

Lesson 3 / September 21, 2025

Decisions, Decisions

By RLD Editorial Team

for use as

STEP 1 **Lesson 3****Focus:**

Make every decision
count for God.

Lesson 3**Bible Basis:**

Luke 9:28–31; John
1:17; 5:45–4; Hebrews
3:5–6

Lesson 3**Memory Verse:**

Therefore, my dear brothers and sisters,
stand firm. Let nothing move you. Always
give yourselves fully to the work of the Lord,
because you know that your labor in the Lord
is not in vain. —1 Corinthians 15:58

Students will watch a video about the decision-making process that went into production of the new *Superman* movie as they consider how to make every decision count for God.

Materials:

☐ Internet access

Open your time today by asking if anyone saw the new *Superman* movie over the summer. Ask whether they had seen other Superman films in the past, whether this movie meant anything to them, and what their expectations were for this new film.

The new *Superman* movie released in theaters this summer. People who love the DC movies and the Superman story line had high expectations for this film. The director of the film had to cater both to fans of the DC movies, as well as fans of the old DC comics. With that knowledge, let's look into the director's decision-making process when making creative choices with film.

Play the following video for your students [3:57; stop at 2:48]:

James Gunn Defines His Superhero Vision For Superman (2025) - Geek Interview

<https://www.youtube.com/watch?v=Pnro7NodIVA>

➤ **What decisions had to be made by the director in creating this movie?** (Accept all reasonable answers.)

➤ **What informed the director's decisions when making these choices?** (Accept all reasonable answers.)

➤ **Who is the audience for the director's decisions? Who do the choices impact?** (Accept all reasonable answers. The studio wants to approve a movie that reflects well on them and makes them money. DC comic fans want a story that matches the comics. New viewers want a good movie. The director's decisions impact them all.)

These are examples of big decisions for a director to make and ones that may impact how a new generation of moviegoers feels about an old favorite story line and how a new generation understands it for the first time. However, in the grand scheme of things, these decisions are trivial. Some people make even bigger decisions of even greater consequence.

➤ **What are examples of consequential decisions that everyday or well-known people have to make?** (Accept all reasonable answers, including the following examples. World leaders make policy decisions on behalf of their people. Employees sometimes have to choose whether speaking out against wrong is the right decision, even if it costs them their job. Adults vote in elections. Families choose how to spend their money—what they prioritize, or when there isn't enough money at all, choosing between essentials.)

Consider, too, some big decisions you have to make in your life. We'll come back to that later. First, we are going to look at a biblical figure who had to make big decisions on behalf of an entire nation, and the lasting impact of those decisions.

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)

high school



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STEP 4 

Lesson 3

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Lesson 3

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Materials:

- ☐ Paper
- ☐ Pens/pencils

If your class is meeting online, invite students to bring supplies with them to class.

At various points along the way, Moses made decisions following God’s lead—decisions that honored God and helped God’s people. Moses made some poor choices too, but for all the times Moses made his decisions count for God, God honored Moses in the pages of history and in heaven.

➤ **What are some of the big choices you have to make in your life?** (Accept all reasonable answers. This may include what activities to be involved in, or what college to go to, who to hang out with or listen to, and what standards to live by.)

➤ **What does the decision-making process look like for you?** (Answers will vary. Students may go with their gut, ask others for advice, or make pro-con lists based on rational factors. This may be an easy process for some and difficult for others.)

➤ **What does it mean to make a decision for God or in obedience to God? Do all decisions involve God or just some?** (Accept all reasonable answers. For students, God may factor into the decision making more heavily or be the main focus of the decision, and in other situations less so, depending on the decision at hand.)

Our decisions do affect ourselves and others. Sometimes we make decisions based on what we want most or based on what others will think. As followers of Jesus, the audience opinion we ought to value is God’s. All of our decisions have potential to reflect well on God and make God happy. God and God’s Word can inform our decisions—the big ones, the more obviously spiritual ones, and the everyday.

Distribute supplies (or invite students to have them ready at home). Ask students to each write down on their paper one decision they have to make in the coming days, weeks, or months ahead. Have them then consider and write down how they can invite God into that decision-making process and how their decision might honor God. Encourage them to tuck this into their Bibles to take home and consider each time they come up against that decision.

Close in prayer.

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