



BIG IDEA

Love your neighbour as you love yourself.

ROMANS | LIFE | WEEK 5 OF 5

Love

GOD STORY

Love

Romans 13:8–10

KEY VERSE

“You will receive power when the Holy Spirit comes on you. Then you will tell people about me...from one end of the earth to the other.”

Acts 1:8 (NIRV)

LEADER TIP

If one of your group’s regular leaders is away, take the time to help anyone who fills in become familiar with your usual routines.

My Story

1 | CONVERSATION STARTER (7 minutes)

Chat about ways the students take care of themselves and how others have taken care of them. Introduce today’s Big Idea.

2 | INTRO ACTIVITY (5)

Emphasize the Big Idea while playing a game in which the students try to keep their spots in a circle.

God Story | Life Story

3 | WEEKLY VIDEO (12 minutes)

Watch the video, which includes host, God Story, and Life Story segments. Recap and discuss the teaching.

My Story

4 | APPLICATION ACTIVITY (12 minutes*)

Read and discuss Romans 13:8–10. Invite the students to consider and rate how well they’re loving others as well as themselves.

5 | WRAP-UP ACTIVITY (10 minutes)

Reflect on what the group learned today and how they could put it into practice this week.

Our Story

6 | DISMISSAL (2 minutes)

*Extend as needed and adjust timing for other activities.



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My Story

1 | Conversation Starter

SUPPLIES

- None

LEADER TIP

- Use this quick activity to welcome everyone, build community, and set the tone for your group.

INSTRUCTIONS

- Greet the students and gather them together.
- Check in quickly to see how their week is going.
- Ask:
 - What do you do to care for yourself when you're feeling busy, stressed, or scared?
 - When have you felt really taken care of by someone else? What did they do to make you feel loved?
- Depending on the size of your group, have the students share their stories with the people sitting closest to them or with everyone.
- Introduce today's Big Idea: **Love your neighbour as you love yourself.**

2 | Intro Activity

SUPPLIES

- (Optional) Chairs

INSTRUCTIONS

- Guide the students to sit in a large circle.
- Ask one of them to stand in the middle of the circle. If you're using chairs, do not give one to the person standing in the middle.
- Explain that the student in the middle will walk over to someone in the circle and ask, "Do you love your neighbour?" If they answer yes, the people on either side of them must race to switch places while the person from the middle tries to steal one of their spots. If the reply is no, they must add, "But I do love people who [physical description such as wear blue or have glasses]." Everybody this statement describes must switch places while the person in the middle also tries to get a spot. They may not move to an open space next to them. Demonstrate what the students must do so it's clear before they begin.
- Direct everyone to play the game and prompt them to follow your instructions.
- Start each new round with the person who does not have a spot standing in the middle.
- Keep playing as long as time allows, and the students are interested.
- To wrap up, highlight that Jesus invites us to **love your neighbour as you love yourself.**



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God Story | Life Story

3 | Weekly Video

SUPPLIES

- Video file

INSTRUCTIONS

- Play the video. It includes:
 - Host segment
 - God Story (Love, Romans 13:8–10)
 - Life Story (Lola, Morris, and their family built a community pantry to help people in need and love their neighbours.)
- Invite the students to give a quick recap of what happened in the God and Life Stories.
- Discuss:
 - What's the Key Verse for this series? (Acts 1:8)
 - What stood out to you in the God Story? How about the Life Story?
 - How do these stories connect with the Big Idea (**Love your neighbour as you love yourself**)?

My Story

4 | Application Activity

SUPPLIES

- Bibles

INSTRUCTIONS

- Make sure everyone has access to a Bible.
- Guide the students to look up Romans 13:8–10.
- Read the verses together.
- Discuss:
 - What stood out to you in this passage?
 - Which commandments are listed and what's their significance? (They're from the Ten Commandments in Exodus 20)
 - Why does loving your neighbour as yourself cover all the other commands?
- Ask the students to consider how they're doing at loving people around them (e.g., friends, family, neighbours, classmates, etc.), then give themselves a rating on a scale of one (worst) to ten (best) and hold up that number of fingers.
- Discuss: What made you pick that number?
- Highlight that when we talk about loving our neighbour as ourselves, the focus is often entirely on loving someone else. We need to love ourselves well, too!
- Discuss: What can get in the way of loving yourself well?
- Ask the students to consider how well they're doing at loving themselves and use their fingers to hold up their rating from one to ten.
- Discuss: Which of your ratings was higher? Why do you think that is?
- Remind the students that they need to love themselves as well as their neighbours!



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My Story

5 | Wrap-Up Activity

SUPPLIES

- Paper
- Pens

INSTRUCTIONS

- a. Give each student a piece of paper and a pen.
- b. Suggest that they write down their answers to the following questions, so they can reflect on them in the week ahead.
- c. Discuss and pause to give the students time to record their answers and ideas:
 - What's one thing you could do today to love someone else well?
 - What's one bigger thing you could plan to do this week to love someone intentionally?
 - How might you live differently if you keep in mind that all the commandments are summarized as loving our neighbours as ourselves?
 - What's one thing you can do today to care for your spiritual, physical, mental, and relational health?
- d. Pray for the students and ask God to help them love others as they love themselves.

Our Story

6 | Dismissal

SUPPLIES

- Take-home cards
- Key Verse cards

INSTRUCTIONS

- a. Take a few moments to pray for the students if you have not already done so.
- b. Remind everyone about any upcoming events or relevant announcements.
- c. Make sure the students have all their take-home materials.
- d. Ensure the adult teaching is over before dismissing the students.