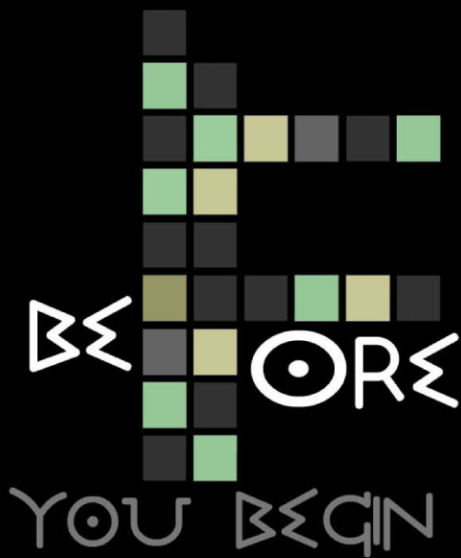


LOVE THE LORD
YOUR GOD WITH
ALL YOUR
HEART AND
WITH ALL OF YOUR
SOUL AND WITH
ALL YOUR MIND
AND WITH ALL
YOUR STRENGTH.
MARK 12:30

SUM HERO
YOUTH DISCIPLESHIP
VOL. 5





The following information is absolutely critical to the successful use of SUMPHERO in your church.

Please read before proceeding.

The lesson plan for each SUMPHERO session varies greatly. SUMPHERO offers a broad range of interactive experiences—from standard Bible study formats, unique prayer activities, and opportunities for students to actively share their faith away from church. The approach of SUMPHERO focuses more on creating experiential encounters with God and His Word than on static classroom study.

SUMPHERO requires



committed leadership and vital preparation.



Committed Leadership—SUMPHERO leadership requires a committed, long-term, ongoing approach to discipleship. SUMPHERO not only pushes dedicated students by a 32-week commitment, but youth leadership as well.

Consider this statement:

“Students will live up to and even exceed the high expectations of those they trust and love, those whose life is an example of the benefits of such expectations.”

Vital Preparation—In any experience-based method of instruction, the key is preparation. If students are to encounter God and His Word in new and meaningful ways, we must be prepared to spend the time necessary to create the environments for those encounters. Each lesson requires a good deal of preparation in advance of the meeting.

We hope that you utilize this preparation time with your youth discipleship team as an opportunity for planning and prayer. An exciting part of this preparation is the anticipation of what God will do in the hearts of students during and following each SUMPHERO session.




*Without this preparation SUMPHERO will fail, because each session depends on **planned** experiences.*




Introduction

We are pleased that you have considered using these materials with your students.

SUMPHERO Youth Discipleship started with these thoughts:

-  What if students stopped spending their time at church in a static classroom setting, and began to engage in meaningful spiritual disciplines instead?
-  Could learning and growing become acts of desire instead of disdain?
-  Do we really believe that God's word is "living" and can capture students' attention and make them thirst for more?

The compilers of these materials believe students want to know God, serve Him more fully, and be actively engaged in a deepening relationship with Him. **SUMPHERO** continues this process of engaging students with *eight meaningful spiritual disciplines*. Our hope is that your students will begin to make these disciplines a part of their life and character. May God bless you as you seek to develop your students into fully devoted followers of Christ.

 The **SUMPHERO**
Task Force



"Now, what's that word again?"

Sumpherō (Some – fair – o) is the Greek word translated "good," which literally means, "to bring together or bear together for the benefit of another." It is used in Hebrews 12:10 where the Word says, "But He disciplines us for our *good* that we may share in His holiness." God's discipline, therefore, is designed not to punish us, but to direct us away from our self-destructive tendencies and bring us in line with His perfect plan and intentions. God's encouragement is designed to accomplish this same goal. His love, mercy, faithfulness, and every other active quality of God are also designed as agents of *this* truth: the benefits of God are God Himself. No one is good, but Him, and no way is right, but His.

■ ■ ■ ■ ■ “What’s the point?”

It is critical that students understand this intrinsic motivation for loving God. We do not study the Bible, have a Quiet Time, pray, meditate, memorize scripture, fast, minister, or engage in any other spiritual

discipline for any other reason except that He is worthy of our worship, or for any other reward than for God Himself. We do not apply the disciplines thinking, “now God owes us something for our obedience” but rather, we apply the disciplines because we owe God everything. The fruit of applying those disciplines is our sharing in His holiness.

■ ■ ■ ■ ■ “What’s the plan?”

ΣΥΜΦΕΡΟ̅ has been designed around this compulsion: *loving Jesus*. Jesus told us in Mark 12:30 that the greatest commandment for an individual life is to “love the Lord your God with all your *heart*, with all your *soul*, with all your *mind*, and with all your *strength*.”

Why did Jesus mention these four areas of focus?

ΣΥΜΦΕΡΟ̅ has been developed from an understanding that these are four core areas of a consuming love for God.

■ Heart ■ Soul ■ Mind ■ Strength ■

The following is a brief explanation of the uniqueness of these core areas of loving God:

Heart: Anytime a person says, “I love you with all my heart,” he is saying he loves you with all of his capacity to do so. Heart refers to capacity; capacity for emotion, capacity for commitment, and capacity for devotion. It is an inner quality that relates to the deepest aspects of who we are. Loving God with all your heart reflects a complete allegiance to Him.

Soul: A person is not a body that has a soul, but rather a soul that has a body. The soul is that uniquely “you” creation of God which will live in eternity. To love God with all your soul means to love Him as only “you” can. It is recognition of the fact that God has uniquely crafted you and designed you for a purpose, and your commitment to love Him by pursuing that purpose fully.

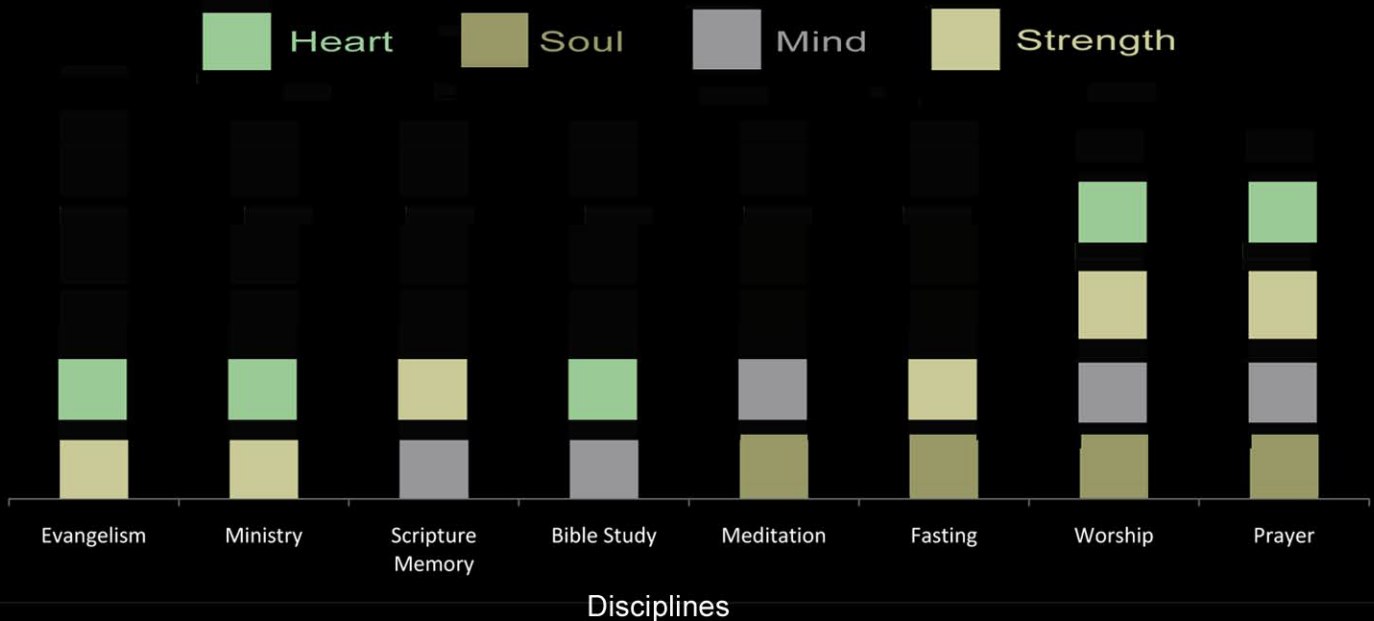
Mind: To love God with all your mind is to obediently follow Romans 12:1-2, Psalm 119:11, and many other such passages. We must develop a Biblical worldview, which enables us to process each occurrence of life through the filter of truth. If you are to love God with all your mind, then you must value His Word more than your own opinions, and seek to conform your thoughts to His.

Strength: Time seems to pass quickly the older you get, but teenagers often feel there is plenty of time for everything. Students need encouragement to make the most of each day. Loving God with all your strength is an exercise in focus, attention, and effort. It is living with the realization that tomorrow isn’t promised and God desires and deserves my fullest measure today. Loving God with all your strength is the outward manifestation of the other three “inner” devotions.

Each core area displays a unique quality in its approach to loving God. Sumpherō desires to engage students in targeted spiritual disciplines that foster these unique qualities. The design and hope of this ministry is for students to be actively involved in the disciplines of Christian living and thus encounter Jesus in new and meaningful ways that create a deepening love for Him.

■ ■ ■ ■ ■ Eight Disciplines and Consuming Love

All eight spiritual disciplines used by **ΣUMPHΞRŌ** will be targeted to strengthen different areas of a consuming love for God. We recognize the impact of these disciplines cannot be limited to the areas prescribed by **ΣUMPHΞRŌ** but they have been assigned as a tool for illustration and development (see the following chart). For instance, when a student is engaged in *meditation*, the lesson will unfold from the perspective that the student is participating in a spiritual discipline that will help him to love God with all his *soul* and *mind*. Prayer is the discipline that under girds every area of loving God, thus, this teaching point will be emphasized during each session on prayer.



■ ■ ■ ■ ■ Schedule

ΣUMPHΞRŌ is an ongoing method of youth discipleship. Each of the eight spiritual disciplines will have four sessions devoted to them, for a total of **32** sessions.

■ ■ ■ ■ ■ Planning Your **ΣUMPHΞRŌ** Schedule

■ ■ ■ ■ ■ *Enlistment & Kick-Off Party, Late August/Early September*

This event should be held at your discretion and be used to promote **ΣUMPHΞRŌ** to your students and to enlist them to participate. Host a party and prepare an element from the year for the students to experience. Serve refreshments and answer questions. Students should then be given the opportunity to sign-up.


Sessions should continue meeting once a week, breaking for holidays and other special occasions. With 32 sessions, **ΣUMPHΞRŌ** should conclude in late April.

The Sessions

The thirty-two sessions of **SUMPHERO** have been organized on a rotational basis. Each week students will be engaged in a different one of the eight spiritual disciplines until each of the disciplines has been experienced four times. Below is a chart that explains this approach.

The lesson plan for each of the sessions will vary from students experiencing a standard Bible Study format to unique prayer experiences to actively sharing their faith away from the church. Again, the lessons will focus more on creating experiential encounters with God and His Word than on static classroom study. These lessons will require **committed leadership** and **vital preparation**

SESSIONS BY DISCIPLINES



Session 1 prayer	Session 2 bible study	Session 3 meditation	Session 4 evangelism	Session 5 scripture memory	Session 6 worship	Session 7 bible study	Session 8 fasting
Session 9 meditation	Session 10 ministry	Session 11 ministry	Session 12 prayer	Session 13 evangelism	Session 14 worship	Session 15 fasting	Session 16 prayer
Session 17 bible study	Session 18 meditation	Session 19 prayer	Session 20 evangelism	Session 21 worship	Session 22 ministry	Session 23 ministry	Session 24 fasting
Session 25 scripture memory	Session 26 bible study	Session 27 worship	Session 28 evangelism	Session 29 meditation	Session 30 scripture memory	Session 31 fasting	Session 32 prayer



We hope you have a great year of discipleship. As you work through these materials, be mindful that we are always looking for feedback and would love to hear from you. If there is an instruction you don't understand or any question at all, just email Andy at aharrison@bgco.org. And a big thanks for your church's gifts to the Cooperative Program. Your gifts through the Co-operative Program make **SUMPHERO** possible.

 **A last word...**

I would like to say a word of thanks and gratitude to this year's **SUMPHERO** Task Force. They have served as encouragers, friends, and co-authors in the creation process of Volume 4. Their willingness and dedication to this discipleship material has been invaluable.

Jon Bawden, First Baptist East, Lawton, OK
Kent Epling, Meadowood Baptist Church, Midwest City, OK
Chris Gordon, First Baptist Church, Sayre, OK
Matt McClure, First Baptist Church, Tulsa, OK
Garry McNeill, First Baptist Church, Durant, OK
Jeron Young, Emmaus Baptist Church, Moore, OK
Micheal Pelter, Immanuel Baptist Church, Shawnee, OK
Pete Wilson, Lake Point Community Church, Durant, OK



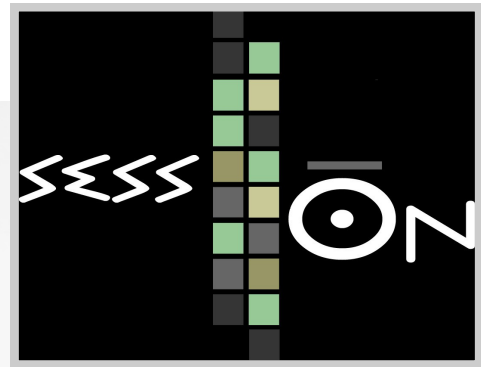
May God bless your ministries!

Andy Harrison
Baptist General Convention of Oklahoma
Student Education Ministry Specialist



Preparation

- Make sure every student has a copy of the Bible.
- Have a pencil and paper for each student.
- Have poster board or a whiteboard/chalkboard at the front of the room to list the students' prayer requests.
- Provide a journal for each student. If you are unable to do so, encourage the students to bring one for the next session. However, it would be much more effective to provide them with an inexpensive notebook.



one

Discipline: Prayer
Session Verse/Passage:
 2 Chronicles 7:14-15
Session Purpose: To challenge students to begin (or continue) praying for things that matter to them and to journal how God answers prayers through the course of the year.



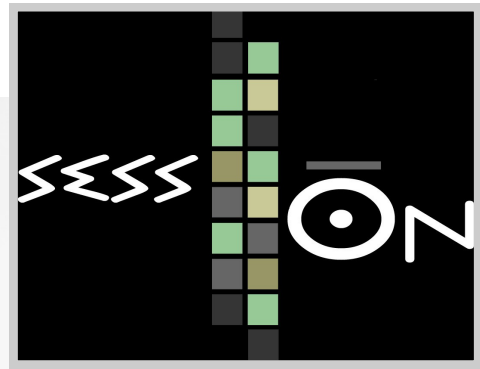
Session Teaching Plan

- **Step One - 15 min.** Begin by asking the students if they really think that God answers prayer. Ask them for examples and be ready to let them talk. Try to allow the students to really engage in the thought process and discussion. Before you conclude this discussion, encourage them with the truth that God may not always answer as we expect, but He is indeed still faithful (Isaiah 55:8-9). Then, have all the students turn to 2 Chronicles 7:14-15 and ask a student to read it to the group.
- **Step Two - 10 min.** As a group, have the students list prayer requests. These requests may pertain to your youth group, church, community, state, country, world, etc. List these requests as they are mentioned. Challenge them to be specific and transparent. Then direct each student to look over that list and write down any of them that they personally feel strongly about.
- **Step Three - 10 min.** Now lead the students to list some personal prayer requests that are on their hearts and minds. This should be done individually. Direct them to add these personal requests to the other ones they listed from step two.
- **Step Four - 15 min.** Now tell the students that each of us are going to begin (or continue in) keeping a prayer journal. Take a moment to pass out the journals/ notebooks to the students. Talk for just a minute on how to do this. We will begin by writing down our thoughts each day. It will be somewhat of a letter to God about what He teaches us that day. It may be from the Bible, something they saw Him do that day at school, home, church, etc. Also, have them journal the prayer requests they want to lift up to Him and also write down how He is answering them. Remind them that we need to continue to lift up prayer requests day after day – not just one time. Finish by telling them that we are going to look back at these at the end of the school year and see just how He has answered our requests.
- **Step Five - 10 min.** Give the students some time to pray silently for those requests and then close with prayer aloud by one person.
- **Note:** It would be a great idea to check in with them from time to time during the year to see how the journaling is going and how they are seeing God answer their prayers.

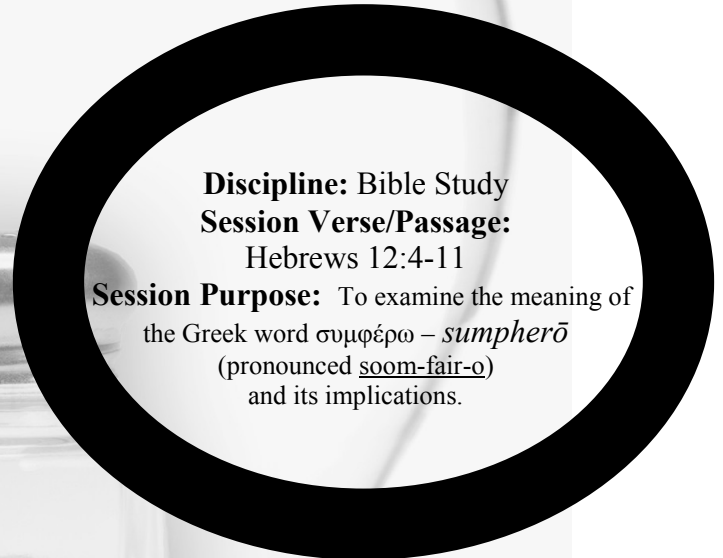


Preparation

- As you prepare for this lesson be sure to read and study the passage (Heb. 12:4-11) in order to gain an understanding of the context. The focus will be on the word translated “good” (NASB, NIV, ESV, NRSV) or “benefit” (HCSB) or “profit” (NKJV) in verse 10.
- If possible, have several copies of these translations available so that your students can get into groups with each group reading from a translation that differs from the other. You might also use *The Message* paraphrase for an additional resource which translates “best” for the word in view (also NLT).
- Have pens or pencils available for the groups.
- If you do not have access to enough of these translations a good resource to use is www.biblegateway.com. Also, a list of Hebrews 12:10 in several translations will be provided at the end of this lesson. It is simply titled “Translation List.” Make copies of this sheet, cut into individual Scripture slips, and distribute to your students.
- Make enough copies of the “*Sumpherō* Word Study” sheet to give either one to each group or one to each person.



two



Discipline: Bible Study

Session Verse/Passage:

Hebrews 12:4-11

Session Purpose: To examine the meaning of the Greek word *συνφέρω* – *sumpherō* (pronounced soom-fair-o) and its implications.



Session Teaching Plan

- **Step One – 10 min.** Have your students break up into groups of 2 or 3 and assign each group a different translation. The purpose of this is to have each group gain a slightly different perspective on the words used in Hebrews 12:10. Have one person in each group read aloud to his or her group.
- **Step Two – 30 min.** After each group has read the verse aloud to one another ask them to read to the whole group. It might be helpful to call out specific translations that you know will differ with regard to the word *sumpherō*, i.e. NASB/HCSB/NKJV. If you could not find enough copies of the different translations, have the students read the Scripture slips from the “Translation List.”
- Say: “One of the best ways to study a word or verse in the Bible is to read it from several different translations.” You might explain what you mean by “translations” (i.e. that the NIV, NASB, NLT, etc. are all different translations of the original Hebrew and Greek Scriptures).
- Ask: “Did you notice any difference between your group’s translation and that of the other groups?” Allow some time for responses and then explain that doing Bible study in this way can help you gain a wider perspective or even help you better understand what is being discussed.
- Distribute: Give a copy of the “*Sumpherō* Word Study” sheet to each group. If you prefer, make enough copies to give one to each person. Instruct them to work on the sheet in their groups and make sure that they are discussing within their groups.
- **Step Three – 20 min.** Now have the different groups work together to explain what insights they gained from Hebrews 12:10. The point of this will be to get them all to recognize that using different words can sometimes help clarify certain concepts or ideas in Scripture. Carefully explain that the idea is not to come up with a new “truth” from Scripture but rather, to help us understand the truth that is already there. In other words, it is sometimes helpful to hear something a different way because it causes us to think about it rather than to just read it and go on without letting it truly “sink in.”
- Finish by asking a few of the questions at the bottom of the “*Sumpherō* Word Study” sheet and dismiss with prayer.

Sumpherō Word Study

Using whatever Bible translation you have write out **Hebrews 12:10** below:

Depending on the translation or version that you have, circle the word “good” or “profit” or “benefit” on this sheet. If you are reading from *The Message* paraphrase the word will be “best”. These words are all different translations for the Greek word *sumpherō* (pronounced soom-fair-o).

This word literally means “to bring together” or “to bear together” and often carries with it the idea of something that is beneficial for someone. In the context of Hebrews 12:10 it can be defined as “to be advantageous”. Can you think of other words or phrases that might also make sense with this definition? Write a few of them below:

This verse tells us that it is God who “disciplines us for our good”. What is the end result or purpose of God’s discipline according to the end of verse 10?

Do you see the difference between the discipline of man and the discipline God gives? God does not discipline us simply because He feels like it or because He wants to make us feel bad—He does it *for our good!*

Write out Hebrews 12:11 below:

What are some ways that God disciplines us?

Can you think of a time when God disciplined you for your good?

Does knowing that God disciplines us *only* for our own good make it easier to endure? Why or why not?

Ultimately God is training us to be righteous like Jesus Christ. Everything He does has a purpose and leads us further down the path towards holiness. Romans 8:28 reminds us, “*And we know that God causes all things to work together for good to those who love God, for those who are called according to His purpose*” (NASB).

Translation List

10 For they disciplined us for a short time as it seemed best to them, but he disciplines us for our good, that we may share his holiness.

ESV

10 For they disciplined us for a short time based on what seemed good to them, but He does it for our benefit, so that we can share His holiness.

HCSB

10 While we were children, our parents did what seemed best to them. But God is doing what is best for us, training us to live God's holy best.

The Message

10 For they disciplined us for a short time as seemed best to them, but He disciplines us for our good, so that we may share His holiness.

NASB

10 Our fathers disciplined us for a little while as they thought best; but God disciplines us for our good, that we may share in his holiness.

NIV

10 For they indeed for a few days chastened us as seemed best to them, but He for our profit, that we may be partakers of His holiness.

NKJV

10 For our earthly fathers disciplined us for a few years, doing the best they knew how. But God's discipline is always good for us, so that we might share in his holiness.

NLT

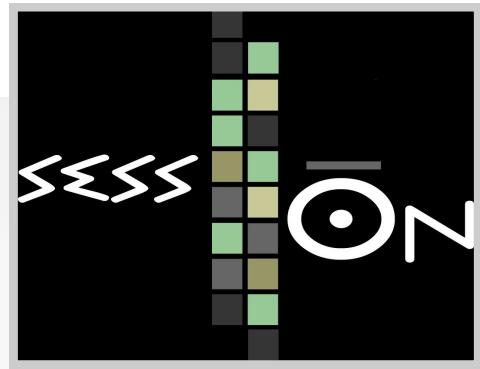
10 For they disciplined us for a short time as seemed best to them, but he disciplines us for our good, in order that we may share his holiness.

NRSV



Preparation

- Have on hand a CD player and the song “God of Wonders” which can be found on *Third Day’s* worship album: “*Offerings II: All I have to give.*” *Chris Tomlin* also has a version of this song on the worship album: “*Passion 2002: Our Love is Loud.*”
- Familiarize yourself with Psalm 148 so that you can facilitate a discussion concerning the meditation time at the end of the session.
- Print copies of the student handout, “The 5 R’s of Meditation,” which is included in this session.
- Locate an area outside, large enough for the students to go and spend time away from each other where they can meditate on Psalm 148 as they observe the Lord’s creation.



three

Discipline: Meditation
Session Verse/Passage:
 Psalm 148
Session Purpose: To encourage students to see the majesty of God through His creation by meditating on Psalm 148.



Session Teaching Plan

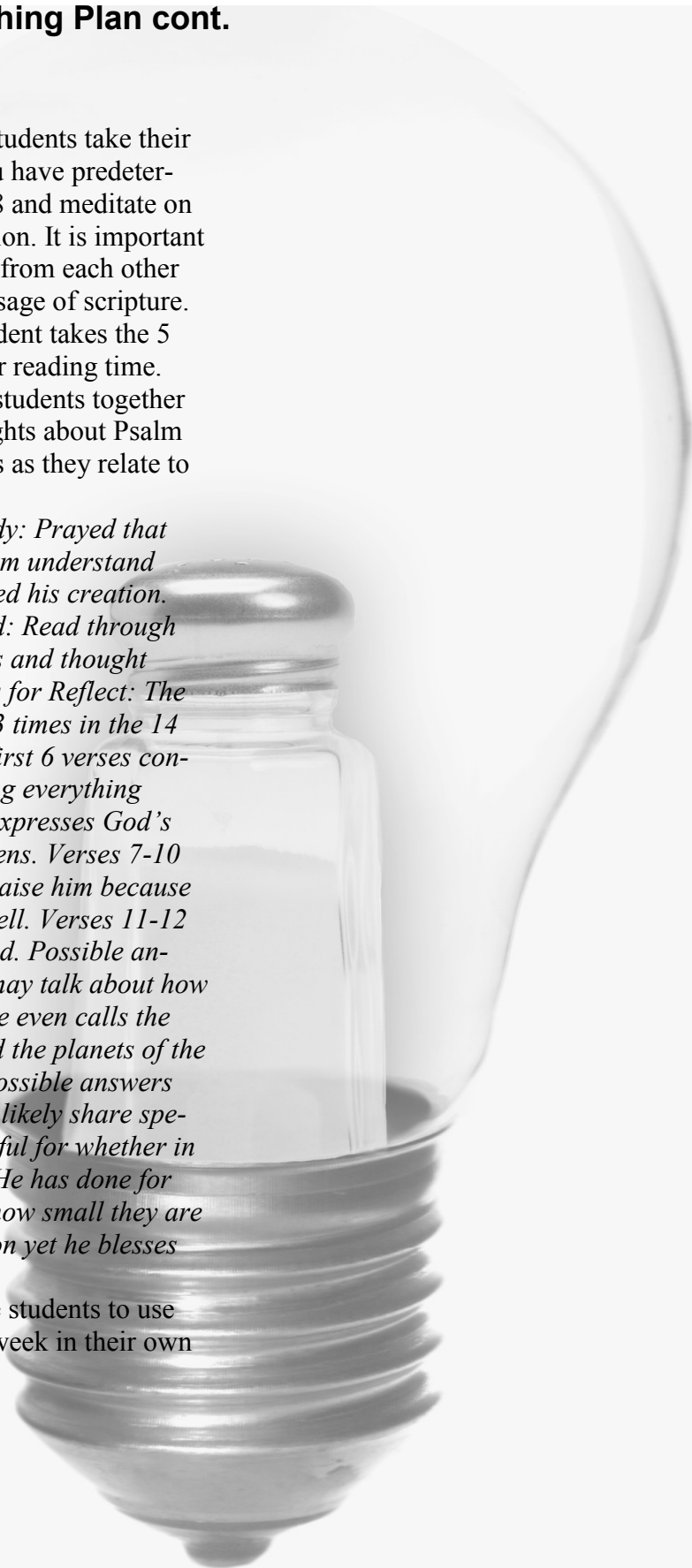
- **Step One – 10 min.** Begin by gathering the students in an area where they can listen to the song “God of Wonders.” After you have lead them in prayer and before you begin the song, remind them that meditation is the act of focusing one’s thoughts on the subject at hand; which for this session is seeing the majesty of God through His creation. This means that although the students may already be familiar with the song *God of Wonders*, it’s important for them to pay attention to the lyrics as they sit quietly in the group.
 - At this time, hand a copy of “The 5 R’s of Meditation” to each of the students. Describe to them the process of Christian meditation by explaining each step. Tell them that the goal of Christian meditation is to think on the truths of God and the will of God so that it can affect our attitudes, thoughts, and actions. Before you begin the song, challenge the students to use the 5 R’s to help them think on the truths of God as they listen.
- **Step Two – 10 min.** Play the song and allow the students time to collect their thoughts. After the song ends, ask the students to briefly discuss their meditation points by using *the 5 R’s of meditation*. Ask them what was significant about the song.
 - *Possible answers for Ready: Spending time in prayer, asking forgiveness and telling God how much I love him. Possible answers for Read: It was a slow song, the name of the artist, and the instruments in the song. Possible answers for Reflect: God is not only worshipped on the earth, he is worshipped in the heavens. He not only created the earth, he created galaxies. He’s there in the good times and the bad times, the light and the darkness. Possible answers for Respond: They may talk about how small they are when they are contemplating about the universe God has created. They may talk about how big God is. Possible answers for Resolve: They may be thankful for specific things in God’s creation when thinking on*

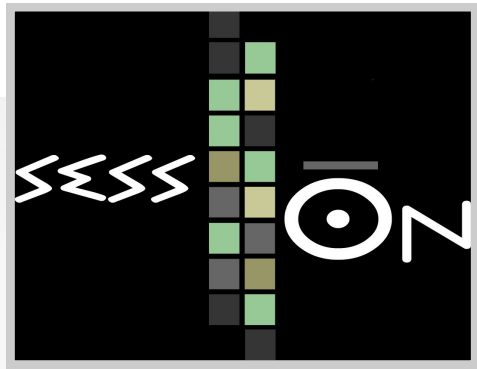


Session Teaching Plan cont.

the majesty of his universe.)

- **Step Three – 25 min.** Have the students take their Bibles to the area outside that you have predetermined for them to read Psalm 148 and meditate on it while they observe God’s creation. It is important to encourage students to separate from each other so that they may focus on the passage of scripture. Remember to make sure each student takes the 5 R’s handout to assist them in their reading time.
- **Step Four – 10 min.** Gather the students together and have them discuss their thoughts about Psalm 148. Go through each of the 5 R’s as they relate to Psalm 148.
 - *Possible answers for Ready: Prayed that God would better help them understand Psalm 148 as they observed his creation. Possible answers for Read: Read through the scripture several times and thought about it. Possible answers for Reflect: The word “praise” appears 13 times in the 14 verses of the Psalm. The first 6 verses consist of the psalmist praising everything above the earth. Verse 4 expresses God’s sovereignty over the heavens. Verses 7-10 call God’s creatures to praise him because he provides for them as well. Verses 11-12 call mankind to praise God. Possible answers for respond: They may talk about how amazing it is that scripture even calls the creatures of this earth and the planets of the universe to praise God. Possible answers for Resolve: Students will likely share specific things they are thankful for whether in God’s creation or things He has done for them. They may mention how small they are in reference to His creation yet he blesses them.*
- **Step Five – 5 min.** Challenge the students to use the 5-R’s of meditation tool this week in their own quiet time.





Preparation

■ Prepare a game to begin your session. You want to try to play a game that is different, off the wall, unexpected, etc., if at all possible. One resource you can try is from the game show “Minute To Win It.” (Check it out at <http://nbc.com/minute-to-win-it/>. Once there, navigate to the “games.” There are a number of games that can be played with a few students or the entire group with little preparation. You can even watch videos of some of the games being played on the show). An additional way to make it different is to play the game for points. After completion, award the person with the least amount of points the winner instead of the expected winner. The whole idea is to play a game that is not the norm.

■ Make sure to have some extra Bibles in case students do not have their own.

■ Have pencils/pens and paper for students to write down their creative ways to share the gospel.

four

Discipline: Evangelism
Session Verse/Passage:
Luke 15:1-7; Matthew 13:44
Session Purpose: To lead students to think of and use creative ways to tell others about Jesus.



Session Teaching Plan

- **Step One - 10 min.** Begin this session by simply saying that you’re going to begin with a game. After playing the game, discuss how your game was different from the normal “run of the mill” games. Tell the students that tonight we are talking about how we can tell others about Jesus and His salvation in creative and different ways. Challenge them to dream big and think outside the box.
- **Step Two – 10 min.** Have one student turn to Matt. 13:44 while the rest of the students turn to Luke 15:1-7. Remind the students that we have great news to share with the lost and dying world. Point out in the Luke passage how important every person is to God. While discussing the “lost sheep” parable and the “treasure” comparison, you might also point out how creative Jesus was whenever He told others the Truth.
- **Step Three – 15 min.** Break up into groups of 3 or 4 and challenge each group to come up with different ways to share Jesus. Encourage them to think of ways that perhaps they have never heard of before. Challenge each group to invent at least 5 ways to share the news of Jesus.
- **Step Four – 20 min.** Come back together and report. Talk about what it would really take to pull these off as

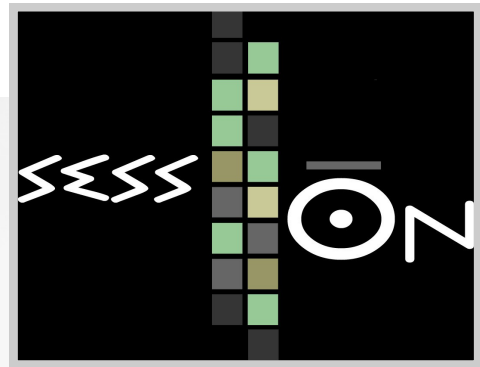
each group shares.

- **Step Five – 5 min.** Close by praying for the lost and for God to use these new ideas to reach the world for Jesus.

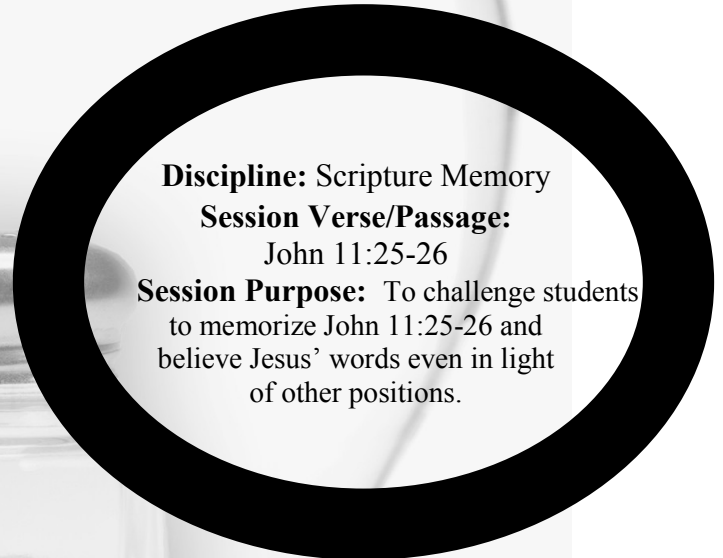


Preparation

- First, memorize John 11:25-26 before you begin to teach this lesson. This will be a great example to set for the students and challenge them to do what you have already done.
- Familiarize yourself with the “Comparisons of Faith” handouts that will be attached to this lesson. It will be important to go through and check all of the material in order to answer any of the questions the students might have over the charts. Note that the charts are an oversimplification of these faiths and are meant to be a springboard for discussion.
- Print copies of the “Comparisons of Faith” charts and have enough for each student or just one of each chart to be used in groups.
- Make sure that there are enough Bibles available for everyone because they will need them often. You might also make pens or pencils available for anyone who might want to take notes.



five



Discipline: Scripture Memory

Session Verse/Passage:

John 11:25-26

Session Purpose: To challenge students to memorize John 11:25-26 and believe Jesus’ words even in light of other positions.



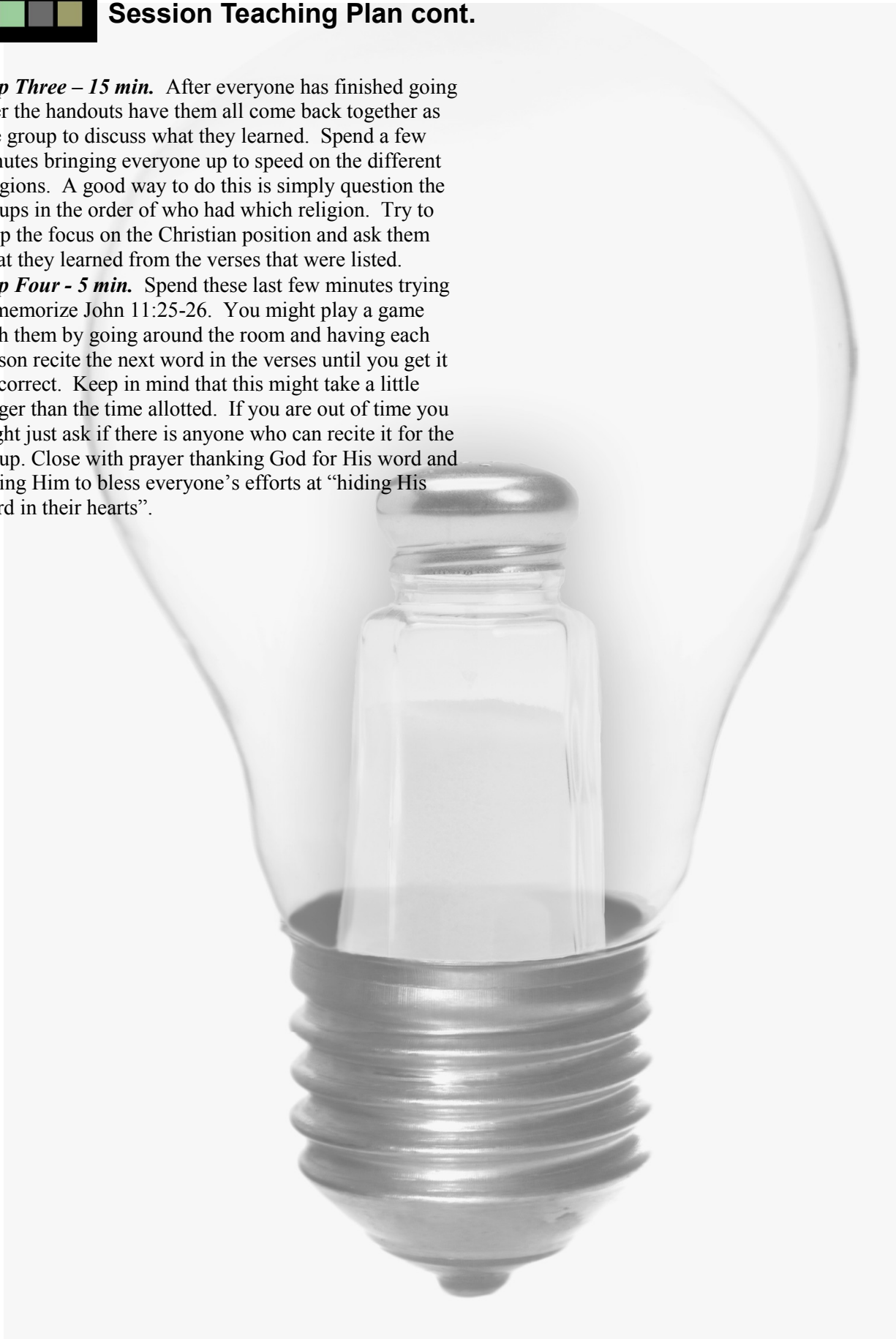
Session Teaching Plan

- **Step One – 10 min.** Introduce the spiritual discipline of Scripture Memory by telling how it is important in your own life. Make sure that your students understand the value of memorizing scripture. **Quote:** Psalm 119:11 says, “*Your word I have treasured in my heart, that I may not sin against You*”. Explain that memorizing Scripture is something that is a necessity for every believer. This is especially helpful when we talk about defending our faith against other opposing views. In the end we must rely on what God has revealed to us in His word rather than on our own intellect. Challenge your students at this point to try and memorize John 11:25-26. You might give them a few minutes before moving to step two but they will also have time to memorize a little later in this session.
- **Step Two - 30 min.** The purpose of this part of the lesson will be for your students to compare some of the major beliefs of Christianity with what some other popular religions believe. In John 11:26, Jesus asks the question, “Do you believe this?” The simple challenge in this verse is to truly believe what Jesus taught in Scripture. As your students study these charts they might have some questions about these other religions. The amount of detail on the charts is fairly minimal so you might research the website that is given on the handouts or some other resources that you have access to. The minimal detail of the other religions is for the purpose of focusing on what we believe as Christians instead of all the particulars of these other religions.
 - Have your students separate into groups of 2 or 3 (you may choose to have larger groups depending on how many students you have) and distribute one of the comparison charts to each group. You might need to have more than one copy of each comparison chart in order to cover all the groups. Have them study the charts and spend most of their time looking up the verses that give support to the Christian view. Allow them time to really get a grasp of why we believe these things about God, Jesus, salvation and Scripture. Give them however much time they need to get through the entire chart while they compare whatever religion they have with Christianity.
 - Challenge the students to be working on memorizing John 11:25-26 during this time, especially if they finish early with the charts.



Session Teaching Plan cont.

- **Step Three – 15 min.** After everyone has finished going over the handouts have them all come back together as one group to discuss what they learned. Spend a few minutes bringing everyone up to speed on the different religions. A good way to do this is simply question the groups in the order of who had which religion. Try to keep the focus on the Christian position and ask them what they learned from the verses that were listed.
- **Step Four - 5 min.** Spend these last few minutes trying to memorize John 11:25-26. You might play a game with them by going around the room and having each person recite the next word in the verses until you get it all correct. Keep in mind that this might take a little longer than the time allotted. If you are out of time you might just ask if there is anyone who can recite it for the group. Close with prayer thanking God for His word and asking Him to bless everyone's efforts at "hiding His word in their hearts".



Jehovah's Witness vs. Christianity

	Jehovah's Witness	Christianity
God	Jehovah Trinity Rejected	Trinitarian God (Father, Son and Holy Spirit) Gen 1:1, Deut. 6:4, 1 Tim. 1:17, John 14:16-17, John 16:7-14
Salvation	Both faith and works; works emphasized.	Both faith and works; faith emphasized. Eph. 2:8-9, John 14:6, Romans 5:8-10, Romans 10:9-10, James 2:14-26
Scriptures	**New World Translation	Bible: NASB, ESV, NIV, etc. Ps. 19:7-10, Ps. 119:11, 2 Tim. 3:15-17, Hebrews 4:12
Jesus	Son of God, Word of God, God's first creation, Archangel Michael	Son of God, Word of God, God, second Person of the Trinity John 1:1-18, Phil. 2:5-11, 1 Cor. 15:1-4

**For the most part, the NWT is similar to most other modern translations.

However, notable differences occur in verses that touch on particular doctrines of the Jehovah's Witnesses that differ from mainstream Christianity. The instance that has perhaps caused the most controversy is the NWT's translation of John 1:1, which in the New International Version (NIV) reads:

In the beginning was the Word, and the Word was with God, and the Word was God.
But in the NWT, it is rendered:

In [the] beginning the Word was, and the Word was with God, and the Word was a god.

-Taken from www.religionfacts.com

Useful Resource:

www.bgco.org/5285 Baptist Faith and Message 2000

Judaism vs. Christianity

-Taken from www.religionfacts.com

	Judaism	Christianity
God	Unity - one substance, one person	Trinitarian God Gen 1:1, Deut. 6:4, 1 Tim. 1:17, John 14:16-17, John 16:7-14
Salvation	Belief in God, good deeds	Both faith and works; faith emphasized. Eph. 2:8-9, John 14:6, Romans 5:8-10, Romans 10:9-10, James 2:14-26
Scriptures	**Tanakh (Jewish Bible)	Bible Ps. 19:7-10, Ps. 119:11, 2 Tim. 3:15-17, Hebrews 4:12
Jesus	False prophet, normal birth, death by crucifixion, resurrection of Jesus is denied as is the second coming.	Son of God, Word of God, God, second Person of the Trinity John 1:1-18, Phil. 2:5-11, 1 Cor. 15:1-4

The Tanakh consists of the same books as the Christian [Old Testament](#), although in a slightly different order and with other minor differences. The Tanakh should not be referred to as the "Old Testament" in the context of Judaism, however, as the term implies acceptance of the "[New Testament](#)."

"Judaism does not revolve around a set of doctrines or a plan of salvation. Instead, it is a prescription for living life. The crucial question in Judaism is, What do you practice? or What are you doing with your life?"

Corduan, Winfried. *Neighboring Faiths: A Christian Introduction to World Religions*. (Downers Grove: IVP, 1998), 46.

Useful Resource:

www.bgco.org/5285 Baptist Faith and Message 2000

Islam vs. Christianity

	Islam	Christianity
God	One God (Allah in Arabic)	Trinitarian God Gen 1:1, Deut. 6:4, 1 Tim. 1:17, John 14:16-17, John 16:7-14
Salvation	Correct belief, good deeds, Five Pillars (prayer, pilgrimage, charity, fasting, confession of faith)	Both faith and works; faith emphasized. Eph. 2:8-9, John 14:6, Romans 5:8-10, Romans 10:9-10, James 2:14-26
Scriptures	**Qur'an (Koran) Only authentic in Arabic.	Bible Ps. 19:7-10, Ps. 119:11, 2 Tim. 3:15-17, Hebrews 4:12
Jesus	True prophet of God, whose message has been corrupted, did not die on the cross	Son of God, Word of God, God, second Person of the Trinity John 1:1-18, Phil. 2:5-11, 1 Cor. 15:1-4

Muslims believe the Qur'an to be a flawless record of the Angel Gabriel's revelations to Muhammad from 610 until his death in 632 AD. It is also believed to be a perfect copy of a heavenly Qur'an that has existed eternally

-Taken from www.religionfacts.com

“To repeat a comment made in connection with Judaism, Islam is primarily a religion about practices, not beliefs.”

Corduan, Winfried. *Neighboring Faiths: A Christian Introduction to World Religions*. (Downers Grove: IVP, 1998), 88.

Useful Resource:

www.bgco.org/5285 Baptist Faith and Message 2000

Mormonism vs. Christianity

	Mormonism	Christianity
God	Heavenly Father , who has a physical body. Trinity Rejected - Father, Son and Holy Spirit are three distinct beings who are "one in purpose"	Trinitarian God Gen 1:1, Deut. 6:4, 1 Tim. 1:17, John 14:16-17, John 16:7-14
Salvation	**Both faith and works; works emphasized.	Both faith and works; faith emphasized. Eph. 2:8-9, John 14:6, Romans 5:8-10, Romans 10:9-10, James 2:14-26
Scriptures	Bible, Book of Mormon, Doctrine and Covenants, Pearl of Great Price	Bible Ps. 19:7-10, Ps. 119:11, 2 Tim. 3:15-17, Hebrews 4:12
Jesus	Son of God, Savior, originally one of the spirit beings that all humans used to be (see Jesus Christ). Has a physical body.	Son of God, Word of God, God, second Person of the Trinity John 1:1-18, Phil. 2:5-11, 1 Cor. 15:1-4

** To summarize these and other Mormon statements, salvation can be achieved by:

- Believing in God and Jesus
- Doing good (being kind, fair, loving, etc.)
- Developing moral character
- Repenting of sins and attaining forgiveness through the Atonement of Christ
- Being baptized and participating in other Mormon ordinances
- Spreading the Mormon faith

-Taken from www.religionfacts.com

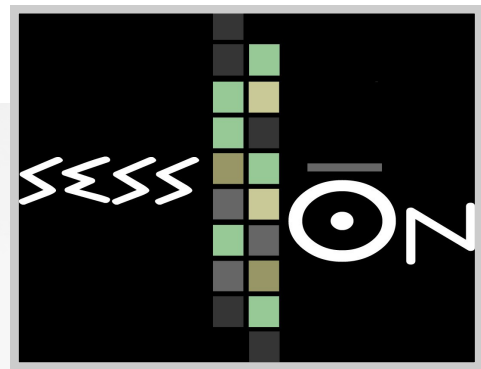
Useful Resource:

www.bgco.org/5285 Baptist Faith and Message 2000



Preparation

- Before the session, get some of the students' cell phone numbers secured and enlist someone outside of the group to call them randomly, periodically during the session. Instruct this person to begin calling (not texting) random students as soon as you begin your teaching time. Ask them to call maybe every five minutes or so. Have them stop about ten minutes before you end the session.
- Make sure every student has their own copy of The Bible.
- Make enough copies of the "Think About It" Bible study method for each student to have one.
- Secure enough pencils or pens for each student. If possible, provide tables for the students to write on.
- Make copies of the Sumphero Fasting Explanation Sheet (that includes the time your students will be fasting during the week AND the Sumphero Parent Permission Slip for fasting. Distribute these to the students at the end of the lesson, explaining that they will need to get parental permission if they want to participate with the group during the fasting activity that will take place the next week.



seven

Discipline: Bible Study
Session Verse/Passage:
 Matthew 17:14-21

Session Purpose:

To challenge students to study what God says about fasting and apply it to their daily lives.



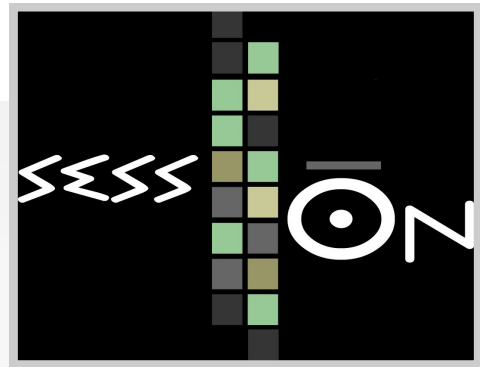
Session Teaching Plan

- **Step One – 5 min.** As you begin this session, tell the students that we are going to study God's Word and concentrate on fasting and praying. Tell them that we are going to fast from our cell phones for the duration of our study tonight. As you progress through the session watch to see how the students react as they receive calls. Your pre-arranged person will be calling them throughout the session. (If you make it a practice to take up phones before session, etc., tell them that tonight they may keep them, but not use them.)
- **Step Two – 10 min.** As the leader, turn to Matt. 6:25-34 and tell the students that you are going to read this passage to them aloud. Instruct the students to stand up, put both hands on the cheeks of their faces, and say "Oh No!" every time they hear you read the word "worry" (or "anxious", depending on the translation you use). Also instruct them to put their hands on their stomachs and say "yum yum" every time they hear you read a word having to do with food (such as "feed" or "eat", etc.). After the attempt (try to have fun with it), read Matthew 6:33 again. Tell the students that we are going to study a passage about fasting. We fast to help us focus on God and pray. We seek His kingdom.
- **Step Three – 20 min.** Give every student a copy of the "Think About It" study method and instruct the students to turn in their Bibles to Matthew 17:14-21. Make sure each student has something to write with. Tell them to use this study method to study the passage.
- **Step Four – 15 min.** Discuss, as a group, the meaning of the passage. Be prepared to lead them through each step of the "Think About It" study. Remind them that fasting is to help us focus on praying.
- **Step Five – 10 min.** Have the students think about things they can be praying about today. Challenge them to put what they have just studied into practice. Close in prayer.

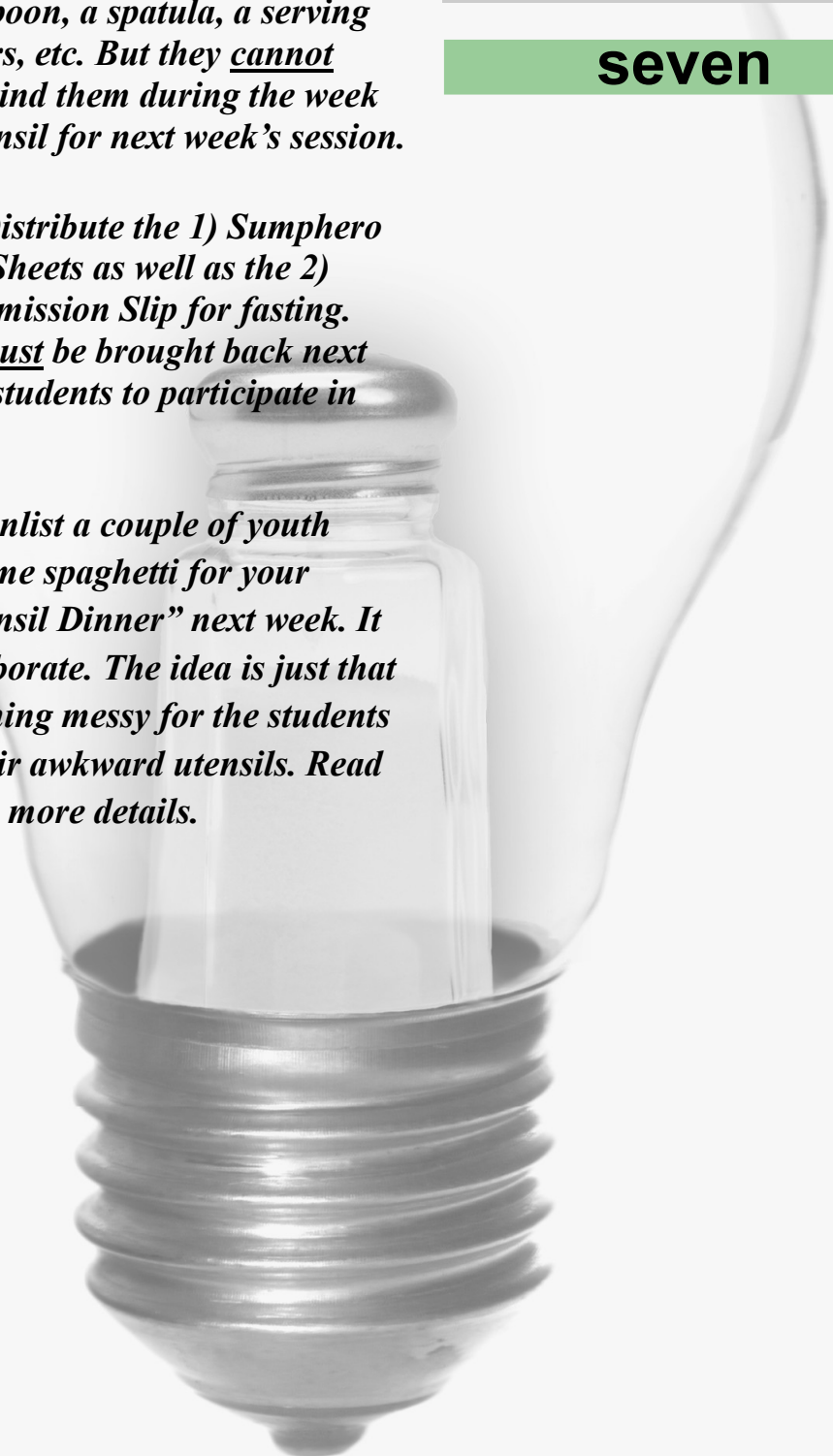


Attention Leaders

- ***SPECIAL NOTE 1:*** *In next week's session, we will be having a "Bring Your Own Utensil Dinner." Instruct the student that they will need to bring some type of utensil from their home. They can bring a wooden spoon, a spatula, a serving fork, tongs, egg beaters, etc. But they cannot bring silverware. Remind them during the week to bring their own utensil for next week's session.*
- ***SPECIAL NOTE 2:*** *Distribute the 1) Sumphero Fasting Explanation Sheets as well as the 2) Sumphero Parent Permission Slip for fasting. The permission slip must be brought back next week in order for the students to participate in the fasting activity.*
- ***SPECIAL NOTE 3:*** *Enlist a couple of youth workers to prepare some spaghetti for your "Bring Your Own Utensil Dinner" next week. It doesn't have to be elaborate. The idea is just that there would be something messy for the students to have to eat with their awkward utensils. Read ahead to Session 8 for more details.*



seven



THINK ABOUT IT

Bible Study Method

The Passage: _____

- 1) Read the entire passage.
 - 2) **STOP & PRAY**, asking God to show you something **you've never seen before**.
 - 3) Read the entire passage, again, trying to see something **you've never seen before**. Jot it down on the line provided below.
-

- 4) How does the passage **begin**? Does it point to previous information by beginning with words such as, "*therefore*", "*so*", "*then*", "*for*", etc. If so, read the verse (or verses) before to get the foundation information for the passage to be studied.
 - 5) Is there anything **funny**? Search the passage for anything that seems odd, or doesn't seem to make sense at first, or seems funny (for example: in Gen. 3:8 we see that Adam and Eve heard the sound of the Lord God walking in the garden "in the cool of the day"..... Why is that phrase, "in the cool of the day" in there and what does it mean? Ask God)
-

- 6) What is the **main point** of the passage?
-

- 7) What are any **minor points** that are included in the passage?
-

- 8) Is there anything that you know about the **history of the time and people** in which the passage was originally written that might add to the meaning?
-

- 9) What does this verse **mean to you, personally**, today?
-

- 10) **How can you use** what you've seen, today in this study, to further His Kingdom and grow your walk closer with The Lord? How can you bring this passage to life personally today?

- 11) **STOP & PRAY** thanking God for His Word and whatever else is on your heart.



Dear Parent,

First let me say, thank you, for letting your child participate in the Sumpherō Youth Discipleship program.

During our times together we are actively engaging students in eight specific spiritual disciplines. One of those eight is the discipline of fasting.

This week we are asking students to fast from all food and beverages (except for water) for one day.

We understand that many students may have dietary needs related to medical conditions, so we are seeking permission for your student to participate with us in this spiritual exercise.

The day our group has selected for the fast is _____. This means that from 6:00 p.m. on the day before the fast, until 6:00 p.m. of the day of the fast, your child should eat nothing and drink only water. They may take their first meal after 6:00 p.m. on the day of the fast.

We will not be encouraging any student to participate with us in the fast who does not have parental permission to do so. If you would be willing to give your child permission to participate with us in this exercise, please sign the attached permission slip and return it (or have your student return it) to the Sumpherō group leader.

Thank you!



My child, _____, has permission to participate in
the Sumpherō Youth Discipleship fast.

(Parent or Guardian)



Preparation

- Collect the “Sumphero Parent Permission Slips” for fasting that you handed out last week to the students. They must turn these in to participate in this week’s necessity fast.
- Make copies of the student’s “Personal Enemy Prayer Sheet.” Have enough pens/pencils for each student.
- Last week, you should have advertised for the “Bring Your Own Utensil Dinner.” To make sure that each student will have some type of utensil for the dinner, it would be wise to gather as many awkward utensils that you can find just in case some of your students forget to bring their own.
- Last week, you were also instructed to have some youth workers prepare some spaghetti for this dinner. Make sure your spaghetti is ready along with plates and napkins.
- If you would like, you can give prizes after the meal. Your categories may look something like: most creative utensil, most functional utensil, sloppiest eater, neatest eater, largest portion consumed, smallest portion consumed, etc. If you do the prizes, do not tell them ahead of time that prizes will be awarded.
- Print a copy of the “Fasting Levels” sheet for each student.



eight

Discipline: Fasting
Session Verse/Passage:
 Proverbs 25:21

Session Purpose:

To encourage students to consider the needs of those whom they struggle to accept and approve. This session will challenge them to go without a necessity for a period of time so that they can experience how this helps them focus more on their enemies.



Session Teaching Plan

- **Step One – 25 min.** Begin by having each student open their Bible to Proverbs 25:21. Encourage the students to begin thinking about who they consider to be their enemies. Have someone pray for the meal and instruct the students to get in line to get their food. Inform the students that once they get their food, they should go to their seat. They should not begin eating until everyone is seated with their food. Once all of the students are seated, explain to them that they must eat their food with the utensil they brought from home. There should be no other silverware used other than the utensil they brought. If necessary, provide utensils for those who did not bring them. DO NOT inform the students about the prizes for the different categories so that they can be focused on their enemies and not their rewards for the meal activity. Remember to remind the students to think on who their enemies are.
- **Step Two – 10 min.** Use this time as a brief period for clean up. Have the students help with the clean up. After the clean up is complete, have the students get their Bibles and gather together as a group.
- **Step Three – 25 min.** Remind the students that prior to the meal they were instructed to think about who their enemies are. Then begin discussing the difficulty of eating their meal with the utensil they had to use. Give students time to express their thoughts. They may talk about how hard it was

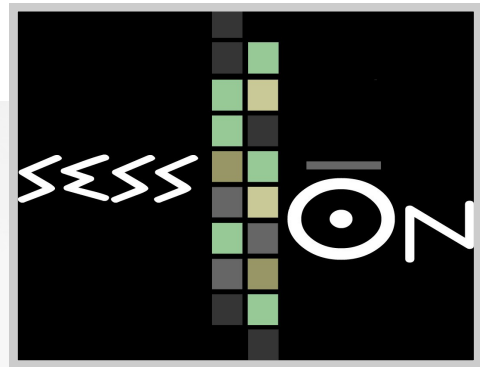
to eat with the utensil they brought and you need to ask how difficult it was to eat while thinking about an enemy. You may also ask how hard it may be to do any practical thing while thinking about an enemy (for example, sitting by them in class, playing against them at a sporting event, or visiting with them at a family gathering).

- Pass out the “Personal Enemy Prayer Sheets” to each student. Read Proverbs 25:21 aloud one more time. Have the students use the enemy sheet to think about people who are enemies to them in the different categories. DO NOT have them write them down. Encourage them to think of an enemy for each category. Tell them that we are going to fast and pray for our enemies this week.
- Distribute the “Fasting Levels” handout to each student. By going over the sheet, the students will see that we sometimes fast from things that are merely conveniences or comforts to us. But this week, we are going to fast from a necessity: food.
- Remind the students that Christian fasting is done to focus on spiritual growth. Let the students know that the fasting time is something we do to glorify God. This week, every time we are hungry, we are going to pray for our enemies. Instruct them that by praying for their enemies they begin to develop a love for them rather than feelings of hatred and anger. Challenge students to commit to taking their



Session Teaching Plan cont.

- their “Personal Enemy Prayer Sheet” with them wherever they go during the fasting period and pray for each individual that comes to mind in each category. We are asking for them to NOT write any names on the sheet to avoid any problems if anyone else sees their sheet. But the categories should remind them of who they are to pray for. Take a moment to answer any questions the students have and then close in prayer.



eight



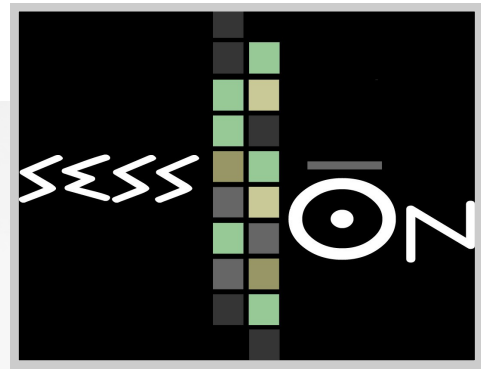
PERSONAL ENEMY PRAYER SHEET

1. Think of a country that is an enemy to the United States. Pray for that country.
2. Think of another town or school that is a rival or enemy. Pray for that school or town.
3. Think of someone who lives close to you, perhaps a neighbor, who is difficult to get along with. Pray for that person (or those people).
4. Think of a classmate that you have disagreements with. Maybe it is someone of a different religion. Maybe it is a bully. Maybe it is a teacher who doesn't believe the way you do. Pray for them now.
5. Think of one of your enemies who just happens to go to church with you. Pray for that person.
6. Think of a national or political figure with different viewpoints than you. Pray for that person.
7. Is there someone in your family with whom you are continually at odds? Pray for that person now.
8. Is there someone you work with that you would call an enemy? Pray for them now.
9. Try to think of someone on your athletic team, school band, other organizations, etc... Pray for them.
10. Who else in your life would be considered your enemy? Pray for that person (or those people).



Preparation

- Today's lesson will require students to do some writing, so it would be best to have tables (if available) set up in the room.
- You will need lined notebooks for each of your students. You can purchase or have them bring a notebook (spiraled or bound) to use for the year. These can be decorated by you or have the students decorate them if you choose (optional).
- Provide a pen or pencil for your students for this session.
- You will need to make your SOAP journal first before you get there so you can teach the students how to do their journal.
- Make enough copies of the SOAP and SPACE acrostic card for each student.



nine



Discipline: Meditation

Session Verse/Passage:

Joshua 1:7-8; Matthew 13:44

Session Purpose:

To empower students to make & keep a SOAP journal.



Session Teaching Plan

- **Step One - 40 min.** After students arrive, say "Today we want to teach the discipline of journaling." Distribute the pens and the notebooks along with the SOAP and SPACE acrostic card. Say "These will be your notebooks for the entire year. Make sure and keep them with you and to keep them confidential. Please don't leave them lying around the youth room. Keep them with you wherever you have your quiet time." Say, "Christian meditation is all about focusing our hearts and minds on the truth of God's Word. It is about taking the time to spend in His Word to let it teach us something. I want you to take these journals and open them to the first page." At the top of the first page, have the students write an S in the top left hand corner. Then have them skip a few lines and write an O. Skip a few more lines and write an A. Then skip a few more lines and write a P. Tell the students that these are going to be their SOAP journals. Beside the S, have them write "scripture." Beside the O, have them write "observation." Beside the A, have them write "application." Finally, beside the P, have them write "prayer."
- Say, "Let's take our first passage, which is Matthew 13:44, and write it out word for word next to the word 'scripture' in our journals." Take time to let them write it out in their journals. Say, "Now let's observe what it is saying to us. The way we are going to observe the passage is to rewrite it in our own words next to the word 'observation.'" Take time to let them write it out. Say, "Now let's write out next to the word 'application' what we can take from this Scripture. How does it apply to your life right now (refer to the SPACE acrostic handout)? Is there a sin you need to confess? Is there a promise you need to claim? Is there an attitude you need to change? Is there a command you need to obey? Is there an example for you to follow?" Take time to allow them to write. Say, "Now let's write out a prayer to God asking Him to help us in the application of this scripture in our life." Leave ample time for them to write their prayer to God.
- **Step Two - 15 min.** Ask the students if they have any questions regarding the journaling process. Ask the students to share what they wrote down for observation and application to ensure that they understand the concepts at hand. Encourage them to be writing in their journals every day during their personal time with God. If the students do not have a reading plan, you may suggest that they start with the gospel of John and work on a couple of verses at a time. If they already have a plan in place, encourage them to use the Scripture they are reading each day and SOAP it in their journal.
- **Step Three - 5 min.** Ask for any prayer requests and close in prayer.

SOAP HANDOUT for JOURNALING & MEDITATING

I meditate on your precepts and consider your ways. Psalm 119:15

S for Scripture

Open your Bible and read the scripture, then write it down in your journal.

O for Observation

What do you think God is saying to you in this scripture? Ask the Holy Spirit to teach you and reveal Jesus to you. Paraphrase and write this scripture down in your own words, in your journal.

A for Application

Personalize what you have read, by asking yourself how should I respond to what I've just read. What in my life will change and how in regards to what I've just read. Write this down in your journal.

P for Prayer

What do you want to communicate to God about what you've observed in Scripture and now want to apply in your life. Write out your prayer to God in your journal.

S—Scripture: _____

O—Observation: _____

A—Application: _____

P—Prayer: _____

S.O.A.P. & S.P.A.C.E.

Scripture - write out
scripture word for word

Observation - write out
scripture in your own words

Application - write out an
application to your life using
the SPACE acrostic

Prayer - write out a prayer
to God

Sin to confess

Promise to claim

Attitude to change

Command to obey

Example to follow

S.O.A.P. & S.P.A.C.E.

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Promise to claim

Attitude to change

Command to obey

Example to follow



Preparation

■ **SPECIAL NOTE TO LEADERS:** This session has been prepared from the perspective that your Sumphero group will plan an activity during this session and then carry out the ministry effort during your next Sumphero session time.

■ Secure a marker board or place newsprint on the wall. Make sure you have a marker.

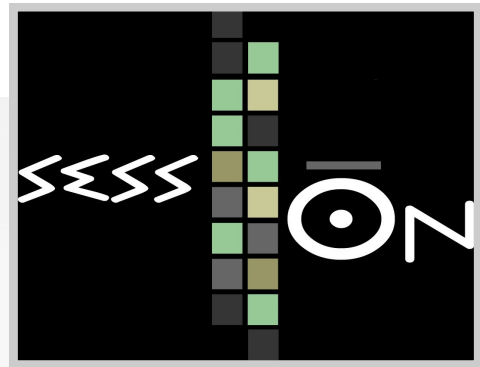
■ Speak to nursing home officials, veterans centers, a low income school in your area, or the Oklahoma Baptist Homes for Children (if near your area) and see if there is anything your group can do to serve them for an hour next week. It would be ideal if you could do this during the hour you normally meet for Sumphero next week. You may also want to look through your list of shut-ins from your church and serve them.

■ Brainstorm with the students about what can be done to serve these people during next week's Sumphero time. Your group might be to build care packages for a low income school in your area or the OBHC. You may coordinate with a local nursing home/veterans center to see about leading a worship service for them or an independent living home to take the elderly shopping for groceries. You may decide to pick up trash/clean houses/rake leaves for the shut-ins in your community.

■ Prepare and distribute a simple parent permission slip (perhaps your church has a standard form) for the students to leave the campus and serve others next week.

■ Make sure and contact your church leadership about your plans next week. Let them know your schedule and travel plans (if you plan to leave the premises).

■ Communicate the time issues to your group. If you are going to someone's home to rake leaves or clean up, you may need some extra time. If your group is spending this time preparing care packages or something similar, you may not need to leave the premises. In either case, make sure and make necessary preparations.



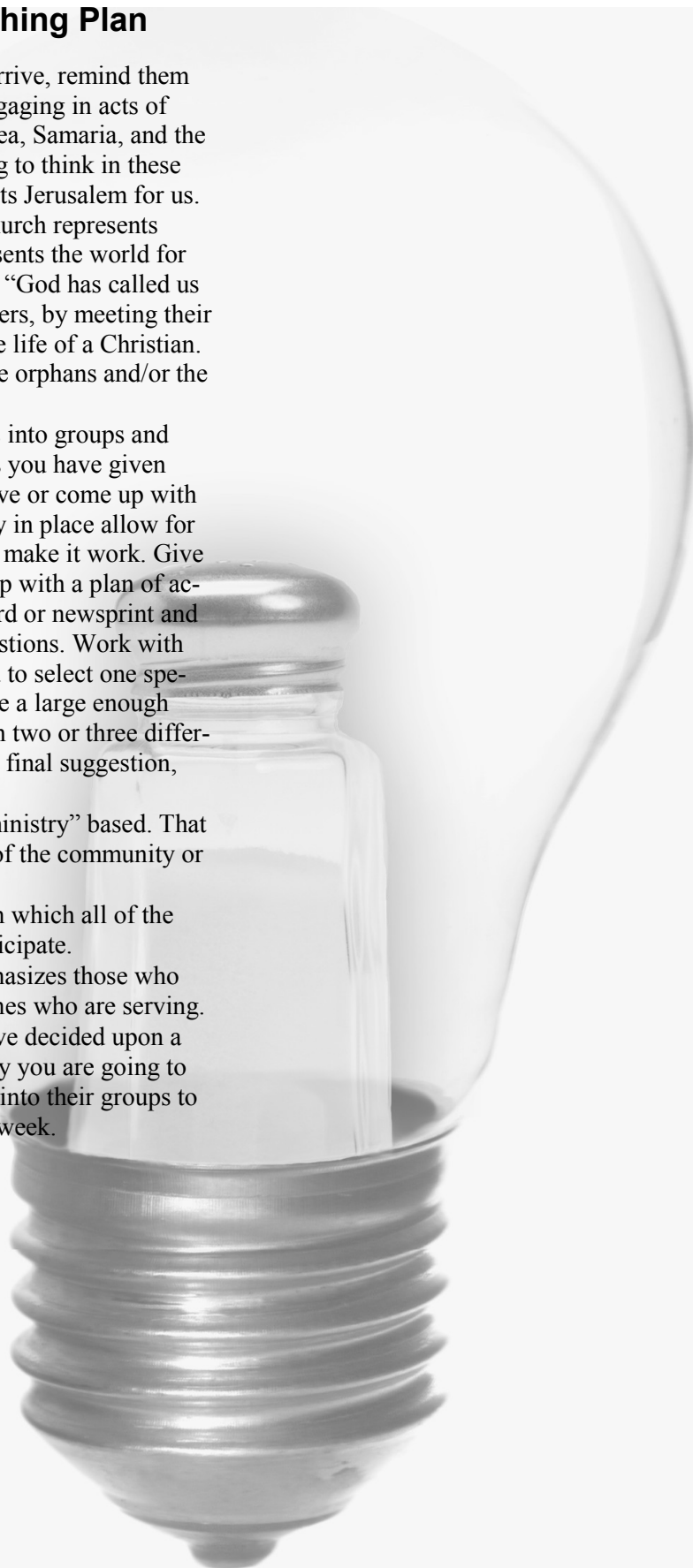
ten

Discipline: Ministry
Session Verse/Passage:
James 1:26-27
Session Purpose: To engage students in ministering to orphans and widows in their communities.



Session Teaching Plan

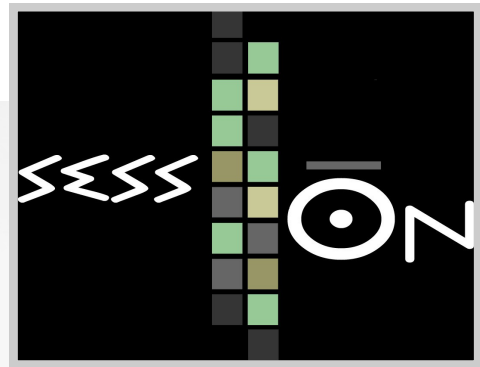
- **Step One - 5 min.** When students arrive, remind them this year they have committed to engaging in acts of ministry to those in “Jerusalem, Judea, Samaria, and the World.” In our context, we are going to think in these practical terms. Our family represents Jerusalem for us. Our school represents Judea. Our church represents Samaria. And our community represents the world for us. Read Hebrews 13:15-17 and say “God has called us to a life of servanthood. Serving others, by meeting their needs, should always be a part of the life of a Christian. This week we want to minister to the orphans and/or the elderly in our community.”
- **Step Two - 40 min.** Divide students into groups and have them brainstorm over the ideas you have given them. Use the suggestions from above or come up with your own. If you have a plan already in place allow for them to formulate an idea of how to make it work. Give the students 5-10 minutes to come up with a plan of action. Write their answers on the board or newsprint and encourage them as they make suggestions. Work with students to narrow the list down and to select one specific activity or event. You may have a large enough group that you need to come up with two or three different activities. When arriving at your final suggestion, consider the following:
 - Make sure the activity is “ministry” based. That is, it meets a targeted need of the community or leaders.
 - Make sure it is an activity in which all of the Sumphero students can participate.
 - Make sure the activity emphasizes those who are being served - not the ones who are serving.
- **Step Three - 15 min.** Once you have decided upon a group to serve and the particular way you are going to serve them, break the students back into their groups to pray over what will take place next week.





Preparation

- **SPECIAL NOTE TO LEADERS:** This session has been prepared from the perspective that your Sumphero group planned an activity during your last session and then will carry out the ministry effort during this Sumphero session time.
- Collect the parent permission slips from your students in order for them to travel and participate in this ministry activity.
- Speak to parents/volunteers to secure enough transportation for your group. Make sure you have discussed with your church leaders before leaving for this project.
- Gather any necessary supplies from the plans you made last week to carry out these ministry projects.



eleven

Discipline: Ministry
Session Verse/Passage:
James 1:26-27
Session Purpose: To engage students in ministering to orphans & widows in their community.



Session Teaching Plan

- **Step One - 5 min.** When students arrive, give them specific instructions on what the activity is and where they need to go. Pray with your group before dismissing for the activity.
- **Step Two - 55 min.** The remainder of the time will be devoted to carrying out the activities chosen. If you are going to someone's home to rake leaves or clean up, you may need some extra time. If your group is spending this time preparing care packages or something similar, you may not need to leave the premises. In either case, make sure and make necessary preparations.



Preparation

■ Spend some time before teaching this lesson by meditating on and praying through Hebrews 4:12 and James 5:16. If you have not really done this before the “Meditation to Prayer” handout should be particularly helpful. Even if you have done this before this will likely be helpful. The quote is by George Muller who is one of the most well-known persons of prayer in history. Please familiarize yourself with this handout in order to use it with your students.

■ Print the “Meditation to Prayer” handout in order to read to your students. If you think it will be helpful, print one for each of your students so they can have it with them during this lesson and take it home when they are finished.

■ Print enough copies of the “From Wandering Mind to Disciplined Prayer” worksheet to give to each of your students.

■ Provide pens and pencils and also make some dictionaries available if possible.



twelve

Discipline: Prayer
Session Verse/Passage:
 Hebrews 4:12; James 5:16
Session Purpose: To teach students how to effectively pray Scripture.



Session Teaching Plan

■ **Step One – 20 min.** The idea behind this lesson is to teach students how to effectively meditate on and then pray through Scripture. You will probably need to spend a little time describing what meditation means and why it is necessary before praying Scripture. Say: “Meditation on God’s Word allows us to really think about what it is saying and let it penetrate our hearts before we attempt to pray it back to Him.” You might give a definition for the word meditate from a dictionary that you have or use the following definitions of “meditate”: ¹to engage in contemplation or reflection; ²to engage in mental exercise (as concentration on one’s breathing or repetition of a mantra) for the purpose of reaching a heightened level of spiritual awareness; ³to focus one’s thoughts on, reflect on or ponder over; ⁴to plan or project in the mind.

■ **Option 1** – Depending on the maturity level of your students you might choose to read the “Meditation to Prayer” handout to your students and discuss the ideas and concepts with them as you read. You might have to read for a little bit and then pause to answer questions they might have about what Muller is saying. For this option you can keep everyone in a large group

while going through the handout.

■ **Option 2** – You may choose to print a copy of the “Meditation to Prayer” handout for each of your students and have them break up into small groups or even individually in order to read through and process it. Give them plenty of time to read it and think about what it is saying before moving on to step two.

■ **Step Two – 35 min.** Distribute a copy of the worksheet “From Wandering Mind to Disciplined Prayer” to each student along with a writing utensil. You may choose to allow the students to be in small groups to do this together or have them spread out and do it individually—whatever you see as more beneficial. Instruct the students to take what they have just learned about and put it into practice. The worksheet will help guide them through the process of praying through Hebrews 4:12 and James 5:16 as well as a few others if they have time.

■ **Step Three – 5 min.** Challenge the students to take this beyond this session. This session was not intended for them to “do something” one time, but instead to learn the discipline of praying through the Scripture to God.

¹Merriam-Webster, I. (2003). *Merriam-Webster's collegiate dictionary*. Includes index. (Eleventh ed.). Springfield, Mass.: Merriam-Webster, Inc.

From Wandering Mind to Disciplined Prayer

Sometimes it's easy to get stuck not really knowing what to pray to God. We all have times when we don't really know what to say or don't feel like what we are saying really matters to God. The truth is that God hears our prayers and Jesus intercedes for us even when we don't know how to pray (see Romans 8:26). This exercise will help give some direction to your prayers by allowing time to meditate on Scripture and then praying it back in your own words.

Step One:

Look up Hebrews 4:12 in your Bible. If you don't have a Bible with you just read below:

"For the word of God is living and active and sharper than any two-edged sword, and piercing as far as the division of soul and spirit, of both joints and marrow, and able to judge the thoughts and intentions of the heart." (NASB)

Take some time to write out this verse in your own words below. Try to say in your own words only what the verse says without adding extra thoughts or ideas.

Step Two:

After spending several minutes in meditation and thinking about what this verse means to you, spend some time praying this verse in your own words. The idea is to let what you have read in Scripture flow through your heart and then express that in your own words to God. This helps us keep focused on God and on His word at the same time.

Now look up James 5:16 and repeat steps 1 and 2 above. Use the space below to write out the verse in your own words:

"Therefore, confess your sins to one another, and pray for one another so that you may be healed. The effective prayer of a righteous man can accomplish much." (NASB)

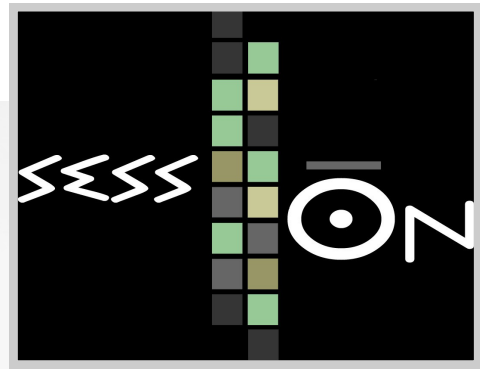
From Wandering Mind to Disciplined Prayer

If you have time left, use the back of this sheet to repeat this process with Psalm 19:14 and John 15:5.



Preparation

- Have a DVD player or a laptop that will play DVD's. You will also need a television or a projector to show the movie clip.
- Rent or purchase the movie *Facing the Giants* and familiarize yourself with the scene "The Deathcrawl" located at 44:26 into the movie. If you go to scene selection on the DVD, it is scene 12. It is best to watch the entire movie to understand the significance of this scene. This clip is important because you are going to use it to illustrate that worship includes sacrifice on a daily basis. This goes beyond lifting our voices at church.
- Familiarize yourself with Romans 12:1-2



fourteen

Discipline: Worship
Session Verse/Passage:
 Romans 12:1-2
Session Purpose: To teach students that worship is much more than the music we take part in at church. It is a lifestyle.



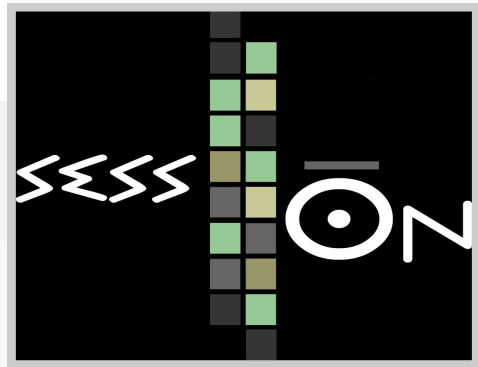
Session Teaching Plan

- **Step One – 15 min.** Begin by asking the students to name their favorite worship song. Ask the students to name their favorite worship bands. Ask the students what they believe is the most important aspect of worship music (*possible answers: great band, the sound, lyrics, humble heart*). At this time, have the students turn in their Bible to Romans 12:1-2. Have someone read the scripture aloud. After reading the scripture, ask the students what Paul says is your spiritual worship (*answer: to present our bodies as a living sacrifice, holy and acceptable to God*). Ask the students what Paul means by that statement (*possible answers: remaining pure, not allowing others to influence you to do bad things, humility*).
- **Step Two – 10 min.** Before playing the clip, you must set up the scene for the students. *Coach Taylor is having a difficult year. He has been a coach for the Shiloh Eagles for 6 years and he has never had a winning season. A group of fathers get frustrated with this situation and secretly begin trying to get him fired. Coach Taylor has been struggling in his walk with God. But one day, a fellow teacher comes to visit him and shares with him that worshipping God is honoring him in the bad times as well as the good times. After this visit, he begins to develop a new purpose for his life and for his football team. He shares this new purpose with his team before practice one afternoon. They then begin practice.* This leads up to the movie clip that will be shown, scene 12, the deathcrawl. Show the movie clip.
- **Step Three – 30 min.** After viewing the movie clip, ask the students about what they just saw (*possible answers: the deathcrawl looked like it hurt, there's no way anyone could do that, if that coach was at my school he'd get fired*). After letting the students share their thoughts, read Romans 12:1-2 again. Remind the students that true worship always requires sacrifice. How does this movie clip illustrate sacrifice (*possible answers: it was painful, it was humbling, it was difficult*)? Ask the students how this scene parallels the story of Christ's crucifixion for our sins (*possible answers: Brock had to carry a man across a football field, Jesus had to carry a cross up a hill, both acts required sacrifice*). Remind the students what the coach says to Brock as he finishes the deathcrawl. He says, "You are the most influential person on this team. If you walk around defeated, so will they." Discuss the dangers of telling people that we belong to Christ while living in a way that indicates otherwise. Ask the students, is it worshipping Christ if we are not living like we belong to Christ? After having a student read Romans 12:2 once more, ask the students what our lives would look like if we took these words to heart. Give the students a few minutes to discuss anything else in the movie clip or the passage that caught their attention.
- **Step Four – 5 min.** As a conclusion to the session, ask the students, "What do you need to work on the most so that your life is a picture of worship?" Let them think about that question and allow the answer to lead them into a time of prayer and commitment.



Attention Leaders

- ***SPECIAL NOTE 1:*** *In next week's session, we will be having a sugar fast.*
-
- ***SPECIAL NOTE 2:*** *Distribute the 1) Sumphero Fasting Explanation Sheets as well as the 2) Sumphero Parent Permission Slip for fasting. The permission slip must be brought back next week in order for the students to participate in the fasting activity.*



fourteen





Dear Parent,

First let me say, thank you, for letting your child participate in the Sumpherō Youth Discipleship program.

During our times together we are actively engaging students in eight specific spiritual disciplines. One of those eight is the discipline of fasting.

This week we are asking students to fast from all food and beverages (except for water) for one day.

We understand that many students may have dietary needs related to medical conditions, so we are seeking permission for your student to participate with us in this spiritual exercise.

The day our group has selected for the fast is _____. This means that from 6:00 p.m. on the day before the fast, until 6:00 p.m. of the day of the fast, your child should eat nothing and drink only water. They may take their first meal after 6:00 p.m. on the day of the fast.

We will not be encouraging any student to participate with us in the fast who does not have parental permission to do so. If you would be willing to give your child permission to participate with us in this exercise, please sign the attached permission slip and return it (or have your student return it) to the Sumpherō group leader.

Thank you!



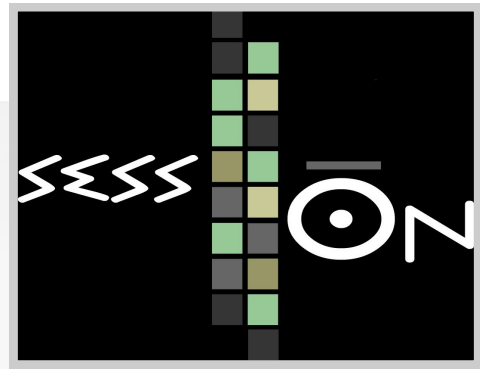
My child, _____, has permission to participate in
the Sumpherō Youth Discipleship fast.

(Parent or Guardian)



Preparation

- Bring enough note cards (one per student) and pens for students as they will be doing some writing.
- Have a whiteboard/chalkboard prepared to write on for brainstorming.
- Make a copy of the “Sugar True False or Maybe Game” for yourself.
- Bring some small sugar-free candy to use as treats for the students.
- Print a copy of the “Levels of Fasting” handout to go over with the students.



fifteen

Discipline: Fasting
Session Verse/Passage:

Matthew 6:16-18

Session Purpose:

To lead students to brainstorming about who to pray for and then how to fast from sugar for a day in order to pray for and remember a friend that needs Christ.



Session Teaching Plan

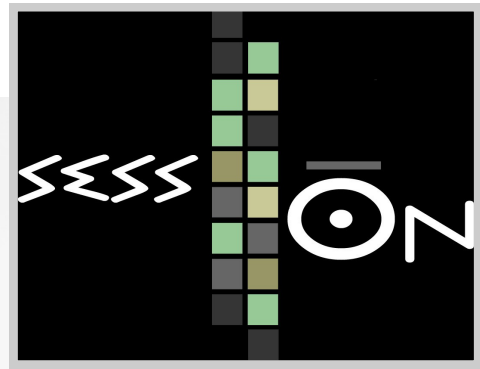
- **Step One – 10 min.** Begin your teaching time playing the “Sugar, True False or Maybe” game. Begin by asking the questions and giving the person who answers correctly a small “Sugar Free” candy treat.
- **Step Two – 10 min.** Ask your group, “How many of you like sugar? What types of things are in sugar? What food items have no sugar in them? How often would you think of sugar if you couldn’t eat it for a whole day?” Say, “We are going to prepare to fast for a full day from sugar in order to pray for our lost friends. The goal is simple. When we think of sugar, or a food item that has sugar in it, we will pray for our lost friend.”
- **Step Three – 15 min.** Pass one note card and pen to each student and ask them to consider five people that they want to pray for that do not have a relationship with Christ. Have them write the initials of the students they are going to pray for this week. Make sure they honor the people they are praying for by not sharing names with each other or gossiping about these people.
- **Step Four – 15 min.** Briefly go over the “Levels of Fasting” so the students understand what we are trying to accomplish. Say “Now that we have five people to be praying for let’s talk about fasting. Open your Bibles to Matthew 6:16-18.” Say, “Don’t let our fast be openly known to others during our sugar fast. Even though what you eat will be bland and not taste good, try to make it just between you and God. Every time you miss having sugar in your food, privately pray for your friends.” Decide with your group what day of the week to fast from sugar and brainstorm some food items students can and cannot eat that day.” *There may be a student that cannot participate in a sugar fast due to health reasons! Please be sensitive to that and encourage them they can participate without having to do the sugar fast.*
- **Step Five – 10 min.** Make sure that everyone has turned in their “Fasting Permission Slips” that were handed out last week and that everyone knows which day the group is planning to fast from the sugar products. Dismiss in prayer.

The Sugar True/False or Maybe Game

1. Americans consume between two to three pounds of sugar every week.
 - a. True
2. Sugar is the name the lady at the local café calls you.
 - a. Maybe
3. Sugar can cause tooth decay
 - a. True
4. Sugar really does help the medicine go down.
 - a. Maybe
5. Sugar was first used by the Greeks in 300BC.
 - a. False (first started being used in the 12th Century)
6. Sugar is first name of a famous Professional Boxer
 - a. True (Sugar Ray Leonard)
7. Sugar can help your immune system
 - a. False (it weakens it)
8. Sugar is what your grandma tries to give you on the cheek when you visit.
 - a. Maybe
9. Sugar can cause depression
 - a. True
10. Sugar tastes good
 - a. True!



Preparation

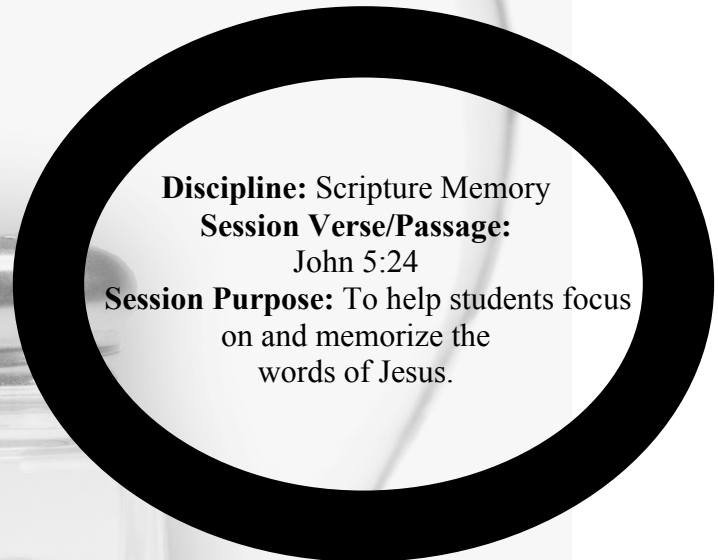


sixteen

- This session requires you to build a mouse trap course. You will need to purchase a large number of the “Victor” brand wooden mouse traps. There is a picture posted of one on the last page of this session. They can be purchased at any hardware store or department store in your area. You can also purchase them in bulk at www.domyownpestcontrol.com. For this course to benefit the students, it is important that you use between 30 to 60 mouse traps for this session.

- The mouse trap course will require a large room. You will also need a smaller room that can be used as a holding area for those who are waiting their turn to move through the course. In the larger room you will need to move any tables, chairs or other objects so that the course will have as much open area as possible; enough for 30 to 60 mouse traps.

- This part of the preparation will be the most extensive of this course and it will require you to observe the diagram of the victor mouse trap on the last page of this session.



Discipline: Scripture Memory

Session Verse/Passage:

John 5:24

Session Purpose: To help students focus on and memorize the words of Jesus.

- Step 1: If you will pay close attention, you will find that there is an arm that extends from the spring located at the center of the mouse trap. That arm lies over the “*wire jaw*” of the trap and it is what sets the trap off when the mouse touches the “*metal tab*.” With a pair of needle nose pliers, raise the spring arm off of the “*wire jaw*” and place it on the wood base of the mouse trap. Check to see if there is any tension in the spring by raising the “*wire jaw*.” If it freely moves back and forth then you have deactivated the trap and you are ready to move on to the next step.

- Step 2: Move the “*wire jaw*” to the active position so that the “*metal bale*” can lie freely over it. This will give the trap a dangerous appearance to those who aren’t aware that it has been deactivated.

- Step 3: With a tube of super glue, glue the “*metal bale*” to the “*little hole thing*” to complete the last cosmetic touch. Continue steps 1 through 3 and set the traps one by one in a large circle, until you have reached the last ten traps you have left. Do not deactivate your last ten traps. Your last ten traps should

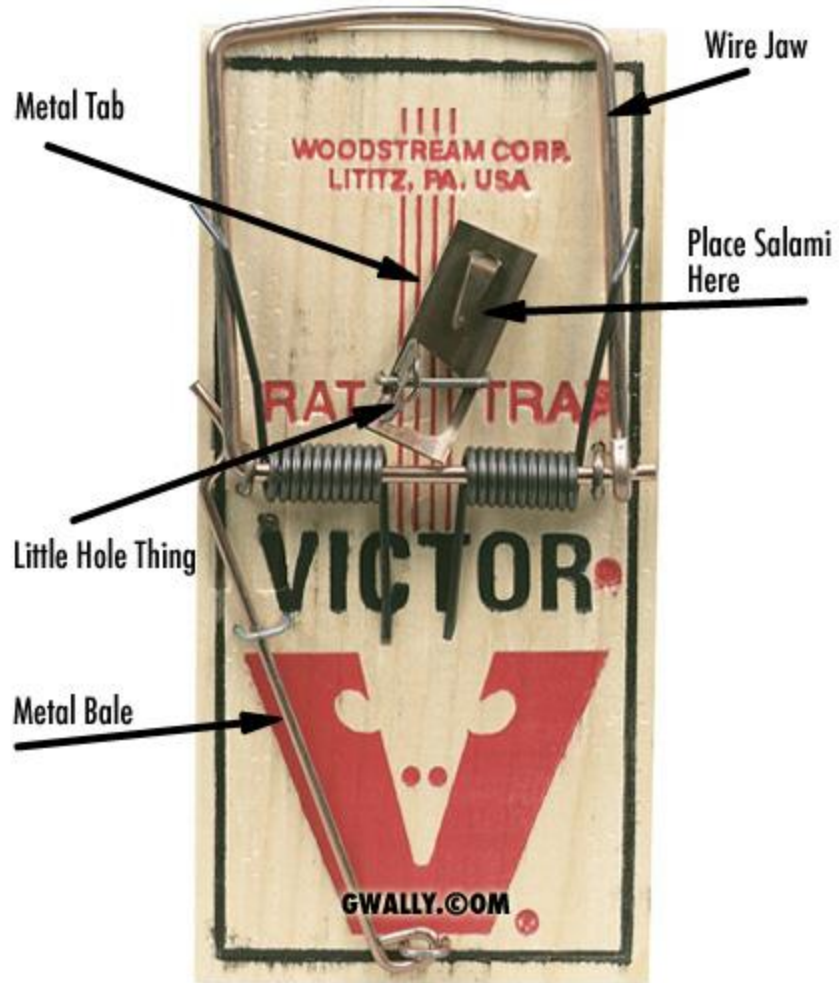
be activated, but placed close together on the outer part of the circle.

- Make handouts for your students with John 5:24 written or typed out for them to read. These handouts should be no longer than an index card. This will give them an aid to help memorize their verse.



Session Teaching Plan

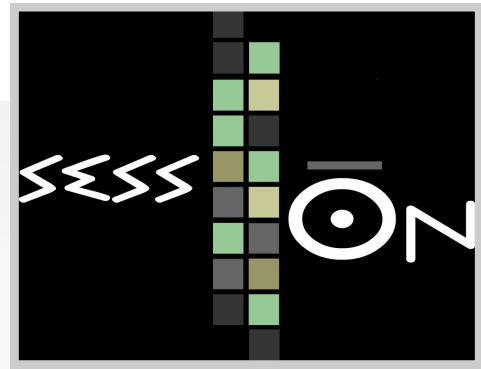
- **Step One – 40 min.** Keep the students from seeing the mouse trap course by gathering them in the smaller room together. You will only allow one student at a time to go through the course so it would be wise to have a youth worker keep watch over those who are waiting to take their turn. Before you begin the process, pass out the John 5:24 handouts and ask the students to read the verse to themselves. Tell them that there is an obstacle course that each one of them must walk through one at a time and while they are waiting for their turn they should spend time memorizing John 5:24. Explain to them that memorizing this verse will make the course easier to complete and that it is vital to their success. Lead them in prayer and then ask for your first volunteer.
- After someone has stepped up to the challenge, lead them out of the room and allow them to look over their handout on the way to the mouse trap course. When they lay eyes on the mouse traps for the very first time, tell them that they must remove their shoes. After they have taken their shoes off ask them to read John 5:24 one more time. Then place a blind fold over their eyes. Tell them that they must walk through the mouse traps at a normal pace and that you will be directly behind them the whole time providing them with encouragement as you recite John 5:24 in their ear.
- As they begin to move through the course, have a youth worker who is standing outside of the circle take a stick, broom, or clothes hanger and set off the 10 activated mouse traps which you placed closely together. This will enhance the students experience as they walk blindfolded through the mousetrap course. Continue to recite to them John 5:24 as they get spooked over the sound of mouse traps going off. Tell them to take your word that everything will be okay. After they complete the course, have them remove their blind fold and send them to an area where they cannot share the experience with those who are waiting their turn in the other room. Tell them to use this time to memorize John 5:24 as they wait for the others to complete the course and challenge them to think about the experience. Have your youth worker activate your 10 live traps and move to the next victim.
- **Step Two – 15 min.** After each student has walked through the course, gather them together and ask them to briefly describe the experience they had with the mouse traps. Allow them time to express their feelings and let them enjoy each others' stories. Ask them how they thought the experience related to the verse they have been memorizing.
- **Step Three – 5 min.** Ask the students if any of them have memorized John 5:24 in the past hour. Ask them to share it with the rest of the group without looking at their handouts. Give each of them time to share the verse with the group and then encourage them to practice Scripture memorization in their personal time. Close with prayer.





Preparation

- Make enough copies so that each person receives both the “TAN Bible Study Explanation Hand-out”, as well as, the “TAN Bible Study Hand-out”.
- Familiarize yourself with the TAN method so you can adequately explain how to utilize this bible study method.
- Provide enough pens or pencils for students that may need them. If possible, provide tables for students to write on during the session.



seventeen

Discipline: Bible Study
Session Verse/Passage:

Joshua 1:8

Session Purpose:

To teach students a basic and thorough Bible study method to help them explore a passage from all angles.



Session Teaching Plan

- **Step One – 10 min.** Pass out the “TAN Bible Study Explanation Handout” to each student. Go over the process of the TAN bible Study Method with them. Have the students read the basic concepts of each major point—THEN, ALWAYS, and NOW.
- **Step Two – 25 min.** Break the students up into groups of two or three so they can implement the TAN Bible study method as they break down Joshua 1:8. The students should follow the outline provided for them on the “TAN Bible Study Explanation Handout”. It would be wise to have an adult or (at the very minimum) a mature student leader in each group to keep them on task, as this can be a tedious process.
- **Step Three – 20 min.** Bring the students back together to discuss what they have learned by applying this particular method to this Biblical text. Some possible responses from using the TAN Bible Study Method have been provided for you.
 - **THEN** – Why was this verse so important for the Israelites? What did it mean for them? What was the occasion of this writing? (Before trying to understand what Joshua 1:8 meant then we must also find out what was taking

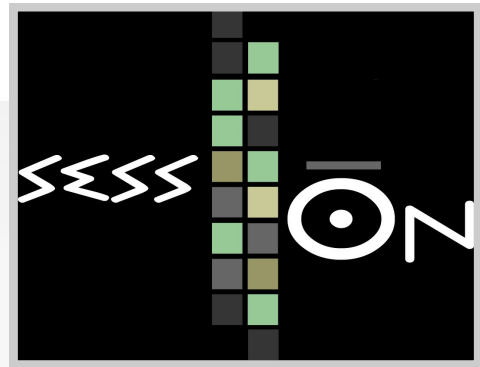
place then. If you spend some time reading the first chapter of Joshua, we find out that we are unfolding an important piece of history in the lives of the Israelites. In addition, they had previously spent many years in slavery in Egypt. God delivers them from Egypt, but soon the Israelites sin and instead of giving them the Promised Land God allows them to wander for 40 years. Now, in Joshua we see the final stages to Israel taking the land that God had already promised them. As they pressed on God wanted the Israelites to be very careful with how they handled the Word of God. He wanted them to know it inside and out and live it out completely. But the only way that could happen was if the Israelites were consistently reading and dwelling upon God’s Word.)

- **ALWAYS** – Are there universal principles that will always stand from the passage? (It is fairly obvious that there is always to be a high priority on the Word of God for those of us who follow Christ? Spending time in the Word is essential. Our time in the Word must be more than merely



Session Teaching Plan cont.

- reading it but really allowing it to soak into every part of our lives. To meditate means to really focus on not only the meaning but the application of the meaning. As it was true for the Israelites, it is also true for all times and all people, We invest much time and energy into reading and thinking about the Word of God not just to merely know more about God, but so that we will be careful to obey it and live it out.)
- **NOW** – What does it mean now? How can one apply this to his/her life? What is God trying to teach us? What must change in my life after studying Joshua 1:8? (There are a couple hard questions we can ask ourselves after reading Joshua 1:8. Number 1: Are we spending enough time reading the Word of God? Number 2: Are we satisfied to merely read the Word of God and neglecting the practice of studying it, so that we can learn how to apply it and allow it to have an affect on every aspect of our lives...our words, our thoughts, our attitudes, and our actions? Are we seeking head knowledge about God's Word or are we seeking true obedience.)
- **Step Four – 5 min.** Encourage the students to use this method this week in their own study time. Allow the students to suggest some Scripture passages to utilize the TAN Bible Study Method. Close your time in prayer.



seventeen

Discipline: Bible Study
Session Verse/Passage:

Joshua 1:8

Session Purpose:

To teach students a basic and thorough Bible study method to help them explore a passage from all angles.

TAN – Bible Study Method

No matter what passage we are studying, it is important that we look at the passage from all angles. For instance, we don't want to study a letter written to people thousands of years ago and assume it means what we think it means in our lives today. We need to see what it meant then, as well. The TAN Bible study method helps us treat the Scripture with care from each perspective.

T

THEN – What was the original context of the passage? Who wrote it? Who was it written to? What was the occasion for the writing? Is the timing or location of it important? **Tips: Read the first chapter of the book to find out some of the context. Always ask the 5 W's (who, what, where, when, why). Then be willing to consult some commentaries or Bible dictionaries to find out what was going on. But at least ask the 5 W's and read the entire book to find these details.** Why? The Bible was not written to us. But it was written for us to learn from and to apply. We must first know what it meant from its original author to its original audience.

A

ALWAYS – What are some universal principles that can always be applied from this passage? Is there a timeless meaning to this passage that will not change from generation to generation? **Tips: Think in terms of the big picture. Ask yourself what significance this passage has had on every person for all of time. What principles have stood regardless of changing cultures and times?** Why? Just because God's Word is an ancient document does not mean that it is out of date. God is eternal and His truth spans from everlasting to everlasting. Even passages that deal with people groups that no longer exist can teach us things about God and about following Him.

N

NOW – This is where we relate the passage to the current day and age. This is also where we get very specific about applying it to our lives. **Tips: Consider your current personal circumstances as well as the current situation in the world around you. What might God be trying to teach you from this passage? Is He calling you to repent of sin? How might He be challenging you to grow and learn?** Why? God is personal. He doesn't waste anything. He desires for each of us to take what He has done for all of time and learn from it. He wants His Word to come alive in our lives and become the ultimate authority for how we live.

TAN – Joshua 1:8

Now that we have studied how to apply the TAN Bible study method, let's actually put this knowledge into practice. The passage for today is Joshua 1:8. The instructions are very simple. This is not an exercise in breaking down every word of every verse. Instead, just read the passage as a whole two or three times and begin to gain the overall meaning of the verses. Keep the previous page handy to look at and use as you study the passage. Write what you have learned in the following boxes.

T

THEN –

A

ALWAYS –

N

NOW –



Preparation

- Today's lesson will introduce a practice of Scripture meditation called "lectio divina" (pronounced "léx-ee-oh di-vee-nuh").
- Each student will need a Bible which contains the Psalms.
- Provide copies of the "Lectio Divina" page for each student. Be sure to cut the pages in half and give one copy to each student. The half page size is intended to fit easily into their Bibles.
- You will need to familiarize yourself with this process. Work through the teaching plan below before you teach the lesson.
- For further information on "lectio divina," see these resources:
- Robbins, Maggie, and Duffy Robbins. Enjoy the Silence: A 30 Day Experiment in Listening to God. Grand Rapids: Zondervan, 2005.
- Jones, Tony. Soul Shaper: Exploring Spirituality and Contemplative Practices in Youth Ministry. Grand Rapids: Youth Specialties, 2003. 35-45.
- Peterson, Eugene H. Eat This Book: A Conversation in the Art of Spiritual Reading. Grand Rapids: Eerdmans, 2006. 79-117.
- <http://www.christianitytoday.com/smallgroups/articles/lectiodivinateengroups.html>



eighteen

Discipline: Meditation
Session Verse/Passage:

Psalm 145:1-7

Session Purpose:

To introduce students to a practice of meditation involving the reading and praying of Scripture.



Session Teaching Plan

- **Step One—15 min.** Tell the students that today they will be learning about the discipline of meditation. Distribute a copy of "Lectio Divina" to each student. Say, "Today we are going to practice a discipline called "lectio divina" which means "sacred reading." Lectio is a prayerful way of reading the Bible in which we take time to listen to God speak to us through His Word. We often read the Bible like a homework assignment and try to get through the reading of the day. Lectio allows us to slow down and encounter God in the verses. We listen for God's voice in the text and respond to God in prayer." Explain to the students each step of lectio as they follow along on the guide.
- **Step Two—40 min.** Ask the students to open their Bibles to Psalm 145:1-7. Begin with prayer, asking God to speak through His Word. Read Psalm 145:1-7 out loud slowly. Remind the students to listen for a word or phrase that "grabs" them. Read Psalm 145:1-7 again, slowly. You may try emphasizing different words as you read it. Ask the students to share any words/phrases that they have focused in on. Read the passage again, slowly. Direct the students to follow the instructions on their own for step 2 – **THINK** (*meditatio*). Allow about five minutes for this. Ask the students to share their responses or feelings about the passage or the word/phrase they are listening to. Ask them to move on to step 3- **PRAY** (*oratio*). Give them about five minutes for this. Now challenge the students to do their best on step 4- **LISTEN** (*contemplatio*). This may be the most difficult step for some students. It is hard to sit still and simply listen. Encourage them to give it their best! After five minutes, move them to step 5-**WRITING** (*florilegium*). Tell them they can write on the front and back of the guide. When they are finished (about 5 minutes), ask for any volunteers to share their thoughts about this experience.
- **Step Three—5 min.** Challenge the students to try lectio divina on their own at least one time in the coming week. Suggest a passage of Scripture for the whole group to do (choose a passage you think would work, such as Psalm 23 or Philippians 2:1-11; stories from the gospels are excellent for lectio as well). Tell them to put their lectio guide in their Bible. Encourage them to use a journal/notebook to record notes and prayers. Close the time in prayer.

Lectio Divina

1. **READ** (*lectio* “léx-ee-oh”)--**5 minutes**

Read the passage slowly and repeatedly. What word, phrase or verse “jumps out” at you, grabbing your attention?

2. **THINK** (*meditation* “med-i-táh-tsee-oh”)--**5 minutes**

Think about the word or phrase. How are you responding to it? How does it make you feel? Do other Bible verses come to mind?

3. **PRAY** (*oratio* “oh-ráh-tsee-oh”)--**5 minutes**

Begin to pray in response to the word or phrase you have been chewing on. Ask God why this phrase/word?

4. **LISTEN** (*contemplation* “con-tem-pláh-tsee-oh”)--**5 minutes**

In prayer, we often only talk to God, but never stop to listen. Take this time to stop....and listen. (this can be the most difficult part—don’t give up!)

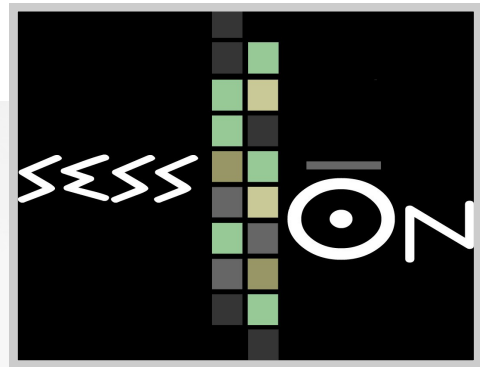
5. **WRITE** (*florilegium* “flor-i-lég-ee-um”)-- **5 minutes**

This word literally means “a little book of flowers.” Write down the date, and then take time to write your thoughts. What word or phrase did God draw your attention to? Why? What did you sense God showing you or saying to you? Write a prayer to God based on your experience and understanding of this Bible passage.

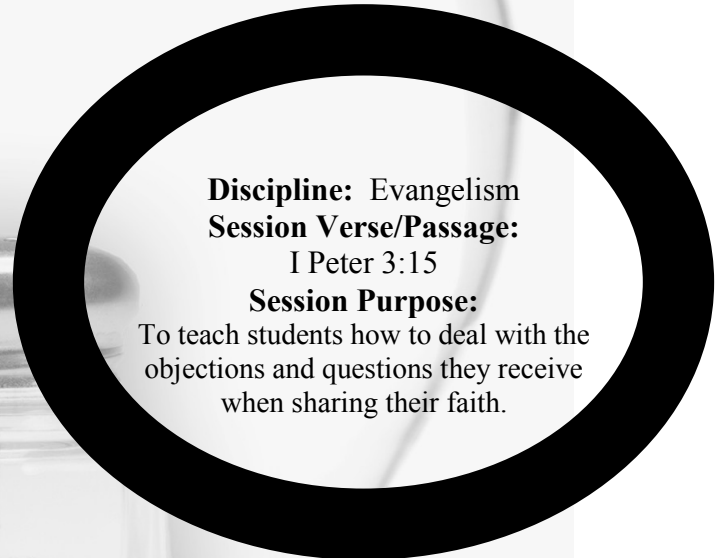


Preparation

- Each student will need their Bible.
- Before the session, be sure to have the room set up so that students can break up into smaller groups for a time of role playing.
- Make copies of the “Dealing with Objections” role playing sheet. There are some questions and answers on this sheet to help with the session. You may also want to provide index cards if your group comes up with different questions they deal with in their schools or from their friends.



twenty



Discipline: Evangelism

Session Verse/Passage:

I Peter 3:15

Session Purpose:

To teach students how to deal with the objections and questions they receive when sharing their faith.



Session Teaching Plan

- **Step One – 10 min.** Begin your meeting time by having your students open their Bibles to I Peter 3:15 and have a student read the verse. Ask your group, “What does it mean to always be prepared?” Also, what does it look like to deal with a question about our faith with “gentleness and respect?”
- **Step Two – 10 min.** Divide your group into pairs. Hand each student the “Dealing with Objections” handout. Go over the handout with your group and pass out the index cards. If students have additional questions have them share those with the group and write those down on note cards. Tell your group that they will be role-playing dealing with objections to the faith. One person will be the sharing their faith, the other will be the one asking questions. Remind your group that the point is not to “win.” It is to learn and practice how to lovingly answer questions about our faith. Most importantly, tell the students that it is ok to not know the answer to a question that someone may ask them. Encourage them that they can always tell someone, “Great question, I don’t know the answer, but I will do some research or find out from someone that does and get back with you.” Say, “The goal is to direct people back to the gospel. Try to answer the question but then get back to the central message of the gospel.”
- **Step Three – 30 min.** Begin a time of role-playing with students.
- Take time to walk around the room and listen to students’ responses and questions. Be sure to encourage your students because many will be out of their comfort zones during this time. You also may need to remind some students to take the time seriously.
- After about 15 minutes have the students switch roles and go back over the questions.
- **Step Four – 10 min.** At the end of your class time, encourage your students from what you observed and heard. Ask your students “What is the hardest part about dealing with objections to the faith? What did you learn about yourself dealing with the objections?” Encourage your students that the more they learn about the Gospel and common questions and objections, the better equipped they will be to answer the questions of others.

DEALING WITH OBJECTIONS

ROLE PLAYING

1. I think it is ok as long as you believe in a god. You believe in your God, and I will believe in my god. What is wrong with that?

Believing in something doesn't make it right, or true. Imagine that you didn't believe in gravity, if you jumped off a bridge, your beliefs would not change what would actually happen. It is not enough to just believe in something. You have to believe in the right thing. You have to believe in the thing that is right and true.

2. Yes but as long as you believe in God, it doesn't matter if your Christian or any other religion right?

It is not whether you believe in God, but whether you believe in the right God. If looked at the god of each religion you would see that they teach very different things about their god. Which means that it can't be the same god as the God of Christianity. At some point you have to decide which belief about God is the truth, because every religion together can not be correct.

3. How do you know that the Bible is true?

The bible itself answers that question in 2 Timothy 3:16, by saying the scripture is "God-breathed" meaning God spoke it. And again in Titus 1:2, it says that God does not lie. I know it is true because it is from God. But I also encourage you to read it, and see if God might speak to you through the Bible.

4. If God is control of the world, then why does evil exist?

That is a great question. It all started when sin entered the world with Adam and Eve's first sin. And now we are all born with evil in us. Romans 3:23 says that all have sinned and fall short of the glory of God. And Romans 6:23 says the wages of sin is death. Since we are evil, if God was to get rid of all evil he would have to get rid of us too! But one day God is going to judge all evil. But right now he is giving us a chance to turn to Him and seek forgiveness of our sin.

5. Why should I become a Christian when I know they don't act any different than me?

Sorry to say, but some Christians do act like hypocrites. But you shouldn't categorize all Christians as hypocrites. Christians are not perfect, and many make mistakes. I hope you can see in my life and my Christian friends that God is making a difference. I know I can tell he is making a difference! The Bible says in 2 Corinthians 5:17 that if anyone is in Christ he is a new creation, the old is gone and the new has come. And God is continually making me a new person and removing the old.



Preparation

■ *NOTE: Next week's Sumphero lesson we will actually execute our planning from this week. Make sure students bring their Bibles.*

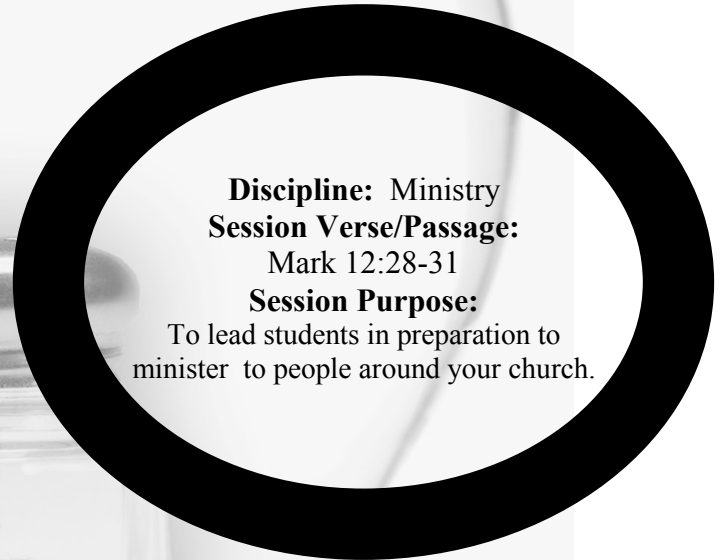
■ This Sumphero lesson requires ministering to the need of the community immediately around your church. Every situation will be different—you may be surrounded with neighborhoods, businesses, parking lots, or maybe cattle, but you will need to think through the logistics of what your group could possibly do to be a loving neighbor to those living around your church. Think: What needs could be met? What work could be done? What service could be provided? Have a working idea before your meeting time. You will let students decide, but you may need to help keep students ideas within reason.

■ Before your meeting time, be ready with a white board, chalk board or poster board and a marker for a brain storming session with your students. Set up your chairs in a circle for every student except one.

■ Look over the game instructions (see below) for “Do you love your neighbor?”



twenty-two



Discipline: Ministry
Session Verse/Passage:

Mark 12:28-31

Session Purpose:

To lead students in preparation to minister to people around your church.



Session Teaching Plan

■ **Step One – 15 minutes** – Start your Sumphero time with a crowd breaker game by playing “Do you love your neighbor?” Have all the students sit in a circle except for one student (remove all extra chairs). The student that is in the middle of the room must approach another student in the circle and ask them “Do you love your neighbor?” If they say “yes” then they must say something positive that they like about their neighbor. If they say “no” then everyone must switch seats and the one person who cannot find a seat is “it.”

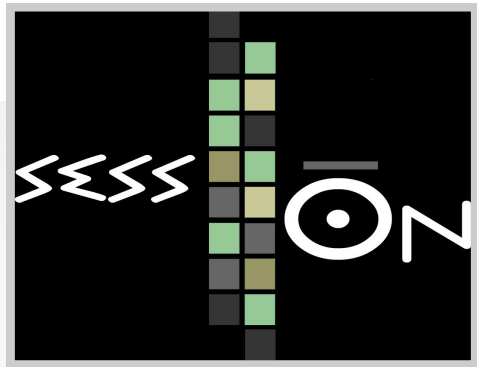
■ **Step Three – 15 minutes** – Have your group open their bibles and read through Mark 12:28-31 and talk about what it means to “love” your neighbor. Ask, “Who are our neighbors? How can we love our neighbors? Can you consider some of your peers at school your neighbors? Can you consider people you work with neighbors?” Then begin talking about the people who are neighbors around your church. “How can our church be more loving to the neighbors around our church building/facility? How can our church bless the neighbors to our building/facility?”

■ **Step Three – 30 min** – Brainstorm ways to minister to the neighbors around your church. Get your white board/chalk board/poster board ready to write down ideas and tell your group, “next week during Sumphero we are going to minister to our church neighbors and today we are going to come up with our plan for next week.” Encourage your group to get creative, but remind them to think practically as you will only have an hour to complete your ministry work.

■ Here are some ideas:

1. If you have a neighborhood close to your church you could clean leaves, trim bushes, mow lawns, edge sidewalks, or pick up debris in yards. You could find out if the elderly live around the church and help with chores around their home that they may be unable to complete. Don't forget to get permission before working on any yard or private property. Consider making cards that says “We love having you as a neighbor! From the students of!”
2. If you have a park close to your church consider calling the city to be able to clean, fix, or paint toys in the park.
3. If you have a parking lot by your church, consider washing cars for free, or washing windows and leaving encouraging notes on the windows of the cars.
4. If you live next to businesses, consider taking a care package to the business owner/workers to let them know you love being their neighbor. Maybe it is a small package of candy or just a homemade card from your students.

■ **Step Four** – Before your group leaves, make a decision on what you want to accomplish to love your neighbor the next week. Also be sure to make assignments of who will need to do what before next week. Will you need to get permission? Will someone need to bring tools? Will you need to walk, ride in a car? What items will need to be bought, made, donated before next week? What other people from the church may want/need to help minister to people around your church next week?



Preparation

- *NOTE: This is the follow-up lesson from last week.*
- If your group is handing out any cards or notes to those that you will be serving or ministering to, have those made and ready to pass out.
- Make sure you have received permission for what you may have planned, not only from your own church but from the property owner.
- If you are traveling in a car any, be sure you have enough room for a seat belt for every person.
- If any students are supposed to follow through on work to be done before your meeting, or bring items to the ministry project, you may want to make a reminder call before your meeting.
- Predetermine where you want to meet your students first, whether it is in your normal class or outside where you may be having

twenty-three

Discipline: Ministry
Session Verse/Passage:
Mark 12:28-31

Session Purpose:
To lead students to execute and successfully minister to people around your church.



Session Teaching Plan

- **Step One – 5 minutes** – Meet your students and take a few moments to remind them that they are serving the neighbors of the church because scripture commands us to love our neighbors. Take a few minutes to pray for your project before beginning.
- **Step Two – 45 minutes** – Begin your service project! Don't forget to take a camera to take pictures or video of your students serving the people that live around your church. This will be a great encouragement to your church family as well.
- **Step Three – 10 min** – Gather your group around and get some feedback on what it was like serving the neighbors of the church. Ask you group:
 - What was it like ministering to those around our church?
 - Did anyone have a special moment happen during our service project they want to share?
 - Did anyone think about the loving the person you were serving as scripture tells us? What do you think that person thinks about our church now?
 - How can we continue to love the people we met today?
 - Let's end our time praying for the people we served today!

DEALING WITH OBJECTIONS

ROLE PLAYING

1. I think it is ok as long as you believe in a god. You believe in your God, and I will believe in my god. What is wrong with that?

Believing in something doesn't make it right, or true. Imagine that you didn't believe in gravity, if you jumped off a bridge, your beliefs would not change what would actually happen. It is not enough to just believe in something. You have to believe in the right thing. You have to believe in the thing that is right and true.

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That is a great question. It all started when sin entered the world with Adam and Eve's first sin. And now we are all born with evil in us. Romans 3:23 says that all have sinned and fall short of the glory of God. And Romans 6:23 says the wages of sin is death. Since we are evil, if God was to get rid of all evil he would have to get rid of us too! But one day God is going to judge all evil. But right now he is giving us a chance to turn to Him and seek forgiveness of our sin.

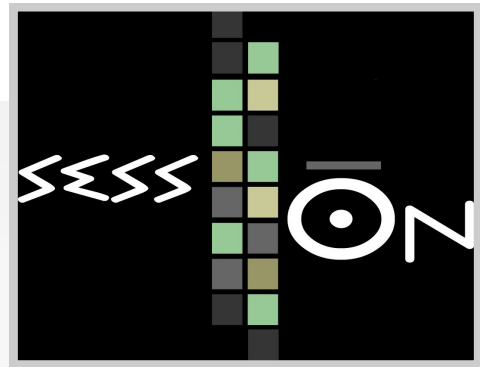
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Preparation

- Print one copy of “Can You Name Any of Your Generation’s Favorites?” (included in this session) for the session leader.
- Run off and cut enough of the “Psalms 24:6” cards (template included) to give each student one. Using card stock would probably be best.
- Make copies of the “Fasting Levels” chart for the students to read.
- Have paper and enough pencils/pens for each student.
- It would be best to have tables and chairs for the students, particularly because they will be writing while standing up in Step One.
- Make sure every student has a Bible.



twenty-four

Discipline: Fasting

Session Verse/Passage:

Psalms 24:1-6; Ephesians 3:5-9

Session Purpose:

To challenge students to participate in a fast from some comfort to remind them to pray for their generation of students.



Session Teaching Plan

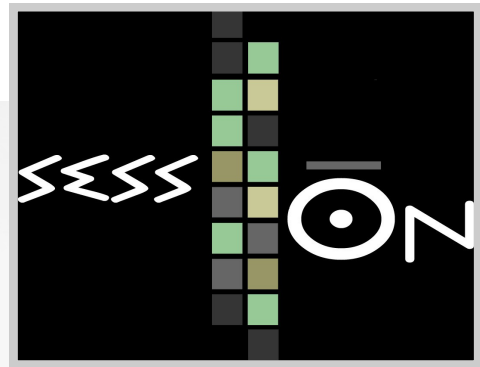
- **Step One - 20 min.** Give every student a “Psalms 24:6” card and ask them to keep it and to look at it from time to time during this session. This will remind them to pray for their generation. Instruct the students to stand during this entire exercise. Tell them that every time they think about how nice it would be to sit down, they should silently lift a word of prayer to God for their generation.
- Now ask the students if they think they know their generation very well. Tell them we are going to see how many can name any of their generation’s favorites. Give each student some paper and a pencil or pen. Ask them to number their paper from 1 to 5, and then tell them you have a list of favorites compiled from teenagers across this country. Begin with the first “favorites” (TV shows) from the “Can You Name...” list and instruct them to write down five choices of which they think might be listed. Tell them not to help each other, but to keep track and see who gets the most matches out of the five they list. Give them a few minutes to write, and then read the list of answers from your list. They get a point for each one they name that is found on the list (of course, each list has more than five choices). Continue the same for the remaining three categories and have the students tally up their final score to see who got the most points. You might want to have some reward or at least have your group recognize the winner with applause.
- Now, tell students that tonight we are going to talk about participating in a comfort fast (i.e. having to stand during this game) as we concentrate on praying for their generation.
- **Step Two – 10 min.** Have the students turn to Psalms 24:1-6. Have someone read this passage aloud and then discuss which generation David is talking about in this Psalm. Ask the students to go back in the passage and find things that point to what that generation must have looked like. For example, what might it mean that they had “clean hands?” Ask your students what they think this passage tells them about how their own generation should walk with God.
- • **Step Three – 15 min.** Break the students up into groups of 3 or 4 and tell them to look up Ephesians 3:5-9. Make sure they still have paper to write on, in case some need to jot down notes. Tell them that Paul is talking about the mystery of Christ (v. 5). Challenge them to try to discover which generation Paul is talking about (of which he includes himself), and how they can live out this type of life in their own generation as Paul did in his. Come back as a group and have students re-



Preparation

report what they found.

- **Step Four – 10 min.** As a group, remind the students that tonight we are talking about fasting from some comfort in our everyday lives in order to focus on praying for our generation. Take a moment to go through the “Fasting Levels” chart. Ask the students to list comforts that they currently enjoy that they could give up for a period of time this week. Ask them to think about how their generation is currently living and compare that with how God desires this generation to live. Try to guide them to see how to pray for their generation through that comparison.
- **Step Five – 5 min.** Challenge each student to fast from some comfort this week (you set the parameters of time – i.e. fast for 3 days from their pillow, etc.) and pray for their generation in closing.



twenty-four

Discipline: Fasting

Session Verse/Passage:

Psalms 24:1-6; Ephesians 3:5-9

Session Purpose:

To challenge students to participate in a fast from some comfort to remind them to pray for their generation of students.

Can You Name Any of Your Generation's Favorites?

Favorite T V Shows:

One Tree Hill
The Secret Life of the American Teenager
The Vampire Diaries
Gossip Girl
Wizards of Waverly Place
Degrassi: The Next Generation

Favorite Teen Stars:

Zac Efron
Hayden Panettiere
Miley Cyrus
Corbin Bleu
Drake Bell
Vanessa Hudgens
The Jonas Brothers

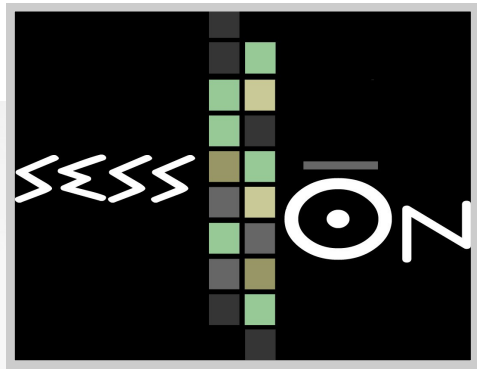
Favorite Fast Food Restaurants:

Wendy's
Taco Bell
Burger King
McDonald's
KFC
Jack In The Box
Long John Silvers

Favorite Athletes:

Michael Jordan
Shaquille O'Neal
Kobe Bryant
Serena Williams
Venus Williams
Mia Hamm
Andy Roddick
Anna Kournikova
Lisa Leslie
Allen Iverson
Lebron James

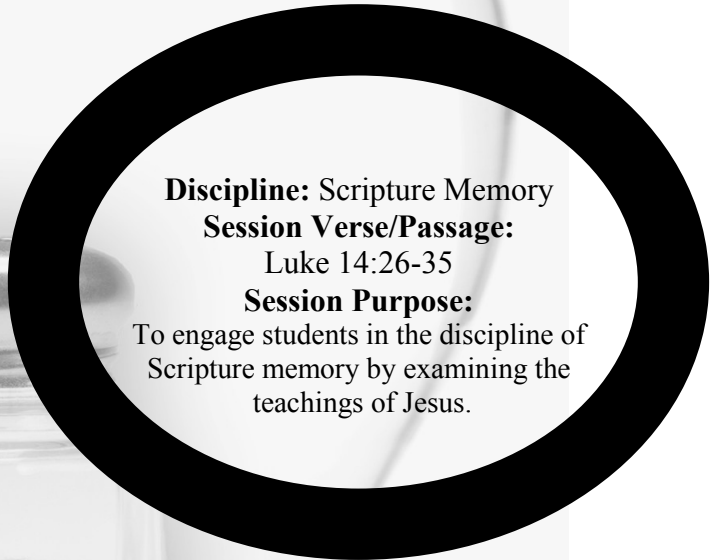
<p>Psalm 24:6 This is the generation of those who seek Him, Who seek Thy face – even Jacob.</p>	<p>Psalm 24:6 This is the generation of those who seek Him, Who seek Thy face – even Jacob.</p>
<p>Psalm 24:6 This is the generation of those who seek Him, Who seek Thy face – even Jacob.</p>	<p>Psalm 24:6 This is the generation of those who seek Him, Who seek Thy face – even Jacob.</p>
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<p>Psalm 24:6 This is the generation of those who seek Him, Who seek Thy face – even Jacob.</p>	<p>Psalm 24:6 This is the generation of those who seek Him, Who seek Thy face – even Jacob.</p>



Preparation

- Gather all of the materials for the “Counting the Cost” game: building materials (marshmallows, gumdrops, toothpicks, straws, spaghetti noodles, etc.), fake money, and prizes.
- Look up and know all of the teachings of Jesus that students are to match with their references for their team’s money.
- Print off and separate the “Teachings of Jesus.”
- Print off the “Count the Cost” worksheet.
- Set up your room. Use tables to separate teams (3-5 students per team), have a table for the “Teachings of Jesus” and their references (be sure to mix them up), and have a table for the tower building materials.
- Have Bibles available, but deduct points with each use. You may want to deduct extra points for not bringing their Bibles to church.

twenty-five



Discipline: Scripture Memory

Session Verse/Passage:

Luke 14:26-35

Session Purpose:

To engage students in the discipline of Scripture memory by examining the teachings of Jesus.



Session Teaching Plan

■ **Step One – 15 min.** As students arrive, split them into teams of 3-5 students. Tell teams to sit together around one of the tables. Say, “Today we will be studying the discipline of Scripture memory and using some competition to help us understand the meaning of our passage.” Explain the game. After teams understand how to play, begin the game.

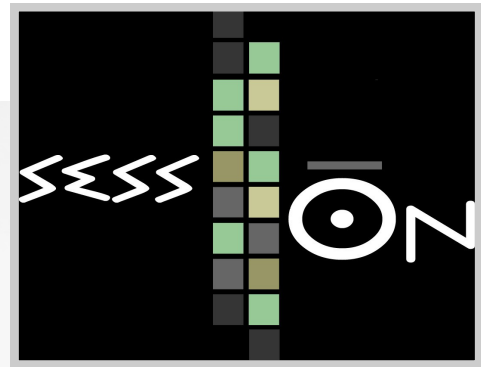
■ **Step Two – 30 min.** When time is up, tell all teams to stop building and to take a seat. Have a few adults judge the towers/creations (tallest to shortest). Give prizes for 1st, 2nd, & 3rd. After prizes have been awarded, ask what was the most difficult part of the competition? Ask groups to share why they chose to use the materials that they used. How much did your tower cost? How many groups were able to match up all of the “Teachings of Jesus?” Why not? Do you think that it’s important to know what Jesus taught while trying to follow Him? Now let’s take a look at the “Counting the Cost” worksheet. Have teams read the passage and answer the questions as a group. After groups finish discuss their findings.

■ **Step Three – 15 min.** Finish your time together by having students pair up and work on memorizing Luke 14:26-35. Tell students that you will give a prize next week to the students who have it memorized. Conclude by having students pray for each other, specifically that they would count the cost daily.



Preparation

- Today's lesson will require students to do some writing, so it would be best to have tables (if available) set up in the room. Pen or pencils should be provided.
- Print and distribute a copy of "The SEEKER Study" to each student. Familiarize yourself with the steps of this Bible study method, as you will be leading students through the process.
- Secure several (at least five, if possible) translations of the bible. Have those available for students during the study time.



twenty-six

Discipline: Bible Study
Session Verse/Passage:
Isaiah 53:4-6
Session Purpose: To teach students how to study the Bible in a structured way.



Session Teaching Plan

- **Step One - 50 min.** After students arrive, distribute a copy of "The SEEKER Study" to each of the students. Say "This week we will engage in an in-depth method of bible study. It is called the SEEKER method, and it will help us break down a verse or passage for better interpretation and understanding." Divide the students into groups of three or four. Tell them they will work in these groups to complete the study. Walk students through the process for each step of the study and then let them begin. Be available to answer their questions during the study. After about 35 minutes, ask the students to share their answers for each of the letters in the SEEKER method concerning their passage. Encourage them to give insight as to how they come to their answers.
- **Step Two - 10 min.** Explain to the students that the purpose of having them go through this method of Bible study is to give them a tool so that they can do this on their own. There are many Bible study methods and tools. "The SEEKER Study" is just one of them. The important thing is for them to be engaging in the study of God's Word on a regular basis. Ask for any prayer requests and close in prayer.

The SEEKER Study Isaiah 53:4-6

The following are the components that make up “The SEEKER Study.”

- **Scripture** – This is one verse that you will study for the week.
- **Emphasis** – What does the verse say? What is its meaning?
- **Examine the Context** – What do the surrounding verses state?
- **Key Questions** – Questions that the verses raise in your mind or that might pose a problem for someone else.
- **Execution** – How will I execute what the passage has taught me? How can I put it into action in my own life?
- **Reproduce** – How can I take what I've learned from this passage and simplify it so that it can be passed on to an individual or group?

SCRIPTURE

Copy the verse (Isaiah 53:4-6) from three translations/paraphrases of the Bible. Write them below.

EMPHASIS

Write in your own words what this verse teaches. It is important that you only state what the verse says, and not to add elaborate commentary. Write it below.

EXAMINE THE CONTEXT

Now you will concentrate upon the verses immediately preceding and following the verse. These are known as the context of the verse. Under the heading "Isaiah 53:1-12" record the first thoughts added by the verses preceding your Scripture verse. Then record the thoughts added by the verses following your Scripture verse. Again, do not add your opinion; simply state what the verses are saying in your own words.

Isaiah 53:1-12

Preceding verses (vs. 1-3)

Following verses (vs. 7-12)

KEY QUESTIONS

Below, record the questions that the verses raise in your mind or the problems you think they may raise for someone else, Christian or non-Christian. Do not answer the questions and do not only record questions for which you know the answer. It might be helpful to do this verse by verse.

EXECUTION

Below, write out how you will execute or apply what you learned. What specific commitments do you need to make in regard to your attitudes or actions because of the teaching of this Scripture verse. Somewhere in your execution you should complete the following sentence. “Today I will...” or “This week I will...”

REPRODUCE

Now you will want to go back over what you have learned from this passage and decide what is reproducible in this text.

This is different than execution or application; execution is a personal issue of what YOU will do. Reproduction is taking what you have learned and finding a way to pass on the truth of that conviction to others. In the space below write out what you will do to reproduce what you have learned with the group, so that they could pass it on to someone else.

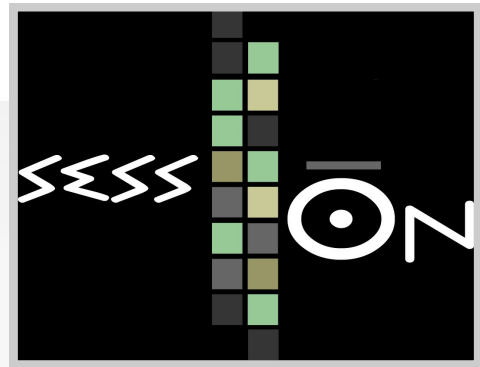
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Preparation

- Have enough poster boards available that each group of 3 to 4 students will have one. Provide markers (and, if possible, paints and brushes). You could also bring white butcher paper.
- You may also want to provide other mediums of art such as putty, clay, building blocks, etc.
- You will need to provide some plastic drop-cloth to cover the floor if you are going to use paint.
- Tables will be needed for this session.
- Each student will need a Bible



twenty-seven

Discipline: Worship
Session Verse/Passage:
 John 4:23-24

Session Purpose:

To challenge students to create worship experiences through art or drama and to encourage students to learn to be worshipers In spirit and in truth.



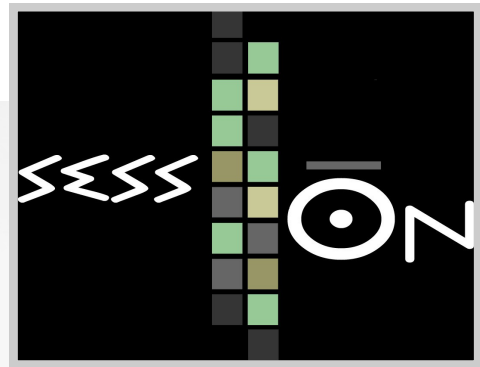
Session Teaching Plan

- **Step One - 15 min.** Have someone read John 4:23-24. Discuss the meaning of “worshiping in spirit and truth.” The word “spirit” does not refer to the Holy Spirit, but the attitude in which we worship (our human spirit). Jesus is pointing out here that we are to worship inwardly, not to simply go along with the outward practices of others. Our true worship comes from our hearts.
- **Step Two – 25 min.** Break the students up into groups of 3 or 4 and challenge them to create, either by art or by skit, some type of worship to the Lord. Instruct them to not only create but have meaning behind the creation. The skit could be one that either points to God, or shows people worshipping (but challenge them to write it in a way that teaches a lesson or makes a point; not just shows someone worshipping). Challenge them to search Scripture for a verse or passage to inspire their creation. Of course, Psalms would be a great place to begin, but they may think of another book to search. Remind them of the importance of this experience being rooted “in spirit and truth.” If time permits, have each group come up with a skit and each student create an artistic worship piece.
- **Step Three – 15 min.** Have each group share their piece of art or skit with the group. Tell them to share the Scripture reference that inspired the art and the meaning of the passage.
- **Step Four – 5 min.** Challenge them to look for opportunities to come up with other creative forms of worship in the future. Remind them of the John 4:23-24 guidelines for true worship. Close in prayer.

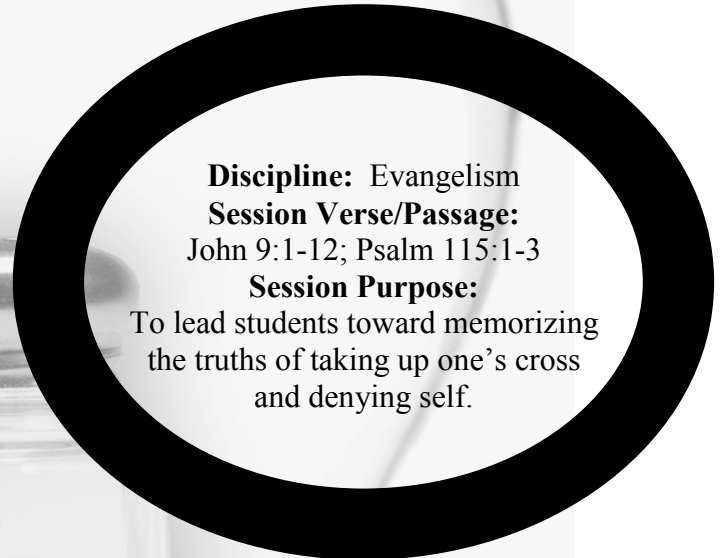


Preparation

- Print out enough “Guess My Trials And Sufferings Crossword Puzzle” for each group to receive a crossword puzzle to work through together.
- Print out enough “Guess My Trials And Sufferings Crossword Puzzle Answer Key” for each adult worker to have so they can help out with any group that might need it.
- Print out a copy of the “Seeker Bible Study Handout” for each individual.
- Secure several Bible translations so that students can have access to them as they work through the study.
- Secure extra pens or pencils in case students need one. If possible, set up tables for the students to write on during the session



twenty-eight



Discipline: Evangelism

Session Verse/Passage:

John 9:1-12; Psalm 115:1-3

Session Purpose:

To lead students toward memorizing the truths of taking up one's cross and denying self.



Session Teaching Plan

- **Step One – 15 min.** This session will be dedicated toward helping students understand that God can have divine purposes for our trials and sufferings. Students must to learn to embrace their difficulty because God can be glorified through them and even bring people to know him because of how they respond in the midst of life's difficulty. Divide your students into groups of 2-3. Pass out the “Guess My Trials And Sufferings Crossword Puzzle” so that each group gets one. Allow each group the allotted time to try to complete the crossword puzzle. If needed have the answer key handy in case students are struggling with certain clues. **Step Two – 10 min.** After enough time has passed bring the groups back together. Feel free to congratulate the group that finished first. Then ask the following questions, “How many of you have ever experienced any of those trials and sufferings? How many of you enjoyed it? How many of you would be willing to experience any or even all of the trials and sufferings found in the puzzle? Let me ask it a different way. Would you be willing to and ENDURE and EMBRACE those trials if you knew that it pleased and glorified God because of the result he could bring from it even if it caused you pain and suffering? Why or why not?” These are hard questions to wrestle with, especially for teenagers, but they must be confronted about the importance of embracing life's difficulties and trusting God in what he is bringing about in their lives.
- **Step Three – 20 min.** Pass out the “Seeker Bible Study Handout” for each individual. In Session 26, students learned the Seeker Bible Study. Take some time to review how to utilize the Seeker Bible study. Break them back into their original groups of 2-3 people and have them walk through John 9:1-12 using the

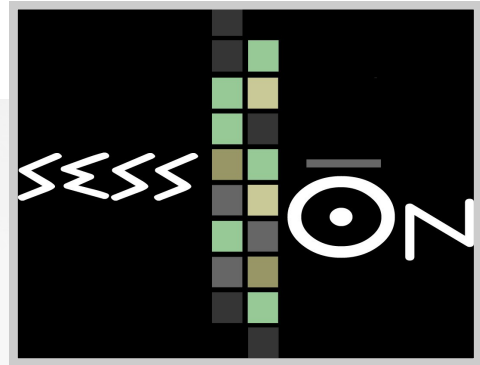
Seeker Bible Study.

- **Step Four – 15 min.** After enough time has passed bring the groups back together. Allow each group to share their thoughts on what they learned in John 9:1-12 by using the Seeker Bible Study. As they share, stress to your students the important lesson of this passage. Say, “*This man's blindness brought glory to God and people became aware of the power of Christ. Will you also embrace your trials trusting that God is being glorified and that through your hope in Christ through the trial people will take notice of the power of Christ. Suffering is a great vehicle to evangelism.*” After each group has had ample time to share close out the session by using one or both of the following options.
- **Closing Option 1: Reflect on Psalm 115:1-3** – Have everyone turn in their Bibles to Psalm 115:1-3. Have someone read it allowed. Challenge students to get in their original groups to pray through this passage. That they would be willing to embrace what pleases the Lord, even suffering, if it brings glory to God and brings people to know Christ.
- **Closing Option 2: Watch John Piper's take on suffering** – You must have access to the internet and you must be able to show it to students via computer or projector. Please preview this video so you can decide if it is appropriate to show to your students. Go to http://www.youtube.com/watch?v=PTc_FoELt8s to watch the video. In this video John Piper discusses his hatred for the “Prosperity Gospel”, which is the belief that when we follow Jesus He will bless us with great quantities of money, possessions, and



Session Teaching Plan cont.

good health. John stresses that God is most glorified in us when we are most satisfied in God in the midst of great difficulty not in great prosperity because people come face to face with the power of Christ. Challenge students to get in their original groups to pray together. Ask them to pray for a willingness to embrace what pleases the Lord, even suffering, if it brings glory to God and brings people to know Christ.



twenty-eight

Discipline: Evangelism

Session Verse/Passage:

John 9:1-12; Psalm 115:1-3

Session Purpose:

To lead students toward memorizing the truths of taking up one's cross and denying self.

The SEEKER Study

John 9:3

The following are the components that make up “The SEEKER Study”.

- **Scripture** – This is the one verse you will be studying. Write it out.
- **Emphasis** – What does the verse say? What is its meaning?
- **Examine the Context** – What do the surrounding verses say?
- **Key Questions** – Questions that the verses raise in your mind or that might pose a problem for someone else.
- **Execution** – How will I execute what the passage has taught me? How can I put it into action in my own life?
- **Reproduce** – How can I take what I’ve learned from this passage and simplify it so that it can be passed on to an individual or group?

SCRIPTURE

Copy the verse (John 9:3) from three translations of the Bible. Write them down below.

EMPHASIS

Write in your own words what this verse teaches. It is important that you only state what the verse says, and not to add elaborate commentary. Write it below.

EXAMINE THE CONTEXT

Now you will concentrate upon the verses immediately proceeding and following the verses. These are known as the context of the verse. Under the heading John 9:1-3 record first the thoughts added by the verses proceeding your Scripture verse. Then record the thoughts added by the verses following your Scripture verse. Again do not add commentary; simply state what the verses are saying in your own needs.

John 9:1-2 _____

John 9:4-12 _____

KEY QUESTIONS

Below, record the questions that the verses raise to you or the problems you think may raise for someone else, Christian or Non-Christian. Do not try to answer the questions. It might be helpful to do this verse by verse.

EXECUTION

Below, write out how you will execute or apply what you learned from this passage. What specific commitments do you need to make in regard to your attitudes or actions because of the teaching of this verse. Somewhere in your execution you should complete the following sentence. “Today I will...” or “This week I will...”

REPRODUCE

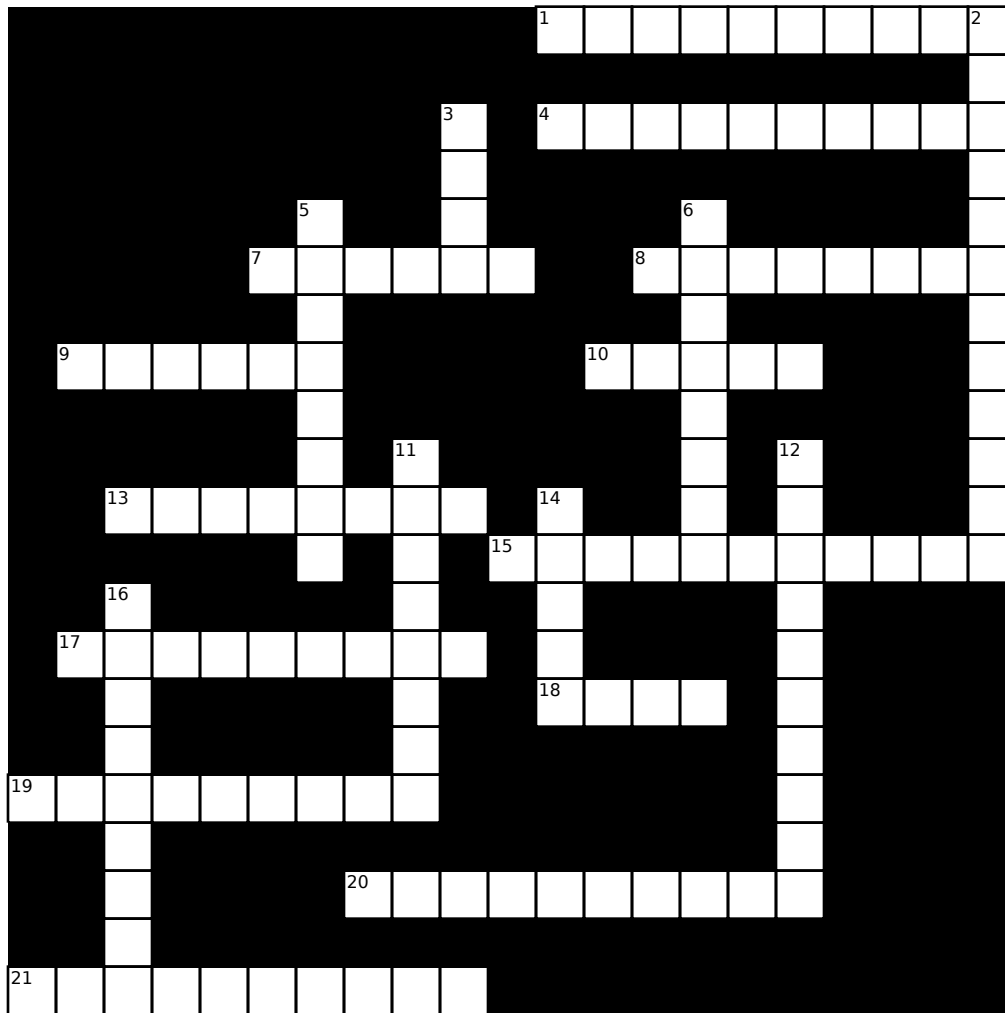
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This is different than execution or applications; execution is a personal issue of what YOU will do. Reproduction is taking what you have learned and finding a way to pass that truth on to others. In the space below write out how to reproduce what you have learned. Share this with the group at the end of the group time.

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GUESS MY TRIALS AND SUFFERINGS



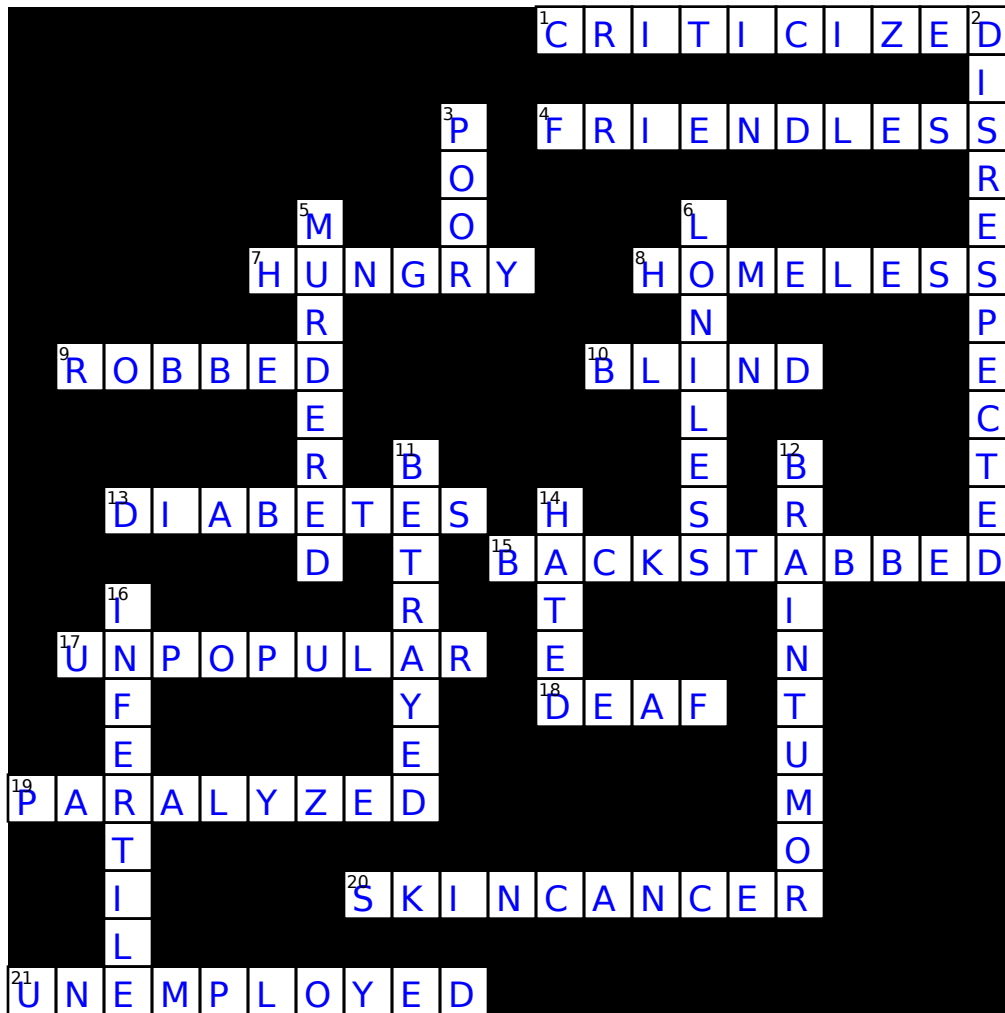
Across

- 1 People are always critical of me
- 4 I have no one who likes to be with me
- 7 I haven't had a meal in two days
- 8 I don't have a roof over my head
- 9 They took my things and money
- 10 I don't know what the sunset looks like
- 13 My body has a sugar problem
- 15 People talk bad about me behind my back
- 17 No one thinks I fit in or that I'm cool
- 18 I live a very quiet life
- 19 I can not walk
- 20 I have a disease in the largest organ of the human body
- 21 I can not get a job

Down

- 2 No one honors and appreciates me
- 3 I have little to nothing
- 5 My life was taken away
- 6 I feel like I am all alone
- 11 A close friend turned their back on me
- 12 I have a mass in my head
- 14 I am passionately disliked
- 16 I cannot have children

GUESS MY TRIALS AND SUFFERINGS

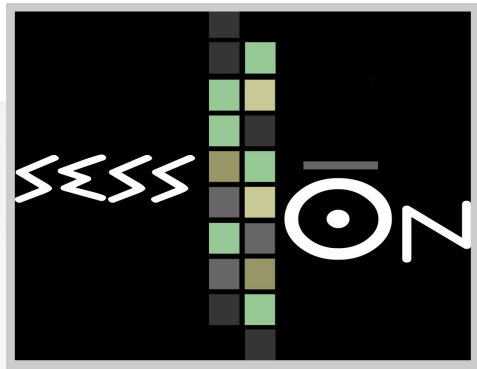


Across

- 1 People are always critical of me
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- 14 I am passionately disliked
- 16 I cannot have children



Preparation

- Spend some time alone thinking and meditating on this verse. Try to come up with some things for yourself that fit the descriptions in this verse and meditate on them. The purpose of this is to help you be prepared to guide your students as they do something similar.
- Print the “Meditation Stations” planning sheet and follow the instructions. Be sure to plan for the time it will take to set up this activity.
- Print out the signs for the meditation stations.
- Have some dictionaries available for students to access if they need to look up a word that they might not understand.
- Print off enough copies of the “Meditation Worksheet” to distribute to your students.

twenty-nine

Discipline: Meditation
Session Verse/Passage:

Philippians 4:8

Session Purpose:

To challenge students to come up with a list of things that corresponds to the words used in this verse and to meditate on those things and the Scripture.



Session Teaching Plan

- **Step One – 10 min.** Describe to your students what it means to meditate so they have an understanding of what they will be doing in this lesson. Webster’s gives these definitions for “meditate” if you want to use them: ¹to engage in contemplation or reflection; ²to engage in mental exercise (as concentration on one’s breathing or repetition of a mantra) for the purpose of reaching a heightened level of spiritual awareness; ³to focus one’s thoughts on, reflect on or ponder over; ⁴to plan or project in the mind.
- Make sure everyone understands the general idea behind meditation and what it means before you continue. You might remind them that today will be a time of introspection and that they all need to respect everyone else by not doing or saying anything distracting as they go from station to station.
- Say: “Philippians 4:8 gives us a list of worthwhile things and then *commands* us to ‘dwell on these things.’ Today we are going to do just that”.
- **Step Two – 40 min.** Have your students break up into groups of 2 or 3 (depending on the size of your group you may need to have more in each one). You might think through where you want each group to start so that they are not all at the same station together.
- Distribute the “Meditation Worksheet” to each student so he or she will have it while going through the different stations. Instructions for the students will be on the worksheet. Have the students work through the different stations of meditation.
- **Step Three – 10 min.** After everyone has finished going through the stations have them come back together as one group and discuss the experience. Ask them about some of the things they came up with to describe the words used in Philippians 4:8 and discuss what they learned from the experience. Close with prayer.

¹Merriam-Webster, I. (2003). *Merriam-Webster's collegiate dictionary*. Includes index. (Eleventh ed.). Springfield, Mass.: Merriam-Webster, Inc.

“Meditation Stations” Planning Sheet

Set up stations around your room (maybe even use multiple rooms if possible) where students will be able to spend time in meditation. You will need 7 stations total (one for each element in Philippians 4:8 with “excellence” and “worthy of praise” put together). Be creative about the display for the station and make sure to have the word(s) prominently displayed so the students can have a visual while they are there.

There will be sheets attached to this lesson that you will need to use for the display. They will each have one of the words from Philippians 4:8 and then a Bible verse that pertains to that word. The verse will mainly serve to help them realize that it is always helpful to meditate on Scripture. They are prompted on their worksheets to also write down some things that come to mind when they think of whatever word is at each station.

You may think through the order of how you will send the groups through the stations. Maybe come up with a numbering system and give each group a different order for its walkthrough or simply stagger the groups (remember that staggering will save some time because you will have to wait for the first group to finish before sending the next). It’s not imperative that there be no overlap at stations. But you do want to avoid them all being in one place at one time.

The worksheet tells them to spend 5-6 minutes at each station (5 minutes x 7 stations = 35 minutes) but feel free to adapt according to what you think is best for your group. It would probably be helpful to supervise the groups as they go to each station and help them actually meditate and not just play around and distract others. If you are setting up the walkthrough in different rooms, consider whether or not you will need to recruit additional help for supervision in the multiple rooms.

Meditation Worksheet

Once you have divided into groups, go with your group to one of the stations. While you are there make sure to **read** the display that tells you what word or phrase you are supposed to meditate on and also **read** the verse(s) associated with it. Spend about 5-6 minutes with your group at each station **simply meditating** on the verse and also on things that come to mind when you think of the word or phrase at each station. Remember that meditation is something you have to do on your own so try to keep talking to a minimum while you are going through the 7 stations. You don't necessarily need to discuss as a group at this time.

While you're at each station, try to think of a few things that fit the word or phrase and write them on this sheet. Try to meditate or think deeply about these things as well. When you have gone through all 7 stations, return to the area designated by your teacher and wait quietly for others to finish.

- **True:**
- **Honorable:**
- **Right or Just:**
- **Pure:**
- **Lovely:**
- **Good Repute or Admirable:**
- **Excellence and Worthy of Praise:**

*"May the words of my mouth and the
meditation of my heart be pleasing in your
sight, O LORD, my Rock and my Redeemer."
-Psalm 19:14*



True

John 3:3

Jesus answered and said to him, "Truly, truly, I say to you, unless one is born again he cannot see the kingdom of God.

John 6:32

Jesus then said to them, "Truly, truly, I say to you, it is not Moses who has given you the bread out of heaven, but it is My Father who gives you the true bread out of heaven.

Honorable

2 Corinthians 8:21

For we have regard for what is honorable, not only in the sight of the Lord, but also in the sight of men.

Hebrews 13:18

Pray for us, for we are sure that we have a good conscience, desiring to conduct ourselves honorably in all things.

Rights

John 5:30

I can do nothing on My own initiative As I
hear, I judge; and My judgment is just, because
I do not seek My own will, but the will of Him
who sent Me.

Romans 7:12

So then, the Law is holy, and the
commandment is holy and righteous and
good.

Just

Pure

Psalm 19:8

The precepts of the LORD are right, rejoicing the heart; The commandment of the LORD is pure, enlightening the eyes.

Psalm 24:4

He who has clean hands and a pure heart, Who has not lifted up his soul to falsehood And has not sworn deceitfully.

LOWEY

Philippians 4:8

Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things.

Admirable

Proverbs 3:3-4

Do not let kindness and truth leave you; Bind them around your neck, Write them on the tablet of your heart. So you will find favor and good repute In the sight of God and man.

Good Repute

EXCELLENCE & WORTHY OF PRAISE

2 Peter 1:5

Now for this very reason also,
applying all diligence, in your faith
supply moral excellence, and in your
moral excellence, knowledge,

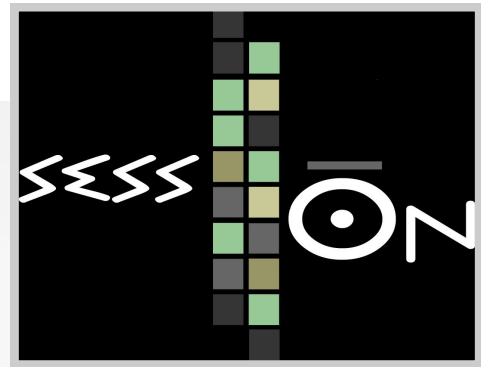
Psalms 145:3

Great is the LORD, and
highly to be praised, And
His greatness is
unsearchable.

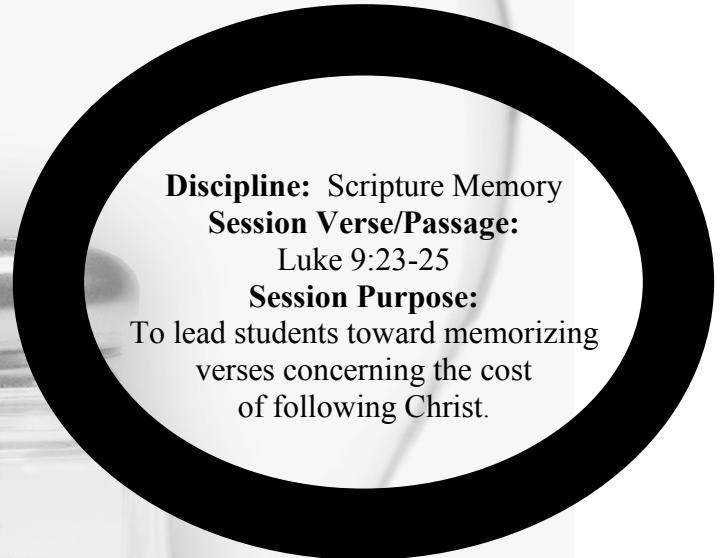


Preparation

- Print out a set of “Scripture Boggle Handout” (5 pages in a set) for each group. If accessible when making copies, it would be helpful to make copies of the “Scripture Boggle Handout” on a heavier paper so they don’t wear out.
- Have several pair of scissors on hand so each group can cut out the specific phrases on the “Scripture Boggle Handout”. Try to have at least one pair of scissors for each group.
- Print out a “Scripture Mad Lib Handout“ for each individual.
- The Scripture passage (Luke 9:23-25) being used in this lesson is taken from the NIV translation
- Provide additional Bibles in case some students do not have one.



thirty



Discipline: Scripture Memory

Session Verse/Passage:

Luke 9:23-25

Session Purpose:

To lead students toward memorizing verses concerning the cost of following Christ.



Session Teaching Plan

- **Step One** – This session will be totally dedicated toward the memorization of verses on the cost of following Christ in Luke 9:23-25. Before they will begin the act of actually memorizing the verses they will play a few games in order to help their minds identify the order of each word of the verses. Divide your group into 3-4 smaller groups and assign an adult to each group so they can oversee their progress. Each game will be a competition between the groups. Each game is described below.
- **Game 1: Scripture Boggle against the other groups – 15 min.** Before playing the game the students should examine Luke 9:23-25 found on the “Scripture Boggle Handout” to become familiar with the Scripture passage. After each group has had adequate time to study the verses give each group a pair of scissors to cut out the phrases along the dotted lines on each page. Once they have all been cut out students should turn the phrases over so that they are facing the ground and mix them up. Once every group has done this the game can begin at your command. Without the use of their Bibles, each person in the group take turns flipping over one phrase at a time. Until they find the beginning phrase of the Luke 9:23-25, “Then He said”. Once that phrase has been located, they continue taking turns flipping over the phrases until they find the second phrase in Luke 9:23-25, “to them all.” This same process should continue until they have located all the phrases in order and finally flip over the final phrase, which happens to be the reference to the verses, “Luke 9:23-25”. The first group to complete this process is the winner. One note to mention to your students is that as they flip each phrase, if they flip over the wrong phrase it needs to be turned back over. Depending on how long this game takes

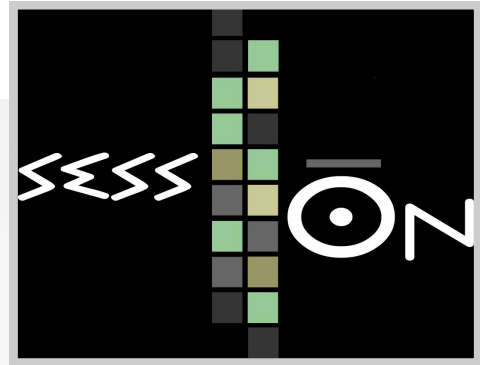
feel free to play it again.

- **Game 2: Speed Scripture Boggle – 20 min.** Have your adults combine all the phrases from all the groups. Place them face down in the middle of the room and shuffle them. Yes that’s right! This is going to be a massive and chaotic mess but it should be fun if you are willing to try it. Once all the phrases are face down and have been shuffled you are almost ready to start the game. Assign each group a certain corner or area of the room as their home base. Each group is going to have to work together to put in order the verses from Luke 9:23-25 at their home base. Once the game starts, each individual group will send one person at a time to find the correct phrase by flipping over one of the slips of paper. Just as in the last game they will need to start by finding the beginning phrase of the Luke 9:23-25, “Then He said”. If they find it they should bring the phrase back to the group. If not they should turn the slip of paper back over and return to the group and the next person from the group does the same thing. This same process should continue until they have located all the phrases in order and finally flip over the final phrase, which happens to be the reference to the verses, “Luke 9:23-25”. The first group to complete this process is the winner.
- **Game 3: Scripture Mad Lib – 10 min.** After the Scripture Boggle Games are completed give each individual the Scripture Mad Lib Handout“. This game will be an individual activity. They simply need to fill in the blank with the provided words on the handout.



Session Teaching Plan cont.

- **Step Two – 15 min.** Have them get in groups of 2-3 and help each other memorize Luke 9:23-25 for the rest of the session.



thirty

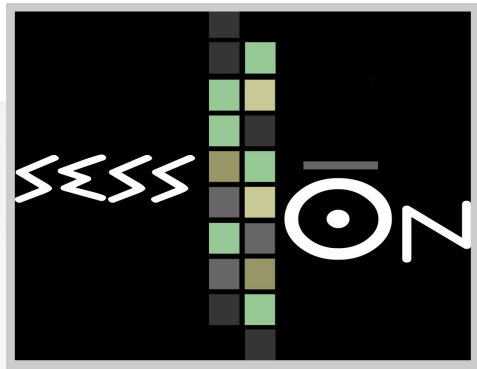
Discipline: Scripture Memory

Session Verse/Passage:

Luke 9:23-25

Session Purpose:

To lead students toward memorizing verses concerning the cost of following Christ.



Preparation

- Put together a scavenger hunt throughout your church, using riddles for your clues (be creative). You will need to have at least 7 locations. At each location, teams will get the next clue as well as a piece to the “Wise Puzzle.” The team that has their puzzle together first wins the prize.
- Print out a “Wise Puzzle”, on card stock, for each team, cut them out, and place each piece in the coordinating envelope. You will have one manila envelope per location.
- Type out riddles or clues for the 7 locations. Put enough in each locations envelope to have one for each team, or just glue/tape the next clue on each envelope.
- Buy a prize for the winning team.
- Print out the “True Wisdom” worksheet.
- Print out pleasure fasting guidelines and the fasting sign-up sheet.

thirty-one

Discipline: Fasting
Session Verse/Passage:
Proverbs 3:13-15 (key passage);
Prov. 1-3 & 9

Session Purpose:
To help students understand the value of
Godly wisdom by using Proverbs to
solve a scavenger hunt while fasting
from pleasures.



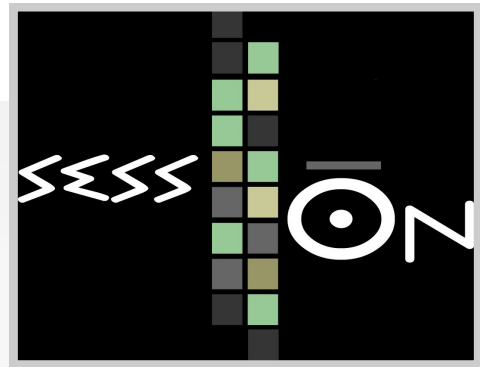
Session Teaching Plan

- **Step One – 25 min.** As students arrive, divide them into teams of 3-5 students. To do this, draw straws, pick numbers, or use some other randomized process; this will allow diversity. Say, “Today we will be studying the discipline of fasting, in which we will be discussing the importance of true, Biblical wisdom. We will begin by having a little competition. The winning team will receive _____.” Explain the rules of your scavenger hunt, being sure to put the emphasis on completing the puzzle. Then begin the chaos!
- **Step Two – 15 min.** After all your teams have completed their puzzle, ask, “What was the hardest part of the scavenger hunt for your team?” What was it that made you want to be the first team finished? Did any of you want to just give up? Is there anything in real life that you search for with that same intensity? What does the Bible say we should search for in that way? What about wisdom?
- **Step Three – 20 min.** Have students remain in their teams/groups and complete the “True Wisdom” worksheets together. When groups have finished, discuss the thought of searching for wisdom and how few people actually do. Encourage students to fast from a particular pleasure that would get their attention and to search for wisdom this week. Go over the guidelines for pleasure fasting and have the students sign-up in order to participate in the fast this week. Then have teams dismiss in prayer.

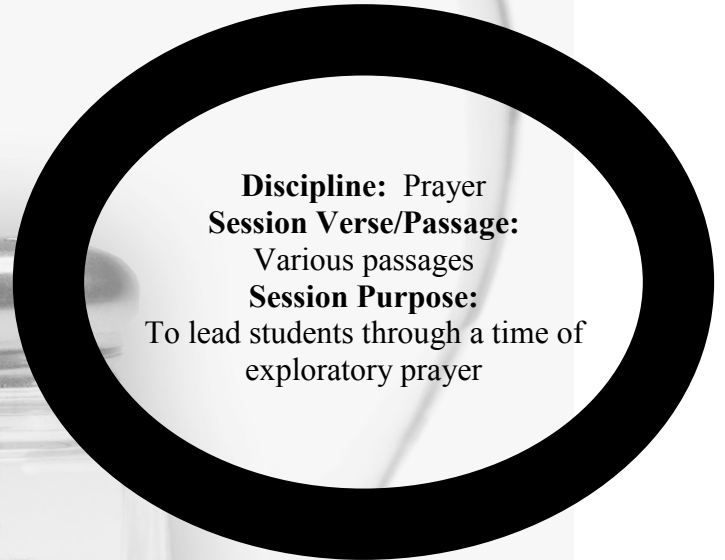


Preparation

- Make copies of each prayer station handout for each person participating, and place at each prayer station.
- Before the meeting time you will need to set up your four prayer stations. If space allows, set up each prayer station in four different rooms or areas. You can also set up the prayer station in four different parts of your room. The goal is to allow students to go from station to station without much verbal instruction from the Sumphero leader. Here are the supplies needed for each table or area:
 - Confession Purifying Session: Set up a table with index cards, pens, a trash can and the handout. Then set up a second table (or on the same table depending on the size of your room) set up a bowl of water with a towel.
 - Solitude and Listening Station: Provide the handout and you will need to provide enough space for students to separate themselves during this time of solitude. If possible you can provide some very soft instrumental praise music as a white noise in the room to allow students to more focus on being quite before God
 - Thanksgiving and Blessing Station: Along with the handout, place several large sheets of paper on the wall (at least two or more). You can use construction paper, or poster boards, or butcher paper. Provide pens for students to write with (make sure your pens do not bleed through the paper and get on the wall).
 - Supplication Station: Provide the handout for each student and set up a table that has pens and post-it sticky notes. You will want to provide enough post-it notes for each students to have five or six to write on. You will want to think through what volunteers you want you group to pray for, such as staff, youth workers, children workers, deacons, etc. Have student either post the notes for the volunteers where they will find them, or give the notes to the leader and then have that person post the notes after your meeting time.



thirty-two



Discipline: Prayer
Session Verse/Passage:

Various passages

Session Purpose:

To lead students through a time of exploratory prayer

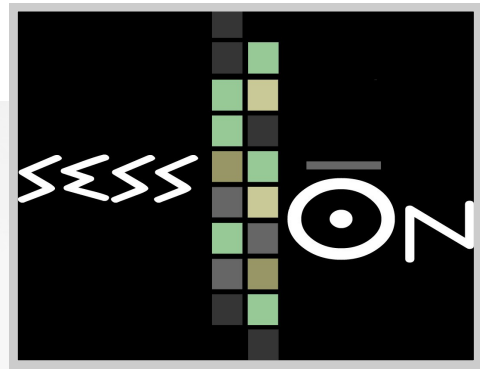


Session Teaching Plan cont.

■ **Step One – 10 minutes** – Gather your group and explain the process they are about to go through. Take time to instruct them on how this will be an “on your own” process. Ask your group to take the next 45 minutes serious, and remaining quiet throughout the entire time. You can divide your group into four smaller groups sending each to a different station, or they entire group can go from one station to another together. Start the time of prayer by starting with a short prayer.

■ **Step Two – 40 minutes** – have the group rotate stations every 10 minutes, you will need to keep a watch with you to keep track of the time.

■ **Step Three – 10 min** – Gather your group back together and ask them about their experience of prayer. What did they learn? What did they hear from God? What was something unique about this experience? End your Sumphero class with a time of prayer lead by the class leader.



thirty-two

Discipline: Prayer
Session Verse/Passage:
Various passages
Session Purpose:
To lead students through a time of
exploratory prayer



PRAYER STATION ONE

CONFESSION AND PURIFYING STATION

At this station you will be doing some serious business with God. Allow yourself to become vulnerable and transparent before Him. Share all your insecurities, failures, fears and sins with Jesus - lay it ALL out there.

1. Take a piece of paper and pen and find a place to sit or kneel away from your friends.
2. Close your eyes, forgetting that anyone else is around, and ask the Lord to bring all the sins in your life to mind. It's just you and Him so let yourself be brutally honest.
3. As those sins come to mind begin writing them down, confessing them to Him. Do you struggle with gossip, drugs, drinking, premarital sex, lying, cheating, backstabbing peers and friends, using God's name profanely, stealing, dishonoring your parents/authority, guilt, feelings of worthlessness, worry, etc.?
4. Pray that the Lord will forgive you of all those sins. Pray a prayer like this, "I am a sinner. I am like a dirty rag and I fail. Jesus, take each one of these failures, each sin I've committed and destroy it. Forgive me Lord, and make me clean and pure like snow. Give me a fresh start and a desire to follow and depend on You. I can't make it on my own but I can do anything if I have You in my life.
5. Take your paper and rip it up and throw it away in the trashcan.
6. Now that you are clean before God, go to the bowl of water.
7. At the bowl of water and wash your hands. This is symbolic of Christ washing the dirt (sin) off of you and giving you a new, clean heart.

Move to prayer station number two.

PRAYER STATION TWO SOLITUDE AND LISTENING STATION

At this station you're going to be silent before the Lord. It might feel awkward but it's a great practice. We have a very hard time being quiet before God. We want to tell Him how to do things, ask for stuff, make demands. But now it is time to be still and listen.

1. Find a place in the room away from friends and distractions.
2. Imagine standing before God Almighty. You're silent, reverent, and awestruck. This is the God of the Universe and He loves you! You alone fill a specific hole in His heart that no one else can fill.
3. Take 1 minute to acknowledge Him and His greatness. Say these words to Him, "You are holy, righteous, just, pure, king, honor, creator, jealous for me, helper, healer, friend, father, all-powerful, all-knowing, all-loving, patient, compassionate." Feel free to keep praying using your own words.
4. Now stop talking and listen. Just be still and let the Creator love you and wash over you.

Lastly, take the last minute or two to thank Him for creating you. Know that "you are fearfully and wonderfully made." Psalm 139:14

Thank Him for your uniqueness, thank Him for how He's working in your heart

Ask Him to show you your spiritual gifts and how you might use them at church, home and school.

Consider His call on your life. Ask Him how you can be more passionate for Him and more passionate for others.

Ask Jesus to use your life for the kingdom of heaven.

6. Move on to prayer station number three

PRAYER STATION THREE

THANKSGIVING STATION

This station is all about thanksgiving. Not turkey and dressing but words of thanks, attitudes of thanks, praising God for all the good things He's done for you.

1. Before you begin, take a minute to consider all the things the Lord has given you - maybe things you take for granted like good health, a home, family, friends, mentors, education, running water, heat & air conditioning, safety. Keep going - anything and everything you're thankful for.
 2. Now go further. What are you thankful for spiritually..? Christ, His death and resurrection, His word (the Bible), His creation/nature, your church, your student ministry, your church leaders, etc.
 3. Take a pen and write a prayer of what of your thankful for on the sheet of paper provided for you on the wall.
 4. Even if you're down on life right now, refocus, get positive, and get thankful.
 5. Write prayers of thanks to God about the church God has given you.
 6. Write praises about all the lives that will be touched, hearts that will be changed, through the ministry of your church.
- Praise Him with Psalms like David did in the Old Testament. (You don't have to write these down - just let them help you get thankful!)
 - "I will praise You, Lord, with all my heart; I will tell of all the marvelous things You have done." Psalm 9:1
 - "I love you Lord; You are my strength. The Lord is my rock, my fortress, and my savior. My God is my rock in whom I find protection. He is my shield, the power that saves me and my place of safety." Psalm 18:1-2
 - "I love Your sanctuary, Lord, the place where Your glorious presence dwells.: Psalm 26:8
 - "Let all that I am praise the Lord; with my whole heart, I will praise His Holy Name. Let all that I am praise the Lord; may I never forget the good things He has done for me. He forgives all my sins and heals all my diseases. He redeems me from death and crowns me with love and tender mercies." Psalm 103:1-4

PRAYER STATION FOUR

SUPPLICATION STATION

At this station we are going to ask the Lord to bless all the people who volunteer and serve at our church. We are also going to write our prayers out for those people to read later.

1. Take a couple of pieces of sticky paper and a pen.
2. Write out a prayer or two of thanks and concern for each man and woman who's volunteering and serving at your church.
3. Feel free to write your own prayers but if you're struggling here are some suggestions:

"I'm thankful that you are using your gifts for our church."

"I'm praying for the Lord to bless you"

"I'm praying that God will give you strength and encouragement as you lead our church"

"I'm praying for you to have good health"

"I'm praying for peace in your personal life"

"I'm praying for your family and their safety and health"

"Thank you for helping to serve our church through ..."

"Thank you for making our church a safe place for teenagers"

"Thank you for being a part of the kingdom of God by teaching God's Word"

When you get done writing your note, take it and put it in the designated place as directed by your group leader.