



Do Something / Week 4

BEFORE GROUP

BOTTOM LINE

When it comes to injustice, never stop doing something.

SCRIPTURE

James 2:15-16 NIV

James 2:17 NIV

Galatians 6:9-10a NIV

GOAL OF SMALL GROUP

To encourage students to see that the work against injustice isn't just a one-time thing and to inspire them to keep going in the fight against injustice in this world.

THINK ABOUT THIS

Fact: The fatigue that comes with fighting injustice is real. It's the reason so many give up or step out of the

work after days, months, or even years. And even though they may just be starting the work, it's something that your middle schoolers may experience, too. It's important this week to encourage them to keep going! Help them see that the work against injustice isn't a box they check once a year and move on. It's an ongoing process that God calls them to be a part of for the rest of their lives. Do your best to both acknowledge how big and even daunting that can feel to a middle schooler, but also how cool and inspiring it can be to join in the work that God has been doing through others to right wrongs in the world around them.

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.

DURING GROUP

HELPFUL DEFINITIONS

Justice is something that's fair, right, or equal. **Injustice** is the opposite: something that's unfair, unequal, or not right.

DISCUSS THIS

1. What's one thing that might motivate someone to keep working against injustice? (*Small Group Leader: You may want to refer to the definitions of justice and injustice used in this series to guide this discussion.*)
2. What's one thing that might make someone feel like giving up when working against injustice?
3. What might working against injustice show others about God?

DO THIS (EXPERIENCE) 1

Have your few brainstorm their talents, hobbies, interests, and gifts and how they can use them to address the injustice the group identified in Week 1. Consider starting this conversation by asking the following:

What's one example of how a middle schooler can use their...

- Voice against injustice?
 - Influence against injustice?
 - Talent against injustice?
 - Life against injustice?
4. What's something you can do on a regular basis to work against injustice?
 5. What's one thing our group can do together to help those facing the injustice we've been learning about?

DO THIS (EXPERIENCE) 2

Hand out the domino or domino picture to each of your students. With a bold marker, have them write the injustice your group identified in Week 1 on the back. Students will use this as a reminder that when it comes to injustice, they should never stop doing something.
