Distractions

SESSION	SLIDES	WORKBOOK
45–55 min	14	Pages 26–28

A note to facilitators

We want to make these sessions as simple as possible for you, but this is your time with your students. You know them best. Use this guide as a starting point, not a script. If a conversation takes an unexpected direction, that is okay. Follow the questions and interests that matter to your group. These sessions work best when students own the time.

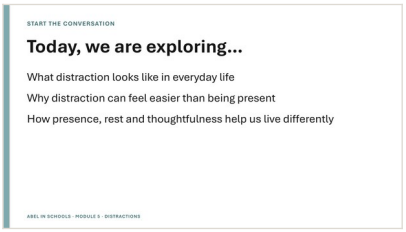
At a glance

Central message	Distractions pull our attention away from the life in front of us. Scripture invites us to choose presence, rest and thoughtfulness, making space for God and for others.
Suggested time	45–55 minutes.
Have ready	Distractions deck, workbooks (pages 26–28), two large sheets of paper, markers and pens.
Optional	Abel Resource Hub introductory video and stories, Bible and balloons for the optional extension.

Before you begin

Distractions are not just screens. Comparison, pressure, worry and busyness can also take our attention. Avoid shaming students about their habits or asking them to reveal personal struggles. They may speak in general terms, reflect privately or choose not to share. Follow your school's wellbeing and safeguarding processes.

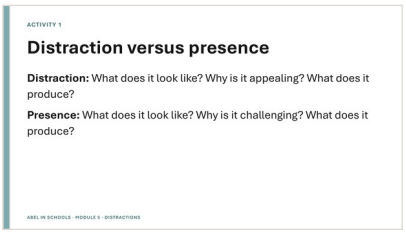
Slide by slide



START THE CONVERSATION · SLIDES 1–3 · 5 MIN · WORKBOOK · PAGE 26

Start the conversation

Introduce the question: What is taking our attention away from the life in front of us? Use the Abel introduction video if available. Ask what distracts people their age and how often they lose track of time on devices. Invite honest discussion without turning it into a lecture about phones.



ACTIVITY 1 · SLIDE 4 · 10 MIN

Distraction versus presence

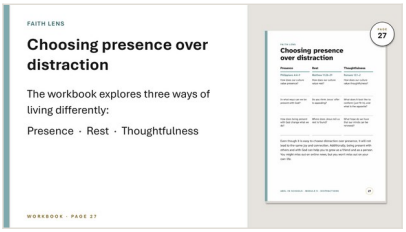
Label two large sheets DISTRACTION and PRESENCE. As a group, brainstorm what each looks like, why distraction is appealing, why presence is challenging and what each produces in our lives. Cluster words such as noise, escape, pressure, connection, rest and clarity. Ask: What moments do we miss when our attention is elsewhere?



DISCUSS · SLIDE 5 · 5 MIN

Where does your attention go?

Invite students to identify their three biggest distractions, when these show up and what they may be missing. They can reflect privately or talk in pairs. Use the workbook's 'Identity and distractions' questions as a starting point. Sharing is optional.



FAITH LENS · SLIDES 6–9 · 15 MIN · WORKBOOK · PAGE 27

Choosing presence over distraction

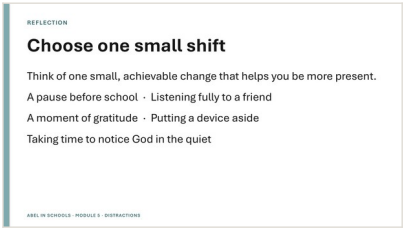
Work through the workbook's three themes, as a whole group or in smaller groups. PRESENCE: Philippians 4:4–9. How can we be present with God, and how does that affect our actions? REST: Matthew 11:28–29. Where does Jesus say rest is found? THOUGHTFULNESS: Romans 12:1–2. What does it mean not to conform, and how can our minds be renewed? Students can discuss the questions or note their thoughts on the workbook page.

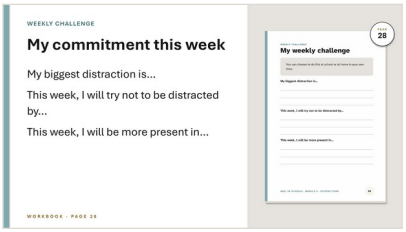


FAITH LENS · SLIDE 10 · 6 MIN

Stories and the faith lens

Use an Abel Resource Hub story or a suitable personal story if available. The older brother in Luke 15:11–32 works well: comparison and resentment distract him from the celebration before him. Ask: What good thing might he have missed? What can comparison make us miss? This is an additional faith lens, not a passage printed in the student workbook.



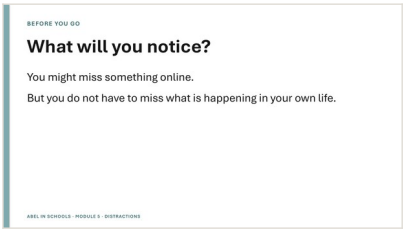


REFLECTION · SLIDE 11 + WEEKLY CHALLENGE · SLIDE 12 · 7 MIN

WORKBOOK · PAGE 28

One small shift

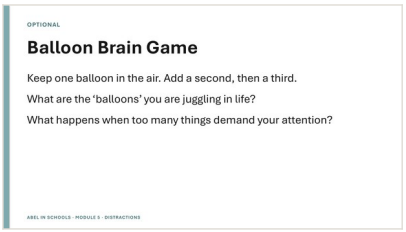
Ask students to choose one small, realistic practice that helps them be more present. Examples include pausing before school, listening without checking a device or noticing one thing to be grateful for. Invite them to complete: 'This week, I will try not to be distracted by...' and 'This week, I will be more present in...' Students write these on workbook page 28.



BEFORE YOU GO · SLIDE 13 · 3–4 MIN

Close and reflect

Ask: What might change if you were more present this week? Students can keep their commitments private. Close with the idea that choosing presence helps us notice people, opportunities and God in everyday life.



OPTIONAL · SLIDE 14 · 5 MIN IF TIME ALLOWS

Balloon Brain Game

Invite one volunteer to keep a balloon in the air. Add another, then another, without overwhelming or embarrassing the student. Ask what the balloons represent in their lives and what happens when too many things compete for attention. This activity is optional.

Additional questions (choose what suits your students)

What distracts you without you noticing? Why can distraction feel easier than being present? How does distraction affect friendships or rest? What helps you notice God in an ordinary day? What is one good thing you might be missing when your attention is elsewhere?

What success looks like

Students can explain the difference between distraction and presence, name internal and external distractions, explore presence, rest and thoughtfulness through the workbook passages and choose one realistic step towards being more present. Look for honest reflection, not personal disclosure or a particular statement of faith.