



Lesson Three: Relinquishing Our So-called Rights (Middle School/High School)

Lesson Themes

- It was in God's plan for Joseph to be unjustly accused.
- God often uses difficulties to transform our lives.
- Jesus gave up His rights and we are to be of the same mind.
- When trials come, we can just survive or we can thrive!

Theme Verse

Philippians 2:5-7 (NLT) – “⁵ You must have the same attitude that Christ Jesus had.⁶ Though he was God, he did not think of equality with God as something to cling to. ⁷ Instead, he gave up his divine privileges; he took the humble position of a slave and was born as a human being.

Philippians 2:5-7 (niv) – “⁵ In your relationships with one another, have the same mindset as Christ Jesus: ⁶ Who, being in very nature God, did not consider equality with God something to be used to his own advantage; ⁷ rather, he made himself nothing by taking the very nature of a servant, being made in human likeness.

Lesson/Bible Study Discussion

Brief Explanation of 'How' to Lead a Bible Study Discussion Group

- This discussion guide is designed for just that... discussion. When I lead discussion group Bible studies, I do not have answers anywhere in the material, nor do I use a leader's guide with all the answers written in.
- This is INTENTIONAL! I believe that the discipleship process should be an encounter with God, not just listening to someone else tell you what words to write down to fill in the blanks.
- Our goal is to help you facilitate discovery learning for your students. As the questions are asked, every participant (including the leader) is required to search God's Word to discover the appropriate morsel of truth. When facilitators are 'armed' with all the answers, they are less likely to allow the time needed for individuals to process the question and formulate an answer.
- Don't be afraid of silence! That discovery process is the key to the success or failure of this process. It is in those moments of silence that we stop teaching and the Holy Spirit takes over!
- We cannot forget what Jesus said in John 16:13: *"when he, the Spirit of truth, is come, he will guide you into all truth."*
- A "Lesson Commentary" has been included with this packet. We encourage you to study the material contained in the commentary, but do not try to teach (aka lecture) your group from that material. Let it serve as a source of information for you to draw upon to help give context and perspective to the group discussion.
- For a deeper look at the issues presented herein, please look at the "Judges – Teacher's Guide" or listen to the corresponding sermons (www.templerogers.org/obe/judges_resources/)
- For a deeper discussion of how to lead an inductive style, Bible discussion group, please download the "Leading Small Group Bible Studies" resource by clicking [HERE](#).

Ice-Breaker Options

OPTION #1: THE “HAVES” AND THE “HAVE NOTS” (15-20 minutes)

- **GOAL:** The goal of this activity is to build the tallest structure possible only using the materials given to each group. Groups will be told not to share materials but do not stop them if they share during the activity.
- **MATERIALS:** Sufficient supply of papers varying in size and sturdiness, as well as various types of bonding agents.
 - Suggested Paper Options – construction paper, newspaper, cardboard, cardstock, copy paper, etc.
 - Suggested Bonding Agents – glue, transparent tape, masking tape, duct tape, stapler, “sticky tack,” adhesive Velcro, etc.
- **INSTRUCTIONS:**
 - Distribute resources to each group. Remember, each group is given only one type of paper and one type of bonding agent. No two groups should have the same materials.
 - Set a timer with the amount of time in which the groups must make their structure (i.e. 6:00 minutes).
 - Teams must work together with the materials they were given to build the tallest (free-standing) structure within the allotted amount of time.
 - Give a prize to the winning team.
- **APPLICATION:**
 - It will not take long for the students to recognize the discrepancy between each group’s building materials. During the activity, encourage them to do the best they can with what they have.
 - After the activity, have each team describe what the process was like for them. Encourage the group to discuss feelings of frustration, pride, accomplishment, resentment, etc.
 - Ask some of the following questions:
 - How did it feel to be the team with the worst materials?
 - What was it like to watch a team with better materials? Did it make you want to quit or be more creative?

- How did the team with the best materials feel?
- Did any team disregard instructions to help another team? Why or why not?
- What were your frustrations working within your team?
- How does this activity relate to real life?
- Is having more always better? Why or why not?
- Just because someone else has something that we don't, does not mean we deserve it have it also!

OPTION #2: SELF-ENTITLEMENT ASSESSMENT

- **GOAL:** The predominance of social media in our culture today has produced generations of people who are focused on self-promotion. It is a 'me-first' mentality. The goal of this activity is to reveal to your group how much they have been influenced by the "Selfie" generation.
- **ACTIVITY:** Ask the members of the group which of the following statements have they thought or spoken out loud in the past 2 weeks.
 - "... I don't deserve this."
 - "... I'm a busy person, don't waste my time."
 - "... I have a right to be happy."
 - "... I don't have to take this."
 - "... I deserve better than this."
 - "... I'm too important to do..."
 - "... Why should I do that?"
 - "... Let someone else do it."
 - Can you identify other 'self-entitlement phrases common in our culture?
- **APPLICATION:**
 - Read Matthew 20:1-16. What does the Bible say about entitlement?
 - Transition the discussion from our issues of entitlement to Joseph's unfair and unjust treatment.

Discussion Guide

Introduction

Have you ever asked yourself, “Why do bad things happen to good people?”

How important is our attitude when facing difficult circumstances? (Consider the introductory material in the Lesson Commentary on pages 31-32)

In the last two lessons, what has happened to Joseph? Would you say that he had lived a hard life? Was what happened fair?

Unfair Treatment

What happened to Joseph after being falsely accused by his boss’s wife?

Have you ever come to a place in your life where you question why God is allowing things to happen? Do you think that Joseph questioned God?

Read Genesis 39:21-23. Where was God during Joseph’s unfair treatment?

More Unfair Treatment in Prison

Read Genesis 40. What happened while Joseph was in prison? (The details of this story are expounded on in the Lesson Commentary on pages 33-38.)

What did Joseph ask the king's cupbearer (Genesis 40:14)? Did the cupbearer remember him once he was released from prison?

How do you think this made Joseph feel? How long was it before the cupbearer finally remembered Joseph?

Let It Go—Really?

How would most people respond to being unfairly or mistreated?

What are some of the ways that we are unfairly treated? How should we respond to these times of mistreatment?

Don't we have the right to be treated fairly? Should we allow other people to violate our rights?

Relinquishing Our Rights

What did Jesus demonstrate and teach us to do when our rights are violated?

- Philippians 2:3-8
- Matthew 5:10-12

What do other New Testament writers teach us to do when our rights have been violated?

- Romans 12:14-21
- 1 Peter 2:20-25