

free to unplug FROM DA UGH!

STRAIGHT UP: Urban teens have the power to impact teens in their neighborhoods as well as teens everywhere else. Marketers of soft drinks and rap music know that urban teens impact clothing styles, music, and even values of teens throughout the US, as well as abroad. That's why 70% of all rap music is purchased by white kids! But why let marketers have all of the fun? If we replace the brand names teens hold close to their heart with the name of Christ, inner-city teens can reach the world. Remind your teens that they are cool creatures and challenge them to raise the standards of their actions and attitudes, especially their media choices. Challenge teens to make sure that their language and conduct reflect JC and not the TV. Because JC is one name that will never go out of style.

WORD! *Let no one look down on your youthfulness, but rather in speech, conduct, love, faith and purity, show yourself an example of those who believe.*

II Timothy 4:12

KICK OFF ACTIVITY: **CD or Seedy Music?**

PREP TIME: Make an announcement to your teens the week prior to bring their favorite CDs to youth group.

WHAT YOU NEED: CD Player and a Bible.

HERE'S HOW IT GOES: Ask teens to bring in their favorite CDs to your youth group. But relax: you aren't ever going to actually play their CDs, you're just going to read the lyrics off of the labels. Ask teens to pull out the sleeves containing the lyrics of their favorite artists. Next, ask him or her to read those lyrics. Chances are, teens will be too embarrassed to read the lyrics, or to let you know what they are listening to. Ask them, if they are embarrassed to share with you what they are listening to, why do they listen to it? Challenge your students to tune into better music and rap choices.

HERE'S WHERE IT GOES: Remind students that they are leaders in today's society, and the choices they make can either lead others to Christ or down a wrong path.

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unplug

YA KNOW WHAT I'M SAYIN? STORY

Share this story with your teens. Use it to kick start a discussion. What do they think? Would they act the same?

Shalanda lived in Houston. Her auntie got her a job as a nanny in the summer to a well-to-do family, the Filmores. Shalanda loved it. She got to hang out at a house that felt like a mansion, and got paid for it! All Shalanda had to do was watch the two-year-old twins. They were a lot of fun and were just learning how to talk.

Shalanda was good about not letting her boyfriend or friends visit her when she was babysitting, but she wasn't as careful about others she let into the household- -that being guests through the TV and her choices of radio. When the kids were done watching their cartoons, Shalanda would turn on the music video station or put in one of her CDs and get the twins to play musical chairs. It was fun, especially when the toddlers tried to dance. Shalanda thought since she listened to the music just for the beats, it wouldn't hurt anyone.

The next week, Shalanda got a phone call from her auntie, who was enraged. "Shalanda," her auntie started, "I hate to tell you this, but the Filmores no longer want you as a nanny." Shalanda was shocked and asked, "What did I do?" Her auntie continued, "Well, their twins started using some bad language...language they didn't pick up from watching a the Teletubbies. They said they learned it from you."

Shalanda got teary eyed. She knew the twins heard those words from her CD. "But I bought that music just to listen to the beat," Shalanda said as she tried to defend her choice. "Well," her auntie finished, "You'll never forget those lyrics now. They cost you your job. The Filmores trusted you to set a good example to their twins. But you ended up exposing them to what they hoped you would protect them from." From then on, Shalanda thought twice about what she watched and listened to. After all, she didn't really know who was watching or listening to her.

GET REAL WITH IT AND DEAL WITH IT (LEADER'S INPUT)

Even if you never experienced Shalanda's story, you can relate to the straight up issue. Think of a personal story or real life instance about having the chance to set an example for Christ as a teen. Be willing to share this situation with your teens. Think of how your relationship with God helped you deal with your real deal. When teens see how Scripture and Christ relate to your situation, they will begin to understand how it can help with theirs.

I. My "real deal" is this:



LESSON 4

from da ugh!

2. Having Hope in Christ was critical to my "real deal" because:

3. Tonight's verse helped (or still helps) me deal with this situation because:

WHAD'YA FEEL ABOUT IT?

Get teens to open up with these open ended questions.

1. Do you think people look up to teens today or not? Why or why not? Do young people look up to older people these days? Why or why not?
2. Why is it important for you to be careful to what you watch and listen to? How about what you wear? Did people in the Bible times care about what they wore? Do you think Adam cared if he wore a designer fig leaf?
3. What does it mean to be cool? Does it matter in the long run? Do you think JC was cool in His times? What about now? How would He fit in your neighborhood?
4. Would you rather give up your music, chat rooms, clothing or your relationship with Christ? Explain. Which one of these things has the most long term effect?

CHALLENGES

Based on this lesson, what are two challenges that you can leave with the teens? Take 15 minutes to let the teens do the talking and discuss the night's lesson and challenges.

- 1.
- 2.

Forgot to plan? Use these 911 challenges

1. Challenge teens to fast from their TV and tunes for a week. Have them use that time to tune into God. Next week, have them talk about their experience.

2. Tune into the Psalms. Have teens compare the lyrics of a popular rapper to the lyrics of the Psalms. How are they alike? How are they different? How do the Psalms deal with vengeance, enemies and anger differently than today's rappers? Is bad language necessary to make a good point?

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NOTES

DATE _____ **ATTENDANCE** _____

FIRST TIMERS _____

PRAYER REQUESTS _____

ETC. _____
