



Teen
Curriculum

with DVD

stickyfaith

10 lessons to
nurture faith beyond
high school

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ZONDERVAN

Sticky Faith Teen Curriculum

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how can i manage my life after high school?

The Big Idea:

*Setting schedule and budget
priorities now will pay off later.*

You'll Need:

Three jars, three bowls, rocks, and sand. Ahead of time, fill each jar with rocks, and then add as much sand as you can until each jar is completely full. Dump the contents of each jar into its own bowl and then refill each jar with only the sand that it contained. Leave the rocks in the bowls and make sure you keep track of which bowl (with rocks) goes with which jar.

Paper

Pens or pencils

Whiteboard or poster paper

Markers

Bibles

Copies of the **My Schedule** and the **My Monthly Budget** handouts on pages 105–106 and 107–108

Copies of students' previously completed **Identity That Sticks** handouts from session two

NOW

- Greet your students and find out how their days are going. Share about your day. Do an actual rundown of all you've done so far today (if you're meeting in the morning, describe what you did yesterday).
- Distribute pencils and blank paper and ask: **What about you? How have you spent the last 24 hours? Write down your schedule for the last 24 hours, the best you can remember.**
- When students are finished, see if any want to share about how they spent their last day. Ask: **If I hadn't met you yet, and all I knew about you was how you spent your last 24 hours, what would I conclude was important to you?**
- Ask: High school students are in class about 35 hours a week. If you plan to attend college, that number will change to more like 15 hours a week. Graduating seniors often feel especially unprepared to handle the new choices they have about their time.¹ As one student said, "*In high school, everything was scheduled. In college, I was finished with classes by noon and had all day to do whatever I wanted.*" You'll have a lot more time, and probably a lot less parental input on how you spend it. Finding the right balance can be difficult; so difficult, in fact, that it causes some students to drop out.²
- Continue: Graduating seniors also have trouble navigating their new choices in another area: their money.³ Let's start by thinking about how you're handling your money right now. Invite students to flip over their

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sheets of paper and conduct a financial inventory of their bedrooms at home, listing items in their rooms and the approximate cost of each. Include clothes, furniture, books, and electronics. Have them total up the “value” of their room.

Ask the same question you asked about time earlier: **If I hadn’t met you yet, and all I knew about you was what was in your room, what would I think is important to you?**

Ask: **How will your financial situation be different after you graduate?** Make sure you remind students that they’re likely to be offered more financial options, such as checking accounts and credit cards, that can be enticing but can lead to great debt.

Transition: **The point of tracking our schedules and inventorying our rooms is not to make us feel guilty about how much clothing we have or how much time we spent playing video games yesterday; it’s to make us aware of and get us thinking about ways we can manage our money and time so that God is honored and pleased.**

NEW

Divide your students into groups and give each group a jar with sand as well as their corresponding bowl filled with rocks.⁴ Explain: **The goal is to fit all the rocks in the jar. Go.**

Odds are good that students will futilely attempt to stuff their rocks into their jars without fully emptying their jars of sand. Only when the sand is first emptied so that the rocks are placed inside first will all of the rocks and sand fit in the jar.

When each group has realized this and filled their jars with the rocks first and then the sand, ask: **What can we learn from the rocks and the sand?**

Real Reflections from Real Students

Compared to high school, I now know more about myself and less about what I believe than I used to. I hope this will resolve at some point in my life. I want it to, but at this point it’s on hold because I don’t have the time or the tools. It’s hard to find time to think about religion or God, and college feels more like living from one day to the next and losing focus on big-picture things.

- Ask: How does what happened with the rocks and the sand relate to the way we manage our money and our time?
- Ask: What are some of the “rocks” that are important to God in terms of what we spend our time on? In other words, how do you suppose God wants us to spend our time? List students’ answers on the whiteboard or poster paper.
- Distribute Bibles and explain: **Let’s see how the time “rocks” you came up with match what we know from Scripture.** Ask for volunteers to read the following Scripture passages. (NOTE: Feel free to delete some of these or add other passages that you believe are “rock”-ish; this is by no means an exhaustive list):
 - Psalm 31:5
 - Esther 4:14
 - Mark 1:35
 - Luke 10:38-42
- Ask: What do you notice about the time “rocks” we identified in light of what we read in Scripture? Based on what we read from Scripture and what we know about Kingdom living, what “big rock” practices or attitudes would you add to this list related to how we use our time?

Scripture Sidebar

In Luke 10:38-42, we read that Mary sat at Jesus’ feet. Perhaps part of why this description of Mary seems unattainable in our culture today is because our schedules and personalities often don’t lend themselves to physically sitting and connecting with Jesus for hours on end. While focused and regular connections with Jesus are important to our spiritual journeys, in the first century, “sitting at someone’s feet” also meant following them every day—as disciples would follow their rabbis. So while Mary’s model invites us to literally sit and experience Jesus, Luke 10:38-42 also prods us to ask: How can we experience Jesus in everything we do?

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■ Ask: What sorts of things keep us from attending to the “big rocks” in life?

■ Similarly, ask: What are some of the “rocks” that are important to God in terms of how we spend our money? In other words, how do you suppose God wants us to use our money? List students’ answers on the white-board or poster paper.

■ Distribute Bibles and explain: **Let’s see how the money “rocks” you came up with match what we know from Scripture.** Ask for volunteers to read the following Scripture passages. (NOTE: Again, feel free to delete some of these or add other passages that you believe are “rock”-ish; this is by no means an exhaustive list):

Psalm 24:1-2

Matthew 6:19-21

1 Corinthians 16:2

2 Corinthians 9:6-8

Philippians 4:11-13

■ Ask: What do you notice about the money “rocks” we identified in light of what we read in Scripture? Based on what we read from Scripture and what we know about Kingdom living, what “big rock” practices or attitudes would you add to our list related to how we steward our money?

■ Ask: What sorts of things keep us from putting our money toward the “big rocks”?

Real Reflections from Real Students

There’s gonna be a definite shift in terms of your freedom to decide how you want to live each day and prioritize what’s most important to you. The whole “seek first his Kingdom and his righteousness, and all these things will be added to you as well” is true as all get-out.

HOW

■ Explain: Now I’d like us to get personal and think about how we’d like to include these “rocks” in our budgets and schedules after we graduate. Even if you’ll ultimately keep track of your schedule and your budget on your phone or computer, sometimes it’s helpful to map it out on paper first.

Distribute copies of **My Schedule** and ask students to follow the directions and each fill out the schedule they'd like to keep after they graduate. If you have time, when students are finished, ask questions like: **What made this exercise challenging? What was especially hard to fit in? How do you feel about the schedule you've designed?**

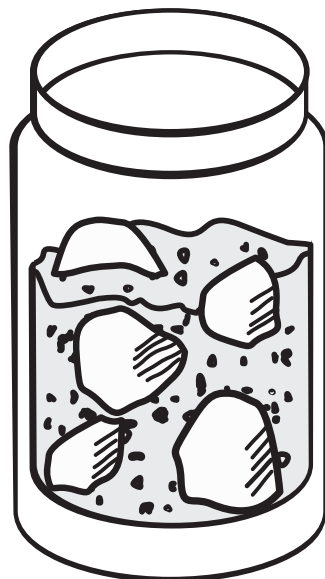
Distribute copies of **My Monthly Budget** and ask students to follow the directions and each design a potential budget. If you have time, after students have completed their potential budgets, ask: **What made this exercise difficult? What are you concerned about in your budget? What are you looking forward to in your budget?**

If you have time, distribute copies of the *Identity That Sticks* handout that students completed in session two. Give students a few minutes to edit and expand their descriptions of themselves at the bottom of the handout in regard to how they want their faith to influence their schedules and finances. Invite a few volunteers to share any changes or additions they've made to their visions of themselves a year from now.

When you're finished, invite each student to pull out a rock from a nearby jar. Have them each hold a rock in their hand as you close in prayer, asking God to help each of you keep God's "rocks" at the center of your budget and schedule.

MY SCHEDULE

List the “rocks” that you believe God would like you to include in your schedule:



List the “sand” that you’d also like to include:

In the schedule (next page), first map out your “rocks” and then add your “sand.” A few tips to help you:

Typically a college student is in class 12-15 hours/week.

You should also block off time for studying outside of class.

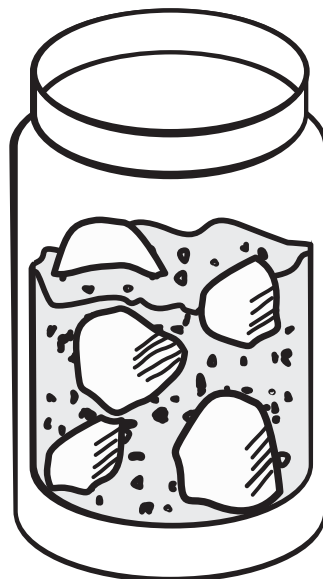
Make sure you also factor your job or any ongoing ministry or church commitments.

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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6 am							
7 am							
8 am							
9 am							
10 am							
11 am							
noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							
10 pm							
11 pm							
midnight							
1 am							

MY MONTHLY BUDGET

List the “rocks” you believe God wants you to include in your budget:



List the “sand” you’d also like to add:

Complete the monthly budget (next page), making your most educated guesses. You can certainly revisit this budget in the future.

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Total monthly income _____

Minus taxes (approximately 20 percent of income) _____

Minus tithe (approximately 10 percent of income) _____

Available income: _____

Expenses _____

Housing _____

Food _____

Auto (payment, insurance, registration, and gas) _____

Savings and/or debt payoff _____

Clothing _____

Utilities _____

Entertainment _____

Other/Miscellaneous _____

Total expenses _____

NOTE: Total expenses must be less than or equal to total income.