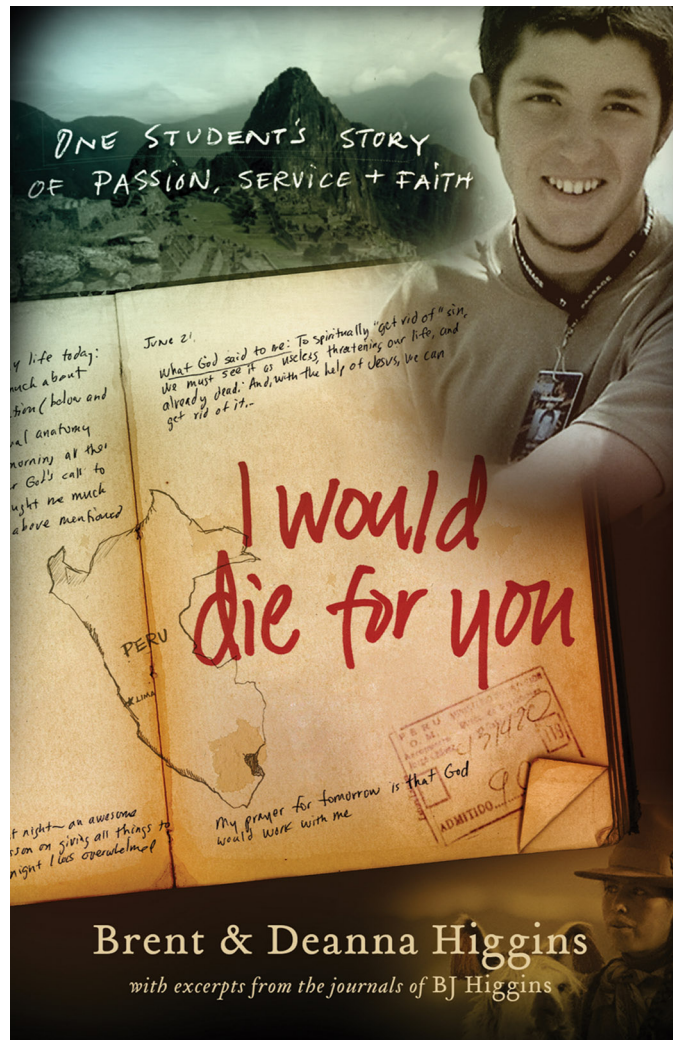


Discussion Guide for *I Would Die for You*

By Brent and Deanna Higgins



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Introduction

When was the last time you and your students gave your all—for God? Do your students find it difficult to know how to make a difference in everyday life? Do they have the courage to do so?

I Would Die for You is the powerful, true story of BJ Higgins, a young man who loved God with everything he had. His life on earth ended when he was just fifteen after a six-week battle with an infection contracted on the mission field. Today, BJ's journals and blogs, along with testimony from family and friends, reveal a young man whose short life left a huge impression on many lives.

This study guide provides questions, activities, and tips to help you lead your group through a discussion of *I Would Die for You*. Together you will read BJ's journals, hear from his family and friends, and be challenged to pursue a more passionate, active relationship with God. Through his amazing story, you and your students will be inspired to live your lives for the Lord.

The material in this guide has been divided into six sessions—each corresponding to one section of the book. Encourage students to prepare for each discussion time by reading the appropriate book sections before you meet. We recommend passing out copies of the book to your students at least two weeks before your discussion sessions begin, to give them plenty of time to look through the book and start reading.

Each session opens with an activity designed to be interactive and easy-going, so let your students have some fun with these. Next, you'll see a list of discussion questions about the book. Please note that these questions are not intended to make your discussion rigid. You may find that students come with enough questions of their own to fuel the conversation, and you may rely on the questions provided here simply to help keep the discussion rolling. As conversations unfold, encourage an atmosphere of respect and trust by asking students to keep the information shared within your group confidential.

You're almost ready to begin. But first, here are some helpful hints on leading a discussion in a group setting.

Group Rules

Remind your students that this study group is a place where people are to be valued and respected. We suggest that you share these simple group rules with everyone before you start:

- **Practice confidentiality.** What's said in the group stays in the group.
- **Respect other people's views,** even when they are different than your own.
- **Listen. Listen. Listen.** Don't be the one who does all the talking. Let others have a chance to share their views too.
- **When someone is talking, don't interrupt.** Wait your turn to speak.

Tips for Leading a Discussion

Here are a few ideas to keep your discussion rolling in a meaningful way:

- **Prepare.** Make sure you've read through the book chapters and the discussion guide for each session. As you prepare for the sessions, consider ways to make the questions more specific to your group. You may also find it helpful to think about one or two personal anecdotes you could share during the group's discussion.
- **Be yourself.** Thank students for sharing their thoughts and opinions, but don't feel that you need to agree with everyone. Be honest with your students about your own thoughts and the lessons you've learned. Your opinion may not always be popular, but your honesty will earn your students' respect—and maybe even push them to think about the issue from a different angle.
- **Encourage students to go deeper.** When someone gives a simple response, ask them follow-up questions such as "Why do you feel that way?" "What do you mean by that?" or "Tell us more."
- **Allow for silence.** Remember, your students haven't read the questions ahead of time and may need a few moments to process a response. Allow for about 7–10 seconds of silence before saying anything further, even when it makes you feel uncomfortable. If necessary, you can reword the question or move on to another topic.

- **Draw everyone into the discussion.** If it seems like the same two or three students are responding to all your questions, look for ways to bring others into the conversation. Some students may need a little encouragement to share their thoughts and opinions. So invite them to talk by saying something like “Lisa, I’m curious what you think about this” or “Alex, I’d love to hear what you have to say about that.”
- **Be a good listener.** The goal is to have a true discussion, not a lecture from the group leader. Avoid putting words in the students’ mouths or overreacting to comments that you may not agree with. Try asking “mirror” questions that challenge students to clarify or affirm what you’ve heard. For example, say “What I hear you saying is this. Is that what you mean?” or “So what you seem to be saying is this. Would you agree?”
- **Bring God into it.** Pray for the students before and after each session. Ask God to direct your discussion, and be open to the Spirit’s leading. It may be that he takes you in an unexpected direction, so don’t get too hung up on “the plan.” If students are genuinely interested and engaged in a healthy side topic, let the conversation go, saying a silent prayer for God to work in their hearts.

Session One

Faith Basics

Opening Activity: SuperChristian Comic Strips

Supplies Needed: poster board, markers

Divide students into groups of 3–4 for this activity, and give each group a piece of poster board and several markers. Tell them to imagine that they are comic strip artists working to develop a hero called “SuperChristian.” Ask them to outline their character on the poster board, including the following elements:

- a picture of what this superhero looks like
- a list of SuperChristian’s character traits, special powers, and favorite pastimes
- possible story ideas where SuperChristian comes to the rescue

Give the groups 5–10 minutes to develop their hero, and then regroup. Ask each group to share a few highlights and display their poster board. Then lead a brief discussion of the following questions:

1. What were some common traits that every group gave to “SuperChristian”? Why do you think these were obvious traits for your hero?
2. In what ways are you similar to SuperChristian? In what ways are you *not* like the SuperChristian you described?

3. On a scale of 1–5 (5 being “I’m a very mature Christian” and 1 being “I have a ton of work to do in the faith department”) where would you rank yourself? Why?
4. Based on what you’ve read so far in *I Would Die For You*, do you think BJ Higgins was a “SuperChristian”? Why or why not?

Student Feedback

Before you continue your discussion, ask your students to reflect on the activity or on what they read for this week. Did they have any questions, comments, or notes? This is a great way to make everyone feel included in the discussion.

Session One Discussion Questions

1. Why do you think BJ’s parents started this book by writing about love?
 - What was BJ’s definition of love?
 - How does our culture define love? In what ways is our culture’s concept of love different than BJ’s?
2. In what ways did BJ’s family shape his faith?
 - How has your family shaped your faith life? Have they been a positive influence? Negative? Neutral?
 - Which one or two people have had the largest impact on your faith? How have they influenced you?

BJ leading a boy to Jesus



3. What is your reaction to this confession from BJ: "I felt left out in my family. So...I decided to become a Christian, even though I didn't really understand it. Pretending, I was baptized by one of my pastors" (p. 22)?
 - Do you think it's common for teens to "pretend" when it comes to their Christianity? Why or why not?
 - What's the difference between having a family faith and having a personal faith? What did that difference look like for BJ?
4. Consider these words from BJ's journals: "Sometimes I feel like I'm the only Christian...This year I've seen a lot of immoral things...I'm feeling a burden to change these ways but I'm trying to find out how to do something about this sin" (p. 31).
 - Do you identify with his feelings here? Why or why not?
 - When you think about what you see in culture, at school, at work, or at home, what kinds of "immoral things" really bother you?
5. "I feel like I have failed with explaining your Word to my unsaved friends" (p. 31). Do you identify with these words from BJ? Why or why not?
 - What motivated BJ to witness so often?
 - What did you think of BJ's witnessing tactics? Were there any lessons you can learn from him? Were there things you would've done differently?
6. BJ spent regular time reading and thinking about God's Word: What impact did that have on his life?
 - What's the big deal about reading your Bible? What benefit does Bible study have on real life?
 - How sincere are your own efforts of getting to know the Bible? Are you happy with the amount of time you spend in God's Word?

- Are there any ideas you picked up from this week's reading that can aid your own efforts to study God's Word?
7. How did a sense of God's calling unfold in BJ's life? How did God make his calling known to BJ?
- How much do you think about your own calling? Do you think God has a special calling for each teen? Why or why not?
 - How can you tell if God is calling you to do something?
 - Does BJ's story offer any insight on how to discern God's calling in your life?
8. Have you ever felt a calling to do something, but you held back for some reason? If so, are you willing to share that experience now?
- In general, what might hold Christian teens back from really living out their faith and following God?
 - The book describes a basic teaching of Awe Star Ministries: "Where God guides, God provides." In what ways do our failures as Christians often come out of a failure to recognize this truth?
9. How can we do a better job of encouraging each other when it comes to hearing and responding to God's call?

Session Two

Faith Grows Up

Opening Activity: Who Am I? Game

Supplies Needed: labeled index cards (explained below) and small candy bars for prizes

Before students arrive, prepare for this activity by writing the following terms on index cards: Baby, Child, Adolescent, Adult. Fill out 7–10 cards for each term, creating a total of 30–40 cards. Mix up the cards and place them face-down in a stack.

When students arrive, divide them into two teams for this game. Explain that the cards each contain one of four terms: Baby, Child, Adolescent, or Adult. The object of the game is for teams to successfully guess which term is on each card when their team member offers a clue. Here are the rules:

1. Teams will take turns, beginning with the team that is wearing the most red.
2. For each turn, a team will select one member to be the “Clue Giver.” This person will draw a card and offer a one-sentence clue to their team. Clues should be worded in first person, and end with the question: “Who Am I?” (For example, if they draw the word “Baby,” their clue may be “I wear diapers all the time: Who am I?”) After the clue is given, the team has ten seconds to make their guess. If they are correct, they keep the card.
3. No clue may be repeated by either team.
4. If a team guesses incorrectly, the other team is allowed a chance to guess. If that team is correct, they get to keep the card. If neither team guesses correctly, the card gets shuffled back into the drawing pile.

5. Whichever team collects the most cards by the end of the game wins.

When you're finished with the game, offer the candy bars as a prize for the winning team, and then transition to these follow-up questions:

1. Was it easy or difficult to give good clues? Why or why not?
2. In what ways do Christians go through similar "growth stages" as they mature in their faith? Is it easy to recognize which "stage" a Christian is in?
3. Do you think God favors more mature believers over immature believers? Why or why not?
4. Is it possible to be a Christian and not be growing at all in your faith? Why or why not?

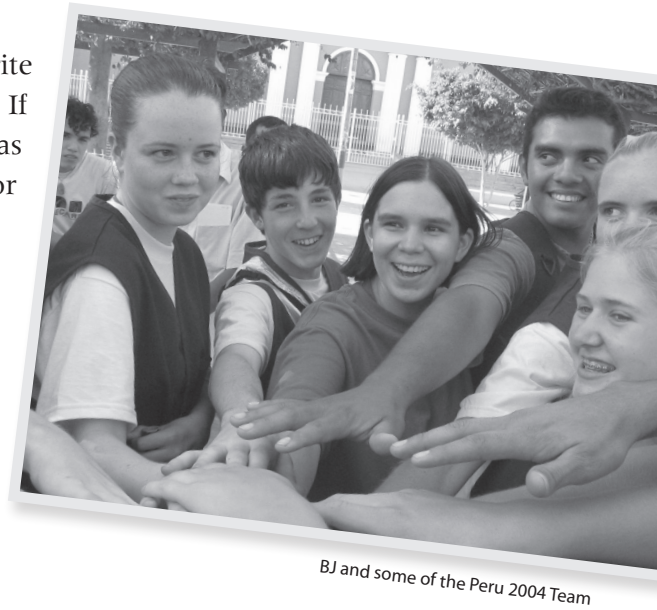
Student Feedback

Before you continue your discussion, ask your students to reflect on the activity or on what they read for this week. This is a good way to get the discussion started. When their comments run out, continue the discussion with the following questions.

Session Two Discussion Questions

1. What is our culture's view of adolescence?
 - Does our culture take teens seriously or not? Why do you think this is?
 - What did you think of the teaching BJ learned, that "this new Western culture of how we're children, then adolescents from 9–26, then adult is completely wrong, unbiblical, and not God's will" (p. 64)?
 - Why might God frown on our culture's view of adolescence? What's unhealthy about it?
2. How do you feel about the challenge to "become a man" (or "become a woman")?

- How does it make you feel to know that God thinks you're capable of being an adult?
 - Does your faith community have any sort of "rite of passage" that brings you into adulthood? If so, do you think people are truly recognized as adults when they go through that rite? Why or why not?
3. What do you think it means to become an adult?
- How does an adult act differently than an adolescent? What are some common teen behaviors that are not very "adult-like"?
 - How would your behavior/attitudes need to change to make you more of an adult?
 - How can you be an adult even though you are still living under your parents' authority?
4. Check out BJ's list of Christian battle armor on page 69: What are the key pieces in the armor of God?
- Why is it important to be suited up in this armor? What do you need protection from, anyway?
5. During the many sicknesses, injuries, and struggles of his team's first Peru trip, BJ recognized a "spiritual source of these physical struggles" (p. 74). What was the spiritual source of those struggles?
- Do you believe that spiritual warfare is real? Why or why not?
 - Have you ever sensed Satan attacking you through physical (or other) circumstances? What was that experience like?



- What should you do when you feel like you're being attacked? How did BJ handle those situations?
6. What does the Higgins family mean when they talk about an "Audience of One"?
- In general, whom do you think teens are trying to impress? Who's in their "audience" besides God?
 - Do you find it easy or difficult to keep your focus on pleasing God? Why?
 - What kinds of distractions does Satan use to keep us from pursuing only God?
7. In what ways did BJ show an attitude of worship in his life?
- How can you worship God, even when you're not at a church service?
 - Why is pride so damaging to true worship? How does it hold us back from living for an "Audience of One"?
8. What's one thing you could do this week to develop a more mature faith?

Session Three

Faith Challenges

Opening Activity: Survivors

Supplies Needed: paper, pens, and index cards

As students arrive, hand each one an index card and a pen. Before explaining anything about your activity, ask each student to write down the name of three everyday objects on their index cards. They can choose anything they want, but you may want to throw out these ideas to get them thinking: washing machine, pizza, cell phone, tube socks, etc.

After they've written down all their ideas, collect and shuffle the cards. Now ask the group to think up some "worst-case scenario" incidents (attacked by a bear, stuck on a desert island, kidnapped, etc.). Choose the 3 worst scenarios for this activity.

Now divide the group into 2–3 teams. Assign each team 1 of the worst-case scenarios, and then give them an equal number of the "random objects" index cards you filled out earlier. Explain that each team should develop a "survival plan" for their scenario, using only the objects they have listed on their index cards. Offer them paper and pens to jot down their ideas.

After groups have discussed their survival plans for 5–10 minutes, gather together in a large circle to share your plans and discuss these follow-up questions:

1. Which group do you think made the most creative survival plan?
2. Do you think any of the groups would have actually survived with their plans if this were a real-life crisis?

3. What kinds of mini-crises do teens face in real life?
4. What kinds of resources do teens depend on to get them through these tough times?

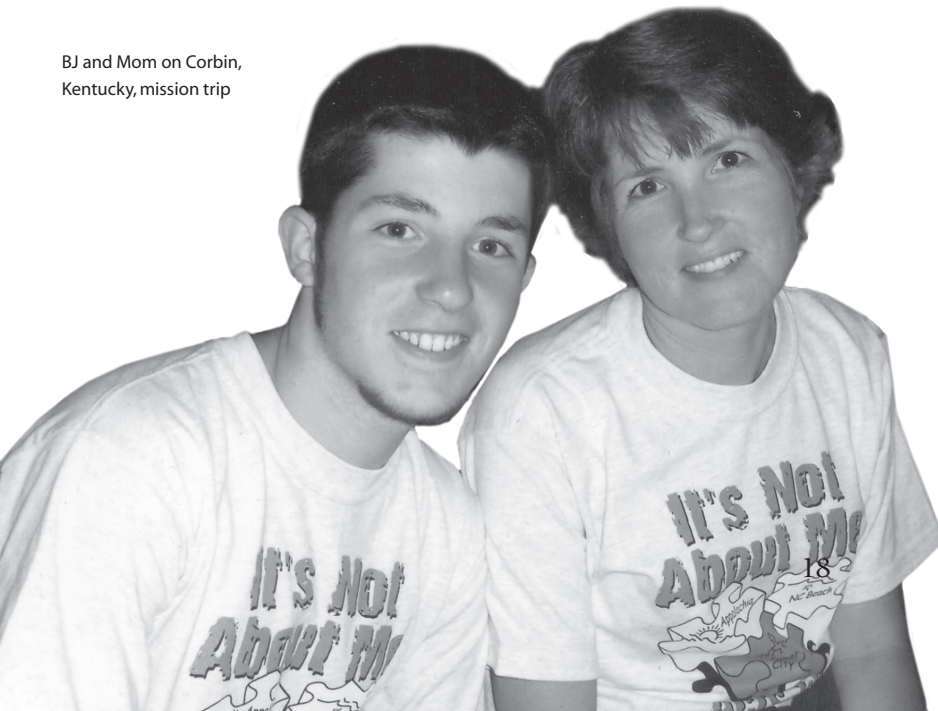
Student Feedback

Before you continue your discussion, ask your students to reflect on the activity or on what they read for this week. This is a good way to get the discussion started. When their comments run out, continue the discussion with the following questions.

Session Three Discussion Questions

1. What were some of the struggles BJ faced when he got back from his Peru trip?
 - Do you identify with any of BJ's struggles? If so, which ones?
 - What other struggles have you faced—or are you facing—as a teen?
2. What was BJ's initial response/attitude toward his struggles?
 - In what way was this initial response unhealthy?
 - What are some other unhealthy actions/attitudes that teens may develop when they're faced with problems?

BJ and Mom on Corbin,
Kentucky, mission trip



3. Considering that BJ was such a strong and passionate Christian, were you disappointed to read that he handled some issues poorly?
 - Does God expect Christians to always “get it right”? Why or why not?
 - If we’re just going to mess up anyway, does it really make any difference whether or not we try to do the right thing?
4. How did BJ ultimately overcome his internal struggles?
 - In what ways did BJ use his mistakes to make himself a stronger Christian?
 - What are some practical ways to learn from your mistakes instead of repeating them?
5. BJ wrote that the reason for his mistakes was that “I let my guard down at some point, and Satan attacked...” (p. 95). What does it mean to “let your guard down” spiritually?
 - What kinds of situations/attitudes might leave a teen more vulnerable to Satan’s attacks and temptations?
 - Are there any areas where you are letting your guard down and leaving yourself vulnerable to temptation?
6. BJ felt that video games and media (TV, movies, Internet, etc.) were “things that numbed his mind and blocked his view of God” (p. 99). Do you agree with BJ’s view? Why or why not?
 - In what ways might video games or media pull us away from God?
 - What are some practical guidelines that would help teens use technology and entertainment in a healthy way?

7. What was your reaction to BJ's decision to quit the soccer team because "the time commitment was too great" (p.101)?
- In general, do you think the average teen has too many, too few, or just enough time commitments? Why?
 - In what ways can even "good things"—like sports, jobs, and school committees—end up damaging your relationship to God? Is there any activity that's worth that price?
 - How can you tell if you're too busy and need to cut back?
8. On the other hand, BJ also stuck with his wrestling team, even though he wanted to quit. Have you ever felt like quitting something? What did you do?
- How can you tell whether it's good to quit or whether you should stick with it and persevere?
 - If you do sense that God wants you to persevere, what are some ideas to help you get through?
9. Overall, what is one concrete idea you learned from BJ's challenges that you'd like to apply to your own life?

Session Four

Faith that Matters

Opening Activity: The Teen's Ten

Supplies Needed: poster board and markers

Divide students into groups of 2–3 for this activity, giving each group a piece of poster board and some markers.

Tell your groups to create a list of “The Ten Commandments for American Teens.” Explain that these should be guidelines to help teens fit the American ideal for the “perfect teen.” Ask them to start each commandment with the words “Thou shalt” or “Thou shalt not,” and offer examples to get them started: “Thou shalt not have any excess weight” or “Thou shalt be involved in multiple after-school activities.” Encourage them to think about the cultural pressures they feel as they create their Teens’ Ten Commandments.

Give the groups 5 minutes to work, and then ask them to turn their poster board over and create a new Teens’ Ten. This one will be “The Ten Commandments for Christian Teens” and should include the guidelines they feel Christian teens are expected to live by. For example, they might say “Thou shalt not have premarital sex” or “Thou shalt read the Bible every day.” After another 5 minutes, ask everyone to circle up so the groups can share their lists with each other. As they share, ask some of the following questions:

1. Did you put any of the same commandments on both lists? Why or why not?
2. Do you think there’s a lot of pressure on teens to live or act a certain way? Why or why not?

3. In what ways do our culture's teen ideals clash with Christian teen ideals?
4. Do you think it would be possible for someone to obey all the "Ten Commandments for Christian Teens" without being a sincere Christian? Why or why not?

Student Feedback

Before you continue your discussion, ask your students to reflect on the activity or on what they read for this week. This is a good way to get the discussion started. When their comments run out, continue the discussion with the following questions.

Session Four Discussion Questions

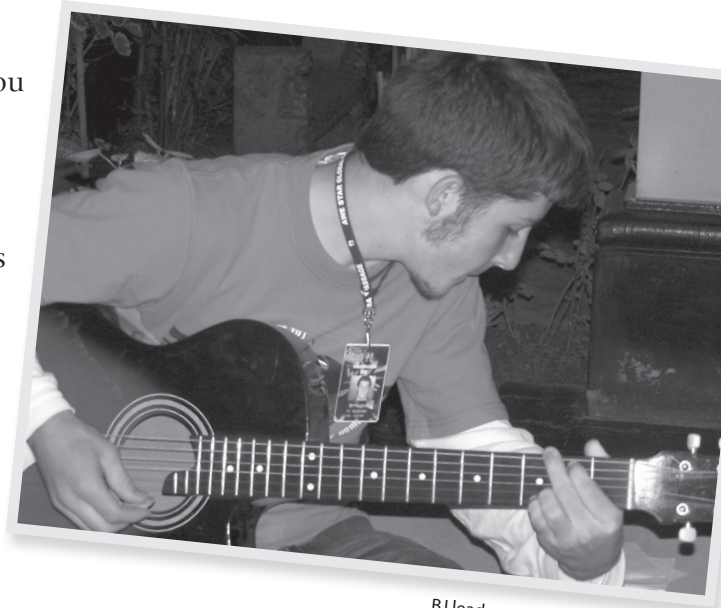
1. Discuss this quote from BJ's writings: "We should just try to get to know God, not just follow meaningless rules" (p. 109).
 - What's the difference between knowing God and knowing the rules?
 - Do you think it's easier to just live *by* the Christian rules instead of living *with* the Christian God? Why or why not?
2. Do you think that teens are self-centered? Why or why not?
 - How might selfishness get in the way of making your life count?
 - How might self-centeredness keep you from really knowing God?
3. In what ways did BJ give up his own desires in order to serve God?
 - What are some of your plans? (Playing soccer on the team? Asking that girl from homeroom out? Going to college? Something else?) Have you ever talked to God about those plans, or have you just assumed that God's okay with them?
 - What are some of the "little" decisions we tend to make based on our own desires, instead of thinking about God's plans for us?

4. What role does obedience play in the Christian life?

- When do you find it the most difficult to be obedient as a Christian? Why?
- How does God honor obedience? (Can you think of examples from BJ's life?)

5. What role did accountability play in BJ's Christian walk?

- What kind of people helped hold BJ accountable?
- Do you think it's possible to be an obedient, strong Christian without having anyone to hold you accountable? Why or why not?



BJ leads worship for Peru 2005

6. Discuss this quote from BJ's journal: "The question is not 'Do I feel good enough to do this?' or 'Am I good enough?' or even 'Can I do this?' The answers to these questions are often 'no,' but God is still with us, and no matter how we feel, the question is 'Will I obey?'" (p. 119).

- Why are feelings an unreliable basis for making a decision or taking action?
- What should Christians do when their feelings lead them to doubt God? Ignore them? Suppress them? Try to change them? Something else?

7. What did you think when you read about BJ's boldness in witnessing to the intimidating police officers?

- What fueled BJ's decision to approach them?
- Do you think God expects all Christians to be as bold as BJ was? Why or why not?

- How can God use both bold and timid personalities when it comes to witnessing?
8. When it comes to sharing the Christian faith, do you think it's important for someone to have all the answers?
- Do you feel like you would be prepared to share your faith if you had the opportunity? Why or why not?
 - What can we learn from BJ's story about being an effective witness?
9. What does it mean to be a "world Christian"?
- In general, do you think American teens are in tune with the needs of people around the globe?
 - On a scale of 1–5 (1 is low and 5 is high), how much would you say that you share BJ's passion for ministering to the nations?
 - What is one practical thing you could do this week to become a greater "world Christian"?

Session Five

Faith in the Fire

Opening Activity: Online Profiles

Supplies Needed: poster board, markers, 4 prepared index cards (explained below)

Before this session, write each of the following descriptions on a separate index card:

Mr. Selfish: loves himself and doesn't seem to notice there are other people on the planet.

Miss Considerate: always thinking about other people and trying to make them happy.

Mr. Friendly: always likes to make people feel included and looks for ways to keep the peace.

Miss Hostility: always assumes the worst about people and likes to stir up conflict.

Divide students into 4 groups for this activity, giving each group a piece of poster board, some markers, and one of the index cards.

Ask each group to develop a MySpace or Facebook entry for their index card person. (If your students aren't familiar with these websites, ask them to create a personal profile using some of the suggestions listed below.) Encourage creativity and give them some ideas to get started:

- Include a picture of your person

- Create a personal profile with these categories: activities, interests, favorites, about me
- Include comments he/she might post on someone else's "wall"
- Explain what groups or causes they might join

Give groups 5–10 minutes to work before gathering together to share their work. After each group has presented their profile, ask these follow-up questions:

1. Which of these people would you want to hang out with? Which would you avoid? Why?
2. Of the 4 profiles, which kind of person tends to be the most popular at your school? Why do you think that is?
3. At your school, what do you see the most of: Mr./Miss Selfish, Mr./Miss Considerate, Mr./Miss Friendly, or Mr./Miss Hostility?
4. Does it "pay" to be a selfless person? Why or why not?

Student Feedback

Before you continue in your discussion, ask your students to reflect on the activity or on what they read for this week. This is a good way to get the discussion started. When their comments run out, continue the discussion with the following questions.

Session Five Discussion Questions

1. Why do you think God asks us to "die to ourselves"?
 - What does it really mean to "die to self"? What are the characteristics of someone who lives that way?
 - How important is the concept of trust in God when it comes to "dying to self"?
 - What are some ways that teens trust themselves instead of trusting in God? How does that turn out for them?

2. BJ wrote, “That thing that you think about most, write about most, talk about most is what you have centered your life on” (p. 147). Based on these criteria, what would you say BJ’s life was centered on?

- Do you think the average Christian teen spends more time thinking about God or thinking about themselves?
- What kinds of things do you spend a lot of time thinking about, writing about, or talking about? What does that say about your own priorities?

3. Why do you think BJ and his family valued the concept of unity so highly?

- How did the Higgins family experience Christian unity while BJ was in the hospital?
- What impact did that unity have on their family? On the hospital staff? On everyone else?



Family prayer circle on BJ's 16th birthday

4. What would the ideal Christian community look like? How would its people treat each other to promote unity?

- BJ wrote that Christians sometimes “let little things get between us” (p. 154). What “little things” tend to hurt unity among Christian teens?

- What is one practical thing we could do in our study group to help promote unity?

5. How does the idea of “dying to self daily” help promote unity among believers?

- Do the ideas of “dying to self” or “promoting unity among believers” fit in with general American culture? Why or why not?
- How do these concepts (dying to self, promoting unity) affect our witness to the world?

6. How do you think you would have reacted to BJ's illness if he was your own brother?
 - What did you think of the Higgins family's response? How did they demonstrate trust in God through BJ's illness?
 - What can we learn about trusting God from the story of BJ's illness?
7. How do you tend to react to difficult situations? Do you find it easy or difficult to trust in God?
 - Does "trusting in a faithful God" mean you shouldn't experience any doubts or troubling feelings? Why or why not?
 - What do you think of this quote from BJ's journal: "Anxiety—concern caused by distrust in the Lord" (p. 162). Does that mean it's wrong to feel anxious or worried? Why or why not?
 - How can you handle concerns and difficult feelings in a trusting way?
8. What role did prayer play during BJ's illness?
 - What prayers did God seem to answer positively throughout BJ's illness?
 - How do you feel when you're faced with a situation when "all you can do is pray"? Does prayer feel like enough? Why or why not?
9. In what ways can prayer work to strengthen the unity of believers?
 - How is your own prayer life? Are there areas where you'd like to improve?

Session Six

Faith's Legacy

Opening Activity: When It's All Over

Supplies Needed: paper, pens

Set the tone for this session's opening by explaining that you'd like your activity time to be more serious than usual. Hand a piece of paper and a pen to each student and ask them to imagine that they are going to die in a car accident on their way home from this meeting.

If they were to die today, what would people say about the life they've lived? What kind of person were they? How did they treat others? What kind of legacy would they leave? Encourage students to reflect on these questions by writing their own eulogies: What would their family or friends say about them at their funeral?

If space allows, encourage students to spread out and find some privacy where they can reflect and write. You may want to play some quiet music in the background. Allow 10 minutes for students to write their eulogies and then gather together to discuss these follow-up questions:

1. Was this activity easy or difficult for you? Why?
2. As you thought about the life you've lived, did you feel satisfaction, discontentment, or both? Why?
3. What kinds of words would you want people to use to describe your life?
4. In general, do you think teens spend much time thinking about their mortality? Why do you think that is?

Student Feedback

Before you continue your discussion, ask your students to reflect on the activity or on what they read for this week. This is a good way to get the discussion started. When their comments run out, continue the discussion with the following questions.

Session Six Discussion Questions

1. What was your reaction to BJ's death? How did reading about his death make you feel?
 - What were the responses of BJ's friends and family?
 - In what ways did you see evidence of their faith in the way they handled BJ's death?
2. During his last Peru trip, BJ wrote "God glorifies us when we suffer. To have glory, you must suffer. To bring God glory, you will suffer. To suffer brings God glory" (p. 175). How did BJ's suffering bring glory to God?
 - What was BJ's attitude when he started sensing that he may be called to suffer martyrdom?
 - Why does suffering have to be part of the Christian life? Aren't there other ways to bring God glory?
3. What are some ways that a Christian teen may be called to suffer or accept inconveniences for the sake of his or her faith?
 - If you never have to suffer, do you still have an authentic faith? Why or why not?
 - What do you think our attitude toward suffering should be? Is it something to be welcomed? Avoided? Feared? Why?
4. At one point in his journal, BJ wrote: "So now, as God is slowly lifting . . . the scales from my eyes, I am starting to discover who I am in Christ—that

is who I *am*" (p. 191). What kinds of words did BJ use to describe his identity in Christ?

- What lies are Christians tempted to believe about their identities?

- Do you find it easy or difficult to see yourself as God sees you? Why?

5. BJ developed a strong sense of his strengths and gifts. How did this awareness affect the way he lived?

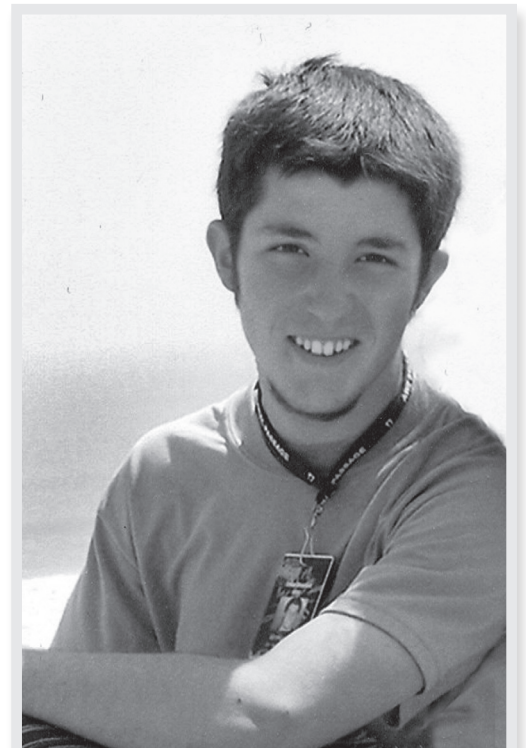
- Do you feel like you have a good sense of your own strengths and gifts? If so, what are some of them?

- How can a healthy awareness of your gifts help you live more effectively as a Christian?

- How can you be sure that awareness of your strengths doesn't grow into pride?

6. BJ wrote "I also challenge and encourage you to continue to grow in Christ, daily reading his Word, praying, worshiping, and fellowshiping. Do not be satisfied with staying the same person and doing the same mundane routine each day" (p. 195).

- What kinds of "mundane routines" do teens fall into? What are some insignificant things they tend to focus on instead of growing in God?
- In general, do you think Christians in our country have become satisfied with mediocrity? Why or why not?
- In what areas that BJ mentioned—daily Bible reading, prayer, worship, fellowship—do you see a personal need for growth?



7. Can a teenager build a legacy—or is this a concept that only applies to older people? Why or why not?
 - How would you describe BJ's legacy?

 - What kind of legacy would you like to leave when you're gone?

8. "You never know why you're alive until you know what you would die for" (p. 203). What would *you* be willing to die for?
 - Is it possible to live a life without ever really living at all? Why or why not?

 - How will your life change as a result of reading this book?