



# Equipping...

with Every  
Good Thing

## ■ YOUTH BIBLE STUDIES



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## OGM SCRIPTURE: HEBREWS 13:20-21 (CEV)

OGM Verse:

*“May the God of peace . . . equip you with every good thing to do his will,  
by developing in us what pleases him through Jesus Christ.  
To God be the glory forever and always. Amen.”*

**MISSION CONTEXT: Global Church**

**MISSION FIELD:  
Barcelona, Spain / Slovakia and Czechia  
& San Francisco Bay Area**

## **SUPPLIES NEEDED**

### **Session 1:**

- Paper hearts and blindfolds for 15 percent of the group — 2 per every 10 to 12 participants
- 4 plastic cones
- Poster board sign with message “Move Around then Stand OUTSIDE the Cones and Stay QUIET”

### **Session 2:**

- Adhesive name tags and Sharpies
- Profile Cards for each group (Crabs, Chickens, Gators, Flamingos and the Peacock. Consider dividing by color: red, yellow, green, pink, blue, etc.)
- Options: Use inexpensive hats that depict each of the chosen groups (available on-line)
- One paper plate per person (not foam)
- One pen or marker per person

### **Session 3:**

- Roll of caution tape (could substitute crepe paper streamer)
- Roll of painter’s tape or masking tape
- Two sturdy, heavy objects (standard folding tables or several stacked chairs)
- Option: Olympic theme music queued up on a smart phone

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## ■ ■ ■ PREPARATION FOR YOUTH BIBLE STUDY

**Watch** the 2023-2024 Global Missions Campaign Videos at [www.cbf.net/ogm](http://www.cbf.net/ogm).

**Gain** insight into how God is equipping CBF field personnel to serve effectively in the three highlighted ministry fields.

**Listen** closely to the stories of lay leaders and individuals being impacted and equipped by God through their relationships with CBF field personnel.

**Build** Youth Interest before Using the Curriculum

- Gather youth to brainstorm current needs in your community or even in your congregation.
- Identify the people group associated with each idea (widows, unhoused persons, children, etc.)
- Select one need from the list as a likely or appealing service project.
- Pose a couple of questions:
  - What do you think makes us capable of handling this need?
  - How will God need to equip us to take care of this need?
- Emphasize that doing “good things” requires us to take some initiative. Being equipped by God remains an important part in serving others. Involve the youth in clarifying the difference between these two realities.
- Have them generate a list of abilities/interests/skills that they have developed over the years. (*tying a shoe, riding a bike, speaking a foreign language, playing a sport, mastering a dance move, voicing a prayer, conquering a fear, driving a vehicle, singing a solo, leading a bible study, tutoring a student, etc.*)

We experience a lot of fulfillment and happiness from any number of worthwhile pursuits. Who are some of the people who help us develop our abilities and pursue our interests? (*coaches, dance instructors, mentors, teachers, ministers, parents, grandparents, friends, classmates, tutors, siblings, lay leaders, etc.*)

In the context of these relationships, we often reveal *to them* what appeals to us. Shift the focus and think about God’s influence.

**Introduce** the Scripture Focus: “May the God of peace . . . equip you with every good thing to do his will, by developing in us what pleases him through Jesus Christ. To God be the glory forever and always. Amen.”  
–*Hebrews 13:20-21 (Common English Bible)*

This passage flips the script. Becoming equipped by God means that God wants to reveal something *to us* about ourselves. Beyond that, God intentionally equips us for a broad purpose: to accomplish good things.

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These good things being developed in our hearts and also lived out in our actions “please God” as we *discover how to follow Christ*.

Unpacking the implications of the Scripture Focus will help youth to see how God continually equips CBF field personnel to relate in relevant and effective ways to the lay leaders and individuals impacted by the highlighted ministry for each one the three bible studies.

**Distribute** the schedule and location for all three bible studies

*Option: Serve a meal, dessert or snack associated with the focal country/city for each study.*

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Matt and Michelle Norman, *Spain*

## ■ ■ ■ OPENING ACTIVITY

### Supplies Needed:

- Paper hearts and blindfolds for 15 percent of the group — 2 per every 10 to 12 participants
- 4 plastic cones
- Poster board sign with message “Move Around then Stand OUTSIDE the Cones and Stay QUIET”

Keep the poster board sign concealed until later in the Opening Activity. Use plastic cones to mark the four corners of a large, designated space. Leave room around the outside of this area (ideally at least 6 ft or more). Determine how many students need to be blindfolded. Distribute blindfolds and give each one a paper heart.

**SAY:** Imagine that all of us live in Catalonia, Spain. Each of you holding a blindfold represents a person involved in congregational life there. The rest of us represent neighbors, friends, co-workers — or even strangers — in Catalonia.

**ASK:** What do you notice about the size of our two groups? (*More people are not involved with or participating in a congregation.*)

Why do you think there are so many people not involved with a congregation? (*You can be a Christian and not attend church/too busy/stopped going during the pandemic/participate in a different religion/have to work on Sundays/sleep in due to busy lifestyle all week/etc.*)

**SAY:** Modern Catalan people were not raised and encouraged to believe in God. The culture there is largely secular with minimal participation in any world religion. Two or three generations ago, their ancestors rejected Christianity. Corrupt religious leaders had misused their power.

Attending worship and confessing sin were strict obligations rather than free choices. Knowing this piece of history helps us understand the current culture of Catalonia. We’re going to participate in an activity to get us thinking about how a Christian congregation might interact with the Catalan people.

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## INSTRUCTIONS

Move youth with blindfolds off to the side away from the designated area. Instruct them to huddle up and place the blindfolds over their eyes. Once they're blindfolded, tell them you will get the others to spread out and then come back. Hold up the message on poster board: "Move Around then Stand OUTSIDE the Cones and Stay QUIET." Let them get settled outside the cones. Then, guide each of the blindfolded youth to a spot inside the designated area. Meander as if trying to avoid bumping into the other youth without blindfolds.

**SAY:** If you have a blindfold, hold up your paper heart with both hands about shoulder height. Keep your blindfold on. In a moment, begin to walk slowly around the designated area.

When you gently bump into someone, say, "God loves you and so do I." If the person you bump into says it back—they also participate in your congregation. If they say, "tell me more"—you can remove your blindfold and hand them the paper heart. If you reach the edge of designated area, I will let you know.

## INSTRUCTIONS

You will simply alert the blindfolded youth if/when they reach the edge of the area. Do NOT guide them in the turn around. If a blindfolded youth asks, "Can I keep going?" respond by saying, "That's up to you." If anyone wearing a blindfold bumps into someone who says, "Tell me more," then stop. Remove all the blindfolds to reveal the location of the larger group. Gather in a circle to debrief.

## DEBRIEFING QUESTIONS

**ASK:** Why was it easier to encounter someone from the congregation inside the cones? (*Everyone else stood outside the cones/going outside the cones was not given as a choice/etc.*)

**ASK:** What causes someone to resist or even reject being part of a church family? (*Hurt in the past/hold other beliefs/met too many hypocritical Christians/uninterested/etc.*)

**ASK:** Does choosing to leave the designated area while wearing a blindfold seem like a good idea? Why or why not? (*No—you could encounter obstacles or hazards leaving behind what is familiar or known/No—you could stumble or get hurt in some way/Yes—sometimes you need to take a risk/Yes—I felt safe because I trusted others were keeping an eye on me as I ventured out/etc.*)

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## ■ ■ ■ DAVID AND PATI'S STORY

**SAY:** God is equipping one couple living in Catalonia, Spain, as you will see in a video. David and Pati look for opportunities to talk about Jesus and share His love with others. Despite the cultural barrier, they pursue conversations about faith and see God working. They also equip other people in their congregation to build relationships.

**Show** video

**SAY:** One of the people we met on the video is Matt Norman—a CBF field personnel to Spain. He emphasized the importance of building “beloved community.” While the Catalan people are largely secular, they highly value relationships. Pati told us how they build relationships and explore faith with others. Building friendships and extending hospitality play a big part. They take walks, eat meals and share stories. David and Pati equip others in their congregation to build beloved community.

**ASK:** How have friendship and hospitality been a part of your faith journey? *(Inviting others to participate in Christian fellowship is way to care for and invest in people; being invited to a gathering with Christians helped me feel more comfortable going; gave me a comfortable way to share my faith; feeling welcomed made me less nervous, etc.)*

**SAY:** Pati shared that the Catalan people talk more freely about God than they do about Christianity.

**ASK:** Why are some people more comfortable and open talking about Jesus than having a conversation about church within our culture? *(View Jesus more favorably than most people who profess Christianity; respect the teachings of Jesus more than the viewpoints of religious people, etc.)*

**Display** their responses.

**SAY:** Many people with a resistant attitude toward participation in a congregation or even negative perception of churches in general still view Jesus in a positive light.

**ASK:** What makes Jesus an appealing person and what makes His ministry relevant? *(As a person: compassionate, good listener, encouraging, honest, generous, humble, etc./ministry: spoke truth to power, sacrificed for others, elevated the marginalized, extended grace, etc.)*

**ASK:** What makes your congregation or youth group relevant to other people?

**Display** their responses.

**SAY:** In our next video, we will meet Nelson. He makes us think more deeply about relevance.

**Watch** the video: “Nelson Impact Story” at [www.cbf.net/ogm](http://www.cbf.net/ogm).

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**SAY:** In the video, we met Nelson, who moved to Barcelona, Spain, from the Dominican Republic. He shared something he learned from theologian Dietrich Bonhoeffer: “Church only exists if it really helps people who don’t belong to the church.” Nelson goes on to say, “if everything [at church] is planned [and comfortable] and you don’t go outside the margins, for me it is a poor version of the Gospel.”

**ASK:** Do you think our congregation/youth group goes outside the margins to be relevant? If yes, what are we doing in your view to go beyond our comfort zone? If no, what do you think is holding us back?

**Display** their responses.

## CLOSING APPLICATION

**Display** the focal passage either electronically or create a poster.

**SAY:** Join me in reading our focal passage for these sessions. “May the God of peace . . . equip you with every good thing to do his will, by developing in us what pleases him through Jesus Christ. To God be the glory forever and always. Amen.” –*Hebrews 13:20-21 (Common English Bible)*

**Hold up** one of the blindfolds from the Opening Activity.

**ASK:** What blinds congregations/youth groups from moving beyond their facility or neighborhood and letting “God equip them with every good thing” in unfamiliar areas or to interact with diverse people groups? (*Fear of the unknown/judgmental attitudes/past rejection/lack of vision/preoccupation with our own needs/safety concerns/limited financial resources/doubts/perceived risks/overly busy schedules/lack of intentional prayer/etc.*)

**ASK:** What common ministry challenges does our congregation/youth group share with other believers in the global community? (*People less interested in church life, cultural goals compete with investing in a faith community, people embrace a personal spirituality rather than a shared perspective, “you do you” mindset, approaching evangelism as a dialogue that includes meaningful listening and learning rather than rigid sharing, etc.*)

**ASK:** What will equip a congregation/youth group to become an increasingly relevant presence in their community? (*Taking initiative/trying new things/listening to God and others/identifying needs and then meeting them/opening our lives and homes/trusting God/accepting risks/being willing to fail/etc.*)



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**Dianne and Shane McNary, Slovakia**

**MINISTRY FOCAL GROUP: ROMA PEOPLE**

## ■ ■ ■ OPENING ACTIVITY

### **Supplies Needed:**

- Adhesive name tags and Sharpies
- Profile Cards for each Group (Crabs, Chickens, Gators, Flamingos and the Peacock)
- Options: Use inexpensive hats that depict each of the chosen groups (available on-line).

## ■ ■ ■ INSTRUCTIONS:

Divide the group into four relatively even teams with one person on their own. Distribute names tags and Sharpies. Discreetly give each group one behavior profile card. Tell them to write the appropriate title on their name (Crab, Chicken, etc.) Allow a few moments for everyone to review the behavior profile given to them.

### **Crab Behavior Profile:**

Prefer Gators/hate Chickens/scared of the Princess/indifferent toward Flamingos

### **Chicken Behavior Profile:**

Prefer Crabs/hate Gators/randomly gangs up on the Princess/ignore Flamingos

### **Gator Behavior Profile:**

Prefer Chickens/hate Crabs/curious about Princess by shy/argue with Flamingos

### **Flamingo Behavior Profile:**

High regard for Chickens, Gators, and Crabs

### **Peacock Behavior Profile:**

Won't associate with Gators, Chickens, or Crab/polite but not over-friendly with Flamingos



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**NOTE:** If you prefer not to use the animal names, avoid using actual people groups. The goal focuses on the dynamics of how we relate without adding cultural or ethnic layers at the beginning of this session.

**SAY:** Each of you belongs to a certain group with unique preferences and dislikes. Do NOT share your profile information with anyone outside of your group. In a moment, we will all begin to move around the space. You will need to relate to others as dictated by the profile card I provided.

**ASK:** Does anyone have a question before we begin?

**SAY:** All right! Begin moving around and interacting with each other.

## INSTRUCTIONS

Allow youth to interact for at least three or four minutes. They will likely begin to recognize patterns of response from others. After a few minutes, circle up and sit down together to debrief the activity.

## DEBRIEFING QUESTIONS:

**ASK:** Who were you most eager to hang out with during the activity?  
(*Different groups will have specific answers.*)

**ASK:** What happened to you while trying to interact with other groups?  
(*Treated rudely, got ignored, felt sort of tolerated, etc.*)

**SAY:** During this activity, you were mistreated by other groups and you mistreated other people yourself. You were not given a reason for why you preferred one group over another.

**ASK:** What are some reasons why certain people groups in the real world get mistreated? (*Ethnic prejudice, economic disparity, religious affiliation, academic limitations, physical disabilities, lack of power, no cultural influence, lack of advocacy, etc.*)

## RENE'S STORY

**SAY:** The Roma people of Slovakia and Czechia represent part of the largest minority group in Europe. Their nomadic origin story began centuries ago and it documents movement from northern India into Europe. They endure bias and even hatred simply due to their heritage. We're going to be introduced to Rene in a video. He will talk about his evolution as a minister from within this culture. He will also share how he navigated mistreatment even as he attempts to serve others.

**Watch** video "Slovakia: Rene Impact Story" at [www.cbf.net/ogm](http://www.cbf.net/ogm).

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**ASK:** How does hearing his story make you feel? (*Upset, angry, shocked, sad, inspired, moved, etc.*)

**SAY:** One of the things he shared was this: “It’s hard to live in this society when you have the label of being Roma on you. But, we try to live with it and encourage the people around us that we should be proud of being Roma and live justly, live honestly . . . the distinction is not made between being a decent Roma and an indecent Roma.”

**ASK:** Can you relate in any way to what life is like for Rene and the Roma people? How so? (*People judge me based on my ethnicity/I feel under-appreciated or underestimated because I’m young/I’m more capable than some people think because of my appearance/some people lump all Christians together in a very negative way/too often Christian perspectives in the media make us all seem judgmental, intolerant, ignorant, or hypocritical/ etc.*)

**Display** their responses.

**SAY:** Rene mentioned that a fear of Roma people impacts relationships before any interactions take place. Some feel hatred toward them as a group.

**ASK:** Which people groups in our own country are impacted by fear and hatred whether or not they are in actual relationships with those who oppose them? (*Migrants, immigrants, members of the LGBTQ community, ethnic groups, unhoused persons, etc.*)

**SAY:** Rene deals with cultural prejudice. He had a mentor turn on him and spread rumors. God helped Rene see beyond difficult circumstances. God gave Rene courage, perseverance and affirmation. Let’s look again at our theme verse.

**Display** the focal verse electronically and reuse the poster from the last session.

“May the God of peace . . . equip you with every good thing to do his will, by developing in us what pleases him through Jesus Christ. To God be the glory forever and always. Amen.” –*Hebrews 13:20-21 (Common English Bible)*

**SAY:** God equipped Rene in helping him to become a tremendous witness for Christ.

**ASK:** How is Rene serving others and by so doing pleasing God? (*Serves as pastor/builds Roma lay leaders/worked as a hospital chaplain/coordinates Cooperative Baptist Fellowship work with Roma people/does conferences with other Roma ministers/helps people overcome their prejudice/etc.*)

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## ■ ■ ■ CLOSING ACTIVITY

### Supplies Needed:

- One paper plate per person (not foam)
- One pen or marker per person

**Distribute** the plates and markers

**SAY:** Take a few moments to write down some of your abilities or interests. *(Speak a foreign language/sing/play a sport/draw/write/mathematics/leader/good listener/cooking/babysit/handy with tools/sew /computer knowledge/travel/etc.)*

**Invite** everyone to take turns and share one thing on their plate.

**SAY:** We use plates to serve a meal. Look at your abilities and interests as a starting place for serving other people. Being equipped by God often may grow from our current abilities and interests. We will watch another video about a woman Denisa. She learned about needs in the Roma community and God equipped her to make a difference.

**Watch** video: “Denisa Impact Story”

**ASK:** What kind of group did Denisa join as an on-line participant?  
*(Discussion club that provided English language partners)*

**ASK:** What is her occupation? *(teacher)*

**SAY:** By listening to Denisa’s story, we learned that she has always been a teacher. She started out helping teach teenagers how to make dresses—a practical skill. Denisa told us that she taught in various language schools. These connections helped her make a discovery related to the Roma people.

**ASK:** What did she find out? *(A small village school for Roma children existed.)*

**SAY:** Denisa knew that Roma children faced discrimination. She made the decision to visit the school. Upon seeing the children, she told herself, “I have the qualifications to do this. I could do this—and maybe I would love it.” While many people in that culture remain indifferent at best to the educational needs of the Roma children, Denisa is allowing God to guide and equip her. The video ends with her sharing these thoughts: *“God is the creator of everything. [God] is the one who made you, made me, made everything that’s around us. . . Please God, help me to go on a way that is good in your eyes.”*

**ASK:** How has Denisa’s faith equipped her to minister to Roma children?  
*(God loves and values everyone; she believed that offering her abilities to God through serving those children would please God AND bless her/helps her empathize/motivates her/etc.)*

**SAY:** Look back at the things you wrote down on the paper plate. Imagine them as avenues of service that please God.

**Divide** into pairs or groups of three and respond to the following questions.

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**ASK:** Based on the things you wrote down, what are you equipped to do with guidance from God about whom to serve?

As part of the global fellowship of believers who follow Christ, how is Denisa's life an encouragement to you? *(I can follow her example and respond when God shows me people in need/her life helps me see that God uses practical skills to accomplish spiritual things/etc.)*

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Lita and Rick Sample,  
*San Francisco Bay Area*

## ■ ■ ■ OPENING ACTIVITY

### Supplies Needed:

- Roll of caution tape (could substitute crepe paper streamer)
- Roll of painter's tape or masking tape
- Two sturdy, heavy objects (standard folding tables or several stacked chairs)
- Option: Olympic theme music queued up on a smart phone

## ■ ■ ■ INSTRUCTIONS

Today's session includes a focus on ministry with migrants and immigrants. These individuals face significant hurdles as they transition to life in the United States. This activity uses literal hurdles as an object lesson. Before youth arrive, place two tables or two stacks of chairs at least seven feet apart. If space permits, place them 8-10 feet apart for added safety.

Pre-cut caution tape or paper streamers into stripes one foot longer than the space between the tables/chairs (caution tape will not tear as easily and could be reused during this activity). (8 feet in length for 7 ft gap/9-11 feet in length for 8-10 ft gap)

Use painter's tape or masking tape to lightly secure a length of caution tape or streamer between two stacks of chairs or two tables.

**NOTE:** The height of a standard folding table (29 inches) is almost the right height for a standard hurdle (30 inches). Using stackable chairs will allow you to match the exact height. Later in the activity, you will provide a visual of the highest hurdle used in track and field events (42 inches).

Assess the size of your anticipated group. Students will be given an opportunity to hurdle over the streamer/caution tape. You will need enough paper streamers pre-cut to keep things moving. The sturdier plastic used for caution tape will allow it to be reused multiple times.

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**SAY:** The Summer Olympic Games take place in Paris from July 6 through August 11 of 2024. The track and field events comprise a major part of the competition. Watching world-class athletes fly over hurdles always grabs the attention of spectators. Today you have a chance to give it a try!

**ASK:** Has anyone ever run hurdles in a competition? *(If someone has done this, she or he could share a race story.)*

**SAY:** As you can see, I prepared a very wide hurdle. The caution tape/streamer will come off easily if a hurdler touches it. I want you to experience the challenge of trying to deal with a hurdle. Our hurdle is 30 inches high—the standard height for runners in middle school.

## INSTRUCTIONS

Give youth an opportunity to take turns attempting to get over the hurdle. Option: Play Olympic theme music as they “compete” (*Summon the Heroes* by John Williams).

## DEBRIEFING QUESTIONS

**ASK:** Who tried hurdling for the first time today? *(observe raised hands)* What were you thinking before you tried to clear the hurdle? *(Uncertain/nervous/confident/didn't want to look foolish/didn't want to fail/nothing really because it looked easy/etc.)*

## INSTRUCTIONS

Reduce the gap between the tables or stacked chairs to 4 feet. Raise the height of the caution tape or streamer by one foot to 42". Stackable chairs should allow you to simply secure the caution tape or streamer higher. If using folding tables, place something 12" tall on top of each table. Make sure each item has a bit of weight to accommodate the strip of caution tape or streamer being strung between the tables. Two stacks of books would work. Youth will NOT attempt to hurdle at this height.

**SAY:** Olympic athletes compete in a lane only four feet wide. Each hurdle is 42 inches tall—that's 12 inches higher than the height we used today.

**ASK:** Even for those who have tried hurdling before today, how would you feel about trying to clear an actual hurdle at full height made of harder materials with less space to compete? *(Overwhelmed/afraid to try/discouraged because it seems impossible/I'm too short/I might get hurt/afraid/intimidated/ready for a challenge/eager to try/hopeful/etc.)*

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**SAY:** Being equipped to handle this physical challenge would require training and practice. Let's talk about a completely different kind of hurdle or challenge. Imagine that you have arrived in the United States as a migrant (move around to find work or a better life) or as an immigrant (permanently relocates to another country).

**ASK:** What hurdles or challenges would you likely or quickly encounter? (*Language barrier/securing housing/finding employment/obtaining healthcare/enduring prejudice/being exploited/needing training/accessing education/etc.*)

**Display** their responses.

**ASK:** What would need to happen to clear cultural hurdles and build a better life? (*Meeting advocates/learning the English language/being hired by a trustworthy employer/finding a place to stay/figuring out transportation/attending school/participating in church ministries/interacting with kind neighbors/building friendships/etc.*)

**Display** their responses.

**SAY:** In a general way, we identified some hurdles and we offered favorable outcomes. Being equipped to achieve good outcomes brings us back to our focal passage of Scripture.

**Display** the focal verse electronically and reuse the poster from the last session.

"May the God of peace . . . equip you with every good thing to do his will, by developing in us what pleases him through Jesus Christ. To God be the glory forever and always. Amen." –*Hebrews 13:20-21 (Common English Bible)*

## ZAR'S STORY

**Be Zar – True or False Rewind:** Read each statement and have youth respond True or False.

- Zar and her ancestors belong to an ethnic group known as the Karen people. (*true*)
- Zar lived in a refugee camp for two years. (*false: 12 years*)
- Zar could only go outside for two hours a day in the camp. (*false: had to stay inside*)
- Myanmar (Burma) shares its southern border with India. (*false: Thailand*)
- The Karen people endure persecution from their own government. (*true*)

**SAY:** She summarized her story by saying, "[The] Karen people need . . . peace, . . . justice, and . . . freedom.



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**ASK:** How did the challenges Zar faced in the refugee camp equip her for serving others? *(She knows how it feels to be persecuted/she understands living in a different culture while wanting to preserve her own/she faced injustice/she knows peace remains elusive for many around the world/she lacked the freedom to even be outside as a refugee/etc.)*

**ASK:** How is God using Zar to equip kids attending the Karen Children's Sunday school? *(Teaching bible story/showing them God's love/demonstrating how to read the bible/making disciples who are being taught to follow Jesus – through prayer and worship/etc.)*

**SAY:** Think about the people who served as mentors and guides in your own faith journey. They did similar things to help you understand who Jesus is and how to follow Him. Their faithfulness played an important part in equipping you to know God and serve others.

## CLOSING ACTIVITY

**SAY:** Our final video introduces us to a man named Kyaw Soe. He was equipped, even as a refugee, to serve God in meaningful ways. Because other Christians helped him grow closer to Jesus, Kyaw trusted God to use him to equip others by using his talents.

**Watch** video: “California: Impact Story, Kyaw Soe” at [www.cbf.net/ogm](http://www.cbf.net/ogm).

**SAY:** Kyaw mentioned having “no voice” in Burma as a refugee. He said that they were just expected to obey their captors and “cook for them, carry their weapons, and built their military bases.”

**ASK:** How would you feel facing such difficult circumstances? *(Discouraged/angry/frustrated/helpless/hopeless/rebellious/overwhelmed/resentful/vengeful/depressed/etc.)*

**ASK:** Are you surprised to learn that a Bible school / Baptist Seminary inside the refugee camp was equipping leaders? Why or why not? *(Yes, when would they have time to learn/Yes, I'm not sure my faith would survive all that they went through in the camp/No, God is bigger than any situation/No, God finds a way/etc.)*

**SAY:** When Kyaw Soe arrived in the United States, he quickly discovered that the Karen Church needed a pastor. People viewed him as the right person for this responsibility. In his family, they talked about Jesus and encouraged other people to have a relationship with Christ.

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## INSTRUCTIONS

**Divide** youth into groups of three.

### Questions to Consider:

- How has God equipped you to do good things that please God?
- How would you talk about Jesus to someone who was curious about your faith?
- How have the circumstances of your life equipped you to serve others?

**SAY:** We are part of a big family. The Global Church means God is doing good things all over. Cultures interact due to things like migration and immigration. Our awareness of what God is doing across the globe is a click away due to modern technology.

**ASK:** How has learning about what God is doing in places like Spain, Slovakia and San Francisco helped you see connections between those believers and our congregation/youth group? *(We all face challenges/building friendships matters/sharing a meal makes a difference/taking time to worship, pray, and study the Bible equips every culture/etc.)*



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