

LIGHT OF THE WORLD

LESSON TEXT

John 8:12-18, John 3:16-21;
Mark 5:1-20

LESSON OBJECTIVES

- The students will identify Jesus as the light they must follow to have eternal life.
- The students will identify three ways that Jesus, as the light of the world, impacts their lives.
- The students will decide on one thing that they will change to follow Jesus as the light this week.

MATERIALS NEEDED

For each student:

- Quest Journal (brought by the teacher)
- 1 game piece (coin, piece from an old game, etc.)
- pen or pencil

For the teacher:

- 1 sheet of paper, 8½" x 11"
- newspapers/magazines
- construction paper
- glue/scissors
- medium-sized paper bag
- 1 copy of "Good News from the Kingdom"
- globe or map of the world
- 1 Master Quest Game Board poster
- 1 game die per 6 students
- clear tape
- markers/colored pencils
- ½" x 1" piece of paper
- several long, thin objects that will not conduct electricity (pieces of yarn, rubber bands, craft sticks, ribbon, etc.), 2 objects for each student
- two copper wires, each about 12" long (available at hardware or electronics store)
- one battery, any size
- flashlight bulb

LESSON PLAN

Getting Ready

Faithful Instruction
Teacher Focus
Teacher Tips
Preclass Activity: Light vs. Darkness
Starting Up
Welcome and Singing
Opening Prayer
Victories
Good News from the Kingdom

Getting into God's Word

Guest Speaker
Scripture Study
Activity 1: The Quest Game
Activity 2: The Source: An Experiment

Getting It to Others

Scripture Memory: John 8:12
Weekly Challenge and Snack Time
Conclusion

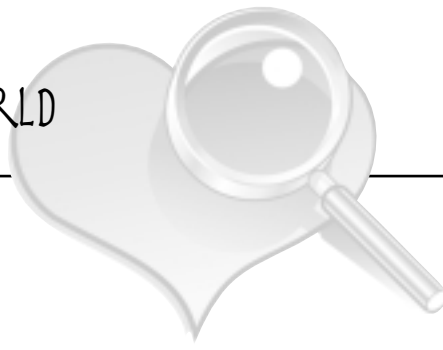
Reproducible Pages:

- Page A, 1 copy for every 6 students
- Page B, 1 copy for every 6 students (copy on the back of Page A)
- Page C, 1 copy for every 6 students
- Page D, 1 copy for each student
- Page E, 1 copy for each student

SCRIPTURE MEMORY VERSE

When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

John 8:12



FAITHFUL INSTRUCTION

TEACHER FOCUS

Before you prepare this lesson read John 8:12-18, John 3:16-21 and Mark 5:1-20. Think about what it is like to stumble about in the dark during a power outage. Your orientation is off, you stumble, and you bump into many obstacles. The same can be said of our lives when we are in sin, living in darkness and away from God. Now think about your baptism day and the freedom and light it brought to your life. Your goal in this lesson is to help your students understand the joy and peace that come with walking in the light and allowing Jesus to impact our lives. The lures of the world and the darkness become powerless when we realize how much we have to gain by accepting Jesus as the light of the world.

TEACHER TIPS

For this lesson you will need to ask a guest speaker to visit and share with your class. You should look for someone whose life has been greatly impacted and changed by Jesus, and who has then made a great impact on others in the kingdom. Share with the speaker your objectives for the lesson, and review the remarks he/she will make to the class. You should allow eight to ten minutes for the speaker's sharing and five minutes for questions.

PRECLASS ACTIVITY

LIGHT VS. DARKNESS

Working with partners, the students will create collages that focus on either "living in the darkness" or "living in the light."

MATERIALS USED

For the teacher:

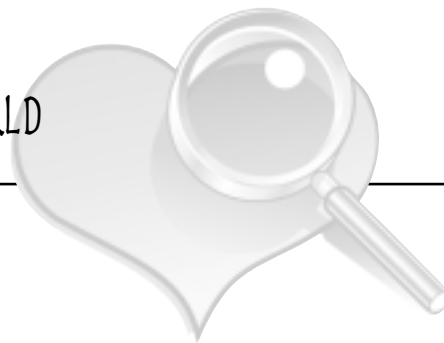
- 1 sheet of paper, 8½" x 11"
- newspapers
- magazines
- construction paper
- glue
- scissors
- medium-sized paper bag

PREPARATION

1. Before the students arrive in class, set up a table or area with the following materials: scissors, construction paper, newspapers, magazines and glue.
2. From the sheet of 8½" x 11" paper, cut one slip of paper for each student in your class.
3. On four of the slips, write the number "1." On the next four slips, write "2," etc.
4. Fold the slips and place them in the paper bag.

INSTRUCTIONS

1. As the students arrive, have each one draw a slip of paper from the bag. Their teammates for the Preclass Activity will be students holding the slips of paper with matching numbers. As the teams are created, assign each team either the word "darkness" or "light." (Be sure to have an equal number of darkness and light teams.)



2. From the materials provided have the students find pictures, words, phrases, stories, etc. that they think are examples of either "living in the light" or "living in the darkness" (depending on which theme has been assigned to the group).
3. Have the students make collages by gluing their pictures, etc. to construction paper.
4. Have one member of each team explain the team's collage to the class and briefly explain the difference between living in darkness and living in the light.

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? Who would 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"
- 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.





GUEST SPEAKER

In the kingdom, we have incredible examples of people who are a light to an entire congregation. Your students will have the opportunity to be inspired by one of these individuals as he or she speaks to your class. Your speaker should share about the changes that walking in the light has brought to his or her own life, and how he/she seeks to have an impact on others. Have the speaker share for eight to ten minutes, and then give the students an opportunity to ask questions. Be sure to encourage the students write a note thanking the speaker for giving to their class.

SCRIPTURE STUDY

MATERIALS USED

For each student:

- Quest Journal (brought by the teacher)

Have the students gather around you in a circle. Ask them the following questions:

- *Does anyone know what it means to have impact?* (to strike or affect forcefully / to have a strong, life-changing effect)
- *What kinds of things or people impact your life every day? How do they impact you?* (No wrong answer—you may need to help the students by sharing from your own life. Examples are world events, illnesses, victories, struggles, family situations, relationships, school, etc.)
- *How was the speaker's life changed because of Jesus?*
- *Did what he/she shared make you grateful for Jesus' sacrifice?*
- *Did you notice how open and honest the speaker was in his/her sharing? What personal details did he/she share?*

Have the students open to John 8:12 and select a volunteer to read.

- *In this verse, what does Jesus call himself?* (the light of the world)
- *What does it mean to walk in darkness?* (cannot see where you are going / no one can see you / easy to hide from the truth)

Select another volunteer to read John 3:16-21.

- *What effect does light have on things in the darkness?* (exposes what is really there / allows us to see and change what we need to)
- *Why does Jesus call himself the light of the world?* (exposes the truth in people / changes them for the better)
- *Why do people avoid coming into the light?* (embarrassment / afraid others will see what they are really like / afraid they will need to change)
- *What are some ways people attempt to hide from the light?* (lying / saying everything is "okay," / being shy / being too "cool," etc.)
- *In what ways are you avoiding the light? What are you afraid to have others see in your life and your character?* (rhetorical, thought question...do not push students to answer aloud)

Have another volunteer read Mark 5:1-20.

- *What impact did Jesus have on this man?* (Jesus exposed that he was enslaved by demons. / He freed him and gave him back his right mind.)
- *Did this man want Jesus to help him?* (Yes—he bowed before Jesus. The demons inside him could not keep him from doing that.)
- *What were some ways Jesus changed this man's life for the better?*
v3 - lived in tombs (alone) v19 - went to his home (not alone anymore)
v4 - hands and feet chained v20 - free to tell ten cities about Jesus
v5 - cried out and cut himself v18 - begged (cried) to go with Jesus
- *What are some ways people today can be like this man before he met Jesus?*
tomb = loneliness
chained = enslaved to sin
cry out = in pain, emotionally or physically
cut self = cut ourselves down, feel inferior to others

Have the students answer the following question in their Quest Journals:

- *What are three ways Jesus has impacted or could impact your life if you allowed him to?*
- *Do you know anyone who has changed like this man?* (Be prepared to share about someone recently baptized and their difficulty with accepting the truth. Then share about how happy they were when they did accept the truth. Be sensitive in this area, sharing only generalities and not specific sins.)



ACTIVITY 1

THE QUEST GAME

The Quest is a continuous game that is played throughout Unit 20. The purpose of this game is to reinforce the lesson objectives while giving the students a fun activity. For instructions about how to set up and play the game, see the extra sheet at the beginning of the unit entitled "The Quest Game Instructions." At the beginning of the unit you will also find a folded poster (Master Quest Game Board) that will serve as the guide to help the students tape together the individual game boards from each lesson.

If time allows, have the groups of students color the new game board before taping it to the game board from last week.

MATERIALS USED

For each student:

- 1 game piece (coin, piece from an old game, etc.)

For the teacher:

- 1 Master Quest Game Board poster
- 1 game die for every 6 students
- markers/colored pencils
- scissors/clear tape

Reproducible Pages:

- Page A, 1 copy for every 6 students
- Page B, 1 copy for every 6 students (back of A)
- Page C, 1 copy for every 6 students

ACTIVITY 2

THE SOURCE: AN EXPERIMENT

The objects of this activity are to help students 1) identify actions that keep them from "the light" and 2) know what they can do to change.

MATERIALS USED

For each student:

- pen or pencil

For the teacher:

- several long, thin objects that will not conduct electricity (pieces of yarn, rubber bands, craft sticks, ribbon, etc.), 2 objects for each student
- two copper wires, each about 12" long (available at any hardware or electronics store)
- glue/scissors/1/2" x 1" piece of paper
- one battery, any size/flashlight bulb

Reproducible Pages:

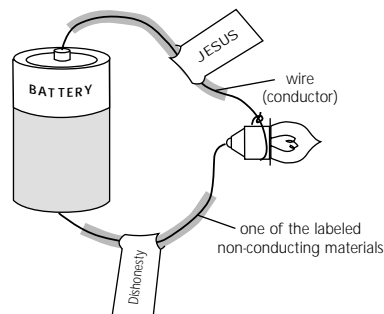
- Page D, 1 copy for each student

PREPARATION

1. Make a "Jesus" label with the 1/2" x 1" piece of paper.
2. Be sure to try this experiment at home before doing it with the students.

INSTRUCTIONS

1. Give each student a copy of Reproducible Page D (The Source: An Experiment). Have them choose two of the labels and cut them out.
2. Strip 1" of coating away from each end of both 12" wires. Connect the light bulb to the battery with one electrical wire to begin a circuit (as seen in the diagram below). Leave this wire attached during the entire activity. Glue the ends of the "Jesus" label around the wire.
3. Have the students choose two of the non-conducting materials and label them with the labels they chose.
4. Place all of the labeled non-conducting materials into a paper bag. Have volunteers take turns reaching into the bag and drawing out an item.
5. Have each volunteer read aloud the label. Then have them try to get the bulb to light up by connecting the item to the battery and the bulb. They are to find out if this conductor completes the circuit and causes the bulb to light up.
6. Have several other volunteers do the same.
7. Talk about the priorities that people have that keep them from coming into the light and being truly happy.
8. Now using the other copper wire, have a volunteer connect the light bulb to the other post of the battery and see the bulb light up.
9. *What kinds of things can be the other copper wire in our lives?* Discuss how openness, honesty, being real and being vulnerable can turn the "light" on in their lives and bring them joy.
10. Have the students select two of the "non-conductors" and glue these into their journals.





SCRIPTURE MEMORY VERSE

When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."
John 8:12

MATERIALS USED

Reproducible Pages:

- Page E, 1 copy for each student

INSTRUCTIONS

1. If time permits, divide students into pairs. Give each student a copy of Reproducible Page E (Memory Verse).
2. Tell the students you will give them five minutes to discuss the meaning of the verse and to plan a way to explain that meaning to the rest of the class.
3. Allow as many pairs as possible to share their ideas about the meaning of the verse. When all have shared, be sure that the essential meaning of the verse has been discussed.

WEEKLY CHALLENGE AND SNACK TIME

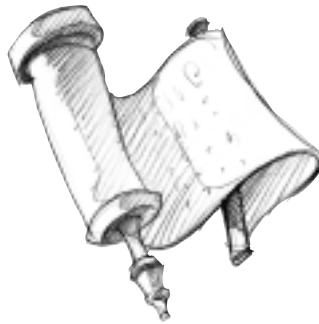
If your students bring a snack, allow them to eat while you explain to them the challenge for the week.

During this time, have the students share what they wrote in their Quest Journals concerning the three ways that Jesus has impacted or could impact their lives if they allow him to do so.

The challenge is to have each student decide on one significant change to make this week to follow Jesus and walk in the light. Have each student share with another student what he or she will change so that they can hold each other accountable during the week.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Decide on one significant change to make this week to follow Jesus in the light. Share this with one of the students in this class, and hold each other accountable to change.

LIGHT OF THE WORLD

LESSON TEXT

Hebrews 4:13-14; Matthew 5:14

LESSON OBJECTIVES

- The students will explain that light has great impact on everything around it, but darkness causes separation.
- The students will explain their own role as a light to the world.
- The students will decide on one thing that they will change to follow Jesus as the light this week.

MATERIALS NEEDED

For each student:

- pen or pencil

For the teacher:

- clear plastic drinking glass
- clear glass jar, full of water
- liquid food coloring (any color)
- dash of ground pepper
- 1 tablespoon table salt
- 2 large, black balloons, blown up and tied
- saucer or shallow bowl
- black-and-white tablecloth (optional)
- extra Bibles
- 3 flashlights
- basketball
- old sneakers
- wig (optional)
- small prizes (optional)

Reproducible Pages:

- Page F, 5 copies for the teacher

LESSON PLAN

Getting Ready

Faithful Instruction
 Teacher Focus
 Teacher Tips
 Preclass Activity: Light and Darkness (Catalyst and Separation)
 Starting Up
 Welcome and Singing
 Opening Prayer and Review
 Great News Sharing

Getting into God's Word

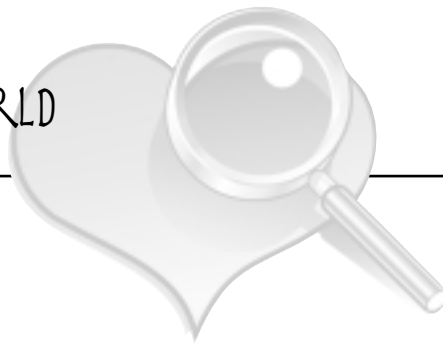
Scripture Study
 Activity: Freeze Frame Drama Skit

Getting It to Others

Scripture Memory: John 8:12
 Weekly Challenge and Snack Time
 Conclusion

SCRIPTURE MEMORY VERSE

When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."
 John 8:12



FAITHFUL INSTRUCTION

TEACHER FOCUS

In the Core Lesson the students learned that Jesus is the light of the world. They also saw that Jesus came to expose the sin in people's lives. Each student decided to change to allow Jesus to impact one specific area of his or her life during the week. In this lesson, you will make this theme deeper and more personal as you talk about what it means to be "real." You will also teach them how and why they need to be a light in the world, just as Jesus was. To prepare for this lesson, recall what you were like before becoming a disciple. How did it feel to leave the darkness and become a child of the light? Does it still feel that way? Examine your life and your heart, and if you have lost the joy of entering the light, recommit yourself to God with gratitude and reverence.

TEACHER TIPS

Be open in sharing with your class about the changes in your life as you moved from darkness into light. Remind them that, while it is not always easy or popular to live a righteous life, the reward of eternal life cannot be matched by anything on this earth. This is especially important for your preteens, who have a tendency to be driven by materialistic attitudes and the need for instant gratification. Your students need to understand that, even though they cannot see heaven, their righteousness now and as they become disciples can guarantee them an eternal inheritance.

You will need to practice the Preclass Activity prior to the class in order to be sure that you can perform the experiments neatly and smoothly. Be sure that you have all the materials you need in order to conduct the catalyst and the separation correctly.

PRECLASS ACTIVITY

LIGHT AND DARKNESS (CATALYST AND SEPARATION)

The students will see visual examples of (1) a catalyst and how it impacts the environment and (2) of separation and how it divides.

MATERIALS USED

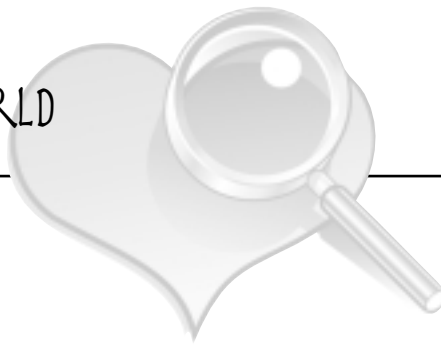
For the teacher:

- clear plastic drinking glass
- clear glass jar, full of water
- liquid food coloring (any color)
- dash of ground pepper
- 1 tablespoon table salt
- 2 large, black balloons, blown up and tied
- saucer or shallow bowl
- black-and-white tablecloth (optional)

INSTRUCTIONS

Part 1—Catalyst (Light)

1. Before the students arrive, set up a table or area with the above materials on it. (For more effect, you could cover the table with a black and white tablecloth.)
2. As the students arrive, have them meet you at the table. Discuss the objects and see if they can discover what the topic for the lesson will be.
3. Begin with the "Catalyst" visual by asking the students what they think will happen when you pour one drop of food coloring into a full glass of water and why.



4. Pour one drop into the glass.
5. Point out that there was great power in a single drop of the food coloring. That single drop had an impact on the entire glass of water.

NOTE: Save all these materials just as they are for use in the Scripture Study lesson.

Part 2—Separation (Darkness)

1. Move to the next visual: "Separation."
2. Mix the pepper and salt together in the saucer/dish.
3. Discuss how the students think the two can be separated.
4. Take a balloon and rub it several times on your head or on a volunteer's head until you create "static energy," and your hair is lifting up when the balloon is rubbed across it.
5. Hold the "static energy" charged balloon closely over the dish waving it back and forth until all of the pepper has "jumped" onto the balloon. Pepper is lighter than salt and will move toward the balloon, leaving the salt in the dish.

Have the students consider both these experiments. Light (the catalyst) has a great impact on whatever is around it. Darkness, however, causes separation and division.

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 walk in the light and to have an impact on the world around them.
- Have one student recite the memory verse for this lesson: John 8:12.
- 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 as many as possible can share.



SCRIPTURE STUDY

MATERIALS USED

For the teacher:

- extra Bibles
- materials from Part One of the Preclass Activity

Lead the students in the following discussion: *If I could follow one of you around for a whole day and videotape everything you did, said and thought, who would volunteer?*

Share about your life. You could say something like: *There was a time in my life when I would not have wanted anyone to know what I was thinking. Most of the time I could clean up the outside, look and act good, but I wouldn't have wanted anyone to know my thoughts and the real me.*

Select one of the students to read Hebrews 4:13.

- *How does this verse make you feel?* (Students will have different responses; some will feel afraid, weird, guilty, etc.)
- *Can you think of any way that this could be a good thing?* (If God knows everything, he can help us. / God is watching out for us. / It encourages us to be real since God knows anyway.)
- *Is it comfortable or uncomfortable having people know about your life—both the good and the bad?*
- *Has your mom ever asked you to clean your room?*
- *What if you stuffed everything under your bed and turned off the light?*
- *If your mom looked in while the light was off, would your room look clean?* (maybe)
- *Would it really be clean?* (no)
- *If she turned on the light and looked under your bed, would her attitude change?* (Yes, she would see the truth!)
- *When she then gets you to really clean your room, isn't your room in better condition than when stuff was hidden in the dark?*

Give an example your students can relate to such as the following: *Suppose you were a pitcher for a baseball team and you were throwing the ball in a way that would cause injury to your arm. A coach tells you about this problem and then says, "Let me show you a way to throw that will be fast and also keep you from hurting your arm." Wouldn't it make you feel secure that he is looking out for your best interests,*

to protect you and keep you from being deceived or hurt? God gave us Jesus as a light to show us the truth and to keep us from being deceived.

Read Matthew 5:14 aloud to the class. Have the clear glass jar full of water and the food coloring experiment in front of you. Pour the glass of colored water into the jar and watch how that changes the whole container's color!

All of you have an impact on the world, whether you recognize this or not. Just as the food coloring affects the whole glass of water, and the glass of colored water affects the jar of water, we have impact on every person with whom we come in contact. We have choices to make every day about this!

- *What are some ways people at school choose not to be a light?* (telling dirty jokes / making fun of others' dress / having exclusive groups / cheating on tests)
- *How do these things affect people in the world?* (They make people feel lonely, insecure, angry and as if they are not good enough.)
- *What are some ways you can be a light?* (by helping someone learn about Jesus / by not being critical of others because they are different / by being friendly and helping others to be friendly / by saying encouraging things to others instead of cutting people down / by being honest about your own life)





ACTIVITY

FREEZE FRAME DRAMA SKIT

One person can affect the attitudes of others. In the following skit, the students will see how the life of one person can be affected by the opinions of his or her peers. The influence can be one of "light" or of "darkness."

MATERIALS USED

For the teacher:

- 3 flashlights
- basketball
- old sneakers
- wig (optional)

Reproducible Pages:

- Page F, 5 copies for the teacher

INSTRUCTIONS

1. Choose four volunteers to participate in the skit. (The rest of the class will participate as an audience.)
2. Have the room be relatively dark, but not so dark that the audience cannot see Kid 1 and Kid 2 as they are talking.
3. One person will be Kid 3 (the "new kid"), one will be Kid 4 (the "light"), and two will be Kid 1 and Kid 2 (the "darkness").

4. Take the four students aside and explain their roles. You may want to have a teen disciple or your class assistant play Kid 3. Be sensitive to how playing this part might make the student feel. If you do choose a student, make sure he or she is a confident person who is well-liked by the class.
5. Have the rest of the class set up the room like a stage, with chairs all facing one wall (the stage).
6. Give the students a few minutes to practice—then have the students deliver the skit.





SCRIPTURE MEMORY

When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."
John 8:12

MATERIALS USED

For the teacher:

- small prizes (optional)

INSTRUCTIONS

1. Split the class up into two teams.
2. Have the students use their Bibles to help each other memorize the verse.
3. Give small prizes to the first team able to recite the verse correctly as a group.

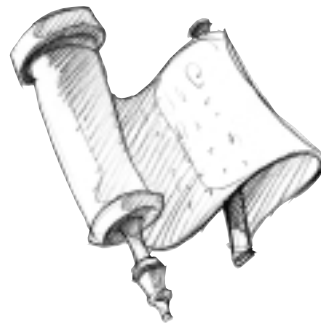
WEEKLY CHALLENGE AND SNACK TIME

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

The challenge is for the students to decide on one significant change they need to make in order to follow Jesus in the light this week. Pairs of students shared this goal with each other, and they are to hold each other accountable this week. This is a time the pairs of students can follow up on each other's progress.

CONCLUSION

End the class with a prayer.



WEEKLY CHALLENGE

Decide on one significant change to make this week to follow Jesus in the light. Share this with one of the students in this class, and hold each other accountable to change.

THE QUEST GAME—QUESTIONS

Q

1.

What was the reference for the scripture memory verse from the lesson (book, chapter and verse)?

Find it in the Bible and read it to the group.

Q

2.

What was the scripture memory verse from last week's lesson?

Find it in the Bible and read it to the group.

Q

3.

Give one example of a way people are deceived every day. Use an example from television, radio or the newspaper. Or just give an imaginary example.

Q

4.

Give one example of something you can do to make sure you are not deceived by anything or anyone.

Q

5.

Give one example from the Bible in which Jesus kept someone from being deceived. (Ask the teacher for hints if you need some help.)

Q

6.

What was one thing that you did this week to share Jesus as a light? If you haven't done this yet, what is your plan?



THE QUEST GAME—ANSWERS

A

1.
John 8:12

A

2.
John 6:35

A

3.
Personal answer

A

4.
Get advice, study
the Bible, etc.

A

5.
Any appropriate
scripture reference.

A

6.
Personal answer.



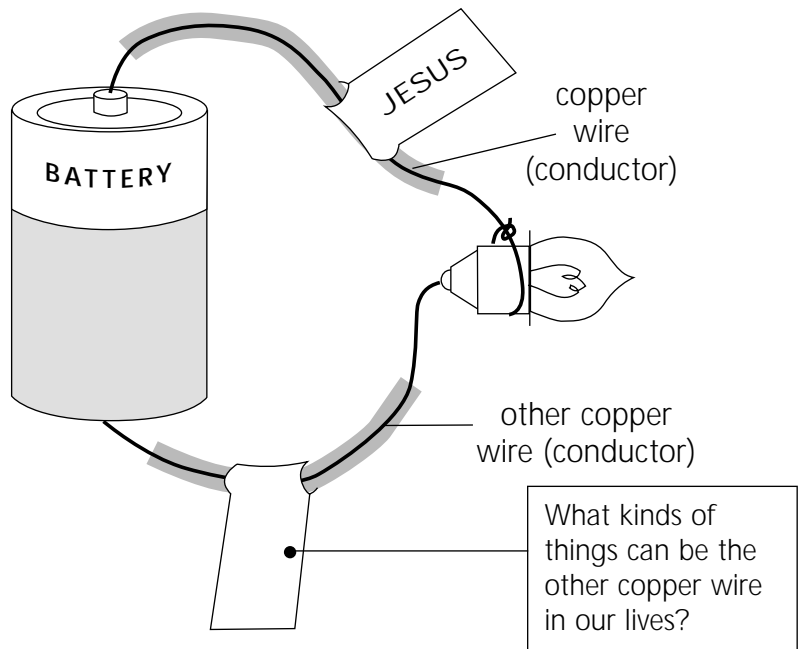
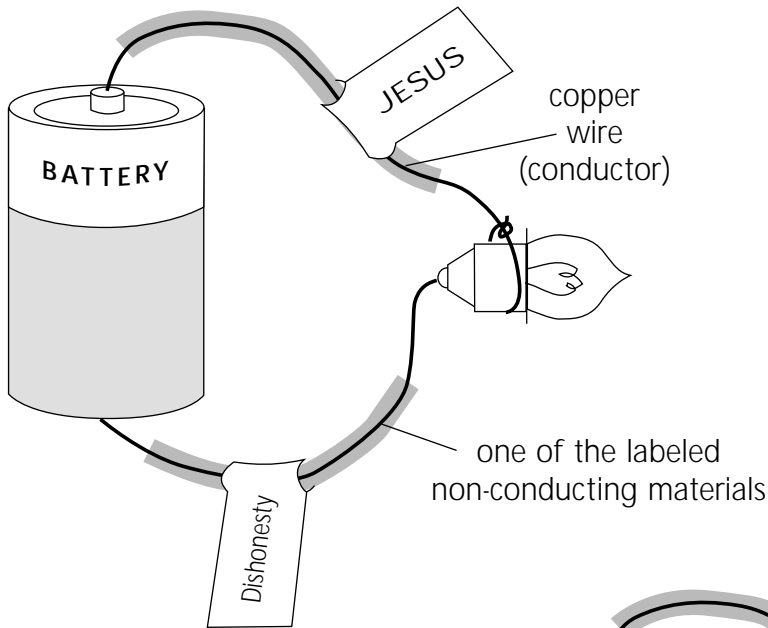
Core/Getting into God's Word/1 copy for every 6 students



THE SOURCE: AN EXPERIMENT

Dishonesty	Being "cool"
Saying everything is "fine"	Being "shy"
Wanting to look good	Not saying anything at all
Avoiding the subject	Talking behind people's backs

For use with the craft—to label each non-conductor and the Jesus label for the conductor wire.



SCRIPTURE MEMORY VERSE

When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

JOHN 8:12

WEEKLY CHALLENGE

Decide on one significant change to make this week to follow Jesus in the light. Share this with one of the students in this class, and hold each other accountable to change.

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FREEZE FRAME DRAMA SKIT

(Give Kids 1, 2 and 4 each an unlit flashlight.)

Narrator (teacher): *The setting is after school. Two students are standing alone...they think. They are cruelly talking about the new kid in school. Unknown by the two students, the new kid is standing in the background hearing every word they say. (They are holding their flashlights, but they are not turned on.)*

Kid 1: *Hey, did you see that new kid? (makes a scornful face)*

Kid 2: *Yeah, did you see the shoes he was wearing? Doesn't he know they went out of style last year?*

Kid 1: *And what is it with his hair? (run his hands through his hair and both laugh)*

Kid 3 ("New Kid"): *(says nothing, just looks down at his shoes and puts his hands to his face like he is upset while the others are talking about him)*

Narrator: *FREEZE FRAME (All actors freeze in place and narrator turns toward audience, asking the following questions:)*

- *How do you think the new kid feels?*
 - *Have any of you ever seen someone treated like this?*
- Let's add a light and see what happens next.*

Kid 4: *(walks up to Kid 1 and Kid 2 with a flashlight turned on in his hand—their flashlights are not turned on)*

Hey guys, I've been looking for you. I want to tell you about my new friend. He just moved here from a different state. We've been hanging out, and I know you will like him. You should see him play basketball. He wears these old shoes, but he runs faster than any of us. I am going to try and find a pair like he has. Come on, I want you to meet him.

Kid 1: *Really, that's great.*

Kid 2: *I guess if you think he's OK, then he must be.*

(They turn their flashlights on.)

Kid 3: *(He stands up straight, smiles and walks over to the group.)*

Kid 4: *Here he comes now!*

Kid 3: *Do you guys want to go play basketball?*

Together: *You bet!" (All three flashlights are lit.)*

Narrator: *FREEZE FRAME (narrator turns to the audience and asks the following questions)*

- *Whose attitudes changed?*
- *How do you think the new kid feels now?*
- *Have you ever been the kind of influence that Kid 4 was?*
- *Do you want to be?*

Remember, you won't be a light unless you want to be. Kid 4 wanted to make a difference, and he did.