



THE

CONVERGENCE

TWO PATHS. CHOOSE ONE.

SUMMER 2017

FUGE CAMPS

AFTER CAMP
BIBLE STUDIES



INTRODUCTION

Four Bible studies are provided for your use after camp on Sunday mornings, Wednesday nights or any other time that best suits you and your group. These lessons continue the camp theme of Godly decision making and discernment. The material is designed to help students who attended camp to retain and put into practice what they learned and decisions they made while at camp. At the same time, these Bible studies will work fine with students who did not attend FUGE Camps. This could be a good time to build interest in FUGE Camps for next summer.

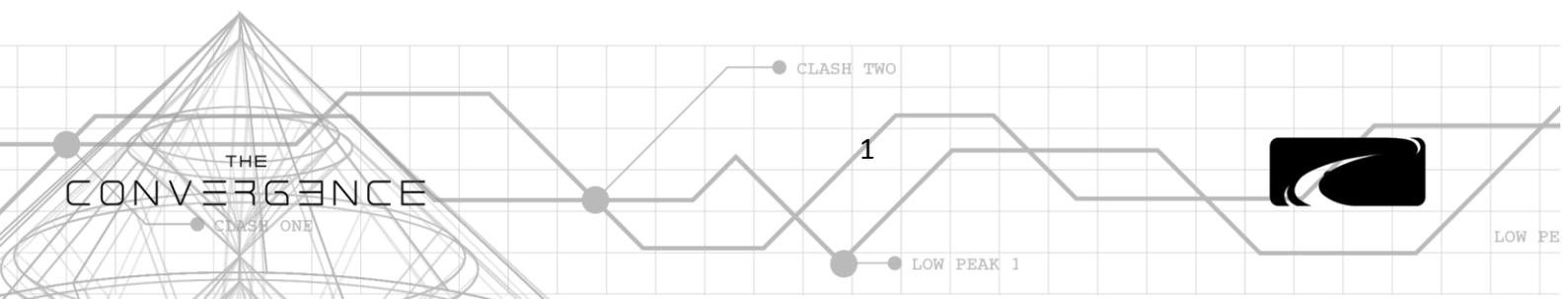
EDITOR: Anna Miller

THEOLOGICAL REVIEWER: Dr. Ed Thiele

GRAPHIC DESIGNER: Nate Farro and Kayla Jeffers

Copyright © 2017 LifeWay Christian Resources of the Southern Baptist Convention-Printed in the United States of America.

All Scripture quotations are taken from the Christian Standard Bible®, Copyright 2017 by Holman Bible Publishers. Used by permission.



SESSION 1 — FOLLOW THE PLAN

The Question:

Why does God care about the decisions I make?

The Point:

God has a purpose for you.

Scripture:

Jeremiah 29:11; Psalm 32:8-9; 138:7-8

Gather These Supplies:

- Large sheets of paper
- Markers
- Index cards
- Pens
- Bibles

Prepare Ahead of Time:

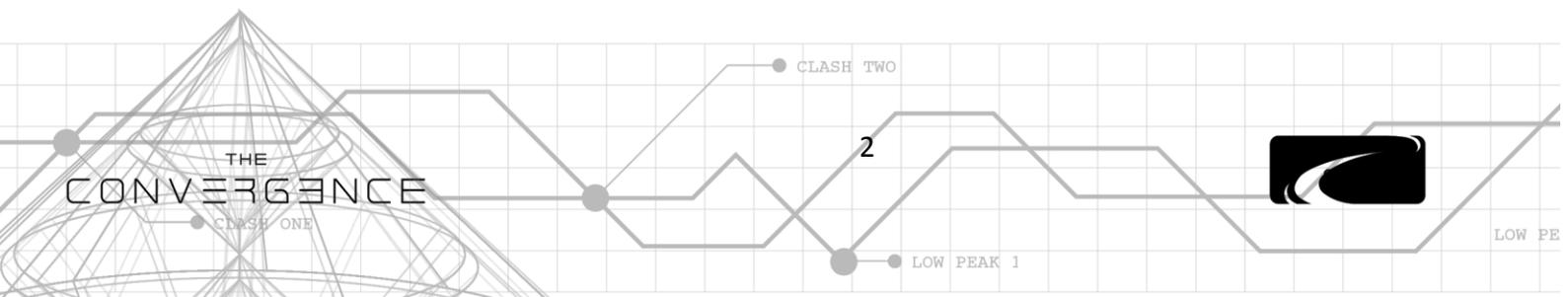
- Write the following on a white board or large sheet of paper.

Your Plan	vs	God's Plan
Life focused on self	vs	Life focused on God
Confidence in own ability	vs	Confidence in God
Overly proud of self	vs	Humble before God
Depending on self alone vs		Depending on God
Pleasing one's own desires	vs	Yielding to God's desires
Seeking to please the world	vs	Seeking first the kingdom of God
Limited human perspective	vs	Looking for God's perspective

- Write the following on a white board or large sheet of paper.

3 Steps to Fail-Proof Decisions

1. Be rightly related to Christ (2 Cor. 5:14-21).
2. Pursue a life of worshiping God (2 Cor. 5:9).
3. Recognize God as sovereign over everything (Prov. 16:9).



TEACHING PLAN

Get Started

Group students into two teams, preferably of the same gender. Give each group a large sheet of paper and marker. Allow two minutes for teams to list all of the choices they make in a given day. Discuss the lists of choices and how those choices often lead to more choices. (For example: The choice to drive your car to school leads to the choice of stopping to get gas which leads to the choice of maybe getting something to eat and so on.)

Distribute an index card and pen to each student. Instruct students to write down on their cards a choice for each of the following: make of car, type of chips, variety of cereal, fit of denim jeans, type of music, brand of shoes, type of toothpaste, how to spend a free day. Allow time for some sharing, as time permits.

Make this point: We have many choices. These choices can be confusing or downright mind-blowing—even just to decide on one item at the grocery store.

Introduce the Question

Ask: **“How much thought do you give to the decisions you make?”**

“Do you think God cares about your decisions? Why or why not?”

“Why would God care about your decisions?”

Say: **“God cares about your decisions because He has a purpose for you. Perhaps we don’t really think all of our decisions matter to God. But even if we understand that God cares, we may not understand why He cares.”**

Apply Life Principles

Use the following Scriptures and bulleted teaching ideas/statements to communicate each of these life principles related to the question for this session.

A. He has good plans for you.

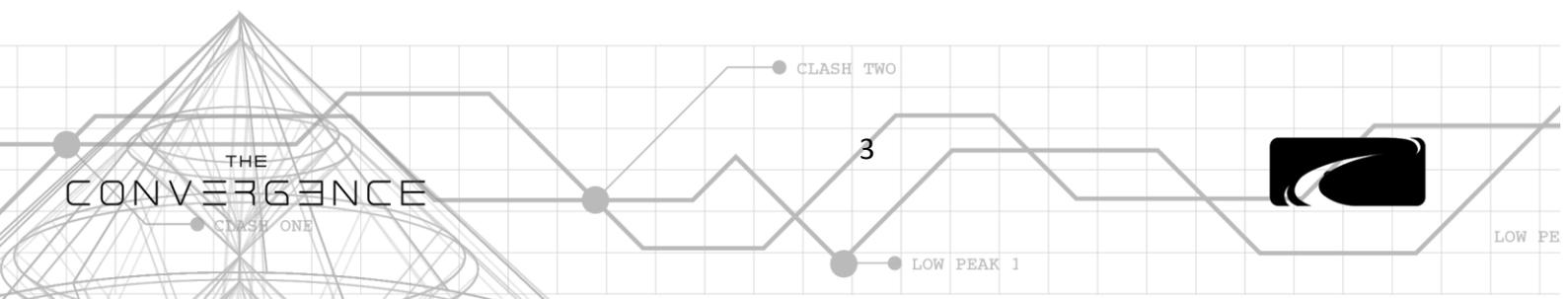
Read Jeremiah 29:11. This was written for a specific group of people but the principle applies to us.

Share: Jeremiah wrote letters to the Jerusalem exiles held captive in Babylon. False prophets said they would return home soon. Jeremiah made it clear that it would be 70 years (Jer. 29:10) but that God had a good plan. Jeremiah preached that Babylon would fall and salvation was on the other side of divine wrath for the exiles. While these words were written to the exiles, the truth is that God has good plans for each of us.

Ask: **“How do you define ‘good plans’?”**

“What good plans do you think God has for you?” (Allow students to ponder this and not share.)

“Do you really believe God has a good plan for you? If you believe that, how should that impact your day-to-day life and the choices you make?”



Direct students' attention to the white board or poster with "Your Plan vs. God's Plan." Go over each point together.

Your Plan	vs	God's Plan
Life focused on self	vs	Life focused on God
Confidence in own ability	vs	Confidence in God
Overly proud of self	vs	Humble before God
Depending on self alone	vs	Depending on God
Pleasing one's own desires	vs	Yielding to God's desires
Seeking to please the world	vs	Seeking first the kingdom of God
Limited human perspective	vs	Looking for God's perspective

Say: **"We have plans. God has plans. We need to be sure that we understand God's good plan."**

B. He wants to show you the way.

Ask: **"What are some things we allow to control us?"**

"What do we allow to instruct us?"

"What are negative sources of counsel?"

Read Psalm 32:8-9. We are to be controlled differently than an animal.

Discuss: **"What does God promise in these verses?"**

"What does it mean to receive 'counsel' from someone? from God?"

Discuss the "Bit" information below:

Bit: A metal bar fastened to the muzzle end of the horse's bridle. The bit was inserted in the horse's mouth between the teeth and was used to control the horse. Some bits had spikes that stuck in the side of the horse's mouth when the reins were applied. The pain made the horse more responsive to the rider's command. The metaphor is used in Scripture to refer to forms of control.

Ask: **"Do you believe God wants to guide you?"**

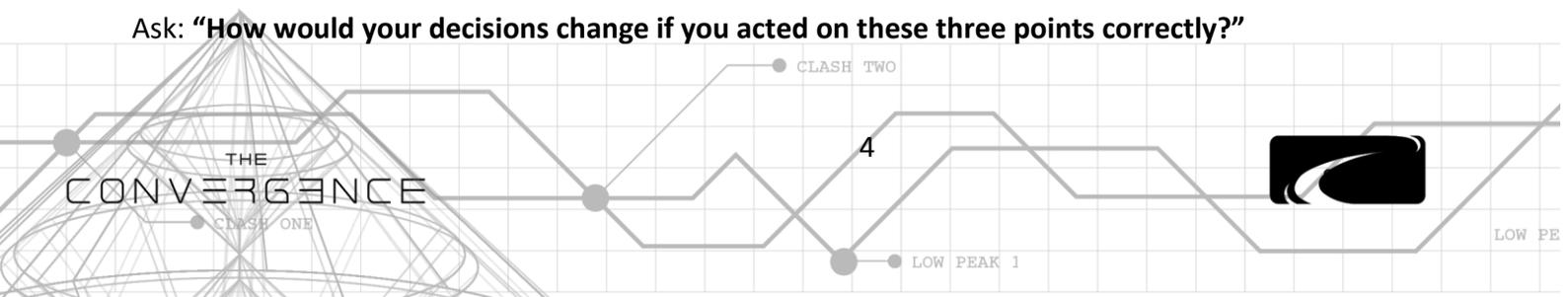
"How does God show you His way?"

Direct students' attention to the white board or large sheet of paper with the "3 Steps to Fail-Proof Decisions." Lead students to list these on one side of the index card they used earlier.

3 Steps to Fail-Proof Decisions

1. Be rightly related to Christ (2 Cor. 5:14-21).
2. Pursue a life of worshiping God (2 Cor. 5:9).
3. Recognize God as sovereign over everything (Prov. 16:9).

Ask: **"How would your decisions change if you acted on these three points correctly?"**



Say: **“God has good plans for us and wants us to know His way. Ask rhetorically: “How is God wanting to guide your life right now?”**

C. He desires to complete His purpose in you.

Read Psalm 138:7-8. God promises to complete His will in you.

Ask: **“What is promised in these verses?”**

“Do you feel God is fulfilling a purpose in you?”

“What is it?”

Review “The Life of David” below. For students who attended camp, they spent all week learning about David and his decisions. Ask if they can contribute more examples from the life of David.

The Life of David

David is just one example of God’s plan in action. God had a plan and purpose for David and He completed His work. From His selection of David as Israel’s next king, to his defeat of Goliath, to his coronation as king, and even through his sin, God was there and God ultimately fulfilled His purpose in David’s life.

Ask: **“How do you see Psalm 138:7-8 demonstrated in the life of David?”**

“What is the evidence of God’s work?”

“How could God be completing His purpose in you now?”

Wrap It Up

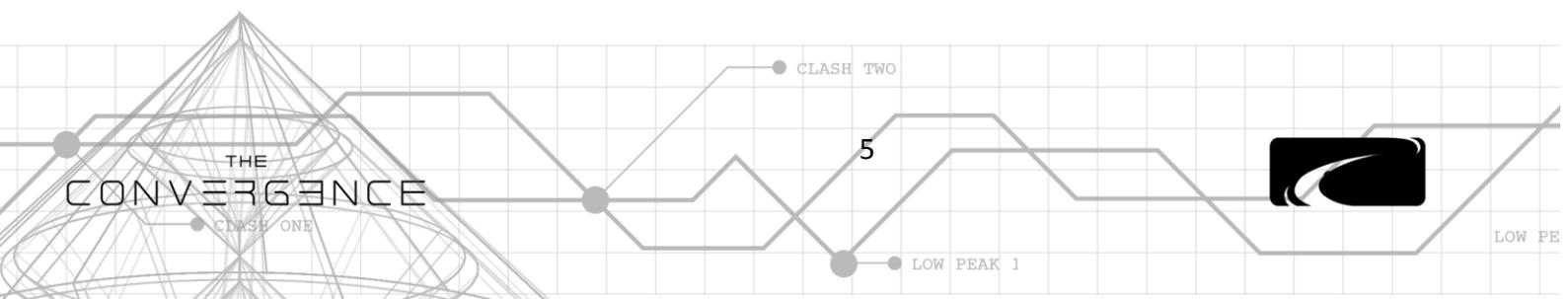
Use these ideas to drive home the point for this session. Challenge students to act upon the truth of this study during the coming week.

Say: **“God has good plans for us. God wants to show us His way. God wants to complete His purposes in us.”**

Ask: **“What are some decisions for which we can pray with you?”**

Form small groups. Instruct students to share some decisions with which they are facing. As a group, pray for one another and the decisions that will be made this week.

Encourage students to keep their index card with the “3 Steps to Fail-Proof Decisions” written on it and place it somewhere they will see it this week. Challenge them to use these steps in making decisions in the days ahead.



SESSION 2 — ASK FOR HELP

The Question:

How can God guide my decisions?

The Point:

Trust God and follow His leading.

Scripture:

Proverbs 3:5-7

Gather These Supplies:

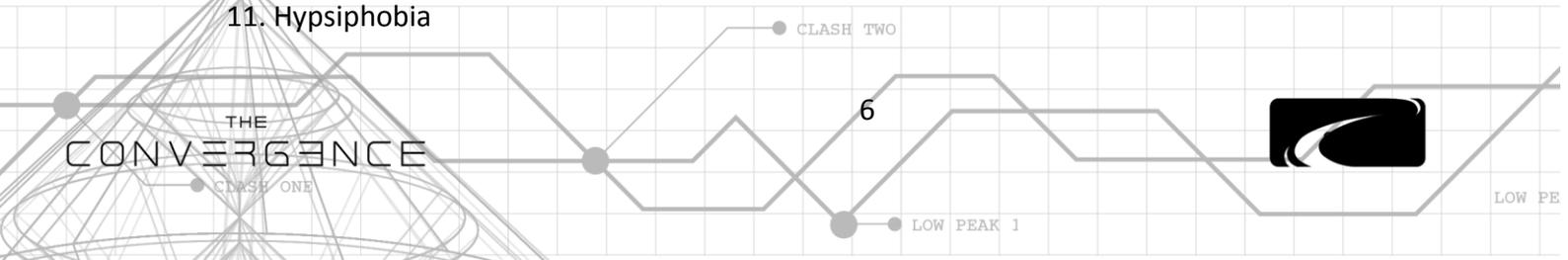
- Maps (optional)
- GPS (or pic of one)
- Paper hearts
- Markers/pens
- Index cards

Prepare Ahead of Time:

- If you collected maps, display them around the room.
- Cut out small paper hearts—one for each student.
- Print each of the historical misconceptions on a separate index card:
The Earth is flat.
Ben Franklin discovered electricity.
Pluto is a planet.
Cinderella wore glass slippers.
Al Gore invented the Internet.
Tomatoes are poison.
- Print the phobias and their definitions on separate large sheets of paper and post in the room.

Phobias

1. Alektorophobia
2. Algophobia
3. Arachnophobia
4. Autophobia
5. Decidophobia
6. Mycrophobia
7. Ornithophobia
8. Panophobia
9. Nelophobia
10. Neophobia
11. Hypsiphobia



Definitions

- a. Fear of birds
 - b. Fear of being alone or of oneself
 - c. Fear of chickens
 - d. Fear of everything
 - e. Fear of pain
 - f. Fear of height
 - g. Fear of glass
 - h. Fear of small things
 - i. Fear of spiders
 - j. Fear of making decisions
 - k. Fear of anything new
- Print the definitions of “reverence” and “awe” on a white board or large sheet of paper and display.
Reverence: Respect or honor paid to a worthy object.
Awe: Emotion combining honor, fear, and respect before someone of superior office or actions.

TEACHING PLAN

Get Started

Choose one of the following ways to discuss directions:

- Display a variety of maps around the room.
- Show and share about a GPS.
- Guide students to pull up Maps on their phones.

Ask: **“Are you directionally challenged? If so, when has this gotten you into trouble?”**

Form teams of two or three and instruct teams to discuss times when they have been lost. What happened? How did you get lost? How did you find the right way to go? Did you get directions from a map or GPS system?

Discuss: **“What does it feel like to be lost?”**

“What are some tools you can use to keep you from becoming lost?”

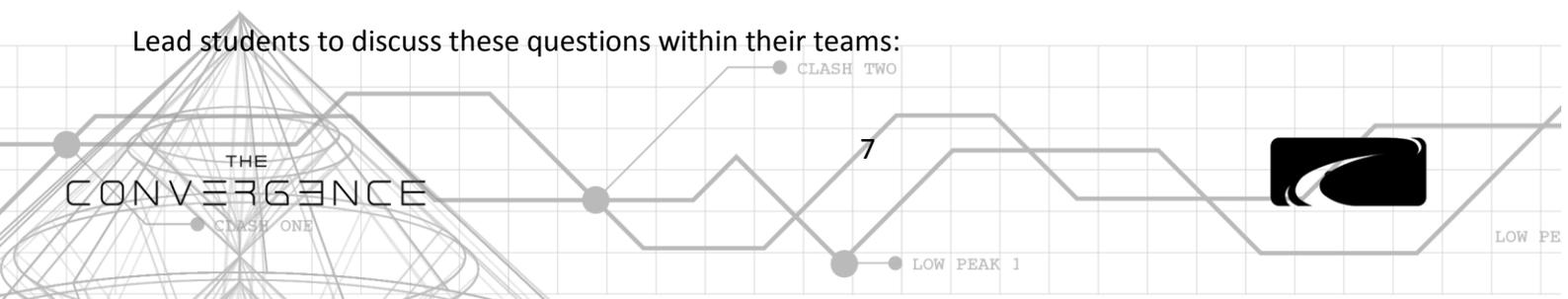
Introduce the Question

Ask: **“When is life difficult? Why is life difficult?”**

Spend time identifying things students may be going through currently that are difficult.

Say: **“Instead of viewing life and its decisions as a maze, we can realize that trusting God can provide proper direction.”**

Lead students to discuss these questions within their teams:



“When have you felt that life is a maze and you did not know which way to go?”

“Have you ever been confused when making a decision, not knowing what to do? How did you decide?”

Allow sharing, as time permits.

Say: **“Sometimes we get lost. It happens to the best of us. Decisions of life can be tough, but we can trust God and follow His lead in our decisions.”**

Apply Life Principles

Use the following Scriptures and bulleted teaching ideas/statements to communicate each of these life principles related to the question for this session.

A. Trust Him with all your heart.

Read Proverbs 3:5-7. We are to trust in the Lord with “all” of our heart.

Ask: **“What do you think it means to trust the Lord? What does this kind of trust look like?”**

Read and discuss the definition of “trust” below in relation to trusting God.

Trust: 1) Belief in the reliability, truth, ability, or strength of. 2) Allow someone to have, use, or look after with confidence. 3) Commit to the safekeeping of. 4) Have confidence; hope. 5) Place reliance on.

Ask: **“Who in your life seems to have genuine confidence in God?”**

“Would anyone choose you as an example? Why?”

Read and discuss reactions to “Lead Your Heart” below.

Lead Your Heart

Movies, media, and culture say to “follow your heart.” Instead of following your heart, you must choose to lead it. If you are not leading your heart, someone or something else will.

Distribute a small paper heart and pen or marker to each student and direct them to write the words, “Lead Your Heart” on it. Challenge them to keep this in their pocket, wallet, purse, or a backpack as a reminder to lead and not follow their hearts.

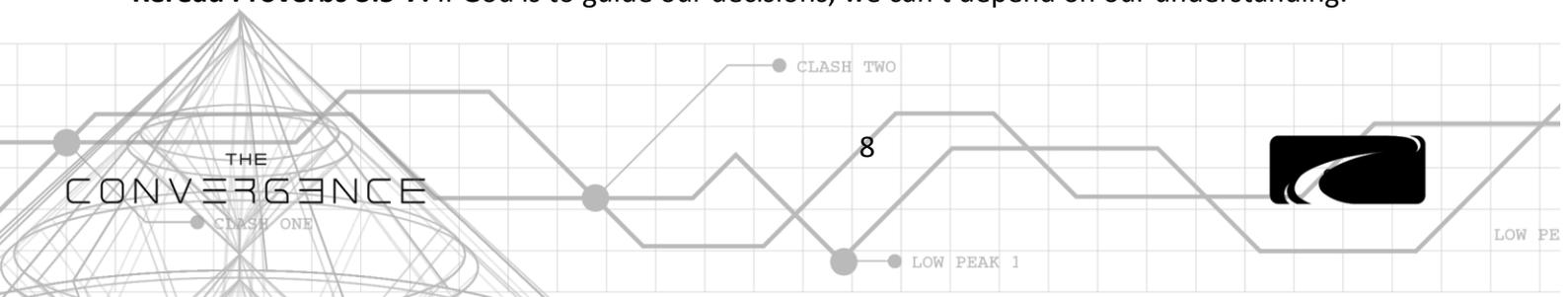
Read and discuss the quote from St. Francis de Sales below:

“We shall steer safely through every storm, so long as our heart is right, our intention fervent, our courage steadfast, and our trust fixed on God.”

Ask: **“What would that kind of trust look like in your life?”**

B. Don't depend on your own understanding.

Reread Proverbs 3:5-7. If God is to guide our decisions, we can't depend on our understanding.



Ask: **“What are some examples of people in the Bible who did not fully understand what was happening but continued anyway?”** (*Noah, Moses, Abram, Mary, the disciples, etc.*)

Distribute to six students the historical misconceptions on separate index cards. One at a time, instruct these students to read aloud the statements on their cards.

Historical Misconceptions

- The Earth is flat.
- Ben Franklin discovered electricity.
- Pluto is a planet.
- Cinderella wore glass slippers.
- Al Gore invented the Internet.
- Tomatoes are poison.

Point out how our own understanding can fail us.

Ask: **“What might happen if you trusted God more instead of depending on self?”**
“What is keeping you from doing that?”

C. Follow His guidance.

Review Proverbs 3:5-7. God promises to guide us on the right paths.

Display a GPS or a photo of one and share the information below:

GPS, or Global Positioning System, is a U.S. space-based system providing reliable positioning, navigation, and timing services to users on a continuous worldwide basis—freely available to all. GPS is made up of three parts: satellites orbiting the Earth; control and monitoring stations on Earth; and the GPS receivers owned by users. GPS satellites broadcast signals from space that are picked up and identified by GPS receivers. Each GPS receiver then provides three-dimensional locations (latitude, longitude, and altitude) plus the time.

Discuss: **“What do you use to guide you in your decisions?”**

“How does God guide our decisions?”

“How can God guide us through prayer? the Bible?”

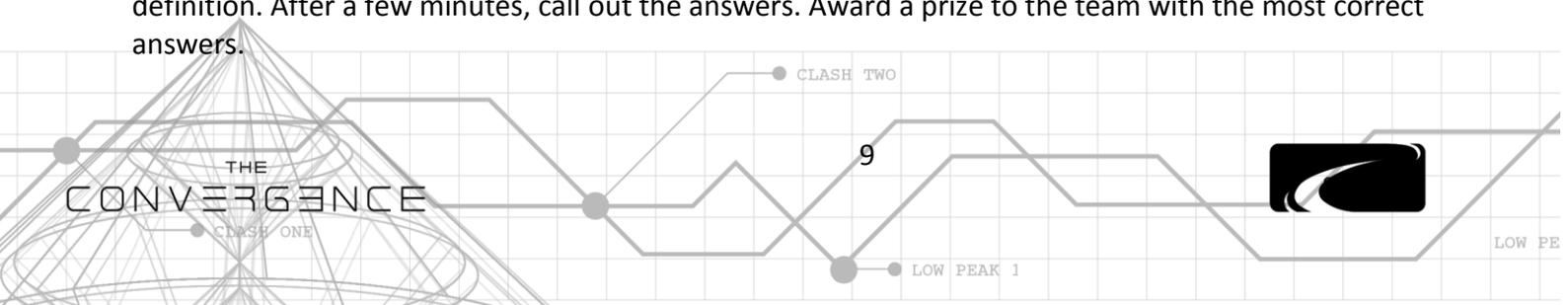
“How often do you use prayer and/or the Bible as a guide for understanding God ways?”

D. Fear the Lord.

Read Proverbs 3:5-7. We shouldn't think we are wise; we should fear God.

Ask students to call out answers to this question: **“What are you most afraid of?”**

Direct students' attention to the phobias and definitions you have posted on a focal wall. Instruct students to form groups of three. Give each an index card. Lead them to work together to match the phobia to its definition. After a few minutes, call out the answers. Award a prize to the team with the most correct answers.



Phobias

1. Alektorophobia
2. Algophobia
3. Arachnophobia
4. Autophobia
5. Decidophobia
6. Mycrophobia
7. Ornithophobia
8. Panophobia
9. Nelophobia
10. Neophobia
11. Hypsiphobia

Definitions

- a. Fear of birds
- b. Fear of being alone or of oneself
- c. Fear of chickens
- d. Fear of everything
- e. Fear of pain
- f. Fear of height
- g. Fear of glass
- h. Fear of small things
- i. Fear of spiders
- j. Fear of making decisions
- k. Fear of anything new

Answers: 1c, 2e, 3i, 4b, 5j, 6h, 7a, 8d, 9g, 10k, 11f

Discuss: **“What does it mean to fear God?”**
“How does fearing God help us make good decisions?”

Point out the definitions of “reverence” and “awe” that you have placed on the wall.

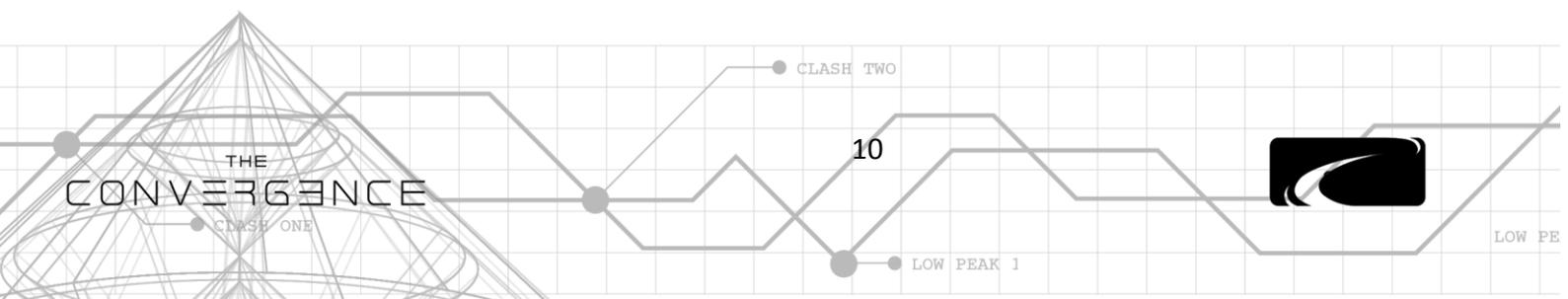
Reverence: Respect or honor paid to a worthy object.

Awe: Emotion combining honor, fear, and respect before someone of superior office or actions.

Discuss: **“How do we show reverence for something? For God?”**
“How do we show awe for something? For God?”

Wrap It Up

Use these ideas to drive home the point for this session. Challenge students to act upon the truth of this study during the coming week.



Give each student a sheet of paper and instruct them to fold it in half and then fold it in half again. Then, lead students to unfold it and see the four sections that were created. Guide them to label each one as follows: Trust God; Don't Depend on Your Own Understanding; Follow His Guidance; Fear Him.

Say: **"To wrap up today, think about at least one decision you are facing this week and list it on your paper. Then, in each section, list ways you can follow each life principle."**

Here is an example.

Decision: Do I go to the party or not?

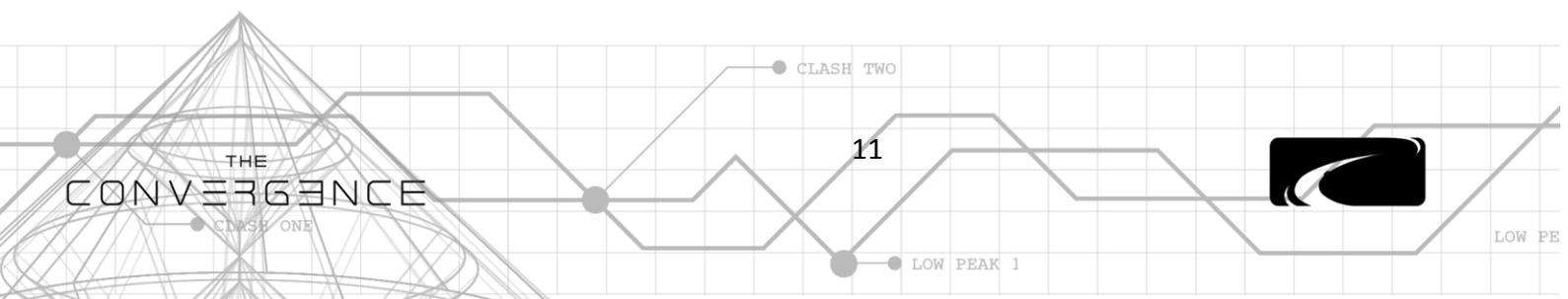
Trust God: Lead my heart.

Don't Depend on Your Own Understanding: Do not allow my friends to talk me into something I will regret.

Follow His Guidance: Look for wisdom in the Bible.

Fear Him: Spend time in prayer, seeking the Lord.

End the session by asking students to pray over their decisions, asking God for help.



SESSION 3 — CHOOSE WISELY

The Question:

What are some guidelines for making good decisions?

The Point:

Pray and choose wisely.

Scripture:

Luke 6:12-13; Ps. 119:101-104; Prov. 4:24-27; 1 Cor. 8:13

Gather These Supplies:

- Paper
- Pens

Prepare Ahead of Time:

- Print the “9 Questions for Godly Decision-Making” on a large sheet of paper or white board.
 1. Am I putting God’s desires before my own? (Matt. 6:33)
 2. Will it help me to love God and others more? (Matt. 22:37-39)
 3. Does this help me fulfill the Great Commission? (Matt. 28:18-20)
 4. Will this help me lead a more holy life? (1 Pet. 1:15)
 5. Will this increase my personal knowledge of Christ? (2 Pet. 3:18)
 6. Is this profitable? (1 Cor. 6:12)
 7. Is this glorifying God with my body? (1 Cor. 6:19-20)
 8. Is this causing another to stumble? (1 Cor. 8:9)
 9. Is this for God’s glory? (1 Cor. 10:31)

TEACHING PLAN

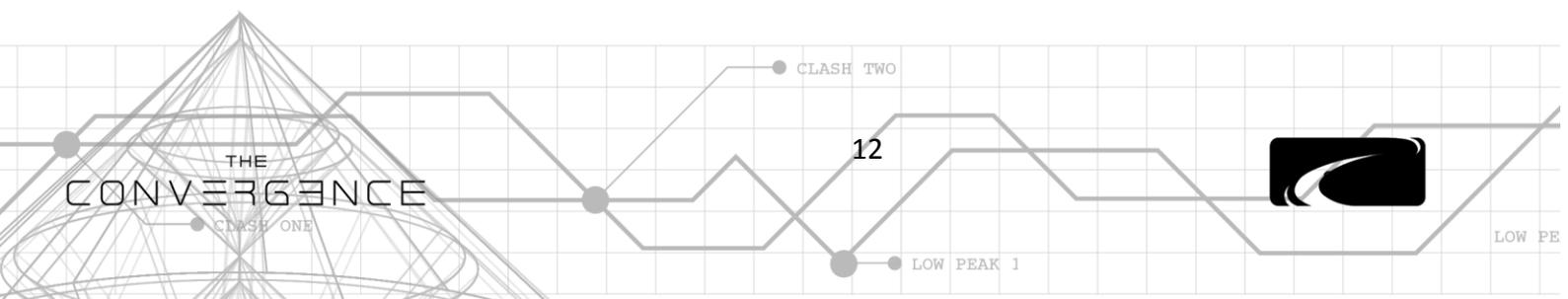
Get Started

Form four groups and give each one of the questions below.

- Whom are you going to marry?
- What are you going to do with your life?
- Where are you going to go to college?
- Whom are you going to take to the dance?

Instruct each group to discuss these questions: **“How do you go about making this decision?”**
“What factors influence how you make decisions?”

Allow time for groups to share briefly.



Say: **“If we don’t care where we are going, it really doesn’t matter what we do. As followers of Christ, however, we have a higher standard to help us make decisions.”**

Introduce the Question

Within their groups, instruct students to discuss: **“What guidelines do your friends use for making decisions? Are they good guidelines?”**

“How are you going to make wise decisions in a world that isn’t typically making good decisions?”

“How do you choose wisely with all the decisions that have to be made daily?”

Allow time for groups to share briefly.

Ask for examples of people the students know personally who make wise decisions.

Say: **“In this session, we’ll dig into some principles for making wise choices.”**

Apply Life Principles

Use the following Scriptures and bulleted teaching ideas/statements to communicate each of these life principles related to the question for this session.

A. Take time to pray.

Read Luke 6:12-13. Jesus took time to stop and pray.

Ask: **“What stands out to you about these verses?”**

“Why did Jesus pray?”

“Why is it important that you pray about decisions?”

Share these reasons for praying:

Why Pray?

- To seek guidance
- To quiet your heart
- To turn focus off self
- To turn focus to God
- To align life with the Bible

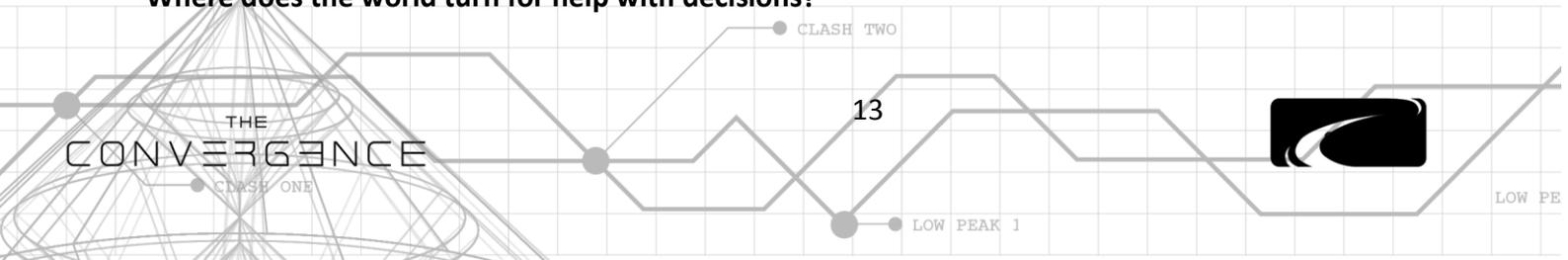
Invite students to add reasons to the list.

Discuss: **“How do you think taking time to pray would change your decision-making process?”**

B. Follow God’s Word.

Ask: **“Where do you turn for guidance on decisions?”**

“Where does the world turn for help with decisions?”



Read Psalm 119:101-104. The psalmist made a decision to avoid evil.

Ask: **“How did the psalmist intend to keep his commitment to avoid evil?”**
“What was his view of God’s Word?”
“Do we view the Bible as a decision-making tool? Explain.”

Share: *Sola Scriptura*—the Bible is the only infallible and inerrant authority for the Christian faith. Discuss reactions.

Ask students to consider what they need to do to more closely follow God’s Word. Encourage them to find a partner and share.

C. Choose right over wrong.

Discuss: **“How do you know the difference between right and wrong?”**

Read Proverbs 4:24-27. God’s Word provides direction and a straight path.

Direct students’ attention to the “9 Questions for Godly Decision-Making” that you have placed on a focal wall.

Distribute a sheet of paper and pen to each student. Walk through and discuss these questions, calling on students to read the Scripture noted for each. Lead students to copy this information on their sheet of paper.

9 Questions for Godly Decision-Making

1. Am I putting God’s desires before my own? (Matt. 6:33)
2. Will it help me to love God and others more? (Matt. 22:37-39)
3. Does this help me fulfill the Great Commission? (Matt. 28:18-20)
4. Will this help me lead a more holy life? (1 Pet. 1:15)
5. Will this increase my personal knowledge of Christ? (2 Pet. 3:18)
6. Is this profitable? (1 Cor. 6:12)
7. Is this glorifying God with my body? (1 Cor. 6:19-20)
8. Is this causing another to stumble? (1 Cor. 8:9)
9. Is this for God’s glory? (1 Cor. 10:31)

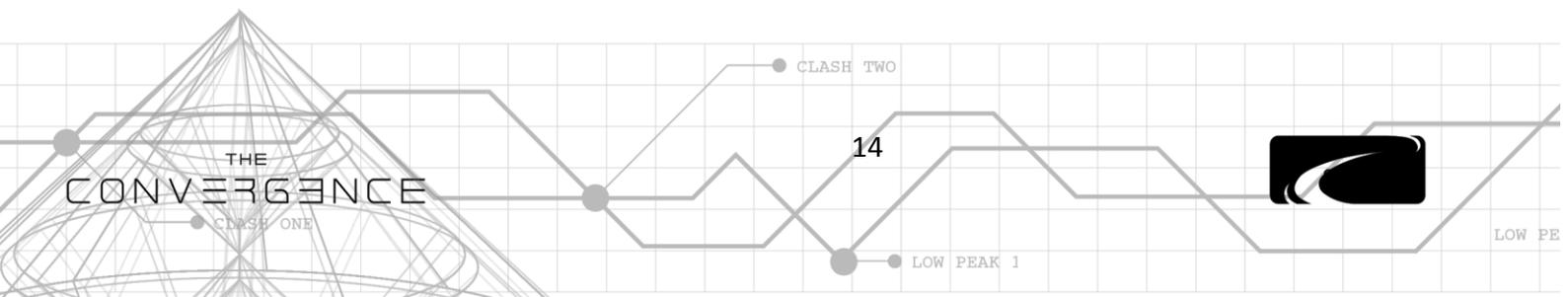
Used by permission. ricksmith.com/blog

Ask: **“How could these questions help guide your decisions?”**
“Which of these questions would be the most difficult for you to address? Why?”

D. Choose best over good.

Discuss: **“What does choosing best over good mean?”** (list examples)

Read 1 Corinthians 8:13. We must be careful not to lead others to stumble.



Guide students to share things that might cause others to stumble or fall.

Discuss: **“What difference would it make in your witness for Christ if you were more conscious of choosing best over good?”**

Wrap It Up

Use these ideas to drive home the point for this session. Challenge students to act upon the truth of this study during the coming week.

Review the timeline below and discuss reactions to it.

A Lifetime of Mediocrity

In Your 20s— Live in your parent’s basement; play video games; don’t work

In Your 30s— Just think about having a career

In Your 40s— Start trying to be an adult

In Your 50s— Try to “find” yourself

In Your 60s— Question everything

In Your 70s— Ponder career move

In Your 80s— Wonder what we are made for

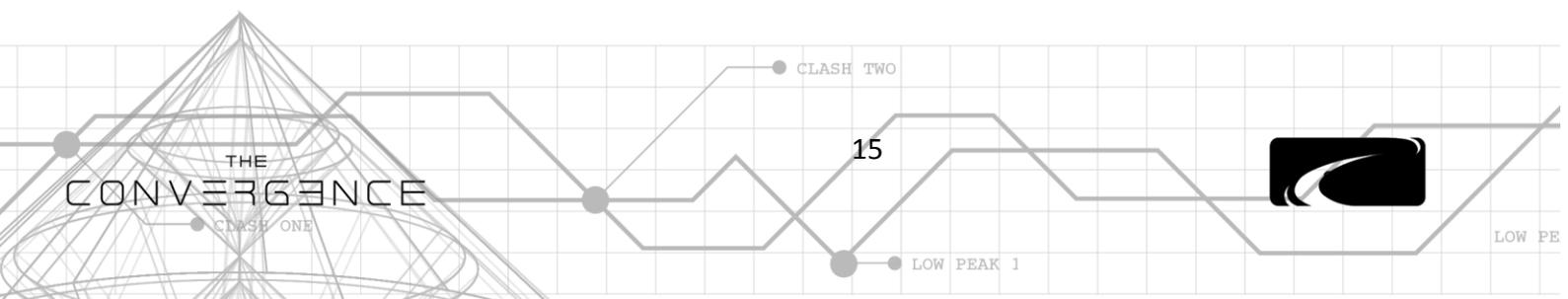
In Your 90s— Still trying to discern what God’s will may be

Ask: **“Do you know people who live this way?”**

“What can we do differently in order to avoid living a mediocre life?”

Say: **“Knowing guidelines for making godly decisions is good, but putting them into practice is best.”**

Allow time for groups to pray about upcoming decisions.



SESSION 4 — AVOID THE PITFALLS

The Question:

How can I keep from making a bad decision?

The Point:

Don't let desire overshadow wisdom.

Scripture:

Genesis 25:29-34

Gather These Supplies:

- Index cards
- Pens

Prepare Ahead of Time:

- Print photos of a pair of dice, tarot cards, a magic 8 ball, and a fortune cookie.
- Print each of the “How Not to Be Impulsive” ideas on separate strips of paper.
 1. Be humble and depend on God for wisdom (Rom. 12:1-2; Jas. 1:5).
 2. Gather all data needed to make a wise decision (Prov. 18:13).
 4. Study direct sayings in Scripture about the issue (2 Tim. 2:15).
 5. Study principles in Scripture concerning the issue (2 Tim. 2:15).
- Before the session, find a student who has exaggerated something and get permission to interview him/her.

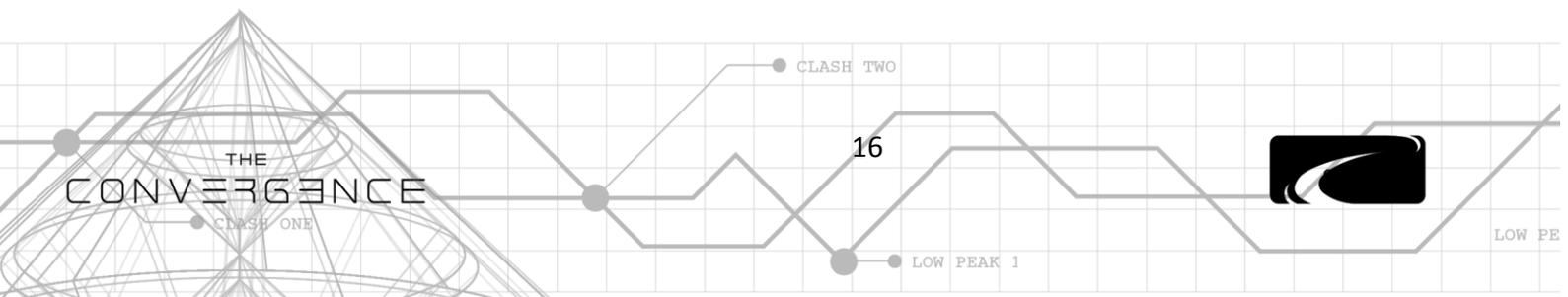
TEACHING PLAN

Get Started

Find photos of the items below and display. Ask: **“What do these items have in common?”** Discuss how these are items that people use to make decisions.

- Dice
- Tarot cards
- Magic 8 ball
- Fortune cookie

Say: **“Maybe you haven't used any of these items to guide you in what to do with your life. But sometimes it may feel as though you are taking chances with things you shouldn't. Instead of dealing with responses such as ‘sources say no’ and ‘cannot predict now,’ this session will focus on how to avoid making bad decisions.”**



Discuss: **“Why would it be foolish to make decisions based solely on what a Magic 8-Ball shows?”**
“How can we avoid these traps when it comes to making decisions?”

Introduce the Question

In several small groups, discuss these questions: **“What is the worst decision you’ve ever made?”**
“How did you make the decision?”
“What did you learn as a result of that decision?”

Share about a time when you made a really bad decision and what happened as a result.

Ask: **“What are some bad decisions you’ve seen your friends make?”**
“Why were they bad decisions?”

Say: **“This session will focus on ways to avoid letting desire overtake wisdom when it comes to making decisions.”**

Apply Life Principles

Use the following Scriptures and bulleted teaching ideas/statements to communicate each of these life principles related to the question for this session.

A. Be careful when you’re tired.

Form small groups and lead students to discuss the following: **“What’s something you’ve done or attended when you were tired? What was the result?”**
“Why are we vulnerable to making bad decisions when we’re tired?”
“What keeps someone from sleeping?”

Allow time for groups to share briefly.

Read Genesis 25:29-34. Esau was exhausted from a full day of activity.

Discuss: **“How can being tired impact your ability to make wise decisions?”**
“How can you avoid those situations?”

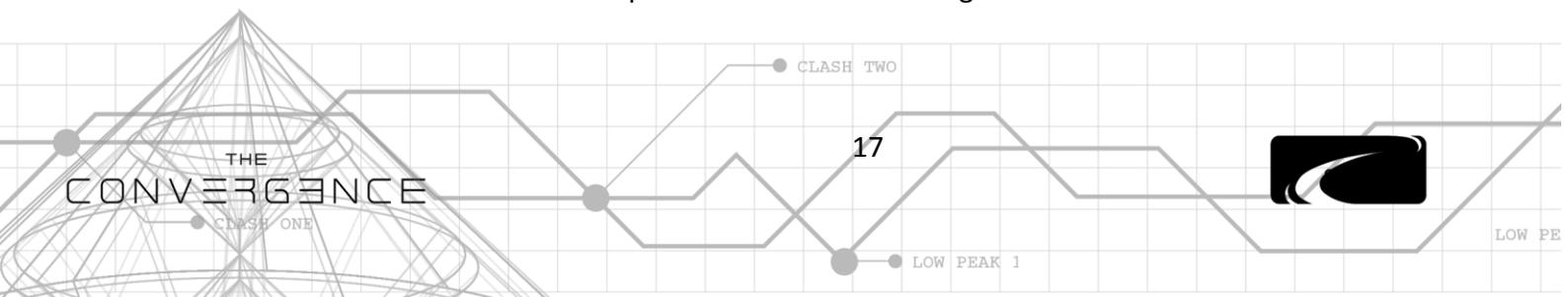
B. Don’t be impulsive.

Ask: **“What does it mean to be impulsive?”**

Invite students to stand if they consider themselves impulsive. Ask some of these students to share why.

Discuss: **“What’s the danger in making decisions too quickly?”**

Review Genesis 25:29-34. Esau was impulsive in addition to being tired.



Ask a couple students to share about a time when they made a decision, and after looking back, they would have made a different decision if they had waited. This may be a good time to share a personal story.

Distribute to five students the “How Not to Be Impulsive” ideas you printed on separate strips of paper. Instruct them to read aloud the idea and Scripture, one at a time.

How Not to Be Impulsive

1. Be humble and depend on God for wisdom (Rom. 12:1-2; Jas. 1:5).
2. Gather all data needed to make a wise decision (Prov. 18:13).
3. Study direct sayings in Scripture about the issue (2 Tim. 2:15).
4. Study principles in Scripture concerning the issue (2 Tim. 2:15).

C. Don't exaggerate the need.

Before the session, find a student who has exaggerated something and get permission to interview him/her.

Ask these questions and others of the student: **“When have you exaggerated something?”**

“Why did you do it?”

“What was the result?”

Review Genesis 25:29-34. Esau exaggerated his need.

Discuss: **“What did Esau exaggerate?”**

“How did it affect his decision-making?”

“How can exaggeration lead to bad decisions?”

Share and discuss this quote:

“We regard God as an airman regards his parachute; it’s there for emergencies but he hopes he’ll never have to use it.”—C.S. Lewis

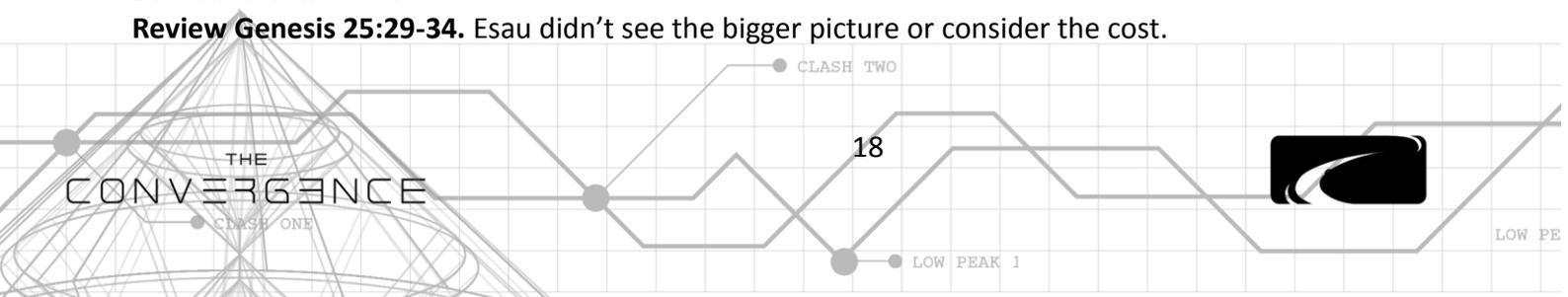
Review the “Decision” cautions below.

DECISION WARNING! USE CAUTION WHEN:

1. Just going with your gut.
2. Setting up conditions.
3. Relying on open doors.
4. Going only on feelings and impressions.
5. Waiting for an audible voice.
6. Seeking inner peace.
7. Holding out for a sign.
8. Interpreting dreams.
9. “Waiting” on the Lord.

D. Consider the cost.

Review Genesis 25:29-34. Esau didn't see the bigger picture or consider the cost.



Ask: **“Why didn’t Esau think about the cost of the birthright?”**

Invite students to consider an extra-curricular activity in which they participate. Then, lead them to think about the costs involved (time, financial investment of equipment/uniform, gas cost for transportation to and from, etc). Allow several minutes for students to share.

Say: **“We need to consider all of the potential costs involved in our decisions.”**

Ask: **“Why is it important to consider the cost?”**

“How will that keep you from making a bad decision?”

Wrap It Up

Use these ideas to drive home the point for this session. Challenge students to act upon the truth of this study during the coming week.

Discuss “What’s It Really Worth?” below.

What’s It Really Worth?

- Is it self-serving?
- Can I thank God for it?
- Is it worth imitating?
- Will it create a desire that will be difficult to control?

Challenge students to consider (and not answer aloud) the following: **“How could your decisions change if you took time to rest, chose not to be impulsive, chose not to exaggerate, and considered the cost?”**

Ask: **“How will the information from these four sessions impact your decision-making practices? To answer this, give students an index card and pen and lead them to complete this statement: I will make better decisions by _____.”**

Challenge students to keep track of the various decisions they face this next week and to practice the various life principles from this unit of study.

Pray and dismiss.

