

STUMMIN

SMALL GROUP
LEADER GUIDE

MIDDLE
SCHOOL
FOCUS

DO SOMETHING MARCH 10, 2021

Week 2 of a 4-week series
about injustice

BOTTOM LINE

When you experience
injustice, you don't have to
face it alone.

SCRIPTURE

*"But suddenly,
Nebuchadnezzar jumped up
in amazement and exclaimed
to his advisers, "Didn't we tie
up three men and throw them
into the furnace?"*

*"Yes, Your Majesty, we
certainly did," they replied.*

*"Look!" Nebuchadnezzar
shouted. "I see four men,
unbound, walking around in
the fire unharmed! And the
fourth looks like a god!"*

- Daniel 3:24-25

GOALS OF SMALL GROUP

To show students who
may have experienced or
are experiencing injustice
that they aren't alone, and
to encourage all students
to support those who are
experiencing injustice.

>> BEFORE GROUP

THINK ABOUT THIS: Most middle schoolers see the world in two categories: fair and unfair. That can make a conversation about injustice tricky for them. Some may see things like, "My mom won't let me get a dog," or, "My parents won't let me date," as very real injustices because they simply feel unfair. Be careful not to shut those things down completely as they are very real to middle schoolers! Instead, help redirect the conversation. You may have students who open up about big and difficult injustices like, "I'm treated differently because of the color of my skin," or, "My family can't afford to eat," or, "I'm being abused by someone in my home." Be quick to thank students who share about those things, acknowledging the bravery it takes to open up. Let them know that you recognize what they're experiencing isn't right. In a conversation like this one, you may be managing a lot of emotions. So, it's your job to create a safe space for your group by handling the emotions and experiences shared in a healthy, safe way. Remember that if something is shared that brings to light a dangerous situation, you need to take it to Prince of Peace staff for further help and action as soon as possible.

>> DURING GROUP

This guide is a suggestion, not a formula. Adjust the questions and activities as needed, and don't feel like you need to do, or ask, everything you see here.

DISCUSS THIS:

- On a scale from 1-10, how comfortable do you feel talking about an injustice you or someone else has experienced?
- Last week, we decided to try to learn about particular injustices. What have you learned about your chosen injustice? How did you learn that?
- Using the Feelings Wheel, how do you think someone might feel when they experience injustice?
- What can we remember about God to comfort us when we experience injustice?
- Why do you think it's important for people who have experienced injustice to know that others support and love them?
- What questions do you have as we're talking about injustice?
- What prayer requests do you have as we talk about injustice?

DO THIS:

- Ask your group to close their eyes while you read the following statements aloud. Ask them to honestly consider how they would answer each statement. Give time between statements for your group to think through their response.
 - I am experiencing an injustice.
 - I realize I have been treating someone else in a way that's hurtful or unfair.
 - I have seen someone be treated unfairly.
 - I would like to talk to someone about an injustice I've experienced, seen, or caused.
- Let your group know that you're a safe person to talk to, and encourage them to come to you privately if they need any help with anything they were just thinking about. End by having students spend some time praying silently to God about injustice.

STUMIN

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HIGH
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THINK ABOUT THIS: Teenagers are on a spectrum when it comes to how much privilege or injustice they experience (or even notice). As their leaders, it's okay to focus the conversation specifically on what to do when you have experienced injustice personally. Even if a student hasn't experienced injustice personally, they may gain empathy by listening to others talk about it. This is a great week to have an honest conversation about how your group treats one another and how/when they can stand up for each other when someone around them experiences injustice.

>> DURING GROUP

Create meaningful conversations. Adjust the questions as needed and ask thoughtful follow-up questions as the conversation unfolds. Don't feel like you need to answer every question.

DISCUSS THIS:

(Small Group Leader: Try starting your small group time by saying something like this: "In our small group, the conversation we have today has the potential to be one of the most honest, personal, and important discussions we've ever had. If you've experienced injustice, think about how you can let the group know that you need support. If you haven't experienced injustice, think about how you can listen to and genuinely care for the friends in our group who have.")

- When was the first time injustice felt personal to you? Did it affect you personally? Your family? A friend? A stranger?
- What do you do when you feel like you are alone in dealing with injustice?
- Who is someone you can talk to or ask for help when you or a friend is hurt by injustice?
- In large group we talked about the fiery furnace and how the three men in the fire were not alone—someone was there with them. Share about a time when someone came alongside you during a difficult time in your life. How did it affect the way you handled or processed the situation?
- Why is it important to believe someone when they say they have been hurt by injustice, even if you don't understand how they feel?
- How can this group support each other when we experience injustice?
- How can StuMin be a more welcoming place for people experiencing injustice?
- Why does it matter how Jesus-followers respond when their friends (or classmates or teammates) experience injustice?

>> AFTER GROUP

This week, follow up with your students who may have had experiences of injustice. Send them a text thanking them for sharing, reminding them that you are there for them if they need to talk, and encourage them to continue sharing their experiences.