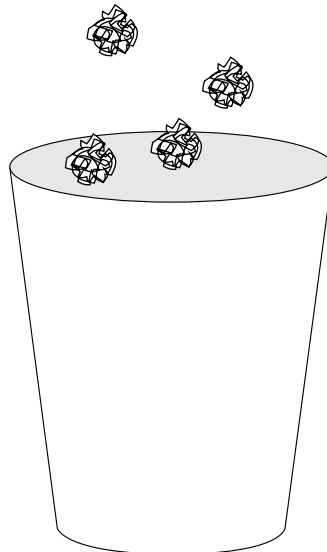
- Page E, 1 copy for each student
- Page F, 1 copy for each student

NOTE: In order to help your students share in a more personal way, split the group into boys and girls and allow the groups to go to different rooms or different corners to share this activity.

INSTRUCTIONS

1. Give each student a copy of Reproducible Page E (The Truth About Me) and a pen or pencil.
2. Make sure that everyone understands that this is a time when they can be open and honest about ways in which they have been hypocritical. Emphasize that no one should feel forced to participate, particularly visitors, and no one should feel that they will be looked down upon if they choose not to participate.

3. Encourage the students to read and follow the directions on the activity sheet.
4. When the groups are nearly finished, and everyone who wants to has had a chance to share, have the entire class form one large circle.
5. Place the trash container in the middle of the circle.
6. Hold up your sheet and declare that you are going to be done with your hypocrisy.
7. Wad up the paper, walk to the container and drop it in.
8. Encourage anyone in the circle who wants to, to follow your lead. Allow time for each student to have a chance to do this.
9. While the students are still in the circle, distribute the copies of Reproducible Page F (Antidote for Hypocrisy) to each student.
10. Select someone who reads aloud well to read the "Antidote for Hypocrisy."
11. Have everyone kneel. Select one guy and one girl to pray for everyone in the group to sincerely "throw away" their hypocrisy and embrace the antidote.



THROW AWAY HYPOCRISY



SCRIPTURE MEMORY

Love must be sincere. Hate what is evil; cling to what is good.

Romans 12:9

INSTRUCTIONS

1. Ask for volunteers to recite the memory verse.
2. Discuss how the memory verse relates to hypocrisy.
3. Recite the verse together as class.

WEEKLY CHALLENGE AND SNACK TIME

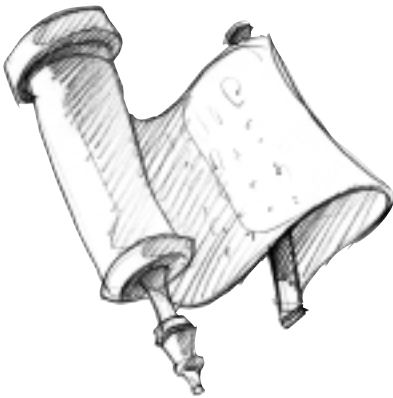
If your students bring a snack, allow them to eat as you remind them of the challenge for the week.

Ask the students how they are doing with their challenge to try to change an area of hypocrisy in their lives. *Would anyone like to share what they have learned or the scripture they are memorizing to help them?*

Allow time for as many as possible to share. Encourage each one on their victories and remind them to be praying daily to grow in being real before God and others.

CONCLUSION

End the class with prayer.



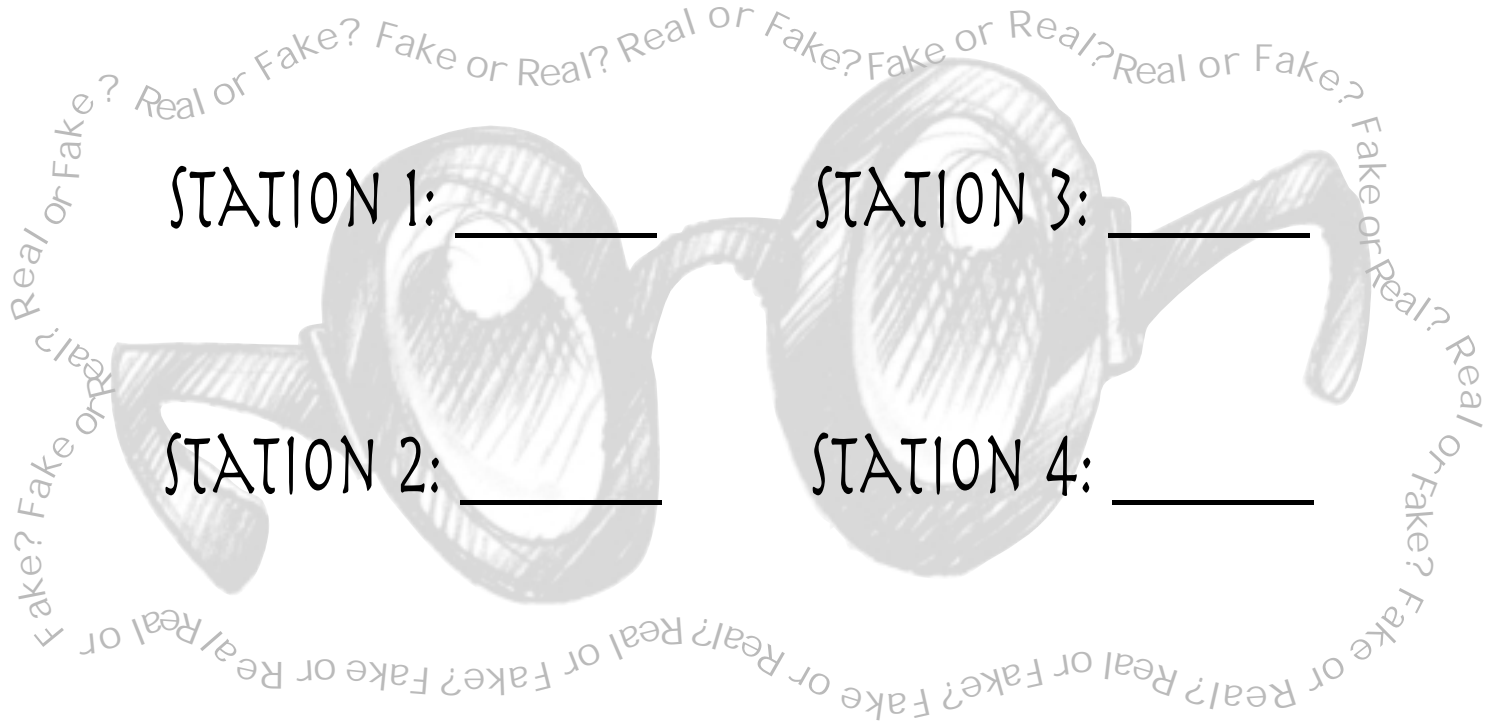
WEEKLY CHALLENGE

Identify an area of hypocrisy in your life with the help of your parents and close friends. Then pray and find one scripture to memorize that will help you to overcome this on a daily basis.



THE REAL THING

Visit each of the four stations set up by your teacher. Using any or all of your senses, determine whether A or B is the "real thing." Write the letter of the real thing in the appropriate blank.



Answer the following questions after you complete all four stations:

1. How did you tell the difference between real and fake?

2. What makes something fake?

3. How can a disciple be fake?

4. How can you tell whether a person's beliefs are real or fake?



FREEDOM FROM HYPOCRISY

Please fill in the sections of this worksheet ONLY when instructed to do so.

1. Dictionary definition of "hypocrisy."

2. List situations in which you have witnessed hypocrisy.

Examples:

- A. You see your sixteen-year-old next door neighbor drinking a beer at a friend's house. You know that he is the president of the local teen group that is against teenage drinking.
- B. You see your doctor smoking after giving a talk on the terrible effects of smoking.

3. How does Galatians 2:11-14 illustrate an example of hypocrisy in the first-century church?


4. Why is hypocrisy harmful to the church?

5. How can the church today stay free from hypocrisy?



CALL IT WHAT IT IS!

Call It What It Is Call It



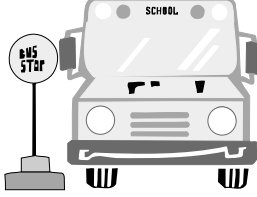
CARD 1

Situation: Your class is going ice skating, but you insist on doing something else.

Category: Selfishness

What It Is Call It What It Is Call It What It Is Call It

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CARD 2

Situation: Suzy is your best friend when you are at church with her, but at school you ignore her because your other friends are there.

Category: Prejudice

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CARD 3

Situation: You bring a whole jar of candy to the group, but you are not willing to share with anyone else.

Category: Selfishness

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CARD 4

Situation: When you arrive home from school, your mom asks how your day went and you tell her, "Fine," even though you received an "F" on a test.

Category: Lying/Deceit

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CARD 5

Situation: Tom suggests that the group go to a certain movie and you respond, "That's a stupid idea! I can come up with a better idea than that."

Category: Arrogance

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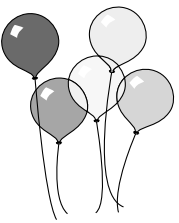
CARD 6

Situation: You don't choose Joey to be on your team because he is of a different race from you.

Category: Prejudice

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CARD 7

Situation: You receive an invitation to a party from someone, but you don't go because the person is not popular enough.

Category: Arrogance

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CARD 8

Situation: Your mom asks if you cleaned your room. You say that you did when you actually just pushed everything under your bed.

Category: Lying/Deceit

What It Is Call It What It Is Call It What It Is Call It

INSTRUCTIONS

1. Give a sheet of notebook paper to each student.
2. Have the students number their papers from 1 to 8.
3. Distribute the situation cards to eight students.
4. Have the student with Card #1 read the situation printed on the card aloud to the group. (Instruct them not to read the category listed on the card. That will be revealed later.)
5. Ask the remaining members of the group to choose which of the four categories they think is being illustrated by the situation, and have them write it on their papers in the first space.
6. Have the students with cards #2-#8 read their situations aloud, repeating the same process.
7. Continue in this manner until all eight cards have been read and all of the students have a category written on their paper for each one.
8. Ask the student with Card 1 to read the situation aloud again and then to reveal the category that is printed on the card.
9. Discuss with the class why the category fits the situation.
10. Repeat the process for each of the seven remaining cards. Remind the students that it is important to call sin exactly as it is. If we do not, we can allow others to keep on sinning and to eventually move away from God. We need to do this in a loving, encouraging way, but we still need to help others see that sin hurts God and others around us, both in the church and outside the church.

SCRIPTURE MEMORY VERSE

Love must be sincere. Hate what is evil;
cling to what is good.

ROMANS 12:9

GOOD

WEEKLY CHALLENGE

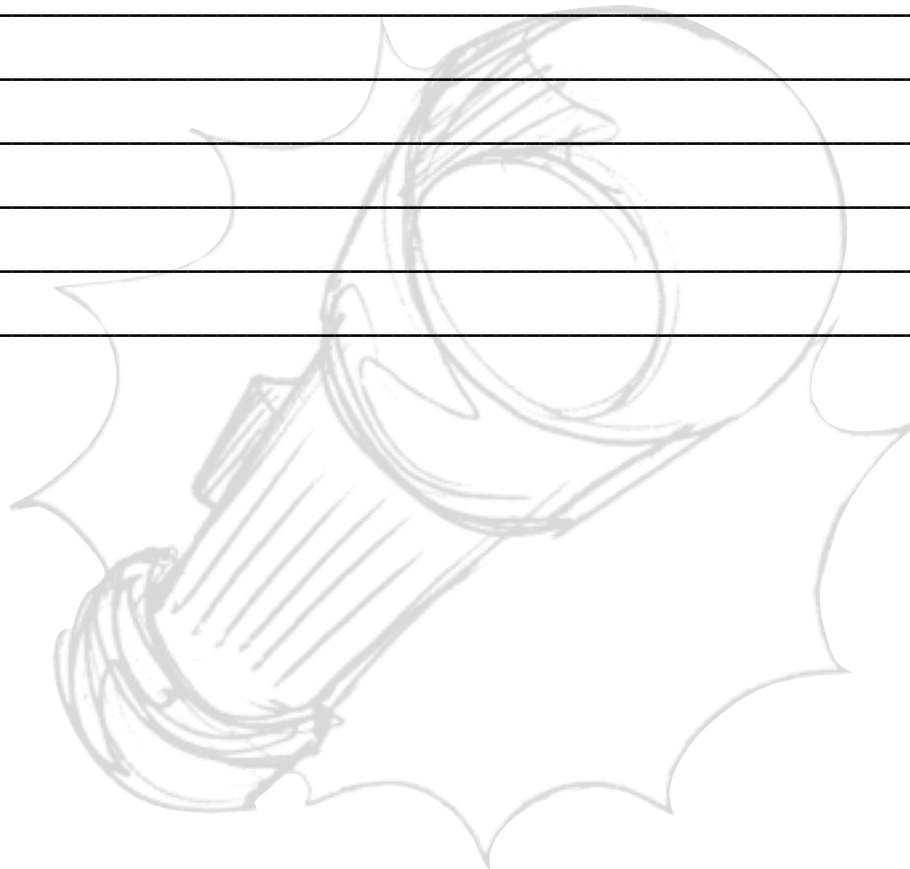
Identify an area of hypocrisy in your life with the help of your parents and close friends. Then pray and find one scripture to memorize that will help you to overcome this on a daily basis.



THE TRUTH ABOUT ME

If we claim to have fellowship with him yet walk in the darkness, we lie and do not live by the truth. But if we walk in the light, as he is in the light, we have fellowship with one another, and the blood of Jesus, his Son, purifies us from all sin. (1 John 1:6-7)

The truth about me is that I have been hypocritical in the following ways:



ANTIDOTE FOR HYPOCRISY

I will pray continually to be "real."

I will die to my selfishness and obey God, no matter what the consequences.

I will be open and vulnerable to what the Bible teaches me, even if it is different from what I've been taught in the past.

I will be open about my faults.

I will be teachable, ready to change anything to be what God wants me to be.

I will open up my life to others so that they can help me change.

I will be humble.