

DISCUSSION WORKSHEET (Leader's Guide)



Introduce the Discussion Topic to the Students:

Authority is a big issue for most young people. In an environment where so many voices are competing for your attention, and we have to “fact check” our leaders and the media, how do you decide which voice to listen to and which to ignore? Small children usually see their parents as the ultimate voice of authority, but as we grow older, we are exposed to new voices and conflicting messages about every facet of our lives. Today we will talk about how you manage the voices and messages you receive everyday, which ones influence you and which don't, and what makes a voice an influencer for you. Then we'll turn our discussion to Scripture and its place as a voice of authority in our lives.

Remind the class of the Ground Rules before starting the discussion:

These group discussions are designed to help you take the information presented in class and apply it to your lives—to make a personal connection with the material. In order to have a successful outcome, everyone is expected to follow our discussion ground rules:

Participate: Everyone must participate, which means to complete the worksheet, to be engaged, and to follow the discussion. Sharing your answers is encouraged but you will not be forced to share your answers with the group. Any sharing is completely up to you.

Opinions aren't Right or Wrong: For the most part, the worksheet questions have no right or wrong answer. They are meant to solicit viewpoints and promote discussion.

Respect: Everyone must display a respectful attitude towards each other, especially when there is a difference of opinion. If you pay any attention to the dialogue in this country today, you'll notice that many “adults” have lost sight of this basic rule of human decency. You don't have to agree with everyone, but personal attacks or making fun of someone never adds to the discussion and will not be tolerated. This is a no judgment zone.

Listen: This goes with respect. When one person is speaking or sharing, everyone else should be listening.

Stick to the Subject: Because our time is limited, and it's easy to get off the subject, the leader may cut off certain discussions that are not relevant to the subject matter. Other than that, your comments and questions are always welcome.

Leader discussion tips:

Allow students to share their values for each response.

Note areas where students have shared views.

Stress that there are no right or wrong answers here. This is an opportunity to get the students thinking and talking. It's not about being right or wrong.

STUDENT DISCUSSION WORKSHEET



1. **Evaluate each of the following “messages” and then rank them on a scale from 1-10 according to how much each would influence you.**

(1 = least influence, meaning you would ignore the message and

10 = most influence, meaning you would act immediately)

- A** A text message alert from your phone _____
- B** An assignment about a term paper posted on the black-board by your teacher _____
- C** A note from your mom reminding you to take out the garbage _____
- D** A teen celebrity announces a new fitness routine that has transformed their life _____
- E** A low battery message on your cell phone _____
- F** A morning announcement at school asking for food donations for a local charity _____
- G** A diagnosis from a doctor that you are lactose intolerant and should avoid eating dairy _____
- H** A policeman instructs you to walk your bike across the street _____

2. How do you decide which voice has more influence or authority in your life?

Circle “Yes” or “No” to each of the following questions:

- A** Are you more inclined to be influenced if the voice is an established authority figure (parent, teacher, coach)? YES / NO
- B** Are you more inclined to be influenced if the voice is a peer or close friend? YES / NO
- C** Are you more inclined to be influenced if the voice is a celebrity or famous person? YES / NO
- D** Are you more inclined to be influenced if the voice has the power to reward or punish you? YES / NO

3. **Circle “A” (Agree) or “D” (Disagree) for each of the following statements about the Bible:**

- A D The Bible was written so long ago that it isn’t relevant today
- A D All the stories in the Bible are true and really happened.
- A D I don’t like to read the Bible because most of the words are hard to pronounce and I don’t know what they mean
- A D The Bible is for older people, not people my age.
- A D There are many lessons in the Bible that can help me know how I should live my life.
- A D Knowing that the Bible is the inspired Word of God makes me want to read it.

STUDENT DISCUSSION WORKSHEET



4. **Finish this sentence:**

Knowing that on the back of every U.S. dollar bill are printed the words “In God We Trust” means that ...

5. Psalm 119:105 says, “*Your word is a lamp for my feet, a light for my path.*”

Select the statement which most closely reflects how this verse applies to your life:

- I look to the Bible to guide me in most decisions
- I don't use the Bible to guide my life; but would like to
- I am not familiar enough with the Bible to use it as a guide
- I don't look to the Bible for guidance; I am my own guide in life

6. Which of the following would be helpful to **you** in learning more about what the Bible says?

Check all that apply:

- Ask my parents to begin reading the Bible together as a family once a week
- Look up the Daily Mass Readings online prior to Sunday Mass
- Be more attentive during the readings in Mass, and during the Priest's homily
- Set aside a few minutes each week to read the Bible on my own
- Download a Bible or Verse a Day app on my phone
- Play Bible Trivia games
- Visit the Museum of the Bible in Washington DC
- Listen to a Podcast about Scripture
- Attend a Youth Bible Study at my Church